<u>**LEARNING OUTCOMES**</u>
IDALA Language and Learning Conference 2024
Saturday, March 9th at UCLA

2024 Updates in Neuroscience Dyslexia Research and Evidence-Based Practice Outcomes (Burns - keynote)

Participants will be able to:
Apply new research on language, cognition, and the power of reading in the human brain for reading intervention considerations. Explain the genetic and experiential differences that contribute to risks for atypical reading development. Describe new research on variations in cognitive factors that have been shown to contribute to atypical reading development to identify patterns that predict reading achievement. Apply new research on intervention methods shown to drive neuroplastic changes in the brain.

Update In Evidence-Based Neuroscience Approaches to Intervention for Students With Dyslexia (Burns - breakout)

Participants will be able to:
Assess and describe students' variability in underlying cognitive, experiential, and processing factors that negatively affect reading development. Identify variable learning patterns and how they predict reading achievement. Implement intervention methods shown to increase and drive neuroplastic change.

The Power of 3: The Value of Repetition in a Multisensory, Structured Literacy Lesson (Madhuri / Jones-Moreno / Luter / Sherrill / Sutter)

Participants will be able to:
Identify how the research in the neurosciences endorses repetition and review to support neurodiverse learners, such as those with dyslexia. Identify the value of a multisensory approach to literacy instruction. List and describe different types of multisensory components of a structured literacy lesson.

Executive Function within the Context of Math Instruction (Wittner / Bell)

Participants will be able to:
Explain how executive functioning impacts math skills. Demonstrate how to implement math recipe cards to support cumulative learning. Describe how working memory deficits hinder math achievement and apply strategies to decrease the cognitive load.

Informed Teaching of Multisensory Spelling Strategies (Crowley)

Participants will be able to:
Describe various research that correlates spelling knowledge and reading success. Differentiate words into distinct spelling categories (irregular vs. phonetic, etc.). Discuss ways to diversify lesson plans by incorporating interactive tasks and supplemental activities. Adapt skills/word lists into micro-united lessons that scaffold toward independence. Demonstrate how to implement activities that reinforce learned knowledge through multisensory feedback.

Educational Implications of Coordinated Neuropsychological Development of Literacy and Social-Emotional Functioning for Typical and Atypical Readers (Gotlieb)

Participants will be able to:
Explain how social-emotional growth and emerging literacy skills affect the development of one another, including for atypical readers, by reflecting on their own educational contexts and experiences and through information from the literature. Describe the heterogeneous nature of dyslexia and the social-emotional and cultural contributors to and consequences of dyslexia.

Empower Learners with Dyslexia to Acquire and Utilize Their Digital Voices (Shepardson)

Participants will be able to:
Define the term digital literacy. Explain how to leverage a digital voice to improve student outcomes. Compile a curated list of digital tools that may be used with their students that empower all learners, especially those with dyslexia.