LEARN MORE ABOUT
THE 19TH ANNUAL
DUBARD SYMPOSIUM:
DYSLEXIA
AND RELATED DISORDERS

Wednesday - Thursday • September 16-17, 2015 • Hattiesburg, Miss.

HOSTED/SPONSORED BY
DuBard School for Language Disorders

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Mississippi Department of Education
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DuBard School for Language Disorders
Giving the Gift of Oral and Written Language
The University of Southern Mississippi
There are many reasons why a student might struggle in school, and an evaluation is often helpful to determine if learning, attention, language, emotional and/or social difficulties are impacting school performance. This presentation will provide an overview of the diagnostic criteria for a language disorder, a specific learning disorder with impairment in reading (dyslexia), and dysgraphia, the most common learning disabilities. ADHD, one of the most common behavioral difficulties, and Autism Spectrum Disorder, one of the most common developmental disorders, also will be reviewed. A typical battery of tests used to evaluate these difficulties will then be discussed. Particular emphasis will be given to a screening battery used by public schools to identify dyslexia. A case study will also be presented, and the interventions that are most appropriate for each disorder will be outlined.
10:30 A.M. - NOON  
Etoile DuBard Honorary Lecture (Part 2)  
Evaluation of Learning Differences and Related Disorders  
Laure Ames, Ph.D., LPC-S

NOON - 1:30 P.M.  
Lunch on your own

1:30 - 2:30 P.M.  
Breakout Sessions  
For sessions with two parts, you must attend both parts of the session to receive credit.

Dyslexia Update — 2015 (Part 1)  
Robin Lemonis, M.Ed., LDT, CALT  
Participants will examine the requirements of various pieces of legislation that afford resources to support dyslexia in Mississippi. Participants will examine current information on the Mississippi Dyslexia Therapy Scholarship for Students and options available for student placement, the Mississippi Dyslexia Teacher Scholarship, Certified Academic Language Therapy supplement availability, and the Dyslexia Pilot Programs Awards. Through an interactive discussion, participants will leave with a better understanding of district requirements and resources to support dyslexia in Mississippi.

Beyond the Basics: Multisensory Strategies for College-Level Decoding and Comprehension Skills  
Susie Utz, M.S., CCC-SLP, CALT  
Whitney Dyess, B.S.  
This presentation will focus on the advanced decoding and comprehension skills needed for students to be successful at the college level. In this session, participants will identify multisensory strategies that can be incorporated into spelling and decoding of advanced vocabulary and strategies to use morphology for learning vocabulary and increasing comprehension.
Social Competence and the Learning-Different Student (Part 1)
Laure Ames, Ph.D., LPC-S
Even in a crowded classroom, school can be the loneliest place of all for a learning-different (LD) child. Learning disabilities can affect more than academics in an LD child’s life; they can also affect the way these children interact with the world and, ultimately, the way they feel about themselves. The same differences that cause difficulty with language, math and writing can also cause difficulty for the child socially. The LD child’s delays in perception, processing and comprehension are frequently accompanied by delays in social development. This presentation will cover what skills are required to be socially competent and the social delays that are frequently seen in the LD child. Then, the Shelton School’s curriculum, Choices: A Comprehensive Social Values Curriculum, will be outlined. The Choices curriculum addresses the overall development of social values in the child. It is a multisensory program that is taught at the Shelton School for 30 minutes daily over the academic year. We believe that this comprehensive, structured, multisensory approach is the optimal way to facilitate social development in the LD child.

Dyslexia 101
Patricia Martin, Ed.S., CCC-SLP, CALT
This session will discuss the basics of dyslexia—definitions, incidence, characteristics and myths. Additionally, multisensory strategies for instruction will be introduced. In this session, participants will list the characteristics of individuals with dyslexia as well as multisensory strategies used for intervention.

Break
2:30 - 2:45 P.M.
2:45 - 3:45 P.M.  

**Breakout Sessions**

**Dyslexia Update — 2015 (Part 2)**  
Robin Lemonis, M.Ed., LDT, CALT

**Social Competence and the Learning-Different Student (Part 2)**  
Laure Ames, Ph.D., LPC-S

**“These Please!”**  
Jan Hankins, Ed.S., NBCT  
This session will consist of a hands-on presentation illustrating how to use selected educational apps for attention, memory and language development. In this session, participants will list five apps that can be used by students to improve their ability to think, connect and use information, and identify three characteristics of an educational app that is appropriate for students with special needs.

**An Overview of Auditory Processing Disorder and the Use of an Auditory Processing Disorder Checklist for Educators**  
Edward L. Goshorn, Ph.D., CCC-A/SLP  
This presentation will provide an overview of auditory processing disorders (APD), symptoms and diagnostic criteria. An APD screening instrument that was recently developed by the presenter will be described and discussed in detail. In this session, participants will identify behavioral and auditory symptoms associated with APD, discuss the underlying philosophy of APD screening tools, and practice use of an APD screening tool.

3:45 P.M.  

**Adjourn**
8:30 - 10 A.M.  
Four Converging Paths en Route to Automatic Word Recognition and Spelling (Part 1)  
Nancy Cushen White, Ed.D., BCET, CALT, QI, LDT  
Analysis of word structure—including morphology—supports learning to read, spell and comprehend. Words with spelling connections have meaning connections. Related words are activated in memory when they have meaningful connections and share structural elements at the morpheme level, especially when spelling reveals the connections (define » definition; science » conscience). Explicit instruction in orthography (spelling) that integrates phonology, phonics, morphology and etymology is also effective for teaching word identification, vocabulary, content knowledge and reading comprehension.

10 - 10:15 A.M.  
Break

10:15 - 11:45 A.M.  
Four Converging Paths en Route to Automatic Word Recognition and Spelling (Part 2)  
Nancy Cushen White, Ed.D., BCET, CALT, QI, LDT

11:45 A.M. - 1:15 P.M.  
Lunch on Your Own

1:15 - 2:15 P.M.  
Breakout Sessions  
For sessions with two parts, you must attend both parts of the session to receive credit.

Success in the Noisy Classroom  
Kimberly Ward, Au.D., CCC-A, FAAA  
Classroom environments are specifically designed to facilitate learning for students of all ages. Acoustically, however, these classrooms built for student success may be inadequate for many learners. The impact of noise on classroom learning is discussed as well as potential acoustical modifications.
Building Relationships to Create a School Family in the Classroom (Part 1)
Donna Porter, M.S., CCC-SLP
Participants will be introduced to an overview of the concept of Conscious Discipline. Strategies will be provided that will help the participants understand how to build relationships to create a community atmosphere where students will more likely be willing to cooperate and become intrinsically motivated.

Overview of ADHD (Part 1)
Ronald S. Kent, M.D.
This session will focus on the evaluation of and treatment for Attention Deficit/Hyperactivity Disorder. In this session, participants will understand the evaluation process for students with school problems, recognize the diagnostic criteria for ADHD, and list strategies for management of students with ADHD.

Experience Dyslexia—A Dyslexia Simulation
Marcelle Jones, M.S., CCC-SLP, CALT
This hands-on session will allow participants to gain a better understanding of and empathy for students who have reading and written language disorders. In this session, participants will identify frustrations that individuals have who have reading and written language disorders and identify two problems that individuals with dyslexia face in the classroom environment.

2:15 - 2:30 P.M.
Break

2:30 - 3:30 P.M.
Breakout Sessions

Bullying and Dyslexia
Donte Jones, M.S.
This session will present an overview of bullying and its link to dyslexia. In this session, participants will list strategies to deal with bullies, determine how much they know about bullying, and discuss the connection between bullying and dyslexia.
Building Relationships to Create a School Family in the Classroom (Part 2)
Donna Porter, M.S., CCC-SLP

Overview of ADHD (Part 2)
Ronald S. Kent, M.D.

Experience Dyslexia—A Dyslexia Simulation (Repeat Session)
Marcelle Jones, M.S., CCC-SLP, CALT

3:30 P.M. Adjourn
Laure Ames, Ph.D., LPC-S
Laure Ames has a master’s degree in counseling psychology and a Ph.D. in psychology from Southern Methodist University in Dallas, Texas. She is a licensed psychological associate and a licensed professional counselor.

Dr. Ames has extensive clinical experience, having served on the staffs of the Dallas Child Guidance Clinic, Terrell State Hospital and Green Oaks Hospital. A personal commitment to understanding and helping learning-different children led her to join the staff at the Shelton School in Dallas, Texas, in 1993. Her duties there include co-authoring the character education curriculum *Choices* and serving as director of The Shelton Evaluation Center beginning in June 2009.

Dr. Ames has lectured extensively on assessing the young child, fostering self-esteem in learning-different children, the development of social competence in learning-different children, the implementation of the *Choices* social values curriculum, becoming an advocate, and the need for appropriate teacher preparation.

Nancy Cushen White, Ed.D., BCET, CALT, QI, LDT
Dr. Nancy Cushen White has more than 40 years of experience in public schools as a classroom teacher, special education teacher, and program specialist in special education curriculum with the San Francisco Unified School District. She works as a certified academic language therapist, a board-certified educational therapist, and dyslexia consultant in private practice. She is a clinical professor in the Department of Pediatrics - Division of Adolescent and Young Adult Medicine at the University of California - San Francisco and also teaches classes in the Department of Child and Adolescent Psychiatry. Additionally, she works as a literacy intervention consultant and case manager for Lexicon Reading Center in Dubai and as a teacher-training course director for the Slingerland Institute.

Nancy is a member of the Board of Directors for the Academic Language Therapy Association (ALTA), the International Multisensory Structured Language Education Council (IMSLEC), and the Alliance for Certification and Accreditation. She serves on the Board of Trustees and Faculty Senate for the Educational Therapy Certificate Program at UC - Berkeley, the Board of Advisors for Parents Education Network (PEN), and is an advisor for SAFEVoices—a student-led branch of PEN comprised of students with learning disabilities from Bay Area schools.
Whitney Dyess, B.S.
Whitney received her bachelor’s degree in child and family studies at The University of Southern Mississippi. She was recently accepted into the master’s program for child and family studies at Southern Miss. She works as an Admissions counselor and recruiter for transfer students at The University of Southern Mississippi.

Edward L. Goshorn, Ph.D., CCC-A/SLP
Dr. Goshorn received his bachelor’s degree in speech and hearing sciences from The University of Southern Mississippi in 1972, his master’s degree in speech and hearing sciences from the University of North Carolina at Chapel Hill in 1973, and his Ph.D. in audiology from the University of Memphis in 1985. He has over 40 years of professional experience in clinical service provision and in teaching and research. He has published 18 scientific/technical articles in peer-reviewed journals. He serves as chair of the Department of Speech and Hearing Sciences at The University of Southern Mississippi.

Jan Hankins, Ed.S., NBCT
Jan Hankins serves as the director of the Mississippi College Dyslexia Education and Evaluation Center. She attended Mississippi College, where she received a B.S.Ed. (1975), an M.Ed. (1977), an Ed.S. (1979), and an M.Ed. in dyslexia therapy (2012). She is a National Board-certified teacher and middle childhood generalist (1999 and 2009). She was selected as a 2001 Outstanding Metro Teacher. Jan taught in the Jackson Public School District and the Clinton Public School District. Her 36 years of teaching experience include ESSA, Title 1, K-6 self-contained, 4-6 language arts and 4-5 language arts inclusion. Jan has served as a Dyslexia Regional Training presenter, an MDE Office of Healthy Schools curriculum writer, and a Thinking Skills Map trainer. She is married to Ramey Hankins, senior adult minister at First Baptist Church, Clinton, Miss. She has one son, Reid Hankins, and twin daughters, Sarah Hankins and Laura Hankins Boyd, who is married to David Boyd.
Donte Jones, M.S.
Donte Jones is a native of Memphis, Tennessee, and is a graduate of Fairley High School. Upon graduation from high school, he attended Jackson State University on a football scholarship, where he lettered four years. He received both his bachelor’s degree and master’s degree from Jackson State University. He taught middle school history in the Copiah County School District and worked at the Federal Corrections Complex (FCC) Yazoo City, where he was a GED instructor. He currently works for the Mississippi Community Education Center, where he serves as lead field educator and coordinator for the Mississippi MILA Project. He provides assistance to families and youth through a plethora of programs through Mississippi Department of Human Services called Families First. He has been happily married for 10 years and currently resides in Madison, Miss.

Marcelle Jones, M.S., CCC-SLP, CALT
Marcelle Jones is from Ocean Springs, Miss. She received her undergraduate degree in speech and hearing sciences and her master’s degree in speech-language pathology from The University of Southern Mississippi. She is a nationally certified speech-language pathologist and academic language therapist. She currently serves as an enrollment teacher at the DuBard School for Language Disorders at The University of Southern Mississippi.

Ronald S. Kent, M.D.
Dr. Kent graduated from Mississippi State University with an undergraduate degree in biological engineering, and he received his medical degree from the University of Mississippi Medical Center. He has been in private practice in Hattiesburg since 1981 and currently serves as the medical director of Hattiesburg Clinic Connections. He and his wife Anne are the parents of six children and six glorious grandchildren!

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 State Board Policy 4300, literacy, early childhood and dyslexia. A 23-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 Reading 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 master’s degree in dyslexia therapy from Mississippi College, and endorsement in K-12 mild to moderate disabilities. She is also a licensed dyslexia therapist and certified academic language therapist.
Patricia Martin, Ed.S., CCC-SLP, CALT
Patricia Martin is the assistant director at the DuBard School for Language Disorders at The University of Southern Mississippi. She received her master’s degree in 1995 from Southern Miss in speech-language pathology and is a nationally certified speech-language pathologist. She received her specialist’s degree from Southern Miss in educational leadership in 2008. She is a certified academic language therapist and holds Mississippi educator licensure in speech-language pathology, elementary education K-6, hearing disability, mild-moderate disabilities and administration. She is a member of the American Speech-Language-Hearing Association, the Mississippi Speech-Language-Hearing Association and the Academic Language Therapy Association. She has presented at regional and national conferences in the areas of dyslexia, multisensory instruction, and childhood apraxia of speech.

Donna Porter, M.S., CCC-SLP
Donna Porter lives in Picayune, Miss. She received her Bachelor of Science and Master of Science degrees from The University of Southern Mississippi. For over 28 years, Ms. Porter’s career has included positions of speech pathologist, dyslexia coordinator, early childhood intervention coordinator, and high school public speaking teacher. She is currently one of two Conscious Discipline certified instructors in Mississippi. She is a motivational and inspirational speaker who travels all over the United States educating others about the importance of building relationships.

Susie Utz, M.S., CCC-SLP, CALT
Susie received her Bachelor of Arts and Master of Science degrees at The University of Southern Mississippi. She has been a nationally certified speech-language pathologist for 14 years and has worked in a variety of settings providing speech therapy services to children with speech/language delays, along with autism and dyslexia. She currently works at Kids Therapy Spot in Starkville, Miss.

Kimberly Ward, Au.D.,CCC-A, FAAA
Kimberly Ward is an assistant professor and audiologist at The University of Southern Mississippi. Dr. Ward is currently the clinic director for the Doctor of Audiology program at The University of Southern Mississippi, where she serves ages birth to 21 through providing diagnostic evaluations, cochlear implant programming and hearing aid fittings. Additionally, Dr. Ward teaches graduate and undergraduate courses in audiology at Southern Miss. She received her Bachelor of Arts degree in education of the deaf in 2004 and a Doctorate of Audiology from Southern Miss in 2010. Prior to working at Southern Miss, Dr. Ward has worked for Cochlear Americas as a territory sales representative and the University of Mississippi Medical Center as a pediatric audiologist. In addition, she has been employed by Arkansas Children’s Hospital in Little Rock, Arkansas, and served as a teacher of the deaf/hard-of-hearing in the Jones County School District. Dr. Ward exhibits a strong interest in early intervention as well as educational support for school-aged children and their families.
Registration and Fees
Early-Bird Pricing
Professional $95
Full-Time Student $75

Standard Pricing
Professional $115
Full-Time Student $75

Early-bird pricing ends August 14, 2015. Lunch is not included. Seating is limited. Registrations after Monday, September 7, 2015, will be available on-site as seating permits.

Refunds and Cancellations
Registrations are transferable but not refundable. The University of Southern Mississippi reserves the right to cancel any program for which minimum enrollment is not met prior to the program’s beginning date. If a program is canceled, participants will be notified, and the full registration fee will be refunded.

The University of Southern Mississippi reserves the right to postpone programs, limit enrollment, split or combine programs, change instructors or change locations.

Location and Lodging
The DuBard Symposium will be held at the Thad Cochran Center on the campus of The University of Southern Mississippi, Hattiesburg, Miss. Parking for the event will be at the West Fourth Street entrance to the university.

Thermostats in the meeting rooms are maintained at 72 degrees for large groups. Please dress accordingly.

Lodging is the responsibility of each participant. A block of rooms has been reserved at the following hotels. Please reference DuBard Symposium when making your reservations. If paying by check or asking for tax exempt status, the check and/or tax exempt status proof must be mailed to the hotel at least two weeks prior to arrival.

Fairfield Inn and Suites by Marriott: 601.296.7777
($99 standard/$109 king suite plus taxes and fees; book by September 1)

Courtyard by Marriott: 601.268.3050
($99 plus taxes and fees; book by September 5)
Special Accommodations
If a participant has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, the participant should contact Dianne King with the Southern-Regional Educational Service Agency (S-RESA) by phone at 601.266.6921 at least two weeks prior to the conference.

Continuing Education Units
This symposium is offered for 1.0 CEUs (intermediate level, professional area). Continuing Education Provider approval does not imply endorsement of course content, specific products or clinical procedures. There is no charge at this conference for ASHA CEUs.

Application has been made for Continuing Education Units for the following professions:
• Educators (The University of Southern Mississippi)
• School Administrators (School Executive Management Institute)

Participants may be awarded CEUs for this conference from only one organization. Upon approval, the cost for CEUs will be $20.

Conference Handouts
Handouts for this conference will be available online only beginning September 11, 2015. Hard copies of handouts will not be provided at the conference. Please download any handouts prior to attending at www.usm.edu/dubard under Professional Development. Handouts will be available online until October 1, 2015. Thank you for your cooperation in this matter.
REGISTRATION

Name _________________________________________    Organization ____________________________________
Address ________________________________________  City __________________ State ____ Zip ____________
Home Phone _____________________ Work Phone _____________________ Cell Phone _______________
Fax _____________________________ Email _________________________________________________________

Students: ID # ___________ Signature of University Official ______________________________________________
(ID number and signature from university official verifying full-time student status are required if registering as a student.)

Position:  □ General Educator  □ Special Educator  □ Psychologist
          □ School Administrator □ Counselor  □ Speech-Language Pathologist
          □ Parent  □ Full-Time Student  □ Dyslexia Therapist
          □ Other _______________________________

Do you prefer to receive your confirmation letter by:  □ mail  □ email  □ fax

Registration Fees (does not include lunch)
□ Early-Bird Professional ($95)  □ Standard Professional ($115)
□ Early-Bird Full-Time Student ($75)  □ Standard Full-Time Student ($95)
(�Early-bird pricing ends August 14, 2015.

CEUs (Only one can be awarded.)
□ ASHA ($0)  □ Educators ($20)  □ School Administrators ($20)

Total Enclosed: ________   Payment Method:  □ Check   □ Money Order □ Visa □ Master Card □ Purchase Order
Checks should be made payable to S-RESA and mailed to S-RESA at PO Box 18859, Hattiesburg, MS 39404.
If registering with a purchase order, purchase order must be included with registration.

If paying by credit card: Account # _________________________________________________________________
Expiration Date __________________ Three-digit code on back of card ____________________________________
Name on Card _____________________________ Cardholder’s Signature _________________________________

Session Selections
Please mark your breakout session selections. For sessions with two parts, you must attend both parts of the session to receive credit.

Wednesday, September 16, 2015
1:30-2:30 p.m.  □ Dyslexia Update—2015 (Part 1)
                  □ Social Competence and the Learning-Different Student (Part 1)
                  □ Beyond the Basics: Multisensory Strategies for College-Level Decoding and Comprehension Skills
                  □ Dyslexia 101
2:45-3:45 p.m.  □ Dyslexia Update—2015 (Part 2)
                  □ Social Competence and the Learning-Different Student (Part 2)
                  □ “These Please!”
                  □ An Overview of Auditory Processing Disorder and the Use of an Auditory Processing Disorder Checklist for Educators

Thursday, September 17, 2015
1:15-2:15 p.m.  □ Building Relationships to Create a School Family in the Classroom (Part 1)
                  □ Overview of ADHD (Part 1)
                  □ Success in the Noisy Classroom
                  □ Experience Dyslexia—a Dyslexia Simulation
2:30-3:30 p.m.  □ Building Relationships to Create a School Family in the Classroom (Part 2)
                  □ Overview of ADHD (Part 2)
                  □ Bullying and Dyslexia
                  □ Experience Dyslexia—a Dyslexia Simulation (Repeat Session)

AA/EOE/ADA1