

2026 DTI Virtual Dyslexia Conference

Speaker Disclosures & Learning Outcomes

Presenter	Workshop Title	Disclosure	Learning Outcome/s
Joan Sedita, Founder, Keys to Literacy	Adolescent Writing Intervention	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Joan Sedita is the founder of Keys to Literacy, a literacy professional development organization. • She receives royalties from the publisher of her book <i>The Writing Rope</i>. • She is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Joan Sedita has no relevant nonfinancial disclosures. 	<p>Participants will be able to identify and describe the five components of The Writing Rope framework.</p> <p>Participants will be able to describe effective instructional practices for teaching sentence and paragraph writing.</p> <p>Participants will be able to identify strategies for teaching students how to write introductions, body paragraphs, and conclusions in basic informational, narrative, and opinion writing.</p>
Adrea Truckenmiller, Ph.D., NCSP	What is the Role of Sentence Comprehension in Instruction and How is it Best Assessed?	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Adrea Truckenmiller, PhD, reports that she is the principal investigator on grant #R305A210061 from the U.S. Department of Education, Institute for Education Sciences to Michigan State University; a co-investigator on grant #H325190003 (Project Hi2LD) from the Office of Special Education Programs to Michigan State University; and on grant #H325K200018 	<p>Participants will identify three research-based methods for assessing sentence comprehension and two strategies for teaching at the sentence level.</p>

		<p>from the Office of Special Education Programs to Vanderbilt University.</p> <ul style="list-style-type: none"> • She is also the principal investigator of the Dr. Rick Stiggins Endowment for the Improvement of Classroom Assessment Literacy of Teachers and School Leaders to Michigan State University. • Adrea Truckenmiller, PhD, is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Adrea Truckenmiller, PhD, has no relevant nonfinancial disclosures. 	
Danielle M. Frith, Ph.D., LDT-C, NCED	Dyslexia Assessment: Moving Beyond the Label and Ensuring Access	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Danielle M. Frith, Ph.D., LDT-C, NCED is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Danielle M. Frith, Ph.D., LDT-C, NCED has no relevant nonfinancial disclosures. 	Participants will identify the key components of dyslexia assessment and outline ways assessment results can inform instruction and support improved reading outcomes in their own educational settings.
Lisa Barnett	Mind the Morphological Gap: Implementation Science in Action	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Lisa Barnett is a co-author of the book <i>Vocabulary & Morphology Using Structured Word Inquiry</i> and receives royalty payments from its sale. 	Participants will apply Structured Word Inquiry (SWI) as a research-based method to teach morphology as an investigative process that emphasizes word structure,

		<ul style="list-style-type: none"> She is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> Lisa Barnett is a member of the Structured Word Inquiry Research Vanguard (SWIRV) group. 	<p>history, and relationships, moving beyond rote memorization of affixes and bases.</p> <p>Participants will integrate the principles of SWI to engage all types of learners across all MTSS Tiers and improve literacy outcomes.</p>
Katie Squires, PhD, CCC-SLP, BCS-CL	Mind the Morphological Gap: Implementation Science in Action	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> Katie Squires is a co-author of the book <i>Vocabulary & Morphology Using Structured Word Inquiry</i> and receives royalty payments from its sale. She is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> Katie Squires is a founding member of the Structured Word Inquiry Research Vanguard (SWIRV) group. 	<p>Participants will apply Structured Word Inquiry (SWI) as a research-based method to teach morphology as an investigative process that emphasizes word structure, history, and relationships, moving beyond rote memorization of affixes and bases.</p> <p>Participants will integrate the principles of SWI to engage all types of learners across all MTSS Tiers and improve literacy outcomes.</p>
Laura Rhinehart	The Science of Reading Explained: Research, Strategies, and Resources for Students with Dyslexia	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> Laura Rhinehart is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> Laura Rhinehart has no relevant nonfinancial disclosures. 	<p>Participants will be able to define the science of reading (SOR) and articulate both established findings and areas of ongoing debate.</p>

			<p>Participants will be able to summarize at least one neuroscientific insight related to how the brain learns to read.</p> <p>Participants will be able to identify and describe one research-based classroom strategy grounded in SOR.</p> <p>Participants will be able to locate and evaluate free resources that support reading development in classroom and family contexts.</p>
Sue Scibetta Hegland	Where Did That Letter Go? Understanding Synchronic Word Formation	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Sue Scibetta Hegland receives royalties from the sale of the book <i>Beneath the Surface of Words: What English Spelling Reveals and Why It Matters</i>. • She serves as Editor-in-Chief for the International Dyslexia Association's Fact Sheet publications. • She is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Sue Scibetta Hegland has no relevant nonfinancial relationships to disclose. 	<p>Participants will be able to name and describe four-word formation processes in English, two of which are rarely discussed in traditional approaches to spelling.</p> <p>Participants will understand how the process of alternation explains the spelling of related words that have slightly varying spellings.</p>

Patti Bottino Bravo	Sound It Out Is OUT! Coarticulation and Its Effect on Spelling	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Patti Bottino Bravo, owner of Sounds Good Communication, LLC, may mention additional courses offered through her company that attendees might be interested in to further their learning. • She is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Patti Bottino Bravo has no relevant nonfinancial relationships to disclose. 	Participants will be able to analyze and explain the phonetic basis of common misspellings (e.g., tree → chree, seeing → seeying) and guide students toward accurate spelling.
Jennifer C. King, PhD	Dysgraphia: What is it and how do we help our students?	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Jennifer C. King, PhD, is an owner and employee of Dysgraphia Life. • She is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Jennifer C. King, PhD, has no relevant nonfinancial relationships to disclose. 	<p>Participants will be able to describe the different definitions of dysgraphia and specific learning disability of written expression and why definitions are meaningful.</p> <p>Participants will be able to illustrate how to use a variety of strategies to support students with dysgraphia.</p>
Kimberly Murphy	The “Why” and “How” of Spelling Assessment	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Kimberly Murphy, PhD, CCC-SLP, is receiving a speaking fee from DTI for presenting at this conference. 	<p>Participants will be able to explain 2 key features of English orthography.</p> <p>Participants will be able to identify and describe 3 methods for spelling assessment.</p>

		<p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Kimberly Murphy, PhD, CCC-SLP, is a founding member of the Structured Word Inquiry Research Vanguard (SWIRV) group. 	
<p>Kelly B. Cartwright, Ph.D., Spangler Distinguished Professor of Early Child Literacy at the University of North Carolina at Charlotte</p>	<p>Why Do Students with Strong Decoding Skills Still Have Trouble Comprehending Text? Leveraging Executive Skills to Support Self-Regulated Comprehension</p>	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Dr. Cartwright receives royalty payments from the sale of the books <i>Executive Skills and Reading Comprehension: A Guide for Educators</i> (2nd edition, 2023) and <i>Word Callers: Small-Group and One-to-One Interventions for Children Who “Read” but Don’t Comprehend</i> (2010). • Dr. Cartwright is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Dr. Cartwright has no relevant nonfinancial relationships to disclose. 	<p>Participants will (1) learn more about executive skills and specific ways that they support self-regulated reading, and (2) acquire research-tested strategies for assessing and strengthening students’ reading-specific executive skills, yielding insights and take-home strategies that help students achieve better comprehension.</p>

Rebecca Loveless	Stronger Sentences Cultivate Comprehension: Practical Suggestions for Vocabulary and HFWs	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> Rebecca Loveless receives royalty payments from the sale of the book <i>The High Frequency Word Project</i>. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> Rebecca Loveless has no relevant nonfinancial relationships to disclose. 	Participants will use the <i>Anchor the Meaning</i> strategy to solidify students' understanding of word meaning and usage in a sentence.
Dr. Peter Bowers, Ph.D.	Structured Word Inquiry Instruction: Building Comprehension of the Sub-Lexical and Supra-Lexical	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> Dr. Peter Bowers sells books and provides professional development services related to the instructional approach <i>Structured Word Inquiry</i>. He is receiving a speaking fee from DTI for presenting at this conference. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> Dr. Peter Bowers has no relevant nonfinancial relationships to disclose. 	<p>Participants will be able to describe how morphological tools, including the matrix and word sum, support the analysis and instruction of the relationships between spelling, pronunciation, and meaning in language.</p> <p>Participants will be able to identify strategies for using these tools to foster oral language development and engage dyslexic students in meaningful, intellectually appropriate discussions of word structure.</p>

Kelli Sandman-Hurley, Ed.D.	Defining Dyslexia	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Kelli Sandman-Hurley, Ed.D., is the founder and owner of the Dyslexia Training Institute. She serves as an instructor for online continuing education (CE) courses offered by the Dyslexia Training Institute and receives compensation from registration fees. • She is also the author of <i>Dyslexia Advocate</i>, <i>Dyslexia and Spelling</i>, and <i>The Adult Side of Dyslexia</i>, from which she receives royalties. <p>Nonfinancial Disclosure:</p> <ul style="list-style-type: none"> • Kelli Sandman-Hurley, Ed.D., has no relevant nonfinancial disclosures. 	<p>Participants will be able to explain three characteristics of dyslexia and describe at least two components of an appropriate structured literacy intervention.</p>
Kelli Sandman-Hurley, Ed.D.	Dyslexia for a Day Simulation	<p>Financial Disclosure:</p> <ul style="list-style-type: none"> • Kelli Sandman-Hurley, Ed.D., is the founder and owner of the Dyslexia Training Institute. She serves as an instructor for online continuing education (CE) courses offered by the Dyslexia Training Institute and receives compensation from registration fees. • She is also the author of <i>Dyslexia Advocate</i>, <i>Dyslexia and Spelling</i>, and <i>The Adult Side of Dyslexia</i>, from which she receives royalties. 	<p>Participants will be able to identify at least three accommodations that can be used in the general education classroom.</p>

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- Kelli Sandman-Hurley, Ed.D., has no relevant nonfinancial disclosures.