

ABOUT THE PRESENTATION:

Even when they are provided with evidence-based reading intervention, some students do not demonstrate adequate annual literacy growth. Slow progress may be related to insufficient instructional intensity, including inadequate frequency and duration of intervention. However, some students require instructional adaptations in order to make accelerated growth. This is frequently the case for students with limitations in working memory and self-regulation, including students with ADHD. In this session, Dr. Denton describes and demonstrates strategies that teachers can implement to help accelerate student progress, without compromising fidelity to an evidence-based reading intervention program.



When Students Don't Make Sufficient Progress in Reading Interventions

Dr. Carolyn Denton

Participants will:

- Describe possible reasons for slow student response to evidence-based reading intervention.
- Know at least 3 instructional adaptations that can be implemented to help accelerate student progress without compromising fidelity to an evidence-based program.

ABOUT THE SPEAKER:

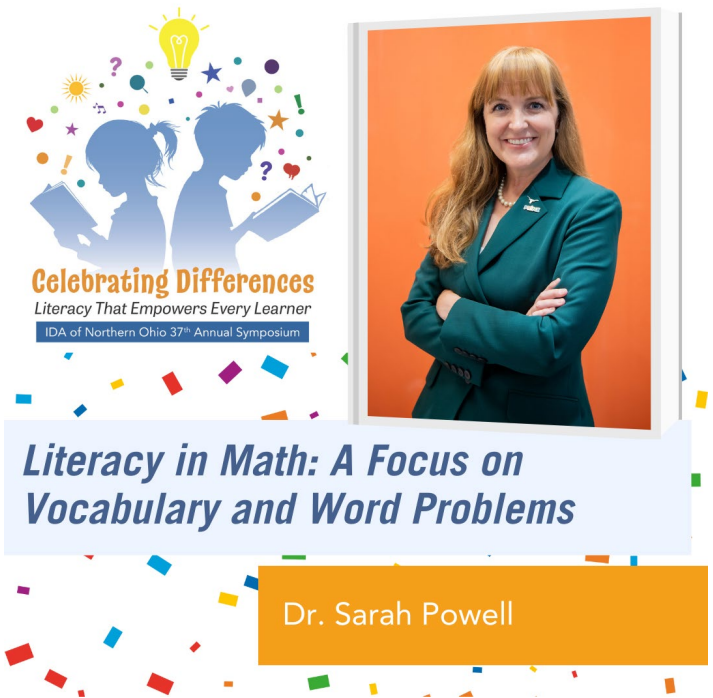
Dr. Carolyn Denton is a researcher, author, and educational consultant specializing in reading interventions for students with reading difficulties and disabilities, including dyslexia, and students with ADHD. For over 20 years, Dr. Denton collaborated on scientific research in which she developed and evaluated reading interventions for these students. Before completing her Ph.D., Dr. Denton was a classroom teacher and reading interventionist, and she specializes in communicating with educators to help them understand and implement evidence-based practices in classrooms. Dr. Denton was a member of the expert panel assembled by the US Department of Education to develop the What Works Clearinghouse practice guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. She is the lead author of *Effective Instruction for Middle School Students with Reading Difficulties* and a contributing author of *Climbing the Ladder of Reading and Writing*. She has authored or co-authored numerous book chapters and more than 70 journal articles on reading intervention, multi-tiered systems of support, ADHD, and related topics. Dr. Denton has presented numerous keynotes, sessions, and workshops for educators, clinicians, and researchers across the US and in Europe and Asia. Prior to her retirement, Dr. Denton was a professor in the Children's Learning Institute at the University of Texas Health Science Center at Houston. She now lives in Port Townsend, Washington.

ABOUT THE PRESENTATION:

To be successful with math, students must develop strong skills with literacy in math. In this session, we will discuss two key ideas related to math literacy. First, we will review the importance of knowing math vocabulary. We will emphasize why students need to know formal math vocabulary terms and review activities to help students develop such vocabulary knowledge. Then, we will focus on math word-problem solving. We will discuss an ineffective strategy for solving word problems (i.e., linking keywords to operations). Finally, we will review two effective strategies for supporting the word-problem solving of diverse learners. Come for the literacy and stay for the math!

ABOUT THE SPEAKER:

Sarah Powell is a Professor in the College of Education at The University of Texas at Austin. Her research and teaching focus on teaching support and mathematics interventions for students who experience mathematics difficulty.



ABOUT THE PRESENTATION:

Gifted students with dyslexia often present a paradox in the classroom—demonstrating remarkable intellectual strengths while struggling with foundational literacy skills. This session explores how educators can apply insights from the science of reading and gifted education research to support these twice-exceptional (2e) learners effectively. Through case studies, participants will examine common challenges faced by 2e students and explore practical, evidence-based strategies for providing structured literacy instruction while fostering creativity, critical thinking, and academic acceleration. We will discuss differentiation techniques, assistive technology, and asset-based approaches to ensure that students receive the literacy support they need. Attendees will leave with actionable tools to help 2e students overcome reading difficulties while thriving in their areas of strength.



ABOUT THE SPEAKER:

Amanda Nickerson, Ed.D., is the Ohio K-12 Literacy Technical Assistance Specialist for the Ohio Department of Education and Workforce. In this role, she develops and coordinates support systems for the implementation of literacy initiatives across schools and districts, providing targeted technical assistance to enhance literacy practices statewide. Amanda also works closely with state literacy specialists to design and deliver professional learning opportunities for educators. With a diverse background that includes roles as a literacy consultant, classroom teacher, Title I specialist, gifted intervention specialist, peer coach, and adjunct instructor, Amanda brings a wealth of experience to her work. Her research interests focus on the intersection of Multi-Tiered Systems of Support (MTSS), the science of reading, and gifted education, with a particular passion for supporting twice-exceptional learners.