



Dyslexia Training Institute presents the

10th Annual Dyslexia Virtual Conference

February 23, 2026 - March 20, 2026

Register at
<https://bit.ly/DYSLEXIA2026>

workshops & presenters

<p>03 <i>Mind the Morphological Gap: Implementation Science in Action</i> Presenters: Lisa Barnett Katie Squires, PhD, CCC-SLP, BCS-CL</p> <p>04 <i>Structured Word Inquiry Instruction: Building Comprehension of the Sub-Lexical and Supra-Lexical</i> Presenter: Peter Bowers, Ph.D.</p> <p>05 <i>Sound It Out Is OUT! Coarticulation and Its Effect on Spelling</i> Presenter: Patti Bottino Bravo</p> <p>06 <i>Why Do Students with Strong Decoding Skills Still Have Trouble Comprehending Text? Leveraging Executive Skills to Support Self-Regulated Comprehension</i> Presenter: Kelly B. Cartwright, Ph.D., Spangler Distinguished Professor of Early Child Literacy at the University of North Carolina at Charlotte</p> <p>07 <i>Dyslexia Assessment: Moving Beyond the Label and Ensuring Access</i> Presenter: Danielle M. Frith, Ph.D., LDT-C, NCED</p> <p>08 <i>Where Did That Letter Go? Understanding Synchronic Word Formation</i> Presenter: Sue Hegland</p> <p>09 <i>Dysgraphia: What Is It and How Do We Help Our Students?</i> Presenter: Jennifer C. King, PhD</p>	<p>10 <i>Stronger Sentences Cultivate Comprehension: Practical Suggestions for Vocabulary and HFWs</i> Presenter: Rebecca Loveless</p> <p>11 <i>The “Why” and “How” of Spelling Assessment</i> Presenter: Kimberly Murphy</p> <p>12 <i>The Science of Reading Explained: Research, Strategies, and Resources for Students with Dyslexia</i> Presenter: Laura Rhinehart</p> <p>13 <i>Defining Dyslexia</i> Presenter: Kelli Sandman-Hurley, Ed.D.</p> <p>14 <i>Dyslexia for a Day Simulation</i> Presenter: Kelli Sandman-Hurley, Ed.D.</p> <p>15 <i>Adolescent Writing Intervention</i> Presenter: Joan Sedita, Founder of Keys to Literacy</p> <p>16 <i>What is the Role of Sentence Comprehension in Instruction and How is it Best Assessed?</i> Presenter: Adrea Truckenmiller, PhD, NCSP</p> <p>17 REGISTRATION</p> <p>18 FAQs</p>
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Mind the Morphological Gap: Implementation Science in Action

PRESENTERS: LISA BARNETT AND KATIE SQUIRES, PHD, CCC-SLP, BCS-CL

Minding the Morphological Gap: Implementation Science in Action is a dynamic presentation designed for educators and practitioners seeking to bridge the research-to-practice gap in literacy instruction. Grounded in Implementation Science, the class explores practical strategies for integrating evidence-based methods into real classrooms. Participants will engage with Structured Word Inquiry (SWI) as a powerful approach to teaching morphology—demonstrating that morphology is more than memorizing lists of affixes and bases, but rather investigating meaningful word structure, history, and relationships. By combining theory and application, this course empowers educators to close the morphological gap and enhance literacy outcomes through building vocabulary skills.

About the Presenters

Lisa Barnett is a literacy specialist with over 30 years of teaching experience in general and special education. She is the founder and director of Empower Learning Center, where she tutors privately and trains educators worldwide in English orthography through Structured Word Inquiry. She was a state leader and founding member of Decoding Dyslexia-MI and has served on MI Department of Education committees. A published author and passionate advocate, Lisa helps learners of all ages discover the logic and beauty of English spelling.



Katie Squires, Ph.D., CCC-SLP, BCS-CL is a founding member of the Structured Word Inquiry Research Vanguard (SWIRV) and a Professor at Central Michigan University. She teaches courses in language development, preschool and school-age language disorders, speech-sound disorders, and literacy disorders. She supervises the evaluation and treatment of dyslexia.



Structured Word Inquiry Instruction: Building Comprehension of the Sub-Lexical and Supra-Lexical

PRESENTER: PETER BOWERS, Ph.D.

Bowers and Kirby (2010) introduced the phrase "structured word inquiry" (SWI). Since then my main focus has been on SWI for sub-lexical (graphemes-phonemes, oral and written morphemes) and lexical (vocabulary, word reading) instruction. This presentation expands on my Reading League talk (2025) about how SWI can be leveraged for oral language and reading comprehension and how this supra-lexical focus has particular importance for struggling students. I show how SWI informs understanding and teaching the oral and written word, and the oral and written sentence with reference to the combinatorial nature of all language.

About the Presenter

Peter Bowers, Ph.D., is a researcher, educator and founder of WordWorks Literacy Centre. Bowers and Kirby (2010) found generative vocabulary learning and introduced the phrase “structured word inquiry” (SWI). Bowers has published widely on SWI and morphology instruction. Counter to common hypotheses, younger and less able students gain the most from including morphology in literacy instruction. Bowers’ main focus remains practical work with teachers and students to build understanding of the logical way English orthography has evolved to represent the pronunciation and meaning of words. More recently he has expanded the SWI focus to include attention to the supra-lexical.



Sound It Out Is OUT! Coarticulation and Its Effect on Spelling

PRESENTER: PATTI BOTTINO BRAVO

Have ever uttered the words "sound it out" when a child has asked you how to spell a word? Learn why that is a failing strategy that leads to several common spelling errors.

In this course you will gain a deeper understanding of the typical mistakes students make, experience the effects of coarticulation in common words, learn to guide your students to catch and correct these spelling errors, and apply practical strategies that can help your students move beyond this type of misspelling and become more confident spellers.

About the Presenter

Patti Bottino-Bravo has 30 years of experience as a speech-language pathologist, providing evaluation and treatment for children and adults across educational, outpatient, rehabilitation, and home-care settings. She teaches undergraduate courses in the Speech and Communication Department at Touro University, including Speech Language Development, Psycholinguistics, Speech Pathology I & II, Senior Seminar, and Phonetics. Retired from the New York City Department of Education in 2022, Patti now leads Sounds Good Communication, LLC, offering professional development for reading practitioners. She demonstrates how understanding speech sound production, coarticulation, and the International Phonetic Alphabet helps struggling readers "see the sounds" for improved reading and spelling.



Why Do Students with Strong Decoding Skills Still Have Trouble Comprehending Text? Leveraging Executive Skills to Support Self-Regulated Comprehension

PRESENTER: KELLY B. CARTWRIGHT, PH.D., SPANGLER DISTINGUISHED PROFESSOR OF EARLY CHILD LITERACY AT THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Some students seem to have the necessary skills to be good readers, yet still struggle with comprehending texts. In this session, we will explore essential thinking skills, called executive skills, that support successful reading comprehension. Executive skills are self-regulatory skills that help students manage thoughts, emotions, and actions and are often invisible to teachers and students. However, when students have weak executive skills, the results are painfully obvious in the classroom. The good news for educators is that executive skills in reading can be taught, resulting in improvements in these and in reading outcomes.

About the Presenter

Kelly B. Cartwright, Ph.D. is the Spangler Distinguished Professor of Early Child Literacy at the University of North Carolina at Charlotte where she directs the Reading, Executive function, And Development Lab (READLab) and studies the neurocognitive and affective factors that underlie reading processes and difficulties across the lifespan. Kelly regularly works with K-12 teachers throughout the US to understand and improve reading for striving students, and these experiences inform her research.



Dyslexia Assessment: Moving Beyond the Label and Ensuring Access

PRESENTER:

DANIELLE M. FRITH, PH.D., LDT-C, NCED

Accurate and timely dyslexia assessment is a critical step in ensuring that all students receive the instruction and support they need to become successful readers. This session will explore the essential components of dyslexia assessment and highlight how assessment data can be used to identify students at risk, inform targeted instruction, and support eligibility decisions under IDEA.

About the Presenter

Dr. Frith received her Ph.D. in special education from Temple University. Her dissertation was on administrators' knowledge of early reading instruction. She is currently a full-time specialist professor and LDT-C program contact in the special education department at Monmouth University. Dr. Frith is on the board of directors for the National Certification for Educational Diagnostician (NCED) and the New Jersey International Dyslexia Association. She was recently named a Learning Disabilities Association of America Endorsed Evaluator, one of only two in the country. She has published in peer-reviewed journals and has presented on special education topics at numerous local and national conferences. She is a state and nationally-recognized educational diagnostician. With over 20 years of experience in the field of special education, Dr. Frith's work allows her to continue to make a difference in the lives of students and educators through her research, teaching in higher education, her advocacy efforts, and through her commitment to ensuring that every student is provided with evidence-based instruction and the opportunity to reach their fullest potential.



Where Did That Letter Go? Understanding Synchronic Word Formation

PRESENTER: SUE HEGLAND

Morphology explains many otherwise confusing spellings. The matrix and word sum help us to verify how words are built from morphemic elements and to validate and understand, for example, that we have an *<ion>* suffix in many words but no suffix *<tion>* or *<sion>*.

But then we run into words where a word sum doesn't seem to work. Are there spelling conventions that change *<arrogant>* to *<arrogance>* or *<collude>* to *<collusion>*? And doesn't *<reduction>* have a *<tion>* suffix? It's obviously related to *<reduce>*!

This workshop will explore four types of word formation and the foundational role of morphology in English spelling.

About the Presenter

Sue Scibetta Hegland began her career doing research and instructional design, but that changed in 2003, when she learned that one of her children is dyslexic. Trained in the Orton-Gillingham approach to literacy instruction, she has been studying and teaching about often overlooked aspects of the English orthographic system since 2014. Sue is a former school board member, serves as Editor-in-Chief for IDA's Fact Sheet publications, and is the founder of the website LearningAboutSpelling.com. She is the author of the book "Beneath the Surface of Words: What English Spelling Reveals and Why It Matters."



Dysgraphia: What Is It and How Do We Help Our Students?

PRESENTER: JENNIFER C. KING, PHD

Does your student have great ideas but can't seem to get them out in writing? Could it be dysgraphia? Learn common signs and symptoms, different definitions of dysgraphia, and practical strategies to help in classroom or home settings that may benefit all learners.

About the Presenter

JJennifer C. King, PhD is President and Founder of Dysgraphia Life as well as an expert speaker, research scientist, family member to people with learning disabilities in written expression, and vocal advocate. She founded Dysgraphia Life to raise awareness of dysgraphia while providing information, support, and resources to people with writing difficulties and their loved ones. Dr. King has co-authored a book on Dysgraphia IEPs along with over thirty scientific publications. She received a PhD in Biology from MIT and a BS from Duke and uses her scientific background to launch initiatives to build research capacity in the dysgraphia community.



Stronger Sentences Cultivate Comprehension: Practical Suggestions for Vocabulary and HFWs

PRESENTER: REBECCA LOVELESS

Research shows that strong vocabulary and a solid grasp of sentence structure are essential for reading comprehension and skilled writing. This workshop will highlight the often-overlooked power of high frequency words, many of which serve multiple roles beyond the quick treatment they receive in early grades. By anchoring the meaning through sentences and phrases, we'll uncover nuances in words like on, if, down, and though—and explore content words such as give, definitely, and special that connect to wider word families. Participants will see practical examples for helping students move beyond naming parts of speech to understanding word relationships in context.

About the Presenter

Rebecca spent 15 years as an early elementary educator specializing in literacy before taking on the role of part-time Structured Word Inquiry Coach in 2016 at The Nueva School. Outside of that, she consults with schools across the U.S. interested in bringing Structured Word Inquiry and Real Script into their curriculum, and she runs several online courses that have been attended by educators from all over the world. She is the co-author of The High Frequency Word Project, an explicit and systematic resource on high frequency words. You can read more about her work at www.illuminatewords.com and www.thehfwproject.com.



The “Why” and “How” of Spelling Assessment

PRESENTER: KIMBERLY MURPHY

Spelling assessment, when done well, can be incredibly helpful in evaluating a child's overall literacy skills. It provides a window into the linguistic skills that underpin reading as well as spelling. To conduct a good spelling assessment, we first need to understand what orthography is and how it functions. In this session, I will describe the nature of English orthography and how it should inform assessment, the importance of spelling as a literacy skill, and ways to conduct informative spelling assessments.

About the Presenter

Kimberly Murphy, PhD, CCC-SLP, is a speech-language pathologist with more than 20 years of clinical experience working primarily with school-aged children with language and literacy disorders. She is Clinical Director at the Scottish Rite Childhood Language Center in Richmond, VA and is a former associate professor at Old Dominion University. Through both her research and practice, she is dedicated to the provision of evidence-based services for children with, or at risk for, language and literacy disorders.



The Science of Reading Explained: Research, Strategies, and Resources for Students with Dyslexia

PRESENTER: LAURA RHINEHART

The presentation will begin by defining the “science of reading” (SOR), highlighting what research has firmly established regarding reading and dyslexia, and addressing the ongoing debates within the field. Next, the talk will explore the neuroscience of reading and dyslexia, sharing key insights from neuroscientists about how the brain learns to read. A research-based SOR classroom strategy, especially helpful for supporting students with dyslexia, will also be introduced and described in detail. Finally, the talk will conclude by sharing a number of free resources designed to support both teachers and families in applying SOR practices.

About the Presenter

Laura Rhinehart is an Assistant Researcher in the Departments of Education at the University of California, Los Angeles (UCLA). She earned her PhD in Special Education from UCLA and California State University, Los Angeles. Dr. Rhinehart's research on reading, learning disabilities, ADHD, and dyslexia has been published in peer-reviewed academic journals. Her current research focuses on dyslexia, assessment/screening, and children's executive functioning skills. She is also interested in developing and testing interventions for students with ADHD and/or dyslexia.



Defining Dyslexia

PRESENTER: KELLI SANDMAN-HURLEY, Ed.D.

This session explores what dyslexia is, what it isn't and how to help. Participants will gain a clear understanding of the defining features of dyslexia and how it differs from other reading difficulties. The workshop highlights the essential components of structured literacy, emphasizing explicit, systematic, and evidence-based instruction that supports students with dyslexia in developing accurate and fluent reading skills.

About the Presenter

Kelli Sandman-Hurley, Ed.D. is the author and founder of the Dyslexia Training Institute. She is a national speaker, advocate and expert witness for students and their families. Dr. Kelli has studied Structured Word Inquiry (SWI), the Orton-Gillingham (OG) approach, Lindamood-Bell, RAVE-O and Read Naturally. She co-created and produced "Dyslexia for a Day: A Simulation of Dyslexia," as well as writing the well-received books, *Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System*, *Dyslexia & Spelling: Making Sense of it All* and *The Adult Side of Dyslexia*.

Dr. Kelli earned a Doctorate in Literacy with a specialization in dyslexia from San Diego State University and the University of San Diego. Her love of language led her to earn an additional MA degree in Linguistics from San Diego State University as well as a TESOL certificate from UC San Diego.

When she is not working, you can find Dr. Kelli spending time with her son, husband, and beloved rescue dog – usually at a baseball game of some sort. If she's not with them, you can find her on the tennis courts or boarding a plane somewhere.



Dyslexia for a Day: A Simulation

PRESENTER: KELLI SANDMAN-HURLEY, Ed.D.

Developing empathy for struggling students is imperative before trying to help them. In this live session, participants will participate in four simulations of dyslexia which will include two reading and two writing simulations. The simulation will not only offer a glimpse into the academic struggles of students with dyslexia but will highlight the emotional stress that dyslexia can cause.

Throughout the simulation information about dyslexia will be shared about how to help students in the classroom immediately.

About the Presenter

Kelli Sandman-Hurley, Ed.D. is the author and founder of the Dyslexia Training Institute. She is a national speaker, advocate and expert witness for students and their families. Dr. Kelli has studied Structured Word Inquiry (SWI), the Orton-Gillingham (OG) approach, Lindamood-Bell, RAVE-O and Read Naturally. She co-created and produced "Dyslexia for a Day: A Simulation of Dyslexia," as well as writing the well-received books, *Dyslexia Advocate! How to Advocate for a Child with Dyslexia within the Public Education System*, *Dyslexia & Spelling: Making Sense of it All* and *The Adult Side of Dyslexia*.

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Adolescent Writing Intervention

PRESENTER: JOAN SEDITA, FOUNDER, KEYS TO LITERACY

The ability to use writing as a tool for learning is essential for adolescent students; however, many have not developed fundamental writing skills. This session will begin with a brief overview of The Writing Rope framework, which organizes the skills required for proficient writing into five key components, structured as strands in a rope. The session will then provide practical strategies for teaching writing skills related to two of these strands: sentence writing (the Syntax strand), and paragraph writing and text structure for informational, argumentative, and narrative writing (the Text Structure strand).

About the Presenter

Joan Sedita is the founder of Keys to Literacy, a literacy professional development organization. She has been in the literacy field over 45 years as a teacher, administrator, and teacher trainer. She is the creator of The Writing Rope framework and has authored multiple literacy professional development programs, including The Key Comprehension Routine, The Key Vocabulary Routine, Keys to Beginning Reading, Keys to Early and Content Writing, and Keys to Adolescent Literacy. Reading. Joan received her M.Ed. in Reading from Harvard University and her B.A. from Boston College.



What is the Role of Sentence Comprehension in Instruction and How is it Best Assessed?

PRESENTER: ADREA TRUCKENMILLER, PHD,
NCSP

The role of the sentence has been both under-emphasized and over-emphasized in relation to instruction at the word and text level. This presentation will provide (a) the most recent evidence for where the sentence level should be prioritized among word and text level instruction; (b) effective sentence level instruction; and (c) recent innovations in the most salient and predictive aspects of sentences to assess. Instruction and assessment will be described for both reading and writing and will draw upon the author's work on the Writing Architect and the FCRR Reading Assessment/Lexia RAPID/Adolescent Assessment of Literacy Tool.

About the Presenter

Dr. Truckenmiller is an Associate Professor of Special Education at Michigan State University. Her research focuses on identifying the component skills underlying reading, writing, and language development; and connecting assessment results to evidence-based instructional practices that are effective and equitable. She has led six funded projects totaling over \$5 million, resulting in over 45 peer-reviewed publications, co-authoring five literacy assessments, and many webinars, podcasts, and invited talks. The products are the result of partnerships with states and school districts to effectively connect assessment data to instructional decision making within an MTSS framework.



REGISTER

SUPER EARLY BIRD RATE

Through November 22, 2025

119.00

<https://bit.ly/DYSLEXIA2026>

EARLY BIRD RATE

November 23, 2023 - January 16, 2026

139.00

<https://bit.ly/DYSLEXIA2026>

REGULAR RATE

January 17 - February 22, 2026

199.00

<https://bit.ly/DYSLEXIA2026>

LAST CHANCE! RATE

Ends March 20, 2026

249.00

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To pay by purchase order, please contact dyslexiaspec@gmail.com

Visit the conference webpage to view introductory videos from some of our presenters!

<http://bit.ly/DyslexiaConf25>



DyslexiaTrainingInstitute.org

FAQs

Where do I need to go to attend the conference?

The conference is completely online, so it is accessible from anywhere you have internet access that allows for video streaming.

Do you give group discounts?

Yes! For groups of five or more. Please email us at dyslexiaspec@gmail.com for more information.

How long is the conference?

The conference is four weeks: February 23 - March 20, 2026

Do you accept purchase orders (POs)?

Yes! You can submit your PO by email to dyslexiaspec@gmail.com or fax to 619-517-0683

What are the workshop topics and who are the presenters?

Please view a list of presenters at <https://www.dyslexiatraininginstitute.org/annual-virtual-conference.html>

Are the workshops live presentations?

There will be at least 13 prerecorded workshops. You will have access to all the workshops 24 hours per day for the duration of the conference and you can view the workshops as many times as you would like. The presenters for each workshop will also be responding to the posted questions during the three weeks.

There will be one live workshop, which is our Dyslexia for a Day Simulation. This is an interactive workshop. We will record the live presentation and post it on the conference site for those participants that were not able to attend the live session to view the recording anytime until the last day of the conference.

How long is each workshop?

Each workshop will be 75 minutes long. You can start and stop a video at any time, this way you can view it at your convenience.

Are the workshops accessible after the conference dates?

You will have access to the conference site for the duration of the conference only. You can view any workshop as many times as you would like until the last day of the conference.

Will there be handouts available?

You will be able to download the handout version of presenter's presentations and any additional handouts a presenter provides on the conference site.

Do you get a certificate for attending the conference?

A certificate of completion will be provided for each workshop a participant views and completes the workshop evaluation. The certificate will include the amount of time for the individual workshop.

Are there CEU's or other credits available?

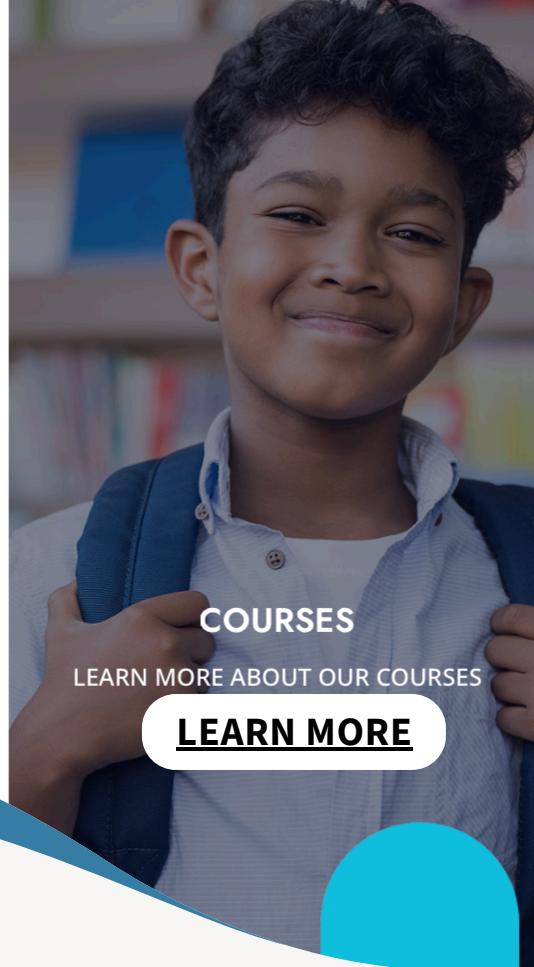
We do provide a certificate of completion for each workshop. We also provide graduate extension credits from the University of San Diego. Check back soon for more details. You can register for this conference prior to this information becoming available. More partnerships are in the works, so keep checking in.



CERTIFICATION

DISCOVER PROGRAMS & ACCREDITATION

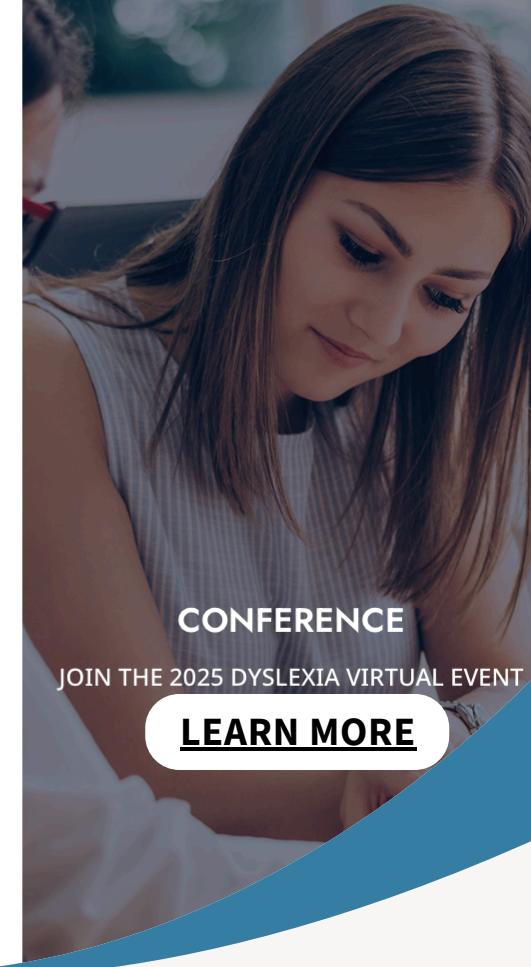
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CONFERENCE

JOIN THE 2025 DYSLEXIA VIRTUAL EVENT

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EDUCATION CHANGES EVERYTHING.

DYSLEXIA
TRAINING INSTITUTE
FOUNDED IN 2008

The Dyslexia Training Institute was founded in 2008 and we created the first online courses about dyslexia and the first online certification in the Orton-Gillingham approach and advocacy. Our mission continues to be to provide education and training about dyslexia, interventions for dyslexia (Structured Literacy, Orton-Gillingham and Structured Word Inquiry), as well as how to navigate the educational system by understanding Special Education Law. Our courses were created for educational professionals, parents, administrators, advocates, psychologists, private practitioners, SLPs and anyone interested in the topic. We believe information about dyslexia should not be limited by geography or time constraints, and we have created an online space where everyone has access to this information. Our instruction is provided by highly qualified and very experienced instructors in an interactive online environment.

[**DYSLEXIATRAININGINSTITUTE.ORG**](https://DYSLEXIATRAININGINSTITUTE.ORG)

Dyslexia Advocate!

How to Advocate for a Child with Dyslexia
within the Public Education System

LEARN MORE ABOUT DYSLEXIA
AND ADVOCACY WITH BOOKS BY

DR. KELLI
SANDMAN-HURLEY

Grab Your Copies at
DyslexiaTrainingInstitute.org

**DYSLEXIA &
SPELLING**

Making Sense of it All



**Kelli
Sandman
Hurley**

**THE ADULT
SIDE OF
DYSLEXIA**

