

## REGISTRATION

### Workshop location:

#### SERESC

29 Commerce Drive  
Bedford, NH 03110

You can also register on-line at  
[WWW.NHIDA.ORG](http://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

BY JOINING THE NHIDA TEAM  
OTHER GREAT CONFERENCES  
YOU COULD SAVE ON THIS AND  
Go to [nhida.org](http://nhida.org)  
and click Membership Application



*Professor Maryanne Wolf*  
Director of the Center for Reading  
and Language Research and  
author of the RAVE-O 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."*

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

The  
International  
**DYSLEXIA**  
Association

Promoting literacy through research, education, and advocacy.

## ABOUT MARYANNE WOLF...

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 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.

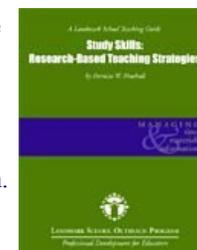
## SCHEDULE:

Time Period	Content to be covered	Learner Outcomes
7:30–8:00	Registration	
8:00–9:00	How the brain learn how to read	To understand how the brain learns to read
9:00– 9:30	Implication of the Evolutionary View for Reading Development	To understand the implications of the Evolutionary View for Reading Development
9:30– 10:15	Neuroimaging methods and neuroscience research	To understand neuroimaging methods and neuroscience research
10:15– 11:30	New findings and new directions for diagnosis and intervention based on the reading brain	To understand new findings and new directions for diagnosis and remediation
11:30– 11:45	Question and Answer	
11:45– 12:45	Lunch and book signing	
12:45– 1:30	Context for learning and study skills instruction	To understand the contributions learning and study skills make to academic proficiency
1:30– 1:45	Strategies for managing materials	To describe strategies for managing materials including notebooks, computer files and backpacks
1:45– 2:15	Strategies for managing time	To describe strategies for managing time with a Master Calendar System
2:15– 3:00	Strategies for managing language	To describe strategies for managing language including note taking, writing and classroom test preparation
3:00–3:30	Sharing teaching approaches and assessing progress in learning and study skills	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

## ABOUT PATRICIA NEWHALL...

**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.

<p>APPROVED PROVIDER</p>  <p>ASHA CONTINUING EDUCATION AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</p>	<p><b>Southeastern Regional Education Service Center</b> is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. <b>See course information for number of ASHA CEUs, instructional level and content area.</b> ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.</p>
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**This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).**

*A Cooperative CE offering with SERESC*