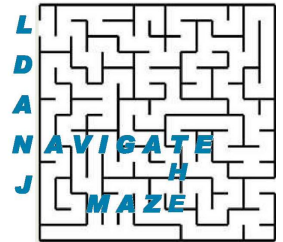


**Remember,  
October is Learning  
Disabilities Month!**



**Presents  
Navigate the Maze  
for Parents, Individuals With LD, and Professionals**

**Sunday, October 19, 2014  
8:00–4:00**

**Rutgers University  
Livingston Campus Student Center  
84 Joyce Kilmer Avenue  
Piscataway, New Jersey 08854**

**Keynote Speaker:  
Peggy McDonald  
Director, Office of Special Education  
NJ Department of Education**

**Conference Schedule**

**8:00-9:00 Registration, Breakfast, and  
*Vendors, School & Post-Secondary Resource Expo Opens***  
**9:00-10:30 Session 1**  
**10:45-12:15 Session 2**  
**12:15-2:30 Lunch, Vendors,  
School & Post-Secondary Resource Expo**  
**1:00-2:30 Keynote**  
**2:30-4:00 Session 3**  
**4:00 Certificates\***

\*Certificates for 6 Professional Development hours will be available (NJ Provider Identification #568)  
Some sessions meet the required two hours of professional development in the area of dyslexia/reading disabilities.

**9:00-10:30—Session 1**

**Workshop A: The Role of Executive Functions in Reading and Writing—George McCloskey, Ph.D.**

This presentation will describe executive functions and discuss how they are involved in learning to read and write and in applying reading and writing skills in a productive manner. Reading and writing difficulties related to executive function deficits will be discussed as well as some intervention approaches that address executive function difficulties in a manner that can help to improve reading and writing skill development.

**Workshop B: Applying for Testing Accommodations on ETS Tests: Tips From the Experts Behind the Curtain—Nora Pollard, Ph.D.**

This session is designed to familiarize the audience with the often confusing accommodations application and review process and to offer specific suggestions that might be helpful in preventing “turnaround letters” that deny accommodations. Participants will be given suggestions on how to expedite the necessary paperwork for requesting accommodations. Also discussed at this session will be what test takers need to know to realistically anticipate the time frame needed for the accommodations review process allowing for the possibility that additional documentation will be requested. Documentation requirements for LD, ADHD, and ASD; ways to streamline the process for the quickest response; and compliance with disability laws will be discussed.

**Workshop C: The Face of DVRS—Alice Hunnicut**

Ms. Hunnicut, director of The New Jersey Division of Vocational Rehabilitation Services (DVRS) will describe the services offered by DVRS and explain how newly-graduated students and young adults can access these supports. As a key partner in Workforce New Jersey's One-Stop Career Center System, DVRS often joins with Labor and Workforce Development programs in providing consumer employment and training services for eligible individuals with disabilities. DVRS also supports the state's Center's for Independent Living. Among other services, these Centers offer information, guidance and support to people with disabilities who are gearing up for employment-related activities. In addition, DVRS is actively involved with SILC, the State Independent Living Council.

**Workshop D: Linking Assessment to Remediation: Systems that Support Students with Learning Difficulties—Scott Bezsylko**

The Continuous Feedback System (CFS) provides an instructional model for maximizing the educational experience for students. It enables educators and students to assess, understand, and design curriculum and evaluate responses. Workshop attendees will learn that utilizing this model can be effective in designing precisely individualized instruction and encouraging student skill acquisition and independence. Participants will have the opportunity to learn how CFS was developed, how it is implemented, the results it achieves, and most importantly, how they can utilize this model in their own school or classroom. Parents may also find this information of value to contribute to the educational strategies used for their children.

**Workshop E: Connecting the CCSS to Students With IEPs—Toby Karton**

Today's Common Core State Standards (CCSS) are intended to provide all students with the knowledge and skills to achieve successful postsecondary outcomes. This interactive session offers an overview of the English language arts (ELA) and mathematics standards for learners in inclusive classrooms. Parents will understand how CCSS impact their children with LD in the inclusive classroom and how teachers can incorporate CCSS into instruction. Teachers walk away with a host of strategies that marry the anchor, practice, and grade-level standards with the processes to achieve ongoing staff and student successes.

**Workshop F: Dare to Dream—Sharon Aptaker, Erica Friedman, Patricia Arizzo-Berking, and Vincent Arizzo**

This presentation will provide an overview of how two educators, one parent, and students address the learning differences of individuals with disabilities. All presenters will share how they focus on the abilities, strengths, preferences, and interests of each person to set goals and attain the best outcomes. By working together collaboratively, the ultimate goal is to foster independence and provide support where needed for the individual to achieve success. The presentation will also feature a film directed and produced by Vincent Arizzo.

**Workshop G: Accommodations in College, the Student Perspective—Bill Welsh**

This panel of students who have used accommodations at their various two and four year New Jersey colleges and universities will be sharing their campus and classroom experiences and answering questions. The moderator will lead the discussion and time will be given to audience members for questions.

**Workshop H: Stress Management for Individuals With Learning Disabilities—Sara Woldoff, Ph.D.**

School-related stress is highly prevalent and is often an untreated cause and/or contributor to academic failure in school. Recent literature has reported that on average in a classroom of 25 students, between one and three students are at high risk for developing stress-related problems that would probably interfere with learning (Hill and Sarason 1966). This statistic is even greater among students already struggling with a learning disability. This workshop will attempt to identify warning signs as well as discuss coping strategies that could be utilized in and outside of the classroom.

**Workshop I: Using Assistive Technology to Prepare for the PARCC (K-8)—Fred Tchang, ATP**

As we change to computer based assessment, we have the opportunity to allow students to show what they know and so increase student test scores by ensuring that students practice using the appropriate accommodations throughout the year. Attend this workshop to become aware of the built-in accommodations and the comparable assistive technology tools that can be used in the classroom.

**Workshop J: Dyslexia Simulation—Learning Ally**

This interactive simulation includes a series of hands-on activities that expose participants to the challenges and frustrations students with language-based learning disabilities face in the classroom. This experience will enhance understanding of dyslexia and other associated learning disabilities. A facilitated discussion follows that highlights facts about dyslexia and dispels some of the persistent misconceptions. Activities may include exploration of challenges in decoding, encoding, handwriting and visual motor processing, and auditory processing.

**Workshop K: Applying for Testing Accommodations on ETS Tests: Tips From the Experts Behind the Curtain—Nora Pollard, Ph.D.**

This session is designed to familiarize the audience with the often confusing accommodations application and review process and to offer specific suggestions that might be helpful in preventing “turnaround letters” that deny accommodations. Participants will be given suggestions on how to expedite the necessary paperwork for requesting accommodations. Also discussed at this session will be what test takers need to know to realistically anticipate the time frame needed for the accommodations review process allowing for the possibility that additional documentation will be requested. Documentation requirements for LD, ADHD, and ASD; ways to streamline the process for the quickest response; and compliance with disability laws will be discussed.

**Workshop L: The Role of Executive Functions in Learning and Using Mathematics—George McCloskey, Ph.D.**

This presentation will describe executive functions and discuss how they are involved in learning mathematics and in applying math skills in a productive manner. Math difficulties related to executive function deficits will be discussed as well as some intervention approaches that address executive function difficulties in a manner that can help to improve math skill development.

**Workshop M: Gap Year—Holly Bull**

The focus of this presentation is to provide current and emerging data on the Gap Year. It will cover the benefits of taking a Gap Year before or during college (especially for students with learning differences), potential pitfalls, recent research on Gap Year students' GPAs in college, guidelines for locating and vetting programs, and the variety of experiences that are available. Information will also be provided to show how a gap year can be used to help those who may be more career oriented or unsure of their goals to sample various experiences or internships. Sample student scenarios will be used to illustrate how a Gap Year can be structured to match students' varied interests with program options.

**Workshop N: Accommodations for Dyslexia—Learning Ally**

A child with dyslexia often needs certain accommodations that level the playing field for reading and keeping up with classmates and schoolwork. A critical component of a good IEP or 504 plan is matching accommodations to the needs of the student. In what is sure to be a lively, informative discussion with teachers and parents, we'll answer these and other questions: When is unequal fair? What is the legal structure of accommodations for IEP and 504 plans? Which are available to you? What is the most effective way to work with your child's school? According to Learning Ally's research, what accommodations are used most frequently? How can you determine which accommodations to implement and what works? How do you talk to children about accommodations so that they can make the most of them?

**Workshop O: Yes, I'm Disabled. I'm Also Able: What It Is Like to Be LD—Peter Flom, Ph.D.**

Come and learn a little, laugh a lot (and ask questions!) Participants in this session will learn about what it's like to be learning disabled; particularly what is like to have nonverbal LD; what it's like to be 2E (twice as weird! Extra fun!); what the advantages and disadvantages of labels are; 10 things people with LD wish teachers knew; how teachers can help NLD kids; things never to say to LD people (or their parents), and more!

**Workshop P: Everything You Ever Wanted to Know About Testing: A Survival Guide—Steven Korner, Ph.D.**

This workshop will give parents and professionals a method to understand the often confusing evaluation process and the laws that regulate it. The presentation will explain what tests constitute a psycho-educational and neuropsychological evaluation and how these may differ from child study evaluations. Interpreting test results and translating technical terms in reports into understandable language and understanding the laws (i.e. ADA/504; IDEA) that regulate eligibility for services and accommodations and students' rights to a fair and appropriate education will be discussed. Participants will learn how to navigate their local child study team and/or the College Board to obtain the services and accommodations students need and to which they are entitled.

**Workshop Q: College Disabilities Services Panel—Candace Stout**

This panel of Directors of Disability Services from two and four year New Jersey colleges and universities will inform teachers, administrators, parents, students, and child study team members of the unique programs and support offerings available at each college. Panelists will briefly describe their programs. Following this, the moderator will lead discussions geared toward specific services, support, and specialty majors. At the end, time will be given to audience members to meet with the panel members for questions.

**Workshop R: Assistive Technology: Helping High School and College Students Keep Pace—Fred Tchang**

High school students need to develop new levels of independence, and technology can help those students along the way. College students have even greater demands on their executive functions, as they are expected to stay on top of deadlines and set priorities. Come learn about the assistive technology that helps students with a variety of learning disabilities keep up with increasing demands as they learn to be fully functional adults.

## Speakers

**Scott Bezsylko**, is the Executive Director of the Winston Preparatory Schools, director of the research and outreach branch of the schools called The Winston Institute, and leadership team supervisor at the NY, CT, and NJ schools ensuring the delivery of “education for the individual.” Scott is also currently Co- Director of the Nonverbal/Social and Emotional Disorders Research Project, author of research articles on NVLD and Social Emotional Learning, former adjunct faculty member at the Teachers College Columbia University Child Study Center, former Director of Education at The Janus School in Lancaster, PA, has been a faculty member at many of NSCC's Summer Institutes, and is a member of the NYU Child Study Center Advisory Board.

**Holly Bull**, president of the Center for Interim Programs, took a gap year before and during college, volunteering at a research institute in Hawaii, attending two study semesters in Greece, traveling in India and Nepal, and doing service work in Appalachia. She combines personal experience with over 20 years of professional gap year counseling expertise. Holly has placed more than a thousand students in programs worldwide. She has been interviewed for numerous articles and has written articles for several publications and websites. She has been referenced in books on the gap year, has been a keynote speaker at nationwide gap year fairs, and has been a gap year panel member for NACAC conferences internationally. She has a B.A. in Anthropology and a Masters in Education.

**Dare to Dream Team: Sharon Aptaker**, LDT-C, Monroe Township High School; **Erica Friedman**, District Transition Coordinator, Monroe Township; **Patricia Arizzo-Berking**, Parent; and **Vincent Arizzo**: Monroe Township High School Graduate 2014

**Peter Flom** was five years old when a psychologist told his parents he would never go to college. He got his B.A. at 20 and has 2 M.A.s (in special education and psychology) and a Ph.D. in psychometrics (from Fordham University). He's married, has two sons and works as an independent statistical consultant. He has just finished his first book *Screwed up Somehow but not Stupid* (available at the conference! Get it signed!). His website is [IAMLearningDisabled.com](http://IAMLearningDisabled.com).

PS He was once told that people with NLD have no sense of humor.

**Alice Hunnicut**, Director of DVRS, has her Masters Degree in Education from the University of Michigan and worked as the Transition & Mental Health Project Director for SPAN before joining DVRS.

**Toby J. Karten**, a staff developer, inclusion coach, educational consultant, author, and adjunct professor, has taught populations of learners ranging from kindergarten to graduate level. Her ongoing professional goal is to help teachers effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options. Ms. Karten has been named Teacher of the Year by both the Council for Exceptional Children and the NJ Department of Education.

**Steven Korner, Ph.D.**, has a private practice in Cresskill, NJ with specializations in psycho-educational and neuropsychological evaluation and child/adolescent therapy. Dr. Korner was formerly Director of Psychology at Metropolitan Hospital Center-New York Medical College and associate professor in the doctoral program in child-clinical psychology and director of the school psychology program, Seton Hall University. He has been appointed to chair the continuing education and media committees of the New Jersey Psychological Association and was elected president of the Bergen County Association of Licensed Psychologists. Dr. Korner has either published or presented over 45 papers and was editorial consultant for the journal *Private Practice in Psychotherapy*.

**Learning Ally: Mark Brugger**, Sr. Program Manager for Learning Ally's Community & Learning Center is dyslexic and has been an advocate for people with disabilities for decades, a parent of a special needs child, and a former case manager for college students with learning disabilities. Mark has an M.B.A. from the University of Michigan.

**Norma Francullo**, a Learning Ally Parent Support Specialist and mother of high school twins diagnosed with dyslexia and auditory processing disorder is an attorney in private practice. In addition, she founded a NJ non-profit organization to help educate parents about learning disabilities and how to successfully collaborate with their schools. She currently serves on her school district's Special Education Parent Advisory Committee (SEPAC).

**Diane Taranto**, a Learning Ally Parent Support Specialist, is the mother of two daughters, one of whom is dyslexic and dysgraphic. She is a New Jersey Statewide Parent Advocacy Network (SPAN) Resource Parent and an original member of Decoding Dyslexia New Jersey. She is active in her local Friend of Different Learners group. Diane has a comprehensive understanding of the Parent-Professional Collaboration Process, Conflict Resolution, and Procedural Safeguards. In her role as a Health Advocate, she has helped parents of special needs children as well.

**George McCloskey, Ph.D.**, is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine. Dr. McCloskey consults with a number of school districts and private schools in Pennsylvania, Massachusetts, New York, New Jersey, Connecticut and California on issues related to improving students' self-regulation capacities in the classroom, behavior management, assessment and intervention for executive functions difficulties related to academic and behavior problems, balanced literacy reading and writing instruction and balanced numeracy math instruction, and implementation of RTI. Dr. McCloskey is the lead author of *Assessment and Intervention for Executive Function Difficulties* and author of *Essentials of Executive Functions Assessment*.

**Edna Payne, CCC**, has been working in Bergen County for over 20 years providing Speech Language Communication Private Practice Services for children and adults including intervention therapy addressing the Receptive and Expressive needs from levels of early intervention and school age children/adolescents to corporate speech for adults. Ms. Payne has also been a speech and language pathologist for the Teaneck Public Schools.

**Nora Pollard, Ph.D.**, Disability Policy Coordinator for ETS, is responsible for reviewing all documentation submitted in support of disability accommodations on many ETS tests. Dr. Pollard received her Ph.D. from Pennsylvania State University in Special Education and School Psychology. She has taught children with a wide range of disabilities and has also taught future special education teachers at the undergraduate and graduate levels as well as provided training in assessment for future learning consultants. She holds credentials as a Learning Disabilities Teacher-Consultant from the state of New Jersey and is a nationally certified Educational Diagnostician.

**Candace Stout**, has served as a Special Education teacher and Transition Coordinator for several New Jersey private schools and public school districts and as a K–12 principal for a private school serving students with alternative learning styles. Ms. Stout was the K–12 Director of Special Services at a New Jersey charter school overseeing the Child Study Team in addition to other duties. She is presently employed in the Parsippany Troy-Hills district as an LDT-C. She is also certified as a Vocational Evaluator. Candace has been a speaker on transition services at various venues in New Jersey. She received a commendation from the New Jersey Department of Education Office of Leadership Development for her contributions as an Advisory Board member.

**Fred Tchang**, Director of Assistive Technology Services, Advancing Opportunities, is also a hands-on Assistive Technology Specialist. He and his staff help consumers with all types of disabilities understand, experience, and implement assistive technology in their everyday lives, and they work with employers and school districts to help make classrooms, curricula, and work sites accessible. Fred has worked with all of New Jersey's One-Stop Career Centers to create accessible computer workstations. His formal training is in product design and rehabilitation engineering technology. Currently, Fred serves as a vice chair for RESNA's (the Rehabilitation Engineering and Assistive Technology Society of North America) Professional Standards Board, and he is active with NJ CART (New Jersey Coalition for the Advancement of Rehabilitation Technology), and NJ CIE (New Jersey Coalition for Inclusive Education).

**Bill Welsh**, Executive Director of Disability Initiatives at Rutgers University, came to Rutgers after 14 years as the director of the Office for Disability Services at Penn State University's 24 campus system. Bill has presented on the topic of improving transition results for individuals making the transition from high school to higher education at the state as well as at the national level.

**Sarah B. Woldoff, Ph.D.**, Licensed Psychologist from The Center for Neurological and Neurodevelopmental Health, has over 10 years of experience providing assessment services, individual treatment, consultation with schools and medical professionals, family therapy, and parent training. She began her career as a behavior analyst at the Bio-Behavioral Unit at Children's Hospital of Philadelphia (CHOP) and also worked at the Center for Autism Research at CHOP. Additionally, Dr. Woldoff is skilled in the comprehensive psychological assessments of children, adolescents, and adults, particularly those with autism, specific learning disabilities, and other pervasive developmental disorders.

**Directions to the Livingston Campus Student Center:**

**Rutgers University, Livingston Student Center, 84 Joyce Kilmer Ave., Piscataway, New Jersey 08854, (848) 445-0405**

**From New Jersey Turnpike:** Take Exit 9 towards NJ 18 N New Brunswick. Stay to the left to take Rte 18 N. Take the ramp to County Rd. 527 N/NJ 18-N. Keep right at the fork, follow signs for NJ-18 N and merge onto County Rd 527 N/NJ-18N. Continue on NJ-18 N for 5.7 miles to Piscataway Township. Continue another 4.6 miles. **\*Take the exit towards Metlars Lane/Livingston Campus. Turn right onto Avenue E. At the traffic circle, take the 2nd exit onto Rockefeller Rd. Turn right onto Joyce Kilmer Ave. Just past the Student Center on the right (red awning), parking lots will be on the left.**

**Garden State Parkway Southbound:** Take GSP to the NJ Turnpike and follow directions above.

**Garden State Parkway Northbound:** Take GSP to exit 105 and follow signs for Rte 18 N. After 24 miles, pass the entrance for the NJ Turnpike and \*continue directions as above.

**From the North-West:I-287:** Take exit 9, Boundbrook/Highland Park. Proceed east on River Road towards Highland Park. Continue on River Road and you will go under the overpass for Rte 18. Make the next left onto Rte 18N. Then \*continue as above.

Parking is available in lots: 105 and 112.

**Registration Form**



**Conference Fees**

LDA members: \$50

Non-members: \$75

Membership & registration: \$100

Students \$25

Deadline: October 9, 2014

Walk-ins and late registration +\$20

*After the deadline or for questions, please call 732-645-2738 or email info@ldanj.org.*

Please choose your workshops (1st, 2nd, and 3rd choice) for sessions 1, 2, and 3. All efforts will be made to honor your requests.

Session 1

- Workshop A
- Workshop B
- Workshop C
- Workshop D
- Workshop E
- Workshop F

Session 2

- Workshop G
- Workshop H
- Workshop I
- Workshop J
- Workshop K
- Workshop L

Session 3

- Workshop M
- Workshop N
- Workshop O
- Workshop P
- Workshop Q
- Workshop R

Email

Home Phone

Work Phone

Mail completed registration with your payment to:

LDANJ Conference Registration  
PO Box 6268

East Brunswick, NJ 08816

*(Make checks payable to LDANJ.)*

To register online visit:

[www.ldanjoc19.eventbrite.com](http://www.ldanjoc19.eventbrite.com).

Name

Professional

Parent

LD Adult

Student

School/Agency

Address

City

State, Zip Code

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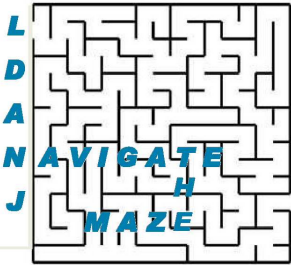
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**Annual Conference:  
Navigate the Maze  
for Parents, Individuals With LD, and Professionals**

**Rutgers University,  
Livingston Campus Student Center  
84 Joyce Kilmer Avenue  
Piscataway, New Jersey 08854**

**Sunday, October 19, 2014**

**Become a Member of LDANJ!**



**LDA's Mission Statement**

The Learning Disabilities Association of America (LDA) is a non-profit organization of volunteers including individuals with learning disabilities, their families, and professionals. LDA is dedicated to identifying causes and promoting prevention of learning disabilities and to enhancing the quality of life for all individuals with learning disabilities and their families by encouraging effective identification and intervention, fostering research, and protecting their rights under the law. LDA seeks to accomplish this through awareness, advocacy, empowerment, education, service, and collaborative efforts.

*LDANJ does not endorse or recommend any method, treatment, or product; evaluation or remedial center, program, or persons for children and adults with learning disabilities. It does however, endeavor to inform, believing that you have the right to know what is available to assist those who have a learning disability to reach their full potential.*

**LDANJ Membership Form**

*Membership in LDANJ includes membership in LDA of America and entitles the member to state and national newsletters, plus informational brochures, advice on advocacy, and Legislative Alerts.*

Name \_\_\_\_\_

Address \_\_\_\_\_

Town \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (Home/Cell) \_\_\_\_\_ Phone (Work) \_\_\_\_\_

Email \_\_\_\_\_

Sign up for:

- School/Agency (Name of Group) \_\_\_\_\_
- Professional: (specify) \_\_\_\_\_
- New Member
- Renewal
- Family
- Student

- I would like to join LDANJ, enclosed is \$50 dues.
- I would like to volunteer my time.

- Donation of \$\_\_\_\_\_ to LDANJ is enclosed.
- Please send brochures and information about LD.

Please complete this form and mail to:  
LDANJ  
PO Box 6268  
East Brunswick, NJ 08816  
with your check.