



Maryland School Psychologists' Association, Inc.

MSPA Summer Institute 2017

Language-Based Literacy Challenges: Assessment and Intervention

Kathleen T. Williams, PhD, NCSP

Reading teacher; speech pathologist; school psychologist; nationally recognized expert and speaker on reading, oral language, and vocabulary development; Vice President of the Office of Academic Initiatives and Test Development for the College Board; Author or coauthor of several reading and language-based measures, including the Phonological and Print Awareness Scale, and the OWLS Reading Comprehension Scale.

**Tuesday, Wednesday, and Thursday
June 20, 21, and 22, 2017**

Atlantic Sands Hotel & Conference Center

Oceanfront at 101 N. Boardwalk, Rehoboth Beach, Delaware

www.atlanticsandshotel.com

Email: atsands@dmv.com

The MSPA Summer Institute is an MSPA Member Event, however, registration will become available for non-MSPA members beginning May 1st if space allows.

Registration Deadline: June 9, 2017

DAILY PROGRAM AGENDA Days 1 & 2

7:15 - 8:00	Continental Breakfast
8:00 - 10:15	Workshop Session
10:15 - 10:45	Break and Refreshments
10:45 - 1:00	Workshop Session

DAILY PROGRAM AGENDA Day 3

7:15 - 8:00	Continental Breakfast
8:00 - 10:00	Workshop Session
10:00 - 10:30	Break and Refreshments
10:30 - 11:30	Workshop Session

WORKSHOP DESCRIPTIONS

Day 1: Understand the Oral Language Connection to Reading and Writing: Preschool through High School

Description: Success with reading and writing instruction is dependent on strong receptive and expressive oral language skills. This dependency will be explored at seven levels of language organization from phonology (below word level) to discourse (organization of connected sentences). Collaboration for intervention with classroom teachers will be discussed for preschool through high school students. The presenter will demonstrate several research-based techniques designed to help students improve their comprehension and expression of textual material.

Learning Objectives:

1. Describe how sharing research on the interdependency of oral language and literacy skills with instructional team members fits into a comprehensive role as outlined by the NASP Practice Model.
2. Explain how the organization of oral language relates to the challenges of learning to read and write.
3. Demonstrate several age-appropriate strategies for building receptive and expressive oral and written language skills to elementary and secondary classroom teachers.

Day 2: Differentiate the Source of Reading Disabilities to Implement Effective Interventions

Description: Using case studies and relevant research, participants will learn how to differentiate individuals with dyslexia, those with a specific phonological processing deficit, from students with more wide-ranging reading difficulties. Content will focus on research-based instructional strategies and methods for monitoring progress for individuals at all age levels, including young students having difficulty learning to read and older students who struggle to use reading to learn.

Learning Objectives:

1. Describe how sharing current research on reading disabilities and, specifically on dyslexia, with instructional teams fits into a comprehensive role as outlined by the NASP Practice Model.
2. Explain to instructional teams how brain imaging allows researchers to observe the brain as one reads fluently or has difficulty reading.
3. Explain to instructional team members the phonologic model, how it identifies the weakness specific to students with dyslexia, and how it differentiates these students from those with broader reading disabilities.
4. Implement instructional strategies for a phonologic deficit in students learning to read and those struggling to use reading to learn.

Day 3: Implement Research-Based, Age-Appropriate Word Decoding Strategies

Description: Using individual and small group activities, participants will learn research-based strategies for developing word decoding skills in students 5 to 21 employing both phonological and morphological approaches. Research with young children has concluded that phonological awareness helps early literacy growth. However, research with older students has revealed that by age 10, knowledge of the structure of words (morphological awareness) better predicts decoding ability. Strategies targeting morphological skills are especially effective with LD students.

Learning Objectives:

1. Describe how sharing research with instructional team members on effective word decoding strategies fits into a comprehensive role as outlined by the NASP Practice Model.
2. Implement code-focused word decoding strategies for primary students who are struggling to learn to read.
3. Implement word decoding strategies based on morphology for older struggling readers.
4. Explain to instructional team members the research basis for needing to teach code-focused strategies to younger students and morphological strategies to older students.

ABOUT THE SPEAKER

Kathleen T. Williams, PhD, NCSP has a BS in Audiology and Speech Sciences from Purdue University, an MEd in Elementary Education-Reading from Valparaiso University, an MA in Educational Psychology, and a PhD in School Psychology from Ball State University. A Nationally Certified School Psychologist (retired), she holds an Indiana Life License as an elementary education teacher. Dr. Williams worked from 1968 to 1989 as a classroom and remedial reading teacher and over the next twenty years was employed as preschool and K-12 speech pathologist, and K-12 school psychologist. She has taught at the graduate and undergraduate levels. From 1989 to 2009, she was engaged in the development and publishing of assessment and curriculum materials. Most recently, she was Vice President for the Office of Academic Initiatives and Test Development for The College Board. Prior to that, she served as Vice President of Product Development for AGS Publishing (now part of Pearson Assessments). Dr. Williams provides continuing education workshops in reading, oral language, and vocabulary development. She is the author

of the Phonological and Print Awareness Scale and its companion intervention guide, Building Early Literacy Skills. She is also the author of the Reading Fluency Indicator, the Group Math Assessment and Diagnostic Evaluation, the Math-Level Indicator, the Group Reading Assessment and Diagnostic Evaluation, the Reading-Level Indicator, and the Expressive Vocabulary Test (first and second editions). She is the co-author of the OWLS Reading Comprehension Scale with Dr. Elizabeth Carrow-Woolfolk.

OVERVIEW AND INTORMATION

The Maryland School Psychologists' Association will provide three days of training for school psychologists interested in continuing professional development. Sessions are planned each morning from 8:00 a.m. to 12:30 p.m. The Registration fee includes three days of skill development, buffet breakfasts, and refreshments during breaks. MSPA has arranged special conference rates for overnight accommodations at the *Atlantic Sands Hotel* (800-422-0600 or 302-227-2511). Refer to the **MSPA-Maryland School Psychologists Association block # 8214** to secure rooms at the discounted group rate. In order to minimize confusion, please be aware that room reservations are made through the hotel; specific room types are requests only and cannot be guaranteed. This includes specific room numbers. The special rate (\$180.00 single/double occupancy, \$195.00 triple occupancy and \$210.00 quad. occupancy) is good for the Sunday night before the conference through Thursday night of the conference (6/18/17- 6/22/17). **You must stay at the Atlantic Sands in order to get free parking (1 space per room)**. If you do not stay at the conference hotel, be sure to arrive early each day in order to find parking in time for the start of the presentation. **Parking is not available at the hotel for conference attendees not staying at the hotel.**

A total of 12 hours of Continuing Professional Development/ Continuing Education (CPD/CE) are available. Documentation of attendance will be provided to certified school psychologists and licensed psychologists who complete the entire workshop each day. There will be 4.5 hours of CPD/CE credit provided on days 1 & 2 and 3 hours of CPD/CE credit will be provided on day 3. Partial credit cannot be awarded. In order to receive CPD/CE credit, attendees must arrive no later than 15 minutes after the start, and may not leave prior to 15 minutes before the end of the program. The National Association of School Psychologists (NASP), and hence the Maryland Board of Examiners of Psychologists, recognize MSPA as an approved provider of CPD/CE for psychologists (NASP APS #1002). MSPA maintains responsibility for the program.

Registration must be **postmarked by May 31, 2017 (\$25 late fee applied beginning June 1; Deadline June 9)**, but registration is limited and will be accepted on a first come, first served basis based on the postmark of the envelope. If you want confirmation of your registration, please include a stamped, self-addressed postcard or email Amy Jagoda at ALJAGOD@carrollk12.org. Your attendance certificate acts as your receipt (monetary receipts are available at the conference upon request).

The MSPA Program Committee recognizes the commitment of time and resources to attend professional conferences. Due to the sensitive nature of the topics discussed, as well as the professional setting of our activities, we cannot accommodate children at our conferences. We will make efforts at each conference to accommodate the privacy needs of nursing mothers. Thank you for understanding. Persons with questions or special needs should contact: Amy Jagoda at (410) 386-1818 or ALJAGOD@carrollk12.org.

SUMMER INSTITUTE REGISTRATION FORM

NAME: _____

ADDRESS: _____

CITY / STATE / ZIP: _____

HOME PHONE: (____) _____ WORK PHONE: (____) _____

PREFERRED E-MAIL ADDRESS: _____

EMPLOYER: _____ POSITION: _____

FLIP FLOP SIZE: Small (Women 6-7) Medium (Women 8-10) Large (Men 8-9) XL (Men 10-12)
(Requested sizes cannot be guaranteed for registrations received after May 22nd)

MSPA Members in Good Standing: \$200.00; MSPA Student Member in Good Standing: \$185;

Vendor Fee: \$250.00; (Nonmember registration opens May 1: \$220);

LATE FEE \$25.00 Begins June 1 (fee applied to all registrations postmarked after May 31st)

Checks payable to MSPA. Credit card payments accepted online at www.msponline.org.

Mail registration to: MSPA Summer Registration, P.O. Box 1859, Westminster, MD 21158

SORRY ABSOLUTELY NO REFUNDS