CONFERENCE LOCATION

Metcalf Hall
775 Commonwealth Avenue

Subway: Take the Green line B train (Boston College) and exit at the “BU Central” stop. Cross Commonwealth Avenue toward Marsh Plaza. Follow below directions.

BU Parking daily rate: $10.00
Granby Lot, 665 Commonwealth Ave: From Kenmore Square, bear to the right onto Commonwealth Ave. The lot is located on the right, on the corner of Granby St. Walk west on Commonwealth towards Marsh Plaza. Follow below directions.

Kenmore Lot, 549 Commonwealth Avenue: This lot is on the right immediately after you bear onto Commonwealth Avenue from Kenmore Square. Walk west on Commonwealth toward Marsh Plaza, and follow directions below.

Directions
At Marsh Plaza, with the Free at Last sculpture in front of you and Commonwealth Avenue behind you, turn to your left and walk a short way up Commonwealth to the George Sherman Union, on your right. Enter through the double glass doors. Look for signs for the conference, which will be on the second floor.

Note
You will not receive a confirmation of your registration. If you have any questions, please call 617-353-3188.
CONFERENCE OUTLINE

8:30-10:00  Assessment of reading comprehension: A comprehensive new approach to evaluating the language skills that are essential to reading.
10:00-10:15  Break
10:15-11:45  What our language battery revealed: The language skills that best predicted written discourse comprehension and performance on state literacy exams.
11:45-1:00  Lunch
1:00-3:00  Intervention strategies for the struggling reader: A systematic, strategic and evidence-based approach.

CONFERENCE DESCRIPTION

This seminar focuses on the challenges facing struggling readers. We will discuss the language skills that are essential to reading comprehension, and the limitations of currently available speech-language and reading assessments in examining these skills. We will describe a comprehensive, computerized battery that we have developed to assess language skills in middle and high school students. We have piloted this battery in a large school system, and will discuss our findings about the language skills that are most strongly correlated with results of state literacy examinations. We will discuss a variety of evidence-based strategies to improve reading comprehension skills in older students.

LEARNER OUTCOMES

Participants will describe the types of language skills that are problematic for students who are struggling readers.
Participants will identify the critical language skills that should be assessed in older students and will explain the limitations of currently available test batteries.
Participants will utilize evidence based approaches to improve identified language deficits in struggling readers.
Participants will evaluate content- vs strategy- based intervention approaches, and will critically evaluate when, how and why to use each approach.

ABOUT THE PRESENTERS

Gloria S. Waters PhD, is the Dean of Sargent College of Health and Rehabilitation Sciences and Professor of Speech, Language and Hearing Science at Boston University. Her research is in the area of Psycholinguistics and has included the study of the acquisition of reading and spelling skills in children, reading ability in congenitally deaf children, and the role of short-term memory in language comprehension. She has been involved in the development of psycholinguistically-oriented assessment batteries for adult language disorders and currently holds a grant from the U.S. Department of Education to develop a psycholinguistically-oriented assessment battery for older struggling readers.

David Caplan, MD, PhD, is Professor of Neurology at the Harvard Medical School and an adjunct Professor of Neurology at Boston University. He is currently the Director of the Behavioral Neurology group at the Massachusetts General Hospital and was formerly the Clinical Director of the Neuropsychology Assessment Service at the Massachusetts General Hospital and the Reading Disability Clinic. He was the Chair of the Medical Advisory Board of the Reading Disabilities Program of the Scottish Rite Association from 1995 to 2005. He has extensive clinical experience with children with reading disorders and has carried out extensive research on disorders of oral language comprehension.

Karole Howland, PhD, CCC-SLP, is a Clinical Assistant Professor of Speech, Language and Hearing Sciences at Boston University where she provides clinical supervision to graduate students, and teaches graduate and undergraduate coursework in pediatric language disorders. In addition, Dr. Howland directs a prevention program for young children at risk for language and literacy problems in collaboration with the Boston Public Schools. She presents regularly on the topics of executive control processes in children, phonological awareness, and reading disorders. Prior to joining the faculty at BU, Dr. Howland was a speech-language pathologist at Children’s Hospital Boston.