

International Dyslexia Association – Ontario Branch 2018 Conference: *Early Identification & Intervention Strategies*

Speaker Biographies



Keynote Speaker - Dr. Nadine Gaab

Boston Children's Hospital and Harvard Medical School

Nadine Gaab, Ph.D. is an Associate Professor of Pediatrics at Boston Children's Hospital and the Harvard Medical School and a member of the faculty at the Harvard Graduate School of Education. She grew up in Germany and received her PhD from the University of Zurich in Switzerland but conducted most of her doctoral research at the Harvard Medical School. She then did her postdoctoral work at Stanford and MIT with John Gabrieli. She started at Boston Children's Hospital in 2007 and her work at the Laboratories of Cognitive Neuroscience focuses on auditory and language processing in the human brain and its applications for the development of typical and atypical language and literacy skills from infancy to adolescence. She primarily works on the early identification of children at-risk for language-based learning disabilities such as developmental dyslexia, the neural correlates of reading development, environmental and genetic factors that influence language and reading development as well as the development and implementation of screening practices for young children. She works at the intersection of developmental cognitive neuroscience, clinical/ educational practice and public policy with a special focus on early identification and implementation of real-world changes for struggling readers. The Gaablab works closely with numerous public and private schools within the Greater New England area and Dr. Gaab is a frequent speaker in the community. For more info please see gaablab.com.

ACADEMIC STREAM



Liisa Freure, M.Ed., OCT, F/AOGPE, CDT/IDA

Fundamental Learning, Toronto, ON

www.funlearning.ca

Topic: What Makes "O.-G." "O.-G."?

Liisa Freure has over 25 years of experience in the field of education. She is a former elementary school teacher in Toronto who received her M.Ed. from the Ontario Institute for Studies in Education at the University of Toronto. Liisa's initial interest in research-based interventions for at-risk students began when traditional methods of instruction did not seem to work for some students. Then, after two of her own three children exhibited early signs of dyslexia, Liisa began to learn all that she could about strategies for intervention and remediation. This led her to go beyond her Special Education Training, to become certified as an education advocate and a Fellow (AOGPE). In addition, Liisa is trained in Structured Word Inquiry and continues to expand and enrich her understanding of language. Liisa now runs a private educational consulting and

tutoring practice for students of all ages and trains parents, teachers and other professionals in Structured Literacy. She has been actively involved with the Ontario Branch of the International Dyslexia Association since 2007 and has served in various roles including President.

Jan MacLean, Jennifer Harrison, Heather Giffin, Emily Moorhead, Joanne Mace

A Collaboration of Educators and Language Specialists

Topic: Early Intervention Strategies for the Prevention of Reading Failure – A Collaborative Approach



Jan MacLean B.Sc. O.T., M.Sc. C/AOGPE, CDT/IDA
Consultant, The Reading Clinic, Kingston, ON
YES! Reading Writing and Math
Dyslexia Therapist
Certified Orton-Gillingham Practitioner and Educator

Jan Maclean is a mother of children with dyslexia. As a result of her search to find help for her own children, Jan opened The Reading Clinic in Kingston Ontario 2001 in order to be able to help other children. The Reading Clinic has helped hundreds of children since then and now offers its YES! Reading, YES! Writing and YES! Math programs to over 40 students at any one time. Jan is a Certified Orton-Gillingham Practitioner and Educator, and a Dyslexia Therapist.



Jennifer Harrison B.A.(Hons) A/AOGEP, CDP/IDA
Director, The Reading Clinic, Kingston, ON
YES! Reading, Writing and Math
Dyslexia Practitioner
Associate Orton-Gillingham Practitioner and Educator

Jennifer is a co-founder of The Reading Clinic in Kingston, Ontario and has provided intensive daily instruction to students in a 1:1 setting since 2002. Since its inception the clinic has serviced thousands of client hours to students ranging from four to adulthood, and has offered both parent and teacher courses focused on the Multi-Sensory Sequential Structured Language approach. She is the current Director of the Reading Clinic, Kingston, and an Associate Orton-Gillingham member and Dyslexia Practitioner.



Heather Giffin
Speech-Language Pathologist, Reg. CASLPO
Limestone District School Board

Heather is a Speech-Language Pathologist who has worked in the school board setting since 2006. She has a particular interest in literacy development and the oral language foundation that supports it. In Heather's work as a Speech-Language Pathologist, both in education and in private practice, she provides guidance and instruction to build the skills necessary for reading success.



Joanne Mace

Literacy Consultant
Limestone District School Board

Joanne started working in the school system as an Educational Assistant and then became a Kindergarten teacher in 2006 in the UK, working with early readers and writers in a play based classroom. This led to a special needs support role at the same school, where she worked 1:1 with students with identified literacy needs and led phonics training for staff. Since moving to Ontario 8 years ago, Joanne has been lucky to teach various ages of students before becoming a Student Support Teacher at a large school, where early literacy intervention is her primary focus. In Joanne’s current role, as a Literacy consultant at Limestone DSB, much of her work is around supporting the explicit teaching of reading and writing and how phonics supports development in both areas.



Emily Moorhead B.A. B.Ed. O.C.T.

Limestone Board of Education
moorheade@limestone.on.ca

Emily Moorhead has been teaching Kindergarten and Grade One since 2003. Both professional and personal experiences led her to contact The Reading Clinic in Kingston, Ontario, for support and guidance for teaching children who were struggling to master sound-symbol relationships and early reading skills. She has successfully integrated explicit systematic phonics instruction into her play-based kindergarten programme, to provide a 'sound' start for many young learners.



Peter Bowers, WordWorks Literacy Center, Wolfe Island, ON
<http://www.wordworkskingston.com/>

Topic: Making Sense of the Written Word through Structured Word Inquiry (SWI): Coming to Terms with Research and Practice

Pete Bowers, Ph.D., is a teacher, researcher, author, and founder of WordWorks Literacy Centre. He taught Grades 3-6 for 10 years before earning his Ph.D. from the Faculty of Education at Queen’s University. His research and practical work with schools and educational groups has been pivotal in transforming how teachers, tutors and students around the world understand and study English spelling. Instead of putting up with a frustrating system full of exceptions, the structured word inquiry (SWI) community understands that *investigating* the spelling-meaning connections in words is not only rich literacy instruction -- it is a rich context for leveraging learning about any subject. His teacher resource book, *Teaching How the Written Word Works*, expands on the lessons of his vocabulary intervention (Bowers & Kirby, 2010) which found generative vocabulary learning for the experimental group, and introduced the term “structured word inquiry.” His workshops have taken him to Europe, Africa, Asia, Australia, the Middle East, and North America.

PARENT STREAM



Rick Moore, North Vancouver, B.C.

Topic: The Moore decision - A personal perspective. One family's attempt to make the public education system accountable.

Mr. Moore is 67, still a bus driver in North Vancouver. Married to Michelle, he has 2 children and 3 grandchildren. His son Jeff is now 31. He was 10 when they sued the B.C. Ministry of Education and the North Vancouver School District. In 2012 the Supreme Court of Canada upheld the individual complaint against the School District. It did not uphold the systemic complaint against the Ministry. Since 2005 Mr. Moore has been an advisor to the Learning Disabilities Association of British Columbia and an ad hoc advocate for the families of dyslexic students.



Amy Murdoch, Ph.D., Reading Science Program Director,
Mount St. Joseph University

Topic: Early Identification and Intervention: How Families Can Help Young Children Become Strong Readers

Dr. Murdoch is the Reading Science Program Director, Graduate Education Chair in the School of Education, and an Associate Professor in the Reading Science Graduate Program at Mount St. Joseph University. Under Dr. Murdoch's leadership, the Reading Science program became one of the first programs in the United States to receive accreditation from the International Dyslexia Association.

Dr. Murdoch holds a Ph.D. in School Psychology with a focus on Early Literacy. Prior to joining the Mount St. Joseph faculty ten years ago, she has worked as a School Psychologist in a large urban school district, as the director of a number of large reading grants, including the Reading First grant, and was a reading consultant at the Special Education Regional Resource Center providing training and consultation to families and school districts around reading instruction, assessment, and supporting children with disabilities. Her research and service work has focused on helping schools and families implement research-based practices in reading instruction, intervention, family involvement, and assessment. Dr. Murdoch has presented and published her work at local and national conferences and publications. She continues to work with area schools helping them implement research-based reading practices within a Response to Intervention model. Dr. Murdoch has served on State and National level committees around Dyslexia and reading and currently serves on the boards of Cincinnati Children's Hospital's Reading & Literacy Discovery Center and the Ohio Valley Branch of the International Dyslexia Center.



Rachel Berger, Assistive Tech Evangelist / Dyslexia and LD Community Leader / @rachelberger

Topic: Improving reading and writing with free Microsoft Learning Tools

Rachel currently serves as the President and Executive Director of Decoding Dyslexia Minnesota, a grassroots national advocacy movement and educational advocate for students with learning disabilities. In addition, Rachel consults with Microsoft as a dyslexia community specialist, helping to build awareness and evangelizing the use of assistive technology for students with learning differences to empower them to reach their full educational potential. Ask Rachel about how you can provide equitable access to class curriculum and enable struggling readers to independently demonstrate their proficiency through the use of Microsoft Learning Tools, Immersive Reader, Office Lens, Editor and Dictation.