**Keynote Speakers**

**Jan Cook, M.Ed.**

Jan Cook is currently the Dyslexia Specialist for the Region 4 Education Center (ESC) located in Houston, Texas. This service center provides guidance and staff development for 49 school districts and 39 charter schools. Prior to working for Region 4 ESC, Jan was a Program Coordinator for Reading Intervention in a large school district in the Houston area. In this capacity, Jan coordinated the dyslexia program and response to intervention for K-12th grades. Jan has been in education for 28 years as a teacher, interventionist, reading specialist, and program coordinator. She received her Master’s Degree from Texas A&M University in early childhood education and family literacy. She has also taught methods courses for pre-service teachers through Texas A&M and has taught the master reading teacher certification course for educators taking the state certification exam. Jan has worked with dyslexic and other struggling readers at all levels.

In addition to providing numerous professional development opportunities and leadership network meetings for the region, Jan creates educational materials. She co-authored *Written Composition in Motion*, a companion guide to *Pathways to Reading Comprehension*, which is used to determine instruction and intervention targets when working with struggling students. Currently, Jan is revising and developing Reading by Design, an explicit, systematic reading intervention program.

**Disclosure statement:** Jan Cook will receive an honorarium for her presentation. No other non-financial relationship exists.

**Charles Haynes, EdD, CCC-SLP**

Dr. Charles W. Haynes received his doctorate from the Harvard Graduate School of Education. At the Landmark School (1979-1991), he helped to pioneer language-based curricula for children with dyslexia and expressive language impairments. A Professor and Clinical Supervisor in the Department of Communication Sciences and Disorders at MGH Institute of Health Professions in Boston, he has longstanding interests in practical strategies for diagnosing and treating language and learning difficulties. He served on the Board of the International Dyslexia Association (1997-2007), and received IDA’s Margaret Rawson Lifetime Achievement Award for his contributions to the field of dyslexia. His most recent publication, "From Talking to Writing: Strategies for Scaffolding Narrative and Expository Expression, Second Edition", was published by Landmark Outreach Publications this year (2018).
**Disclosure statement:** Charles Haynes will receive an honorarium for his presentation. No other non-financial relationship exists.

**Breakout Session Speakers**

**Hilliary Culpepper, M.A., CCC-SLP, CALT**

Hilliary Culpepper is a speech-language pathologist at The University of Southern Mississippi DuBard School for Language Disorders. Prior to this she worked for Magnolia Speech School and then later South Central Regional Medical Center, where she also served as a speech-language pathologist. She graduated summa cum laude from the Honors College with her Bachelor of Arts in 2008 and Master's in Speech Pathology in 2009 from The University of Southern Mississippi. She currently holds the Certificate of Clinical Competence (CCC) from the American Speech and Hearing Association (ASHA) and is a Certified Academic Language Therapist (CALT).

**Disclosure statement:** Hilliary Culpepper is employed by the USM DuBard School for Language Disorders and receives salary for employment. There is no other financial or non-financial relationship with the DuBard School.

**Ronald S. Kent, MD**

Dr. Kent has been in practice since 1981 and joined Hattiesburg Clinic in 1997. He received his medical degree from the University of Mississippi School of Medicine in Jackson. He completed an internship and residency at the University of Mississippi Medical Center. He is certified by the American Board of Pediatrics. He has a special interest in patients with Attention Deficit Hyperactivity Disorder. He serves as medical director of Hattiesburg Clinic Connections.

**Disclosure statement:** No financial or non-financial relationships exists.

**Robin Lemonis, M.Ed., CALT, LDT**

Robin Lemonis is the Director of Intervention Services for the Mississippi Department of Education, where she coordinates the implementation of policies and procedures related to Intervention, literacy, early childhood, and dyslexia. A 25-year veteran of the education field, Robin is a member of the Mississippi Reading Panel and an Adjunct Reading Professor for Hinds Community College. She is a member of the International Literacy Association, International Dyslexia Association, and serves as a panel advisory member for the Council of State Government. Robin holds a B.S. in Elementary Education with an emphasis in Reading from Delta State University, a Masters in Dyslexia from Mississippi College, and endorsement in K-12 Mild to Moderate Disabilities. She is also a Licensed Dyslexia Therapist and Certified Academic Language Therapist.

**Disclosure statement:** No financial or non-financial relationships exists.
Maureen K. Martin, Ph.D., CCC-SLP, CED, CALT, QI

Maureen K. Martin served as a speech-language pathologist, educator of deaf and hard of hearing individuals, certified academic language therapist-qualified instructor, and school administrator for over 41 years at the Southern Miss DuBard School for Language Disorders.

Disclosure statement: No financial relationship exists. Maureen Martin was previously employed by the USM DuBard School for Language Disorders. No other non-financial relationship exists.

Sara Norval, DPT

Sara is a Laurel, MS native, a 1998 Honors graduate of USM with a Bachelor degree in Molecular Biology and a 2006 graduate of the University of St. Augustine with a Doctorate in Physical Therapy.

Disclosure statement: No financial or non-financial relationships exists.

Lauren Robinson, M.S., CCC-SLP, CALT

Lauren Robinson is currently a speech-language pathologist at The University of Southern Mississippi DuBard School for Language Disorders. Prior to this, she worked for Lauderdale County School District and Mid-South Rehab Services where she also served as a speech-language pathologist. She completed her Bachelor’s of Arts in 2011 and Master’s in Speech Pathology in 2013 from The University of Southern Mississippi. She currently holds the Certificate of Clinical Competence (CCC) from the American Speech and Hearing Association (ASHA) and is a Certified Academic Language Therapist (CALT).

Disclosure statement: Lauren Robinson is employed by the USM DuBard School for Language Disorders and receives salary for employment. There is no other financial or non-financial relationship with the DuBard School.

Alicia B. Swann, M.C.D, CCC-A, F/AAA, ABA Board Certified Educational Audiologist

Alicia Swann, M.C.D, CCC-A, is a board-certified educational audiologist with over 23 years’ experience in assessment and treatment of auditory processing disorder (APD). She is the owner of Auditory Processing Center, LLC, a private practice in Clinton, MS,
specializing in APD evaluations and therapy for children and adults. She has developed auditory curriculums for listening skill development and auditory processing intervention, co-authored research articles on diagnosis and treatment of amblyaudia (lazy ear), and has expertise in developing listening and spoken language skills in children with communication disorders, cochlear implant recipients, and hearing aid users. Alicia received her M.C.D. in Audiology from Auburn University, and is a certified member of the American Speech-Language Hearing Association (ASHA), Board Certified in Audiology through the American Board of Audiology, a Fellow of the American Academy of Audiology, and is a licensed Audiologist and Audiology Educator as well as active member of the International Guild of Auditory Processing Specialists. Alicia presents nationally on Auditory Processing Disorder, and frequently provides consultations, in-services, and presentations for professional organizations.

**Disclosure statement:** No financial or non-financial relationships exists.