



Learning Disabilities Association of Kansas

“Not All Great Minds Think Alike”

37th Annual Conference

Marriott Hotel
10800 Metcalf
Overland Park, KS 66210
913-451-8000
Or
800-228-9290

Thursday, November 8, 2007

7:30 PM to 9:30 PM

and

Friday, November 9, 2007

8:30AM to 3:45 PM



Thurs., November 8, 2007
7 - 9 P.M.

Free & Open to the Public -
Parent Perspectives: Video & Discussion

Friday, November 9, 2007

Our Keynote speaker is Nancy Mather



Morning General Session

Let's Hang on to Our Hats: What We Know about LD

This session will focus on the fundamental facts we know about learning disabilities. The discussion will include: the history of LD assessment; the need for comprehensive assessment of LD, including assessment of cognitive and linguistic processes; the importance of identifying strengths and weaknesses for selecting instructional interventions; the varied causes of reading disability; the need to have different options for service delivery; the dilemma of high functioning individuals with LD; the necessity of carefully selected accommodations; the importance of using differentiated instructional methodologies; and the need for highly trained, competent LD teachers.

Afternoon General Session

The Building Blocks of Learning: An Informal Assessment for Students with Learning and Behavioral Challenges

The presentation will explain a simple model or framework (Mather & Goldstein, 2002) for understanding and explaining children's learning and behavioral difficulties to parents and teachers. Ten factors that affect school performance will be discussed.

AM Breakouts

1. Response to Intervention in Kansas: What Is It and How Does It Work?

In Kansas, we have several components in place of what is now termed Response to Intervention (RtI) in the Individuals with Disabilities Education Improvement Act, both in practice as well as policy. One of the main components of RtI is the use of a tiered approach to service delivery. This component encourages school systems to revisit and redesign their approach to literacy instruction, with an emphasis on prevention, formative use of data, and flexibility in service delivery. This presentation will provide an overview and examples of how RtI is being defined and implemented in Kansas schools, as well as the impact on an initial evaluation when a team suspects an exceptionality.

Dawn Miller, Ph.D. currently serves as the Co-Director of the Kansas Instructional Support Network. Her work involves providing training and technical assistance to districts in the area of response-to-intervention. She has worked in Kansas for the last 13 years as a school psychologist and professional development provider.

2. Documentation, Accommodation, Procrastination

For students with learning disabilities, a big factor in their successful transition from high school to postsecondary education is to know what to expect. This presentation will be a free-flowing question and answer session that will be helpful to students, parents and especially high school teachers. Need some ideas for IEP transition goals? Want to learn more about how a student's rights and responsibilities change as they leave high school and enroll in post secondary education? Interested to know the characteristics of a successful college student with LD? Please come with your questions if you would like more information regarding transition to post secondary education.

Andrea Blair, M.Ed., Disability Support Services, Kansas State University

Andrea has been working in the field of learning disabilities for over twenty years. She has been a resource room teacher and currently works with K-State students with LD and/or ADHD. She has served on the board of the Learning Disabilities Association of Kansas for the last 10 years.

Andrew Shoemaker, M.Ed., Disability Resources, University of Kansas

Andrew has a master's degree in Special Education with a concentration in postsecondary disability services. He has worked with college students with LD for 10 years.

3. Raising a Child with Dyslexia and ADHD: The Parent's and the Professional's Perspectives

Nancy Mather, Ph.D. will offer a personal saga of the experiences encountered raising an adopted child with dyslexia and ADHD. Discussion will center upon both positive and negative school experiences that seemed to help or harm development.

4. How Working Memory Training Helps Children with ADHD

Cogmed Working Memory training is a clinically proven software-based intervention for children with attention deficits. Specific topics to be discussed:

- What is working memory?
- What are the signs of a working memory problem?
- How effective is Working Memory Training, and what is its research support?
- How does the Working Memory Training Program work?

Avner Stern, Ph.D. Licensed Psychologist (KS & MO), is currently a partner with Behavioral Health Specialists in Overland Park, Kansas. He was formerly director of Attention Deficit and Learning Disability Services, Saint Luke's Health System. He earned his doctorate from the University of Missouri-Columbia in 1978. He completed the one-year Postgraduate Diagnostic Program at the Menninger School of Psychiatry and Mental Health Sciences. He was Director of Doctoral Intern Training and Clinical Services at the University of Missouri-Kansas City Counseling Center. His specialty areas include the evaluation and management of attention deficit and learning disabilities, and diagnostic assessment in children, adolescents, and adults.

5. Designing Interventions for Tier 2 Readers

In this workshop participants will learn to apply a framework used to design interventions for Tier 2 readers. The framework will provide a model for planning reading interventions to fit the learners' needs.

Karla Reed, M.S.Ed. is a reading specialist and national DIBELS trainer who has been teaching for 18 years at various grade levels, working with struggling readers in pull-out and inclusion models. Karla also provides coaching and modeling for classroom teachers. She has won the Kansas Impact Award and the 2006 Milken National Educator Award.

PM Breakouts

6. The Effect of a Response to Intervention Model in Improving Early Reading Proficiency

Michelle evaluated three models, one of which was a standard protocol RTI model, on student outcomes including the improvement of oral reading fluency. This study contrasted three similar elementary schools by assigning different levels of data collection and use for decision making. Were universal screening, progress monitoring, and systematic early intervention using an evidence-based reading program able to improve reading outcomes and reduce special education referral?

Michelle Colvin, Ed.S. is a special education coordinator with the Wyandotte Comprehensive Special Education Cooperative and is completing her doctorate in school psychology at the University of Kansas. She has been a school psychologist for over eight years and was previously a special education teacher at the high school level for ten years.

7. Identification of Learning Disabilities for Post-Secondary Students

The concept of discrepancy or unexpected underachievement is the foundation of LD and is required for a DSM-IV diagnosis of a learning disorder. However, there are different ways to evaluate whether a discrepancy exists and whether a discrepancy indicates a disorder or not, as well as other requirements for diagnosis. Participants will learn how to interpret adult tests used for DSM-IV learning disorder diagnoses and how to link post-secondary accommodations to assessment results.

Julia Shaftel, Ph.D. is the Director of the Center for Psychoeducational Services in the School of Education at the University of Kansas. She earned her Ph.D. in School Psychology at KU in 1999 and completed her doctoral internship in the Center for Learning Disabilities at the Menninger Clinic in Topeka. Prior to becoming a school psychologist, Julie taught for nine years as an interrelated resource teacher in grades K-12, working with students with mild to severe disabilities in self-contained, pullout and fully inclusive environments.

8. You're Not Alone

A panel of parents and professionals will share their stories of working with children with learning disabilities and discuss their own personal experiences with learning disabilities. Marcia will ask each teacher and parent on the panel to tell their most frustrating situation and how they were able to resolve it. Maybe you will hear a solution to one of your biggest challenges.

Marcia Williams is a parent of four daughters, one has a diagnosed learning disability and two have attention deficit disorder. Marcia has been involved with LDAK for nearly 20 years both at the local level and at the state level.

9. NVLD/Asperger Syndrome: Searching for the Boundaries

Nonverbal Learning Disorder and Asperger Syndrome are sometimes used interchangeably, but are they really the same disorder? This session will explore similarities and differences. Findings from recent research will be shared and the implications for schools and educational interventions will be discussed.

Michele Berg, Ph.D. has over 30 years of experience in the field of learning disabilities. She is the Director of the Center for Learning Disorders at the Family Service and Guidance Center in Topeka, Kansas. Dr. Berg formerly founded and directed the Center for Learning Disabilities at the Menninger Clinic. Dr. Berg specializes in the diagnosis and treatment of complex learning disorders in children and adults and has a special interest in nonverbal learning disorders.

10. "The Role of Orthography in Dislexia" (The Role of Orthography in Dyslexia)

Nancy Mather, Ph.D. will discuss how difficulties with orthography impact reading and spelling development. She will: (a) define and explain orthographic awareness, (b) review the characteristics of poor orthographic awareness, (c) review past and current ways to assess orthography, and (d) discuss accommodations and interventions.

Please visit the vendors in the main corridor.

CONFERENCE REGISTRATION

Name _____
 Address _____
 City, State, Zip _____
 Home phone _____
 Work/Cell phone _____
 Email _____

Remit to: LDAK
 P.O. Box 4424
 Topeka, KS 66604
 Or
 Fax: 785-228-9527
 Email: marciasu@aol.com

_____ Member registration (postmarked prior to Oct. 20th)	\$120.00
_____ Non-member registration (postmarked prior to Oct 20th)	\$155.00
_____ Additional family member with one full paid registration	\$50.00
_____ *Administrator or Regular education teacher with one full paid registration	\$75.00
_____ Full-time student with Advisor signature (includes LDAK membership)	\$75.00
_____ All registrations postmarked after Oct. 20 (includes LDAK membership)	\$160.00

Make checks payable to LDAK
 Lunch is included for pre-registered attendees

Pre-registered full-time students with student ID: Prior to Oct. 20th _____ Advisor _____ University _____ Student ID # _____ Must have advisor's signature and student identification (please include photocopy of I.D.) Session Preferences - enter number of session in space Friday 1 st choice _____ Friday 2 nd choice _____ Friday 3 rd choice _____ Thursday evening: _____ yes _____ no (Indicate above if you plan to attend)	If paying with a PO # _____ District _____ Site _____ Billing address: _____ _____ _____ Contact person: _____ _____ Phone _____ Did you include PO#?
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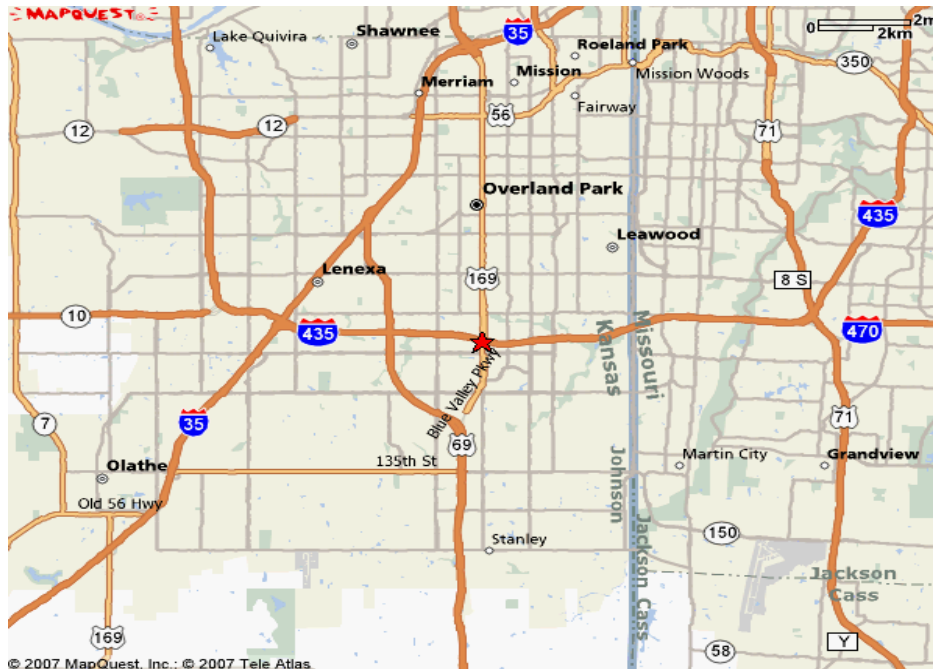
*Special offer for administrators and general education teachers: Any registered special education teacher may bring an administrator or general education teacher for a special registration fee of \$75 each! (This fee does include lunch if pre-registered.)

A limited number of parent scholarships are available-contact Marcia Williams, 785-273-4505

Cancellations must be post marked by Oct. 20th to receive partial refund of 65.00.
 Cancellations post marked after Oct. 20th will not receive a refund. Paid registrations are transferable.
 Questions? Contact: Marcia Williams at marciasu@aol.com or by phone: (785) 273-4505.

Conference Location:
Overland Park Marriott,
10800 Metcalf,
Overland Park, KS

(800) 228-9290 or (913) 451-8000



Reservations for the Event will be made by individual attendees directly with Marriott reservations at 1 (800) 228-9290 or (913) 451-8000. Guests should ask for the Overland Park Marriott and identify themselves with the Learning Disabilities Association.

The Overland Park Marriott is holding a block of rooms through Oct. 29th for our participants. The conference rate for a room is \$99.00 plus tax. Please mention you are with the Learning Disabilities Assn. of Kansas Conference when making your reservation. Remember to reserve your room by Oct. 29th.

The Overland Park Marriott offers an indoor pool, hot tub, and exercise facility. Please reserve your room early to get the conference rate. You can reserve your room by calling Marriott reservations at 1-800-228-9290 or 913-451-8000. Reservations received after October 29th will be on a space available basis.

Learning Disabilities Association of Kansas
PO Box 4424
Topeka, KS 66604

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FOR INFORMATION CONTACT: Marcia Williams at marciasu@aol.com or by phone: (785) 273-4505