

## REGIONAL CONFERENCE

### Featuring Dr. Steven G. Feifer, D.Ed., NCSP, ABSNP

**Dr. Steven G. Feifer** is a nationally renowned speaker in the field of learning disabilities and has conducted nearly 200 professional seminars for educators and psychologists. He is dually trained as both a Nationally Certified School Psychologist from James Madison University, and is also a diplomat in school neuropsychology. His doctorate work was conducted at Indiana University of Pennsylvania, with research stints at the National Institute of Health (NIH). Dr. Feifer has co-authored six books on learning and emotional disorders in children. He currently works as a school psychologist in Frederick, MD, and is a course instructor for the ABSNP neuropsychology training program. Dr. Feifer was voted the *Maryland School Psychologist of the Year in 2008*, and also awarded the *2009 National School Psychologist of the Year* by the National Association of School Psychologists.

### Integrating RTI with Cognitive Neuropsychology: A Scientific Approach to Reading

This workshop will examine reading from a brain-behavioural perspective, and classify reading disorders into four distinct subtypes. There will be a discussion linking each reading subtype with scores of evidence based interventions. The use of neuropsychological assessment within a 4-tiered response to intervention (RTI) system will be discussed as the primary means to pinpoint specific reading disorders in children. Lastly, the 90 minute dyslexia evaluation will provide practitioners with a multi-method approach to assessment by integrating the tenets of both norm reference testing, and curriculum-based measurement. The primary learning objectives will be:

- Introduce a brain-based model of reading generated from the National Reading Panel's basic conclusions. This model will integrate the tenets of both nationally norm-referenced testing, as well as curriculum-based measurement.
- Discuss four major subtypes of reading disabilities from a neuro-anatomical point of view, and share 20 evidence based instructional strategies to assist children at various stages of the reading process.
- Introduce the 90 minute dyslexia evaluation to be used with students from kindergarten through high school, featuring names and descriptions of more than 25 subtests to choose from.
- Develop an understanding of how to match specific interventions with specific learning profiles based upon case study examples.

#### DAY 1: Friday, April 9, 2010

7:30 a.m.	<b>Registration</b>
8:45 a.m.	Conference Welcome
9:00 - 10:15	Review of reading disorders and the subtypes of dyslexia
<b>10:15 – 10:30</b>	<b>Nutritional Break</b>
10:30 – 11:45	Review of intervention options...what to look for
<b>11:45 – 1:00</b>	<b>Lunch</b>
1:00 – 2:15	Research into practice: A guided review of how to match subtype characteristics to the best possible intervention options
<b>2:15 – 2:30</b>	<b>Break</b>
2:30 – 4:00	Case review – Let's do it!

#### DAY 2: Saturday, April 10, 2010

9:00 - 10:40	The neurology of mathematics disorders
<b>10:40 – 11:00</b>	<b>Nutritional Break</b>
11:00 – 1:00	Assessment and intervention
1:00	Conference adjourned Thank you!

Conference is being held at  
**The Rodd Royalty Inn & Suites**  
Specially priced rooms have been reserved for out-of-town guests.  
Please contact the hotel directly for your booking.

### The Neuropsychology of Mathematics: Diagnosis and Intervention

This workshop will explore how young children learn and acquire basic mathematical skills from a brain-based educational perspective. There will be a discussion on three primary ways in which numbers are formatted in the brain, as well as the central role of language to expand upon conceptually ordered number sets. In addition, cultural stereotypes regarding gender differences in mathematics will be explored, as well as the relationship between anxiety and mathematical performance during classroom learning situations. Two critical constructs often overlooked; namely working memory and executive functioning, will also be featured. The expected learner outcomes will be to introduce more efficient ways to diagnose and remediate math disorders in children. The following objectives will be covered:

- Discuss the international trends in mathematics, and reasons why the United States lags behind most industrialized nations in math and science.
- Introduce a brain-based educational model of math by identifying three basic neural codes which format numbers in the brain.
- Explore the role of three primary neuro-cognitive processes: working memory, visual-spatial functioning, and executive functioning, with respect to math problem solving ability.
- Explore the role of anxiety as it relates to gender differences in mathematics aptitude.
- Introduce the 90-minute assessment model of math and interventions