

International Dyslexia Association®
DALLAS BRANCH
PRESENTS

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Regional
Conference **NS**



International Dyslexia Association®
DALLAS BRANCH

Mission: The Dallas IDA is committed to promoting literacy for individuals with dyslexia and related disorder through advocacy, education, and support.

Vision: The Dallas IDA envisions a world in which dyslexia and related disorders are not a barrier to literacy.

2024 Board of Directors

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The Dallas Branch of the International Dyslexia Association consists of


Volunteers

with a common characteristic

We are passionate about educating, advocating, and offering support to people with dyslexia

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Please speak with any board member today to let us know that you are interested in participating in a committee or joining the Board. Or, Email us at admin@idadallas.org



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Lisa Ray, JD

Harrian Stern, PhD, RPED, NCED

Emily Visinsky, MEd



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Misty Clack

MEd, President

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- 2023 **Samantha Varadarajan**, MAT, CALT
- 2017-2022 **Emily Visinsky**, MEd
- 2012-2017 **LaNaye Reid**, MEd, LDT, CALT
- 2012 **Ginger Cleveland**
- 2010 - 2012 **Harrian Stern**, PhD, NCED, RPED
- 2008 - 2009 **Anna Burton**, MS
- 2006 - 2007 **Pam Quarterman**, MMS, CCC
- 2004 - 2005 **Suzanne Eades**, PhD, CALT
- 2003 **Leigh Miller**, MS, Ed Diagnostician
- 2000 - 2001 **Jone Bycel**, MS, BCET, FAET
- 1998 - 1999 **Diane Newton**, CALT, QI
- 1995 - 1997 **Susan Fleming**, PhD
- 1993 - 1994 **Linda Sharpe**, MS
- 1978 - 1982 **Beverly Dooley**, PhD, LDT, QI
- 1975 - 1978 **Georgie Green**, QI

If you know the names/dates of any individuals who served or were not acknowledged by Dallas IDA, please let us know at admin@idadallas.org

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dedication to the Dallas IDA
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Ashley Arnold, MA, LSSP, NCSP
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Dr. Luke Waites
2024 Excellence in Education Award



Michelle Keiper

As a classroom teacher Michelle struggled to locate effective resources for her son, a struggling reader with dyslexia. In 2013, Michelle founded Decoding Dyslexia Oklahoma to bring parents and teachers together to raise awareness for dyslexia, empower parents through education to advocate for their children, and impact policy changes to improve resources for students with dyslexia in our schools. As a parent advocate poised with a teaching background, Michelle has served in several stakeholder advisory roles through the Oklahoma State Department of Education and the Oklahoma Legislature; effectively bringing about change in policy through legislation and developing statewide initiatives for best-practice guidance and professional development opportunities. In addition to continuing the work in Oklahoma, Michelle now also serves in Education and Outreach for the Center for Reading at Pittsburg State University in Kansas. Michelle has learned it is when parents and educators collaborate in a stakeholder process meaningful change can happen which will benefit all students in the classroom, including those with dyslexia.

BS Elementary Education, The University of Akron, Akron, Ohio
Parent of a student with dyslexia
Decoding Dyslexia OK, Founder and State Leader
Oklahoma State Department of Education IDEA-B Advisory Panel, Chair
Oklahoma Dyslexia and Education Task Force, Chair
The Reading League Oklahoma, Founding Board Member
International Dyslexia Association Perspectives Editorial Board
Center for Reading at Pittsburg State University, Education and Outreach

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Dr. Luke Waites
Excellence in Education Award

Previous Recipients

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2022 Stacy Edwards, MEd, CALT, WDT
2021 Nancy Disterlic, MAT, CALT, LDT
2020 Joseph Contreras, MEd, CALT
2019 Michelle Brown, MEd
2018 Shannon Suess
2017 Amy Montemayor, MEd
2016 Carla Proctor, PhD, NCED, RPED, LDT, CALT
2015 Allyson Palmer, MEd, LDT, CALT, QI
2015 Lucy Smith, MEd
2014 Jeffrey Black, MD
2014 Cindy Sloan, MS, LDT, CALT
2013 Teri Zerfas PhD., CCC/SLP, RPED, CALT, QI
2012 Michelle Bufkin, MPA, CALT, QI, LDT
2011 Gina Mitchell, MLA, LDT, CALT
2010 Karen Avrit, CALT-QI
2009 Lisa Tyler
2008 Jana Jones, MLA, CALT, QI
2007 Bob Brooks
2006 Lexie Barefoot, MS, LDT, CALT, QI
2005 Gail Vannoy
2005 Angela Parker, CALT, LDT
2004 Estelle Dickens
2004 Jone Bycel, MS, BCET
2004 Betsy D. Weaver, M.A., ET/P CST, CDP, SLDI
2003 Margaret Smith, MEd, CALT, QI
2003 Ann Guyette
2003 Edith Hogan, CALT
2003 Cindy Hipes, CALT

2024 Inspiration Award

The Dallas Branch of the International Dyslexia Association Board of Directors selects a recipient of the Inspiration Award as an individual who has made significant contributions to their community through their efforts, actions, time, and dedication while embodying the spirit of dyslexia.



Krista Weltner

Krista Weltner is an author, illustrator, filmmaker, and puppet maker. Her debut picture book series, *Everyday Adventures with Molly and Dyslexia*, was inspired by her own experience growing up with dyslexia. In addition to her literary pursuits, she works in stop-motion animation. Her work can be seen in the Netflix animation *Wendell and Wild* and Laika Studios' upcoming *Wildwood*. Before working in the film, she helped bring animatronic and puppet characters to life for the theme park industry. In 2016, she obtained a Master's in Fine Arts from the University of Connecticut, where she presented her master's project and short film, *Partially Compensated* (also inspired by her experience with dyslexia). Krista's short film has been seen in film festivals worldwide and has afforded her numerous opportunities to engage and advocate with others for a more inclusive world.

Previous Inspiration Award Recipients

2023 Todd Berger

2022 Todd Meier

2020 Paul Voelker

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- Parent of a 2022 Scholarship Recipient

Our History

In the early 1960s in Dallas, the subject of dyslexia was misunderstood. The major medical institution was unsupportive of the work of the new-to-Texas pediatric neurologist, Dr. Lucius Waites, at Scottish Rite Hospital. Through a basic belief in himself and the efficacy of the disorder, Dr. Waites persevered, building parental support and, eventually, acceptance in the medical community. Aylett Cox joined Dr. Waites in the mid-1960s in developing the Alphabetic Phonics program that was promoted through the hospital; children attended classes at the hospital, and individuals were trained to be therapists. It was amid the transition of acceptance that a group of these Dallas dyslexia pioneers decided to form the Dallas Branch of The Orton Dyslexia Society. The branch was chartered on November 11, 1973. Almost immediately, the national conference was planned for Dallas in 1974 and was organized by Ms. Georgie Green. Ms. Beverly Dooley, now Dr. Dooley, was elected as the branch president in 1975, and she credits the success of the branch to a number of people: Mary Francis Yancy, Jeanne Brewer, Dorsey Brewer, Mary Livingston, Nancy Redington, Peggy Wolf and many others. The branch has conducted business, presented its spring conference, raised money, funded scholarships, offered adult dyslexia support and remedial programs and provided information to the Dallas area on a continuing basis.

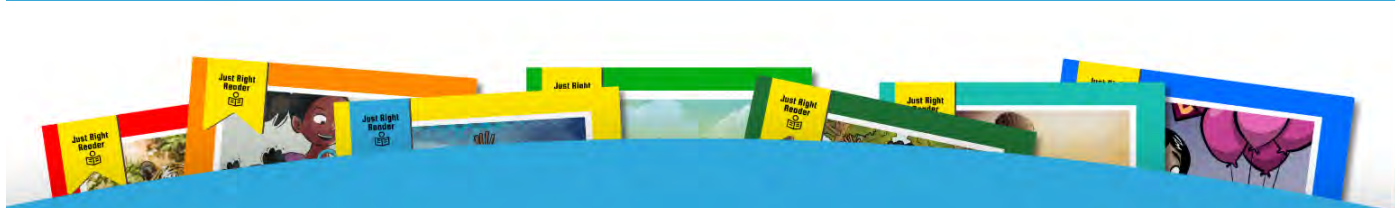
It is with great pride that this branch can look at the accomplishments of its members and presidents. Jeanne Brewer established a program at Richland Community College, which provided services to dyslexic students and information to the faculty, as well as wrote a curriculum to teach Master's and Ph.D. candidates how to use multisensory methods in their classes. Georgie Green helped establish a public school in a Dallas suburb, The Green Elementary School, which addresses the needs of dyslexic students. Dr. Beverly Dooley, after leading the educational program at the Shelton School and Evaluation Center, established her own teacher training academy and a school for children with dyslexia, Southwest Academy. Jamie Williams developed a therapist training program at Southern Methodist University through the Continuing Education Department and led the way in establishing the Academic Language Therapist Association, a register of trained therapists that serves as a resource to the community and which advocates for certification of those who provide remediation to dyslexic people. Ms. Carole Hill, former director of the educational program at the Dean Learning Center, established an early childhood program at the Shelton School, then founded and directed Oak Hill Academy, a school for students who have speech-language disorders, dyslexia and related disorders.

The Dallas IDA appreciates any contributions or input that you have into our history. Throughout 40+ years of involvement at both the local and International level, it is possible that some information has been unintentionally omitted. Please share any insights or anecdotes to admin@idadallas.org.

Portions of this History were from:

Fleming, Susan (1999). Dallas branch. *Dyslexia...Samuel T. Orton and his legacy*.

Marcia K. Henry, Ph.D., & Susan G. Brickley (Eds). Baltimore, Maryland: The International Dyslexia Association



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IDA's Mission: To create a future for all individuals who struggle with dyslexia and other related reading differences so that they may have richer, more robust lives and access to the tools and resources

The International Dyslexia Association (IDA) is an international organization that concerns itself with the complex issues of dyslexia.

The IDA membership consists of a variety of professionals in partnership with people with dyslexia and their families and all others interested in The Association's mission. We believe that all individuals have the right to achieve their potential that individual learning abilities can be strengthened and that social, educational and cultural barriers to language acquisition and use must be removed.

The IDA actively promotes effective teaching approaches and related clinical educational intervention strategies for people with dyslexia. We support and encourage interdisciplinary research. We facilitate the exploration of the causes and early identification of dyslexia and are committed to the responsible and wide dissemination of research-based knowledge.

Purpose: The purpose of IDA is to pursue and provide the most comprehensive range of information and services that address the full scope of dyslexia and related difficulties in learning to read and write. . . In a way that creates hope, possibility, and partnership...so that every individual has the opportunity to lead a productive and fulfilling life, and society benefits from the resource that is liberated.

The International Dyslexia Association (IDA) is the recipient of the "Best in America" seal from Independent Charities of America, a distinction awarded to less than 1% of charities. That means we make the most efficient use of your donation, ensuring your dollars are making an impact on all struggling readers, their families, and the professionals who serve them.

Dallas IDA, we are happy to be with you!

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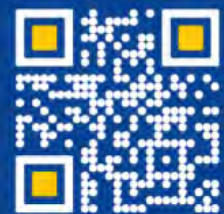


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Category Winner
Kindergarten - 5th Grade



"My World"

Lorenza Calderón
3rd Grade

"This is how I see the world, colorful, bright, with many different shapes, with different colors, everyone and everything going in different directions, with different sizes, and even with all these differences, if we put them all together in a harmonious way, it can be beautiful. It's the same way it could/should be with all of us."



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Category Winner

6th - 8th Grade



“Mountain View”

Robby McClellan
7th Grade

“Mountain Views are super beautiful, but they are hard to reach; so don’t give up. Dyslexia is the same way. You have to work hard to get through it, but it is worth it.”

The Dallas IDA would like to thank the individuals that submitted their artwork and the therapists, parents and teachers for encouraging their expression. Participation helped to raise awareness of dyslexia and its impact on a person’s development. A portion of the artwork submissions are displayed at the conference and will be featured on social media and our website.



Dr. Barbara Sorrels

“The Impact of Learning on Trauma”

Dr. Sorrels has a BS Early Childhood Education from the University of Maryland, MS in Education obtained through Southwestern Seminary, and a EdD Curriculum and Instruction from Oklahoma State. She is certified in the Neurosequential Model of Education and is currently the CEO of Connected Kids. Author of the award winning book *Reaching and Teaching Children Exposed to Trauma; Trauma Responsive Care for Infants, Toddlers and Twos; Nurturing Attachment Across the Lifespan; Ready or Not Here Comes School*

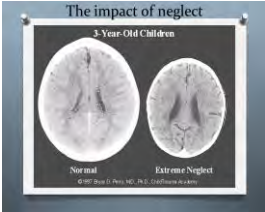


Reaching and Teaching Children Exposed to Trauma

Connected Kids
Dr. Barbara Sorrels

1


Impact of Neglect on the Brain



The impact of neglect
3-Year-Old Children

Normal Extreme Neglect


© 2007 David D. Reiss, M.D., Ph.D., University of Illinois



2

Definition of Trauma

- Trauma is defined as “any event that is perceived by the child as potentially threatening to their physical or emotional safety or poses a threat to the safety of the child’s parents or caregivers (Groves, 2002).
- “The experiences of multiple, chronic and prolonged, developmentally adverse traumatic events, most often of an interpersonal nature...and early life exposure.” According to this definition, there are a wide variety of events in a child’s perceived sense of psychological or emotional safety (Van Der Kolk)”




3

The ACE Study

- Physical neglect
- Physical abuse
- Emotional abuse
- Emotional neglect
- Sexual abuse

- Divorce or separation
- Incarcerated parent
- Mentally ill or depressed household member
- Substance abuse
- Domestic violence




4

Beyond ACE's

- Prenatal exposure to drugs and alcohol
- Post partum depression
- Surrogacy
- Immigration
- Poverty
- Terrorism/war


- Relational poverty
- Adoption/foster care
- Difficult birth
- Early medical trauma
- Prematurity
- Witnessing violence
- Catastrophic illness or injury



5

Trauma vs. Stress (Gabor Mate)

- Diminishes my capacity to think, feel, trust or assert myself
- Overwhelmed by pain, sorrow and fear; therefore, I develop self soothing or self stimulating behaviors
- I aggrandize or efface myself in order to gain acceptance or justify my existence
- I cannot experience gratitude or enjoy the beauty and wonder of life



6

Age Targeted Programs (Education, Mental Health, Caregiving):
Early Childhood

Typical
Pre-K

Developmental lag – the younger you are, the easier it is to tolerate the “lag”

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7

Age Targeted Programs (Education, Mental Health, Caregiving):
Childhood

Typical
Grade 5

Developmental lag – as you get older, the skills “lag” becomes viewed through various lens – (e.g., ADHD, oppositional defiant, “reading” disorder)

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8

Age Targeted Programs (Education, Mental Health, Caregiving):
Youth

Typical
Grade 11

Developmental lag – and, ultimately, these skill “lags” can result in- and are viewed as - ‘anti-social’ or even criminal.

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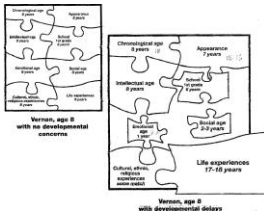
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The academic achievement gap
is a trauma gap.



10

Skewed Development



11

Reading difficulties and behavior challenges are co-morbid (Morgan, Farkas, Tufts & Sperling, 2008)



12

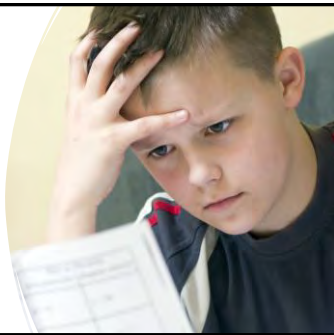
Executive Functioning Skills



13

Emotional Impact

- Core of shame
- Difficulty asking for help
- Negative view of self
- Difficulty with open ended activities



14

Safe People

- Soft eyes
- Facial expression
- Intensity of movement
- Posture
- Rhythmicity of voice
- Playful engagement
- Touch



15

“Edgy” Adults

- Desire to win every battle and engage in power struggles
- Face saving by having the last word
- Intimidating posture
- Frequently confronting students with “why?”
- Preaching, moralizing, threatening



16

Skills and Processes Involved in Reading

- Vocabulary breadth and depth
- Language comprehension
- Decoding and word recognition
- Visualizing
- Connecting
- Inferring
- Predicting
- Fluency
- Phonemic awareness
- Phonics

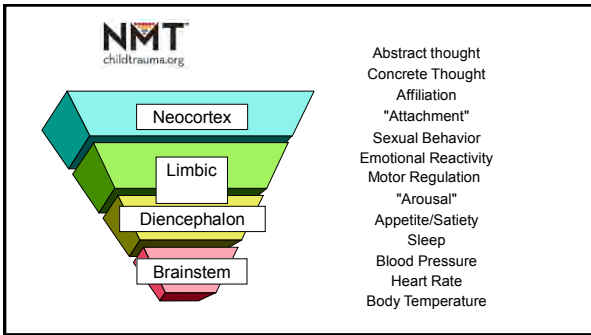


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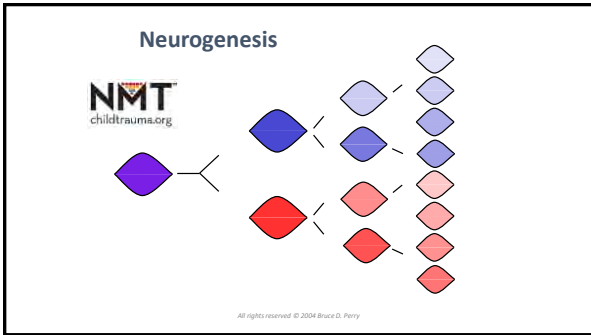
Impact of Trauma on the Brain



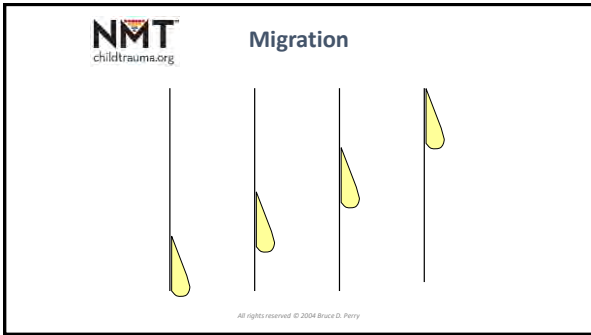
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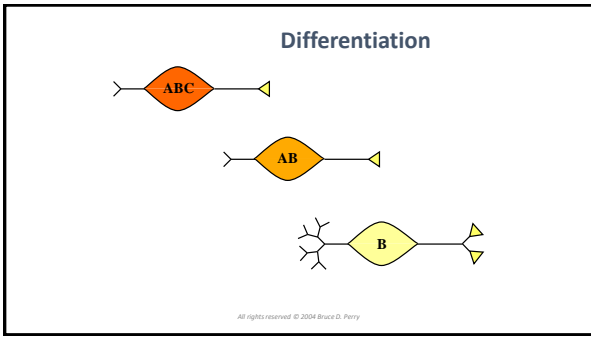
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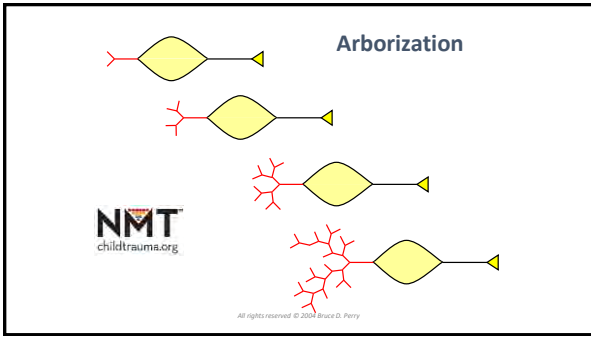
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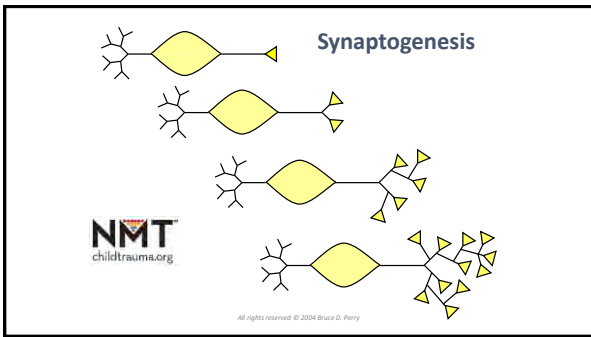
21



22



23



24

What the Brain Requires

Patterned, repetitive, rhythmic touch, sound and movement

- Dopamine—reward and pleasure
- Norepinephrine—fight or flight
- Serotonin—mood



25

The Power of Rhythm

- A brain that can't accept rhythm will struggle to read (Bruce Perry)



26



1. Language Delay




27

2. Perspective Taking

- Inability to look at something through the eyes of another which presents difficulty with comprehension
- Inhibits capacity for empathy
- Inhibits capacity for problem solving



28





Strategies for Perspective Taking

- Dramatic play
- Writing/journaling from different perspectives
- Identifying thoughts and emotions of story characters

29

3. Working Memory: Storage and Processing

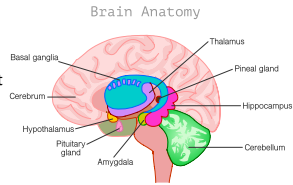
- The ability to hold information in mind while doing something else.
- Example: dialing a phone number that someone has stated orally



30

Damage to the Hippocampus

- Short term memory
- Information processing—not good at processing what is important and what is not.



31

Working Memory Deficit

- Struggle following 2 step directions which impacts overall functioning
- Inability to identify what is important and what is not important
- Struggle connecting information with prior knowledge
- Struggle processing anaphors
Susie loves going to the store with her mom because she always lets her pick out a snack.



32

Working Memory

- Struggle with inferences—inability to think like a detective.

As Johnny and his friends were walking down the path, they heard a lion growl and a monkey screech. Where are they?



33

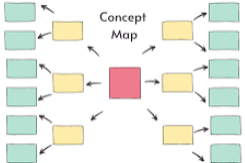
The good news—
movement repairs the hippocampus

- Gross motor movement stimulates “brain derived neurotrophic factor” which is miracle grow for the brain.





34

Implications for Reading





- Reduce the cognitive load
- Use humor. Increases retention by 44%--brain is more alert and laughter enhances positive emotions (Branstetter, 2013).
- Draw attention to what is important by using check lists, graphic organizers
- Word walls



35

4. Cognitive Flexibility

- This is the ability to “change gears” and STOP, REMAIN CALM, MAKE A NEW PLAN (Mimihan & Rappaport, 2021).
- Ability to plan, manage time, and organization.

36

Characteristics of Rigid Thinking

- Freeze and do nothing
- Use the same strategy over and over
- Struggle with transitions
- Not accept other people's ideas
- Argue the same point over and over
- Don't handle change
- Get upset when others don't follow rules



37

Strategies for Flexible Thinking

- Sorting tasks
- Loose parts
- Wordless books



38

Implications for Reading



- Struggle with transitions from thought to thought and activity to activity
- Struggle with homonyms
- Teach strategies one by one and then give choice of two
- Wordless books
- Read or write stories from different perspectives, different endings



39

5. Organization



Inability to recognize order, impose order on something or create systems to manage information or things

40

Characteristics of the Disorganized Child

- Desk a mess
- Can't find materials
- Turns thing in late or never
- Don't get cause and effect
- When they tell stories it is "and...and...and..."
- Don't learn from past mistakes





41

Implications for Reading

- We have to make the invisible strategies that good readers use visible to the struggling child.


K	W	L
What I already know	What I would like to know	What I have learned.



42

Implications

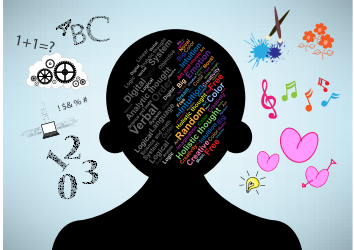
- Routines
- Schedules
- Visual Timers/hour glasses
- Expectations
- Organized system for managing materials
- Use pictures whenever possible
- Graphic organizers



COOPER'S CLASS





43

6. Cause and Effect

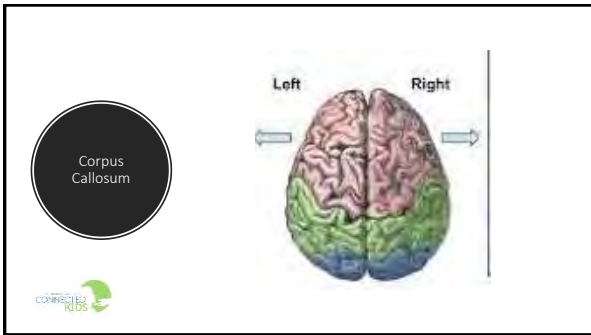


44

The Two Hemispheres of the Brain

 Linear	• Emotional
 Logical	• Non-verbal
 Language	• Experiential
 Literal	• Autobiographical memory
	• Big picture
	• Intuitive
	• Visual/spatial processing

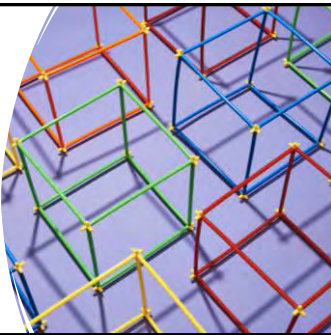
45



46

Strategies for Cause and Effect

- Playful activities that manipulate variables and contingencies: pulleys, pendulums, gears, levers, ramps
- Strategic board games
- Social interaction
- Cooking




CONNECTED KIDS

The slide features a list of strategies for cause and effect on the left. On the right is a photograph of a colorful geometric structure made of sticks and connectors, resembling a complex lattice or a model of a crystal structure.

47

Lilly's Purple Plastic Purse

- Lilly loves her purple plastic purse and takes it to school
- Lilly disobeys Mr. Slinger and he takes her purse away
- Lilly is mad
- Lilly draws mean pictures of Mr. Slinger
- Mr. Slinger finds the pictures
- Lilly is embarrassed
- Lilly bakes Mr. Slinger some brownies
- Lilly apologizes to Mr. Slinger
- Lilly gets her purse back and is happy



CONNECTED KIDS

The slide contains a list of events from the story 'Lilly's Purple Plastic Purse'. The 'CONNECTED KIDS' logo is in the bottom left corner.

48

Implications for Reading

- Story telling
- Story sequencing with pictures
- Story cubes
- Breaking down narratives for cause and effect



49

7. Planning

- No understanding of time
- Time is "now" or "not now."



50

Implications

- Rubrics such as "Before, during and after"
- Planning rubrics
- Timers
- Time sequencing language: later, first, next, since, now, then
- Outline processes



51

8. Impulse Control

- Ability to stop doing something in order to do something more important



52

Characteristics

Chases “rabbits” in conversation

Blurts out answers

Can't ignore irrelevant details or distractions

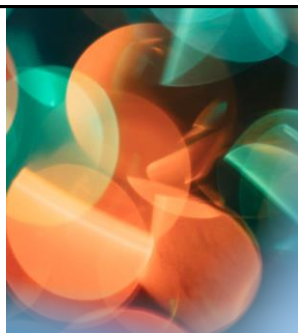
Lack of focused attention

Blurts out first word that comes to mind without regard to the phonics

53

Strategies



- Games and songs that involve impulse control
- Simon Says
- Mother May I
- Red Light Green Light



54

Implications for Reading

- Provide activities that cause them to slow down and think about the meaning.
 - Scrambled sentences
 - Teach idioms and figures of speech
 - Teach homophones



55



9. Pattern Recognition

- Struggle to recognize patterns in words, narrative writing, flow of the day
- Teach spelling patterns, patterns of speech, syntax.



56

Reading is the greatest organizer of the brain.
(Dr. Bruce Perry)



57



Dr. Terrie Noland

*“How To Lead From Where You Are:
Igniting Literacy Change In Your
Current Role”*

For 27 years, Dr. Terrie Noland has put her energy into leadership and literacy, first as a teacher and administrator and now as a national Literacy Leader. Terrie mentors leaders about the latest research around the science of reading and the leadership characteristics to leave a lasting legacy. Terrie speaks to crowds to hear captivating stories, leadership principles, research, and best literacy practices, which she always delivers with inspiration. Terrie is a Certified Academic Language Practitioner and has a Ph.D. in Literacy. She is Maxwell Leadership Certified and a President's Advisory Council member. She has experience building award-winning communities of educators to lead large in literacy and professional learning experiences that drive high-leverage growth for administrators and educators.

How to Lead From Where You Are

Igniting Literacy Change in Your Current Role

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1



2

	Tier 1 Instruction	Tier 2 Instruction	Tier 3 Instruction/ Special Education
X	Balanced Literacy Practices / Curriculum	Structured Literacy Program	DIFFERENT Structured Literacy Program

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3

	Tier 1 Instruction	Tier 2 Instruction	Tier 3 Instruction/ Special Education
X	Balanced Literacy Practices / Curriculum	Structured Literacy Program	DIFFERENT Structured Literacy Program
X	Balanced Literacy Practices / Curriculum	Structured Literacy Program	Additional time with the SAME Structured Literacy Program


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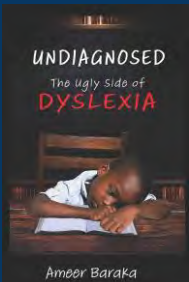
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	Tier 1 Instruction	Tier 2 Instruction	Tier 3 Instruction/ Special Education
X	Balanced Literacy Practices / Curriculum	Structured Literacy Program	DIFFERENT Structured Literacy Program
X	Balanced Literacy Practices / Curriculum	Structured Literacy Program	Additional time with the SAME Structured Literacy Program
✓	SOR aligned curriculum	Structured Literacy Program	Additional time with the SAME Structured Literacy Program

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5





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6

Where we are going...

- Redefining Leadership
- Directionality of Leadership
- Psychology of Influence
- What's Stopping You
- Considerations of Literacy Leadership

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Redefining Leadership

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What are three words
that come to mind when
you think of leadership?

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9



10

“Leadership is not about titles, positions or flowcharts. It’s about one life influencing another.”

~John Maxwell

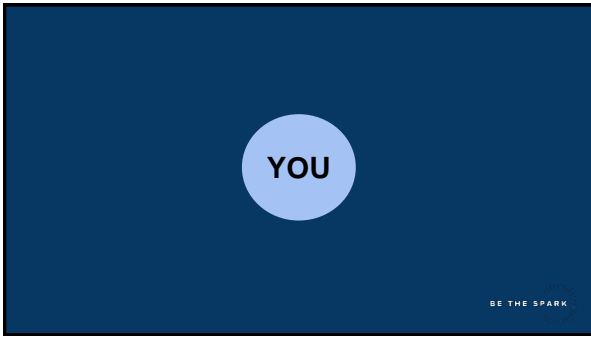
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Directionality of Leadership

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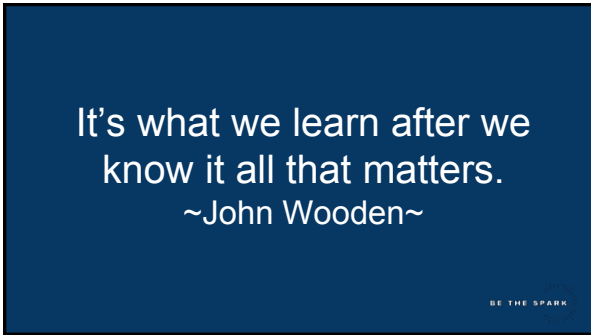
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14



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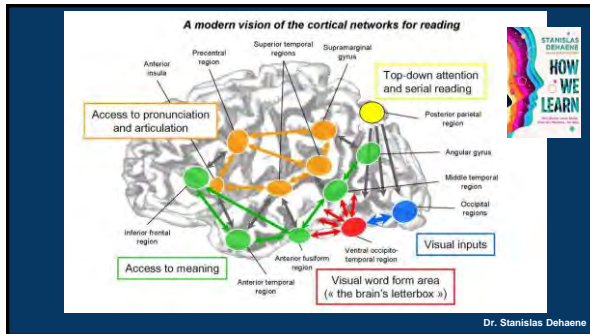
GROUND Ourselves

The Simple View of Reading (Gough & Tunmer, 1986; Hoover & Tunmer, 2021)



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16



17

Dunning Kruger Effect

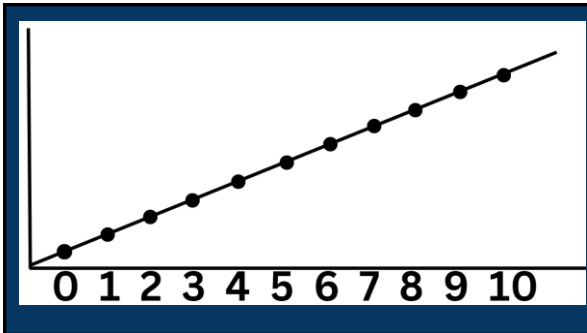
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18

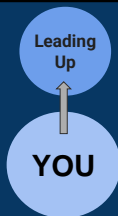
Knowledge will always need to outpace curriculum.

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19



20



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21

Leading Up

Rebecca Brown
4th Grade Teacher
Gwinnett County, GA



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22

Leading
Across

YOU

Leading
Up

Leading
Across

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23

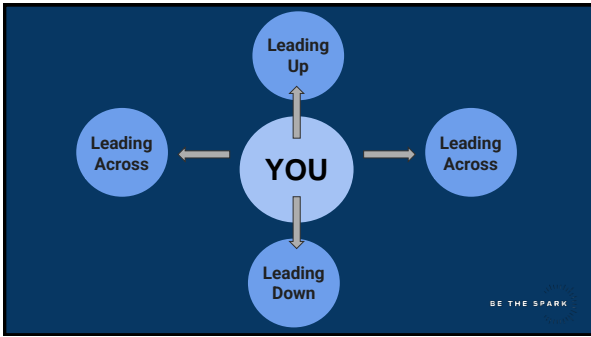
Leading Across

Nelda Reyes
District Instructional Coach
San Marcos CISD, TX




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24



25

Leading Down
Dr. Art Cavazos
Former Superintendent
Harlingen CISD, TX



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26

Leading in All Directions
Missy Purcell
Former Educator
Advocate
Gwinnett County, GA



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27

What position(s) are you in?

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28

Influence

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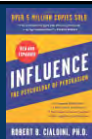
29

Relationship

Reciprocity

Liking

Unity




Dr. Gregory Niedert - Core Motives Model of Social Influence

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30

Relationship	Reducing Uncertainty
Reciprocity	Authority
Liking	Social Proof
Unity	




Dr. Gregory Niedert - Core Motives Model of Social Influence

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Relationship	Reducing Uncertainty	Motivating Action
Reciprocity	Authority	Consistency
Liking	Social Proof	Scarcity
Unity		Contrast

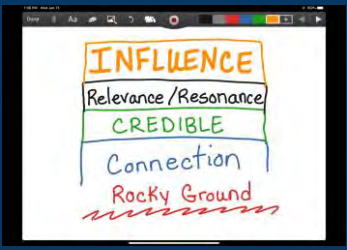


Dr. Gregory Niedert - Core Motives Model of Social Influence

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The Art of Influence



Model by Roddy Galbraith

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Addressing

THE REAL CRISIS

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34

What's stopping you?

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35

- I'm just.....
- Perceptions of the rules
- Courage over fear

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36



“Those who can, do,
those who can't,
teach.”

~George Bernard Shaw~

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37

I'm justified
Just like that
Just the beginning
Just in time
Just for fun
Just wondering
Just imagine

Just a little growl, Just a lot of grace. BE THE SPARK

38



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39

Courage is not the opposite of fear

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40



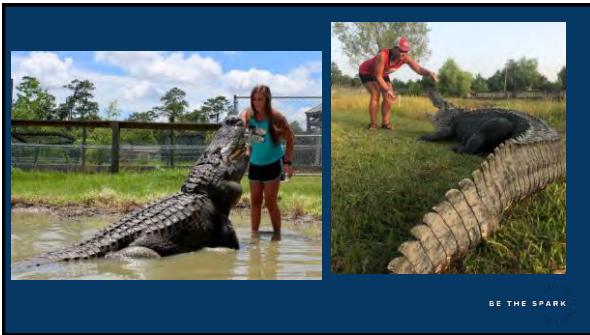
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41

Courage is not the opposite of fear
Courage is about creating significance
Courage is a muscle
Courage to say I don't know
Courage inspires courage

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42



43

Believe in the power of
WORDS.

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44

“I wasn’t aware that words could hold so much. I didn’t know a sentence could be so full.”

Delia Owens ~ *Where the Crawdads Sing*

45

I ed tle by i-e an
kn th wh
to ng og

46

I

47

little

48

side

49

50

"I buried Little Ann by the side of Old Dan. I knew that was where she wanted to be. I also buried a part of my life along with my dog."

Wilson Rawls ~ Where the Red Fern Grows

51



52




53



54



55

 **Thanks!**

325-260-3911
Terrie Noland, Ph.D., CALP
terrienoland6@gmail.com

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56



Sucheta Kamath

“The Science of Learning: Connecting Executive Function, Metacognition and Literacy”

Sucheta Kamath, is an award-winning speech-language pathologist, a TEDx speaker, and a tech-entrepreneur who has created ExQ®; a 100% digital, patented and cloud-based curriculum for middle and high school students designed to assess, personalize, and build nine areas of Executive Function skills through games, error analysis, and metacognitive lessons. Sucheta has also built an ExQ Teacher Academy with in-depth training and expansive resources for K-12 educators. Sucheta holds six patents and her AI-based technology solution creates a personalized learning based on the benchmark assessment of the nine areas of Executive Function. Sucheta is a Professor of Practice at the Amrita University, one of the top five universities in India and also is the host of the podcast Full PreFrontal®: Exposing the Mysteries of Executive Function; where her invited guests range from neuroscientists, researchers, educators, SLPs, sociologists, anthropologists, journalists, and even business leaders.

For more than 13 years, Sucheta has had a daily contemplative practice and has recently completed a Mindfulness Meditation Teacher Certification Program with a focus on DEI with Tara Brach and Jack Kornfield. Finally, Sucheta is deeply committed to volunteerism and while serving on many boards she prioritizes her work through the lens of Race, Equity, Diversity and Inclusion. For the past four years, she has founded and currently runs (along with her GSHA colleagues) GSHA Gives!, a free communication and Executive Function job-readiness training program for previously homeless, incarcerated, and disenfranchised men returning to building a meaningful life in the inner-city Atlanta.

In her spare time, Sucheta loves to read, cook and travel the world with her husband and their two sons.

NOTES

NOTES




STAY
TUNED!



Two regional
conferences in

2025



DALLAS, TX
&
OKLAHOMA CITY, OK

THANKS FOR JOINING US!

LET'S GET SOCIAL!



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