

This form documents professional development contact hours available for the 50th IDA-Upper Midwest Branch Conference. These are not preapproved as instructional credit by any specific credentialing authority.

This contact hour form will be made available to each registered attendee. *It is up to each conference attendee to submit their contact hours form to request credit approval from their certifying, licensing, or accrediting authority.* Criteria for accepting these contact hours varies depending on accreditation requirements of the approving credentialing body.

Submitting contact hours represents attendance at the online and/or in-person conference and is on the honor system. Conference registrants should submit their request to their organization based only on the presentations they viewed online and/or attended in-person.

Check if attended	Presenter(s)	Presentation Title (See abstracts on pages 3-4 following table)	Contact Hours	Running Total
	Presentations Viewed In-Person and/or As Part Of Online Conference			
1	Dr. Tim Odegard, Ph.D. Psychology professor at Middle Tennessee State University; holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies	<i>Embracing Modern Realities: Redefining Dyslexia's Impact on Learning and Well-Being (Keynote)</i>	1.5	
2	Lora Aeliot, MA Experienced teacher; now at The Reading Center, Rochester, MN	<i>Dyslexia, Trauma & Curating Safety in Educational Practices</i>	1	
3	Makenzie Buhman, MEd, WDP, WDT Wilson Language Dyslexia Training Specialist; has been a classroom teacher, reading specialist, instructional coach, & LETRS facilitator	<i>The Forgotten Skills Needed for Literacy Success: Spelling and Handwriting</i>	1	
4	Sue Scibetta Hegland Author of <i>Beneath the Surface of Words</i> ; founder of LearningAboutSpelling.com; Editor-in-Chief of IDA's Fact Sheets publications; IDA-UMB Advisory Council	<i>Building Background Knowledge and Vocabulary Through Morphological Study</i>	1	
5	Katie Anderson, EdD Education professor at Dakota State University; experienced middle school teacher; Nationally Board Certified Sheila Mulder, MEd Education professor at DSU; previously at Dordt University; LETRS trained	<i>Transforming Teacher Prep in South Dakota: Embracing the Science of Reading</i>	1	
6	Erin Gillett, PhD (MSU-Moorhead); Cody Lewis, EdD (St. Cloud); Abbey Payeur, PhD (Bethel); Carrie Pfeifer, EdD (Bethany Lutheran); and Lisa Silmser, EdD (Bethel) All panel presenters work in MN higher education teacher prep programs; have updated them to align with the science of reading	<i>The Science of Reading & Higher Education: Minnesota Takes Action</i>	1	
7	Kim Piranio, MEd, NBCT Experienced teacher of multilingual learners at all levels; AZ Dept of Ed Dyslexia Specialist; currently Regional Account Executive for 95 Percent Group in AZ and NM Leslye Moraski Erickson Experience in school administration, educational publishing; currently a Regional Account Executive for 95 Percent Group in MN, ND, NE, SD, WI and CA	<i>Multilingual Instructional Practices Based in the Science of Reading</i>	1	
8	Ashley Lund, MS Director of Testing and Reading Readiness at The Reading Center; experienced teacher; tutor and academic language therapist	<i>Structured Literacy and Balanced Literacy: What's the Difference and Proof of Which One Works</i>	1	
9	Erika J. Kluge, MFCS Assistive technology special educator; uses AT to enhance executive functioning, study & test prep, etc. skills for all age groups; owner of THINK with Success	<i>Struggle to Triumph: Redefining Assistive Technology for Students with Dyslexia</i>	1	

10	G. Emerson Dickman, JD Past president of IDA; 45 years as an attorney and advocate for individuals with disabilities on numerous national and state boards, committees, and agencies resulting in countless benefits to those with dyslexia	<i>What Parents and Educators Need to Know to Talk about Reading Difficulties</i>	1	
11	Brenda Ehrmantraut, M.Ed Assistant Director of Academic Support at the ND Dept of Public Instruction; focus on literacy and personalized learning; experienced K-12 teacher Lea Kugel, M.Ed Assistant Director in the Office of Specially Designed Services, ND Dept of Public Instruction; focus on SLD & ND dyslexia legislation; experienced special education teacher	<i>How ND Dyslexia Policy Is Leading System Improvement</i>	1	
12	Megan Gierka, EdD AIM senior content developer and facilitator for Learning and Research; experienced educator and instructional coach Nicole Ormandy, M.S.Ed. AIM Senior Director of Content Development; experienced educator and mentor; CERI structured literacy certified	<i>Two Keys to Unlock Language and Literacy Acquisition</i>	1.5	
13	Katie Squires, PhD, CCC-SLP, BCS-CL Professor In Communication Sciences & Disorders at Central Michigan University; author and speaker; experienced teacher and SLP; founding member of the Structured Word Inquiry Research Vanguard (SWIRV)	<i>Diving Deeper into Orthographic Phonology</i>	1.25	
14	Lisa Barnett Experienced special education teacher; private tutor; national and international presenter; published author; founder of the Empower Learning Center; founding member of Decoding Dyslexia MI	<i>Why is that letter there? Making Spelling Make Sense!</i>	1.25	
15	Melinda Cameron, RMA Director of Halifax Learning, a reading clinic in Nova Scotia; holds a Research Master of Arts in Literacy Studies from Mount Saint Vincent University.	<i>Behavioral & Emotional Strategies for Integrating Structured Literacy for Older Students</i>	1	
16	Patti Lager, M.A. ELA specialist, SD Dept of Education; experienced high school English teacher; MTSS instructional coach	<i>Moving Literacy Forward in South Dakota</i>	.5	
17	Rebecca Loveless, MA Structured Word Inquiry coach; national consultant; international online instructor; experienced teacher Fiona Hamilton, M.Ed Experienced teacher and school administrator; orthographic inquiry professional development presenter; consultant	<i>Explaining the Mysteries in High Frequency Words</i>	1	
18	Barbara A. Wilson, M.Ed. Co-Founder of Wilson Language Training® (WLT); author of articles, books, Structured Literacy programs; national and international speaker; consultant; recipient of IDA's annual Margaret Byrd Rawson Lifetime Achievement Award in 2022	<i>The Why, Who, What and How of Structured Literacy</i>	1	
April 27 In-Person Only Presentations (Not recorded for online viewing)				
19	Sarah Carlson-Wallrath JD, OG-CT Reading League MN; Reading Center: experienced tutor Deb Dwyer, MS, CTT-OG Reading League MN; IDA-UMB board; OGMN	<i>Skilled Intervention Is More Than Just Phonics</i>	1	
20	Kelly Gorman Child advocate; IDA-UMB board Jan Hagedorn, MA IDA-UMB board & Reading Center (past) Vicki Weinberg, PhD MN DoE SLD Specialist	<i>Panel: Identifying Specific Learning Disability: Progress in Updating Minnesota Criteria</i>	1	
21	Wendy Lundsgaard Experienced teacher; Decoding Dyslexia MN	<i>Experience Dyslexia: A Simulation</i>	1	
TOTAL CONTACT HOURS				

Signature of Attendee: _____

Date _____

IDA-UMB President, Sarah Olson



April 27-June 24, 2024

Concise Presentation Abstracts

1. *Embracing Modern Realities: Redefining Dyslexia's Impact on Learning and Well-Being:* In our evolving understanding of dyslexia, recent insights highlight a nuanced risk-resiliency model. This model highlights the interplay between inherent and environmental influences on dyslexia and its severity. Beyond its impact on reading and writing, dyslexia's primary characteristics reverberate through mental health and overall well-being. Acknowledging these modern realities compels us to reconsider how we define, approach, and address dyslexia. This keynote delves into the implications for the identification, prevention, and mitigation of its documented impacts on language learning and well-being.
2. *Dyslexia, Trauma & Curating Safety in Educational Practices:* To be dyslexic and to be a student in mainstream education is to know trauma firsthand. Trauma experienced as a dyslexic child continues well into adulthood. This session will identify signs of trauma, inform participants on how trauma impacts children and their learning, and offer strategies for creating practices that curate safety in our educational processes.
3. *The Forgotten Skills Needed for Literacy Success: Spelling and Handwriting:* The transcription skills of handwriting and spelling are critical to the development of literacy skills. Once considered important, these skills are now often deemed irrelevant to 21st century life skills. This presentation explains the scientific research supporting the value of continued explicit instruction in spelling and handwriting.
4. *Building Background Knowledge and Vocabulary Through Morphological Study:* Effective literacy instruction is essential for all students. Yet students also study math, science, social studies, and the arts; background knowledge and vocabulary are essential for comprehension in all disciplines. Given the time pressures teachers face, it's helpful to know how morphological study supports learning across the content areas.
5. *Transforming Teacher Prep in SD: Embracing the Science of Reading:* This session explores how collaboration among Dakota State University faculty, school districts, and the State Department of Education supported a strategic shift toward evidence-based reading practices in DSU's teacher preparation program to ensure that future educators graduate having the expertise to teach reading effectively.
6. *The Science of Reading & Higher Education: Minnesota Takes Action:* Learn about concrete steps Minnesota is taking within teacher preparation programs to align the knowledge and practices of preservice teachers with the science of reading: syllabi revision, literacy labs, course-to-field placement alignment, and university-community partnerships.
7. *Multilingual Instructional Practices Based in the Science of Reading:* This session provides educators with practical strategies for instructing multilingual learners that align with ongoing science of reading research. Participants will learn about the importance of a student's heritage language and be better equipped to help them make connections to English. This session covers strategies and resources woven into Scarborough's reading rope.
8. *Structured Literacy and Balanced Literacy: What's the Difference & Proof of Which One Works:* In this session you will learn the difference between these two approaches and analyze data collected from working with children in two settings to see how much growth is possible when reading intervention is based on the science of reading.
9. *Struggle to Triumph: Redefining Assistive Technology for Students with Dyslexia:* Discover the transformative power of technology to improve language and STEM literacy skills. Assess the benefits and limitations of technology in education. Obtain strategies to help students navigate technology glitches and succeed in academic tasks (reading, writing, math). Expedite use of technology for your child or student in K-12 or above.
10. *What Parents and Educators Need to Know to Talk about Reading Difficulties:* There remains significant disagreement regarding the concept of learning disability and dyslexia. This presentation will arrive at a consensus as to the nature of LD and dyslexia and recognize that failure is not a prerequisite.
11. *How ND Dyslexia Policy Is Leading System Improvement:* ND enacted policy related to dyslexia in 2019. Several subsequent pilot sites have informed the development of a healthy system approach to support students struggling with reading challenges. This session provides an overview of the path ND has taken and explains how the work is informing the improvement of ND school systems.
12. *Two Keys to Unlock Language and Literacy Acquisition:* While structured literacy is effective for all, the National Literacy Panel identified two key adjustments—oral language proficiency and cross-language transfers—necessary to accelerate learning among English learners. In this session attendees will learn strategies to advance second language and literacy acquisition among ELs.

13. *Diving Deeper into Orthographic Phonology*: This seminar is designed for educators who want to further their knowledge of the linguistic basis of spelling. Participants will identify what letters are doing in words when they aren't representing a sound, use IPA, examine syllable division, and classify types of bases.
14. *Why is that letter there? Making Spelling Make Sense!* In this session you will learn to go beyond phonology to help students investigate words using morphology, orthography, and etymology. Using the tools provided, you will be able to guide students in their own investigations of why words are spelled the way they are.
15. *Behavioral and Emotional Strategies for Integrating Structured Literacy for Older Students*: This workshop focuses on maximizing the effectiveness of explicit literacy skill instruction for all students including older ones. The topic of behavior management will be addressed, as well as how to effectively implement evidence-based practices in the classroom.
16. *Moving Literacy Forward in South Dakota*: This session will share information about South Dakota's Literacy Initiative (Moving Literacy Forward in South Dakota) and efforts being made to improve literacy across the state.
17. *Explaining the Mysteries in High Frequency Words*: High frequency words make up many of the words students read and write; providing clear and effective instruction is essential. In this workshop, unexpected grapheme-phoneme correspondences are explained with linguistically accurate, age-appropriate stories about the history of each word. A teaching routine will be demonstrated with example words such as *was*, *any*, and *people*.
18. *The Why, Who, What, and How of Structured Literacy*: The term Structured Literacy was coined by IDA and is now widely used. IDA's graphical reference (the IDA Structured Literacy InfoMap) distills the major components of Structured Literacy. In this session, participants will explore Structured Literacy through each section of this InfoMap.
19. *Skilled Intervention Is More Than Just Phonics*: Private and school-based reading instruction interventionists are tasked with teaching the most challenged students to learn to read. This session will focus on the need for explicit instruction beyond phonics, as well as the other teacher competencies necessary to help these students achieve a life-changing level of literacy.
20. *Identifying Specific Learning Disability: Progress in Updating Minnesota Criteria*: This panel discussion will provide a progress update on the committee making recommendations to changes in the Minnesota criteria for SLD that determine if a student qualifies for special education.
21. *Experience Dyslexia: A Simulation*: Students with dyslexia frequently experience feelings of anxiety, frustration, and failure. This simulation guides you through activities in a way that allows you to experience a sense of the struggles and frustration that students with learning differences often face. Understanding these difficulties helps us provide more effective support.