Online registration ends
February 9, 2018

The following fees include breakfast and lunch
☐ Professionals.............................................$110.00
☐ Current TU Students.................................$25.00
☐ Current Non-TU Students............................$50.00
☐ Current TU Faculty......................................$25.00

Will accept purchase orders for payment.
No onsite registration available.

★ All handouts will be sent via email and access using an electronic
device or printed prior to the conference.
★ Refunds will not be granted due to inclement weather. Refunds may
include a 20% processing fee and will not be given after March 9,
2018. Registration confirmations will be provided via email.

For more information, email
route66conference@gmail.com

Parking Information
The University of Tulsa
Reynolds Center
3201 East 8, Street

For driving
directions please visit,
www.utulsa.edu/directions

Dr. Joan Mele-McCarthy, CCC-SLP

Financial: For the speaker above, a speaker fee for this event will be received and no
other relevant financial information exists.

Nonfinancial: For the speaker above, no relevant nonfinancial information exists.
Oral Language and Literacy: Dyslexia, Written Language and Academic Achievement from a Frameworks Perspective

The participant will learn broad strokes neurobiology of reading with a focus on the oral language substrates for reading, dyslexia, reading comprehension and executive functions. The day will provide opportunities to share in the “dyslexic experience”. Participants will gain diagnostic information and intervention protocols for dyslexia, reading comprehension, written language and content learning, with an emphasis on the role of the speech-language pathologist. The concept of a frameworks approach to assessment and intervention will be shared. Participants will have an opportunity to discuss how to use this information for direct, indirect, collaborative and consultative services, with a focus in Inter-Professional Practice (IPP). Research references, as well as a variety of websites, programs and materials will be provided to participants.

Learner Outcomes

By the end of the conference, participants will be able to

★ List brain structures responsible for the various components of oral language and how those structures are active for oral language and reading
★ Discuss the neurobiological, linguistic, and academic parameters of dyslexia, a language-based learning difference (disability)
★ Discuss how executive functions are pertinent to understanding dyslexia and reading comprehension
★ Utilize a frameworks approach for understanding, assessing and teaching children and adolescents who struggle with reading with a focus on dyslexia
★ Design an oral language/reading assessment protocol
★ Utilize their training in oral language to work directly and indirectly with students, as well as work collaboratively or consultatively with colleagues in a clinical or school-based setting

Conference Speaker

Dr. Joan Mele-McCarthy, CCC-SLP is the executive director at The Summit School in Edgewater, Maryland, an independent school serving bright children with dyslexia and other learning differences. Prior to this position, Mele-McCarthy served as senior policy advisor and special assistant to the assistant secretary of special education and rehabilitation services (OSERS) in the U.S. Department of Education (ED). She is a speech-language pathologist with expertise in theoretical models and practical application of the link between oral language and reading, service delivery models in school settings and teacher training. Mele-McCarthy’s professional experiences include private practice, comprehensive assessment, advocacy, public schools and universities. She currently serves on the Board of Directors for the American Speech-Language-Hearing Association (ASHA) as the vice president for Governmental Relations and Public Policy. Prior board work includes advisor to the board for the George Washington University K-12 On-line High School, the Financial Planning Board and governmental relations and public policy Board with ASHA, the International Dyslexia Association, the Maryland Speech-Language-Hearing Association, the District of Columbia Speech-Language-Hearing Association, and the Long Island Speech-Language-Hearing Association. She is an active participant in the professional activities of The Dyslexia Foundation and the Communication Disorders Research Group Schools Liaison Committee. She was appointed as the chair of the Governor’s Task Force on the Implementation of a Dyslexia Education Program (August 2015-December 2016) for the State of Maryland. Her work includes presentation of peer reviewed research-to-practice papers, as well as seminars and workshops locally and nationally. Her publications include articles and book chapters related to policy for NCLB, IDEA, students with disabilities and ELLs with disabilities.

Schedule

8 - 8:40 a.m. .......... Check in/Breakfast
8:45 - 10:30 a.m. ...... Definition and neurobiology of dyslexia
  ▶ Setting the stage for reading and literacy: Neurobiological substrates
  ▶ Sorting through the components of reading from oral language and academic perspectives with a focus on dyslexia
  ▶ Dyslexia myths and truths
  ▶ Single versus double deficit
  ▶ The link to executive functions
10:30 - 10:45 a.m. ...... Break
10:45 - 12 p.m. .......... Dyslexia up close and personal
  ▶ What does dyslexia “feel” like?
  ▶ Assessment of dyslexia: cognitive and academic
11:55 a.m.-1 p.m. ........ Lunch (Provided)
1- 2:15 p.m. ............. Assessment of dyslexia: Speech and language
  ▶ Components
  ▶ Suggested instruments
  ▶ Integrating academic data with speech and language data
2:15 - 3:15 p.m. .......... Frameworks for intervention: The role of the speech-language pathologist and dyslexia
3:15 - 4:00 p.m. .......... Questions & wrap up

Registration is available online at utulsa.edu/route66

This program is offered for 0.6 ASHA CEUs (Various level; Professional area.)