Registration

Workshop location:
SERESC
29 Commerce Drive
Bedford, NH 03110

You can also register on-line at
WWW.NHIDA.ORG

From I-93: From I-93, take 293/101W, and stay on 101W. Take Route 3/Kilton Road exit, stay on the right side of exit ramp. At the third set of lights (Marshall’s will be in front of you), take a right onto Route 3 (South River Road). Drive south 2.3 miles (you will see a sign for Commerce Park West on the right, and an Irving station on the left). Take a right at this light. SERESC is the last building on the right, 29 Commerce Drive.

REGISTRATION FORM

Name: ____________________________________
Address: __________________________________
                                                  _____________________________
Phone: ____________________________________
E-mail: ____________________________________

Cost:
Early registration before Sep. 1, 2011
Member $95.00  Non-member $155.00
Registration after Sep. 1, 2011
Member $125.00  Non-member $185.00

Total enclosed: _____________________

Includes ASHA CEUs or 6 Hours of Professional Development, continental breakfast and lunch

Cancellation and Refund Policy:
* Cancellation should be made in writing. A full refund will be made for cancellations post-marked, or sent via email, 7 days before the event.
* No refunds will be given for requests received after 7 days before the event, or for “no shows”.
* Yes! We do accept substitutions at our conferences. Advanced notification is appreciated. Please email or call in your substitution at least 24 hours in advance of the event.
* All received registrations, whether by Online Registration, Mail, are subject to Cancellation/Refund Policy. Cost of registration fee is still liable whether payment is paid or unpaid, if no notice of cancellation is received at least 7 days prior to the event.

New Hampshire International Dyslexia

Association
P.O. Box 3724
Concord, NH 03302

October 7, 2011
8:00-3:30
SERESC
29 Commerce Drive
Bedford, NH 03110-6835

You could save on this and other great conferences by joining the NHIDA Team
Go to nhida.org and click Membership Application

Professor Maryanne Wolf
Director of the Center for Reading and Language Research and author of the RAVEO Program

“The Evolving Reading Brain in a Digital Presentation: Implications for Our Children, Our Teaching, and Dyslexia”

Followed by Patricia Newhall, “Yes, There is Time to Teach Study Skills.”

New Hampshire
INTERNATIONAL DYSLEXIA ASSOCIATION
BRINGS YOU
Maryanne Wolf is the John DiBiaggio Professor of Citizenship and Public Service, Director of the Center for Reading and Language Research, and Professor in the Eliot-Pearson Department of Child Development at Tufts University. She received her doctorate from Harvard University, where she began her work on the neurological underpinnings of reading, language, and dyslexia. Among her awards for teaching and research are the Distinguished Professor of the Year award from the Massachusetts Psychological Association, the Teaching Excellence Award from the American Psychological Association, the Distinguished Researcher Award from Tufts University, a Fulbright Research Fellowship award for research on dyslexia in Germany, the Norman Geschwind Lecture Award from the International Dyslexia Association for neuroscience research in dyslexia, and the Alice Ansara Award for work in dyslexia. Along with colleagues Robin Morris, and Maureen Lovett, Maryanne Wolf was awarded the NICHD Shannon Award for Innovative dyslexia. Along with colleagues Robin Morris, and Maureen Lovett, Maryanne Wolf was awarded the NICHD Shannon Award for Innovative dyslexia research and several multi-year NICHD grants to investigate new approaches to reading intervention, including the RAVE-O reading intervention program, created by Wolf and members of the Center.

Wolf’s recent research interests include reading intervention, early prediction, fluency and naming speed, cross-linguistic studies of reading, the relationship between entrepreneurial talents and dyslexia, and the uses of brain imaging in understanding dyslexia and treatment changes.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Content to be covered</th>
<th>Learner Outcomes</th>
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</thead>
<tbody>
<tr>
<td>7:30–8:00</td>
<td>Registration</td>
<td></td>
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<tr>
<td>8:00–9:00</td>
<td>How the brain learn how to read</td>
<td>To understand how the brain learns to read</td>
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<tr>
<td>9:00–9:30</td>
<td>Implication of the Evolutionary View for Reading Development</td>
<td>To understand the implications of the Evolutionary View for Reading Development</td>
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<tr>
<td>9:30–10:15</td>
<td>Neuroimaging methods and neuroscience research</td>
<td>To understand neuroimaging methods and neuroscience research</td>
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<tr>
<td>10:15–11:30</td>
<td>New findings and new directions for diagnosis and intervention based on the reading brain</td>
<td>To understand new findings and new directions for diagnosis and remediation</td>
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<tr>
<td>11:30–11:45</td>
<td>Question and Answer</td>
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<td>11:45–12:45</td>
<td>Lunch and book signing</td>
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<tr>
<td>12:45–1:30</td>
<td>Context for learning and study skills instruction</td>
<td>To understand the contributions learning and study skills make to academic proficiency</td>
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<tr>
<td>1:30–1:45</td>
<td>Strategies for managing materials</td>
<td>To describe strategies for managing materials including notebooks, computer files and backpacks</td>
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<tr>
<td>1:45–2:15</td>
<td>Strategies for managing time</td>
<td>To describe strategies for managing time with a Master Calendar System</td>
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<tr>
<td>2:15–3:00</td>
<td>Strategies for managing language</td>
<td>To describe strategies for managing language including note taking, writing and classroom test preparation</td>
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<tr>
<td>3:00–3:30</td>
<td>Sharing teaching approaches and assessing progress in learning and study skills</td>
<td>To understand how study skills can be taught by general education educators, tutors, and parents in particular settings. To understand how to assess progress in learning and study skills</td>
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Patricia W. Newhall is the Associate Director of the Landmark School Outreach Program. A teacher of literature and writing since 1987, she joined the Landmark School faculty in 1993. She frequently leads workshops for fellow professionals and has written and edited several publications for the Outreach Program. She holds a Master of Arts degree in English from Boston College, and a Master of Science degree in Special Education from Simmons College.

Patricia W. Newhall from the Landmark School will join us for Study Skills designed for educators who want to help students efficiently manage materials, time and information. An effective study skills program can be integrated into your existing classroom curriculum at the upper elementary, middle, or high school level.

Since its founding, Landmark School’s successful, research-based program has focused on helping students with language-based learning disabilities develop study skills.