DYSLEXIA TRAINING INSTITUTE
EDUCATION CHANGES EVERYTHING

2027 DTI Virtual Dyslexia Conference
Speaker Disclosures & Learning Outcomes

Presenter	Workshop Title	Disclosure	Learning Outcome/s
Kelly B. Cartwright, Ph.D.	Why Do Students with Strong Decoding Skills Still Have Trouble Comprehending Text? Leveraging Executive Skills to Support Self-Regulated Comprehension	**Financial Disclosure:** • Dr. Cartwright receives royalty payments from the sale of the book Executive Skills and Reading Comprehension: A Guide for Educators. • Dr. Cartwright will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference. **Nonfinancial Disclosure:** • Dr. Cartwright has no relevant nonfinancial disclosures.	After participating in this workshop, attendees will be able to: 1. Describe executive skills and specific ways that they support self-regulated reading. 2. Identify research-tested strategies for assessing and strengthening students' reading-specific executive skills, yielding insights and take-home strategies that help students achieve better comprehension.
Julie A. Van Dyke	Understanding what Language Science tells us about Reading Comprehension	**Financial Disclosure:** • Julie A. Van Dyke receives consulting income and has an ownership interest in Cascade Reading, Inc., which may be discussed during the presentation. (Cascade Reading is free for educators after creating a free account.) • Julie A. Van Dyke's experience and background as a researcher and professor of Cognitive Psychology	Participants will identify ways to incorporate syntax into their current instructional practices.

		and Psycholinguistics are directly related to the content of the course. • Julie A. Van Dyke will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference. **Nonfinancial Disclosure:** • Julie A. Van Dyke has no relevant nonfinancial disclosures.	
Bruce Howlett	Your Students Achieving Noticeable Improvement in Reading, Spelling, Writing, and Sentence Comprehension Today	**Financial Disclosure:** • Bruce Howlett is the author of *Sparking the Reading Shift* and *Sparking the Fluency Shift.* • Bruce Howlett will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference. **Nonfinancial Disclosure:** • Bruce Howlett has no relevant nonfinancial disclosures.	Participants will identify how morphemes, phrases, and sentence structure form the foundation for literacy learning.
Dr. Anneke Schreuder	The Dyslexia-Dyscalculia Overlap: Teaching Multiplication to Students with Dyslexia	**Financial Disclosure:** • Dr. Anneke Schreuder will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference.	After participating in this workshop, attendees will be able to: 1. Identify the shared cognitive risk factors

		Nonfinancial Disclosure: • Dr. Anneke Schreuder has no relevant nonfinancial disclosures.	(working memory, rapid naming/processing speed, sequencing, and visual-spatial processing) that underline both dyslexia and dyscalculia and explain why the two conditions frequently co-occur. 2. Apply multisensory, structured-literacy techniques to teach basic math facts (e.g., multiplication tables) within an existing dyslexia intervention, including embedding number vocabulary and math-themed texts into reading practice. 3. Recognize signs of math-specific difficulty and emotional distress (frustration, avoidance, anxiety) that indicate a student may need a referral for specialized dyscalculia evaluation or intervention.
Sue Scibetta Hegland	Is That a Morpheme? Why Do You Ask?	**Financial Disclosure:** • Sue Scibetta Hegland is the author of *Beneath the Surface of Words: What English Spelling Reveals and Why It Matters* and receives royalties from its sales. • Sue Scibetta Hegland will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference. **Nonfinancial Disclosure:** • Sue Scibetta Hegland has no relevant nonfinancial disclosures.	Participants will be able to give examples to show how written morphology may differ from spoken morphology. Participants will identify the importance of written morphological analysis for literacy.

Anya Maloney M.S., CCC-SLP	Why is it spelled that way? Etymology holds the clues.	**Financial Disclosure:** • Anya Maloney receives a salary from her private practice, including income from the professional development courses she offers. • Anya Maloney will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference. **Nonfinancial Disclosure:** • Anya Maloney is a founding member of the Structured Word Inquiry Research Vanguard (SWIRV), a group of researchers interested in Structured Word Inquiry (SWI) as an innovative approach to literacy instruction and intervention.	After participating in this workshop, attendees will be able to: 1. Explain how language contact, changes in pronunciation, and spelling standardization contributed to differences between modern English pronunciation and spelling. 2. Analyze the etymology of words commonly labeled "irregular" to explain unexpected letters, spelling patterns, and grapheme choices. 3. Design word investigations that incorporate etymology to help students understand and remember seemingly unexpected spellings.
Ginger G Collins, PhD, CCC-SLP	Supporting Adolescents with Dyslexia Across Content Areas through Word Analysis	**Financial Disclosure:** • • Dr. Ginger G. Collins receives a salary from the University of Montana. • • Dr. Ginger G. Collins will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference.	After participating in this workshop, attendees will be able to: 1. Analyze the critical connections between morphological awareness, decoding, spelling, and vocabulary acquisition for adolescents with dyslexia.

		Nonfinancial Disclosure: • Dr. Ginger G. Collins is a founding member of the Structured Word Inquiry Research Vanguard (SWIRV), and examples of Structured Word Inquiry are included in this workshop.	2. Develop scaffolded word journal frameworks tailored to secondary students with dyslexia. 3. Implement the use of word journals and morpheme walls across content areas to empower students to become independent vocabulary investigators.
Nancy Cushen White, Ed.D, C-SLDS, CALT-QI	Line 1-Reading Fluency: Related to Prosody—MUCH More than Speed Line 2-Role of Syntactic Awareness in Building Oral Reading Fluency and Reading Comprehension Line 3-"Once you know those prepositions, you can see 'em coming!"	**Financial Disclosure:** • Nancy Cushen White will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference. **Nonfinancial Disclosure:** • Nancy Cushen White is a certified instructor of Slingerland teacher training courses through the Slingerland Literacy Institute: www.slingerland.org	1. Participants will be able to summarize research evidence supporting an evolving definition of oral reading fluency that includes prosody—parsing words into meaningful phrases during reading—as a significant component. 2. Participants will be able to explain how syntactic awareness is foundational to reading with prosody.
Lillian Durán	Demystifying universal screening with multilingual learners	**Financial Disclosure:** • Lillian Durán will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference.	After participating in this workshop, attendees will be able to: 1. Identify how to incorporate a student's level of English proficiency into screening planning and interpretation.

		Nonfinancial Disclosure: • Lillian Durán has no relevant nonfinancial relationships to disclose.	2. Differentiate between language and literacy testing. 3. Identify the role of the language(s) of instruction when selecting appropriate screening measures.
Dr. Pete Bowers	The Word Matrix, Sentence Grid & SWI: Literacy Research & Practice	**Financial Disclosure:** • Dr. Pete Bowers will receive a speaking fee from the Dyslexia Training Institute (DTI) for presenting at this conference. **Nonfinancial Disclosure:** • Dr. Pete Bowers is presenting research related to Structured Word Inquiry (SWI), which is also the focus of his consultancy work with schools and organizations.	After participating in this workshop, attendees will be able to: 1. Identify how word sums and matrices work and how they can be integrated into instruction to build oral and written learning at the word and sentence level. 2. Identify how these tools fit with current theory and research.
Kelli Sandman-Hurley, Ed.D.	Defining Dyslexia	**Financial Disclosure:** • 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 *Dyslexia Advocate*, *Dyslexia and Spelling*,	Participants will be able to explain three characteristics of dyslexia and describe at least two components of an appropriate structured literacy intervention.

		and *The Adult Side of Dyslexia*, from which she receives royalties. **Nonfinancial Disclosure:** • Kelli Sandman-Hurley, Ed.D., has no relevant nonfinancial disclosures.	
Kelli Sandman-Hurley, Ed.D.	Dyslexia for a Day Simulation	**Financial Disclosure:** • 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 *Dyslexia Advocate*, *Dyslexia and Spelling*, and *The Adult Side of Dyslexia*, from which she receives royalties. **Nonfinancial Disclosure:** • Kelli Sandman-Hurley, Ed.D., has no relevant nonfinancial disclosures.	Participants will be able to identify at least three accommodations that can be used in the general education classroom.

Michael Marcus and Katherine Marcus	The Right Text at the Right Time: Decodable, Bridge, and Authentic Text... in the Age of AI	**Michael Marcus** **Financial Disclosure:** • Michael Marcus is a co-founder, shareholder, and board member of Cody Reading, Inc., which is referenced and demonstrated in this presentation. • Cody Reading, Inc., has a business relationship with the Dyslexia Training Institute. • Michael Marcus will receive a speaking fee from the Dyslexia Training Institute for presenting at this conference. **Nonfinancial Disclosure:** • Michael Marcus has no relevant nonfinancial relationships to disclose. **Katherine Marcus** **Financial Disclosure:** • Katherine Marcus is a co-founder, shareholder, and board member of Cody Reading, Inc., which is referenced and demonstrated in this presentation.	Participants will be able to: • Distinguish decodable, bridge, and authentic text by their defining features and identify the instructional purpose each type serves. • Determine which text type a given student needs based on observable indicators of skill, accuracy, and reading behavior. • Apply tools and criteria to generate individualized text that aligns with a student's instructional sequence, current skills, and interests.

		• Cody Reading, Inc., has a business relationship with the Dyslexia Training Institute. • Katherine Marcus is employed as a reading specialist in a Massachusetts public school district. • Katherine Marcus will receive a speaking fee from the Dyslexia Training Institute for presenting at this conference. **Nonfinancial Disclosure:** • Katherine Marcus has no relevant nonfinancial relationships to disclose. **Content Disclosure:** • This presentation will include discussion and demonstration of Cody Reading. Limited information may be provided about similar products or services.	