



**Parents, Educators, Adults, Professionals & Students<sup>14+</sup>  
Information on Learning Disabilities,  
Attention Issues & Related Disorders**

## **Life in High School and Beyond Virtual Conference & Resource Expo**

**Thursday, April 29, 2021**

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### **Conference Schedule**

8:45-9:00	Welcome & Instructions
9:00-9:45	Session A
9:45-10:00	Break
10:00-10:45	Session B
10:45-11:00	Break
11:00-11:45	Session C
11:45-12:30	Resource Expo - Vendor Hall
12:30-1:15	Session D
1:15-1:30	Break
1:30-2:15	Session E
2:15-2:30	Break
2:30-3:15	Session F
3:15-3:45	Resource Expo - Vendor Hall
3:15-4:00	Complete Feedback Form to get a Certificates of Attendance for <b>up to 4.5</b> Professional Development Units (NJ Provider Id #568) emailed with your workshops listed.

**Special thanks for their help in organizing this virtual conference!  
The Richard West Assistive Technology Advocacy Center (ATAC)**

*Disclaimer: LDANJ does not endorse or recommend any method, treatment, or product; evaluation or remedial center, program, or persons for children and adults with learning disabilities. It does however, endeavor to inform, believing that you have the right to know what is available to assist those who have a learning disability to reach their full potential.*

Note: Some changes may occur due to change of speakers or cancellations.

**Suggested Level Codes:** M=Middle School HS=High School PS=Post-Secondary A=Adult E=Everyone  
**Suggested Audience:** F=Family Ed=Educators O=Outside Professionals S=Students A & E=Same as above

## **8:45-9:00 Welcome & Instructions**

## **9:00-9:45 Session A**

### **Room 1: Learning To “Ride the Wave” through Executive Function Skills/Cappelleri (E)**

Transitions can be challenging for individuals with learning differences. Individuals are expected to transition to new contexts in new ways and a tangible frame of reference is not always available. Through executive function skill development, we are able to evaluate processes required for goal-directed behavior and arm individuals to engage with what is unknown. Strategies to address cognitive flexibility/shifting, self-monitoring, and metacognition will be presented in the context of transitioning to life beyond high school.

### **Room 2: Assistive Technology for Adults with Learning Disabilities/Krass (PS-A; E)**

Have you recently discovered that you have a learning/reading/writing disability? Not in school anymore? Wondering if assistive technology could help make life easier? If so, this presentation will help you explore a range of supports for reading, writing, and organizing. This session is great for adults with learning disabilities and their families.

### **Room 3: Creating Systems & Structures that REALLY work for Complex Children & Teens/Dempster (E)**

Have you ever tried points charts, getting kids to use a planner, or creating structures for complex kids? It rarely works in real life like it does in the books. This workshop teaches core components to collaboratively create systems and structures with kids, empowering them to embrace their own success.

### **Room 4: Mental Health Education & Support for Individuals and Families/Hughes (E)**

This workshop will include a presentation about mental illness, recovery, and mental health resources. Mental health conditions can affect learning and the stigma surrounding mental illness can cause individuals and families to be reluctant to seek treatment and feel shame. Participants will learn about common mental health disorders in children and adolescents and will be able to identify support and education resources for caregivers and individuals affected by mental illness.

### **Room 5: Playing Catch-Up in Reading and Writing/Van Brocklen, Letchford (M-HS; F, Ed, S) - Product**

Students left behind in the classroom must “catch-up” if they are to thrive in college. This session provides solutions to motivated students to read and write on grade level. By embracing students' exceptional reasoning skills and providing sequenced lessons, a framework is established for students to flourish. Using audiobooks and answering a specific question allows students to accelerate thus turning them from frustrated to forever confident.

### **Room 6: What Parents Need to Know About WIOA (Workforce Innovation & Opportunity Act)/**

**Head, Redpath-Perez (M-HS; F, S)**

The Workforce Innovation and Opportunity Act (2014) was a major amendment to Title I of the Rehabilitation Act of 1973 which provided the basis for people with disabilities prepare for and engage in employment. Under WIOA, children with disabilities have expanded rights to transition services. This presentation will discuss what those rights are and how you as a parent can advocate for your child to receive these services.

**9:45-10:00 Break**

## **10:00-10:45 Session B**

### **Room 1: Best ‘Selfies’ to Prepare for College: Self-Awareness, Self-Management, Self-Advocacy/Hebert (HS-PS; E)**

This workshop will discuss some of the self-development skills essential for the student with a learning disability. Skills and strategies related to social and emotional wellness will be discussed in relation to supporting academic success and the preparation of the academic shift in pace, volume and independence that college will present.

**Room 2: Gap Year Benefits in the Face of a Pandemic/Bull (HS-A; E)**

There are numerous benefits to taking a gap year before or during college, particularly for students with learning differences. This past school year of mostly online classes has been challenging for all students, and hands-on learners found it especially so, given the effects of the pandemic. What we saw, however, in the gap year field was an unexpectedly remarkably successful year due to the ability of gap year program providers to quarantine small groups of students and engage in experiential learning. This workshop highlights the benefits as well as covers potential challenges involved in creating a varied year of experiences. It outlines the types of programs still possible despite COVID-19 restrictions, along with research on gap year students' performance in college. Sample student scenarios illustrate how this past gap year worked with students' varied interests matched with viable programs. A list of resources is provided for researching and vetting program options.

**Room 3: The “Game” of Shifting from In-Person to On-Line Learning in Higher Education/Marino (PS; Ed, O)**

This session focuses on efforts that were necessary in the sudden shift to remote learning for students with Learning Differences at the College level. We will discuss strategies that were successful both academically and socially. This session also covers tutorial, social inclusion and academic support needed in our “virtual reality”.

**Room 4: Support Coordination and the Transition into Adulthood/Wyant, MacNeill, Hornak (HS-A; F, Ed, O)**

We will provide a high-level overview of Support Coordination in New Jersey, who benefits from support coordination, and the challenges faced by the group of people served and a detailed explanation of what a Support Coordinator does to help transition young adults to adult life in the DDD system of resources. We will also explain how each person is supported through-out their lifetime.

**Room 5: Student Involvement in Their IEP Meeting or 504 Plan/Vain (M-PS; E)**

This workshop will explain how to actively involve students in understanding the purpose of their IEP or 504 Plan in relation to transition planning. Topics covered will include (a)the differences between IEPs and 504 Plans (b)the student’s role and meaningful involvement in meetings, and (c) supporting students in developing and planning their next steps for transition. Resources, tools, and templates will be provided.

**Room 6: Stress and Avoidance: Assisting in Development of Problem Solving Skills/Schmalacker (E)**

Stress is a common factor resulting from the demands associated with daily life tasks, and persistent levels of stress tend to negatively affect a one's ability to thrive and be successful. Stress can lead to avoidant behaviors, which, can result in poor academic, career, and general life outcomes. Stress can be triggered by a lack of skills in areas like executive functioning, self-advocacy, and problem solving. This workshop will identify the avoidance process, and provide areas to build proactive problem solving skills.

<b>10:45-11:00 Break</b>
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**11:00-11:45 Session C****Room 1: Taking Your Learning Differences to College/Bass (M-HS; E)**

Discover how to help your child prepare for life at college by fostering their independence and self-advocacy while still at home. Understand the importance of developing essential life skills from an early age. Explore the range of learning support services available at the college level. Learn how to find the college where your child can thrive and develop into a capable, resilient young adult, giving you peace-of-mind in the process.

**Room 2: Mindfulness for the Learning-Challenged – Overview/Black (E)**

In this session, Robert will offer an overview of mindfulness as both a practice and a quality of attention. He will then describe how his mindfulness initiative at Winston Prep evolved, where it is eight years in, real and imagined challenges of teaching mindfulness to kids with learning differences, and the essential ingredients for developing a kindred program. [The follow-up session will avail an experiential dip into mindfulness practice-See Session F Room 6.]

**Room 3: Career Assessments: What Are They and How to Best Use Them/Greenwood-Schmalacker (HS-A; E)**

Career assessments are more than just directions. Too often the question of “What do you want to be when you get older” is left vague with a ‘TBD’ next to it. Providing clarity on an individual’s strengths and passions can help provide direction on its own. Join us in this workshop as we explore the benefits of comprehensive career assessments, how they can be used as an efficient tool, and why exploring the question of “What Do I want to be when I grow up” is worthwhile earlier than the job search.

**Room 4: Technology and Instruction – Five Essential Ingredients for Learning Success/Mannis (E)**

Technology is an essential element of learning and remediation, whether in individualized or classroom work. But, as with any tool, it is critical to understand the roles and limits of how it is used. This presentation offers five key insights for instruction based on recent findings and trends in neuropsychology, assessment, accommodations, and education. Specific examples will be presented, with practical applications, as well as current theories and research that support their use.

**Room 5: Person Centered Planning and Self-Direction/Goodrich (HS-A; F-O)**

This session will discuss transitioning into adulthood and the support coordination process for children coming from DCF into DDD. It will go in-depth on what Support Coordination is, why it is a helpful and essential part of the Supports Program and how families will successfully navigate the Supports Coordination process and the Supports Program. It will also discuss expectations and requirements of parents and providers, as well as answer some frequently asked questions.

**Room 6: Self-Advocacy & Self-Awareness-a Personal and Professional Perspective/Winston (PS-A; E)**

Priya shares her story of how self-advocacy and self-awareness helped keep her on a path towards her purpose in life as a young adult with a learning disability. She explains how people can practice self-awareness and self-advocacy in their own lives with a research-based approach. She also explains how professionals and parents can support others with these practices.

**11:45-12:30 Resource Expo – Vendor Hall**

**12:30-1:15 Session D**

**Room 1: Prepping the Transition to College: Improving School, Parent & University Collaboration/  
Mohney, Rogers-Shaw, Park (HS-A; E)**

This session will provide attendees with information about the transition from high school to college. Attendees will hear from a university director of disability services, a professor, and a parent of a child with disabilities; each will share vital information to help better prepare students to start their college career.

**Room 2: 3 Key Skills for Successful Transition to College/Endlich (M-HS; F, S)**

Starting college is a major step for all students, but for those with learning differences, being prepared is even more critical. We'll discuss the three key areas of college readiness and explore how students can enhance their independence while in high school, apply for accommodations in college and locate excellent support programs.

**Room 3: Transitioning to the College Setting with Appropriate Accommodations/Meltzer (HS-A; E)**

Attorney Andrew Meltzer will discuss the legal requirements of post-secondary institutions to provide reasonable accommodations to students with a disabling condition. Participants will learn what is considered reasonable accommodation and the process of putting services into place.

**Room 4: Workforce Innovation Opportunity Act & Pre-Employment Transition Services/Scott, Atin-Shark(HS-A; E)**

This workshop will provide an overview of WIOA and Pre-Employment Transition Services, including details and examples of the required 5-core service and the collaboration required between DVRS and Local Education Agencies.

**Room 5: In College or Getting Ready? Assistive Technology for College Success/Krass (E)**

College students with learning disabilities have extra challenges in addition to the already-tough workload, busy schedules, and frequent deadlines. This presentation looks at a range of assistive technologies that can help those with learning disabilities become successful college students. It will include supports for reading, writing, taking notes, and getting organized. This session is great for current college students as well as middle and high school students interested in attending college.

**Room 6: Is it too Late? Reading Remediation at the Secondary Level/Hodgkins (M-HS; F, Ed, P)**

Secondary level students have different needs than younger students, yet it is often gaps in the same underlying skills which cause difficulties in reading higher level text. Sixty-five percent of the words in written text above the sixth-grade level contain Greek and Latin roots. Learning how to weave in morphology instruction can improve vocabulary, increase comprehension, and allow older students to read and spell more advanced terminology. Basic skills, meanwhile, can be addressed in a more sophisticated manner. In this session, participants will learn how the study of morphology can provide a sophisticated method of teaching basic decoding/encoding skills to older students who struggle with reading and fluency.

**1:15-1:30 Break**

**1:30-2:15 Session E**

**Room 1: Preparing to Get the Most of Your Students High School Experience/Maseko (M-HS; F)**

Provide a brief biography (75 words or less) Jerisa is a Family Life Educator and family member of a person with a developmental disability. She has made her life's passion to support self-advocates in ensuring that their rights are protected and voices are heard. Jerisa is the Director of Planning for Adult Life Program where she has developed workshops and webinars educating students and their families on accessing community resources and supports to navigate their life course to adulthood.

**Room 2: 10 Pandemic-Friendly Strategies to Prepare for Post-Pandemic College/Price (HS-PS; E)**

Today's high school seniors have spent 30% of their education in a pandemic environment. This has impacted the opportunity for real-life practice of many of the executive function skills and soft skills that will be necessary for post-secondary success. Learn strategies to use at home to help promote independence and accountability as your child prepares for the post-secondary transition.

**Room 3: Taming Anxiety and College Admissions/Endlich (HS; F, S)**

How has your stress level been over the past year? Does the prospect of applying to college make you feel even more anxious? Navigating college admissions is complicated, and students with learning differences face additional challenges when it comes to meeting deadlines, writing essays and seeking out disability accommodations in college. We'll review the top 12 healthy and effective ways to tame your stress and anxiety.

**Room 4: Self-Monitoring in College: Actively Assessing Engagement & Needs/Reinke (HS-PS; E)**

Transitioning to a new environment with different expectations and support can be challenging for all students. Engaging in self-monitoring can increase a student's involvement, success and satisfaction in college. During this presentation we will discuss how students can actively and continuously engage in self-monitoring in three areas: academic, social and emotional. All will impact one another and the overall college experience. You will leave with a list of questions that can help guide student self-monitoring in these areas.

**Room 5: Applying to College with LD: A Top 10 List/Maxman (HS; E)**

This workshop will talk about the top 10 things to consider when students with LD apply to college. Topics will include standardized testing and test-optional schools; documentation and the role of the evaluation; whether or not to reveal an LD on a college application; self-advocacy; and more. Attendees will walk away with a checklist of what needs to be done for LD students to make sure that they are set up for success in college!

**Room 6: Reading for Meaning with Read Naturally Live/Hayes (E) – Product**

Develop fluency, phonics, vocabulary, and comprehension skills by combining the research-based strategies of teacher modeling, repeated reading, and progress monitoring. Learn to differentiate student instruction and provide systematic fluency and phonics intervention. This powerful strategy is demonstrated using Read Live, which now includes Read Naturally Live and Word Warm-ups Live.

**2:15-2:30 Break**

**2:30-3:15 Session F**

**Room 1: Launching into Young Adulthood – The Impact of Executive Functions/Dendy (E)**

Executive function deficits have a profound impact across a child's entire life span. Many executive skills key that are critical for success in middle and high school are also essential for success in the work world. Thus, addressing deficits in executive skills as early as possible during the school years is crucial. This session provides an overview of key executive skills and strategies to address deficits whether in middle/high school or in the work world.

**Room 2: Mindfulness for the Learning-Challenged - Putting into Practice/Black (E)**

Building on Session 1, Robert will guide participants in core mindfulness practices, inclusive of sitting, standing, and kindness. While no prior experience is necessary, receptivity and curiosity are welcome. (See Overview in Session C Room 2 – not required to attend this workshop)

**Room 3: Learning Disabilities from the Students' Perspectives/STAMP NJ Leaders (M-PS; E)**

Middle school, high school and post-secondary students share their own unique journey from diagnosis to success in the classroom despite the day-to-day challenges of LD, including Dyslexia. They discuss the characteristics, common myths they encounter, accommodations and assistive technology they use, self-advocacy and their personal stories. Included is a brief simulation designed to allow attendees to experience what it feels like to be a person with LD and Q&A session.

**Room 4: Proactive and Practical: Common College Scenarios, Issues & Conversation Starters/Sullivan (HS-PS; E)**

The systems, habits and skills that students anticipate and practice before starting college can impact college success for young adults with learning differences. Attendees will learn practical strategies, conversation starters, and receive free printable worksheets and resources for families and educators. First-hand scenarios and case studies will be presented that exemplify common first year struggles and successes of students with learning differences in both academic and residential settings.

**Room 5: Everyone Can Work: Barrier Busters in the Transition from School to Work/England, Prest (HS-A; E)**

Transitioning out of school can be a fearful process for any student and parent. We will provide information and tools to encourage and empower students with a variety of special needs and abilities in their transition to work. Identifying some common barriers and providing solutions based on a person-centered approach to achieve employment goals. Additionally, we will discuss the resources available to students who are transitioning from school funded to the adult funded services.

**Room 6: Is it too Late? Reading Remediation at the Secondary Level/Hodgkins (M-HS; F, Ed, P)**

Secondary level students have different needs than younger students, yet it is often gaps in the same underlying skills which cause difficulties in reading higher level text. Sixty-five percent of the words in written text above the sixth-grade level contain Greek and Latin roots. Learning how to weave in morphology instruction can improve vocabulary, increase comprehension, and allow older students to read and spell more advanced terminology. Basic skills, meanwhile, can be addressed in a more sophisticated manner. In this session, participants will learn how the study of morphology can provide a sophisticated method of teaching basic decoding/encoding skills to older students who struggle with reading and fluency.

<b>SPEAKERS</b>
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**Joy Atin-Shark** was employed by the NJ Commission for the Blind and Visually Impaired (CBVI), in early 2007, as an Employment Service Specialist. She received her Master's degree in Rehabilitation Counseling in 2013. During her 14 years at CBVI, she has held various positions including VR College Counselor, VR Transition Counselor, and now Supervisor of CBVI's Statewide Transition and Deaf/Blind Services. She is continually involved in the planning a facilitation of CBVI's Transition Programs.

**Judith S. Bass, CEP** is an internationally recognized expert in the field of college/postsecondary placement for students who learn differently. She is a contributing author of *Navigating the Transition from High School to College for Students with Disabilities* and has developed CollegeWebLD, [www.collegewebld.com](http://www.collegewebld.com), a one-stop source for disability services at 400+ colleges in the US. She is past Chair of the AICEP Commission on Credentialing and a past Board Member of IECA.

**Robert Black**, now in his 16<sup>th</sup> year at Winston Preparatory School, works both academically and in the domain of mindfulness practice with middle and high school LD students. He also teaches M.Ed. students in Antioch University New England's Mindfulness-for-Educators program. Along the way, Robert taught foundational writing courses and mindfulness-based classes of his own invention at NYU's School of Professional Studies. His work is informed by 40-plus years of daily meditation.

**Holly Bull** is President of the Center for Interim Programs, founded in 1980 as the first independent gap year counseling service in the U.S. She is an expert in this unique field, drawing on her own two gap years and thirty years working as a gap year counselor with over three thousand students. She has visited numerous programs worldwide and been a keynote and panel speaker at NACAC, IECA, HECA, NAFSA, Gap Year Association, USA Gap Year Fairs, and high schools nationwide. Holly has a BA in Anthropology from the University of Virginia and a Master of Education from Harvard University.

**Alissa Cappelleri** graduated from The College of New Jersey with a Masters of Teaching in Special Education. She has had many experiences in a wide variety of classrooms and is deeply dedicated to educating through the fostering of resilience. Encouraging self-advocacy skills is the root of her practice and she teaches tools and strategies with each individual student in mind. Alissa believes that academic performance is informed by abilities to navigate the "unwritten curriculum" of society.

**Diane Dempster** is a certified professional coach, speaker, educator, and co-Founder of ImpactADHD.com (Now ImpactParents). She works with **parents** of complex kids to radically improve their personal and family life. Diane received a Masters from the University of Michigan, and her coaching certification from the Institute for Professional Excellence in Coaching (iPEC).

**Chris A. Zeigler Dendy** is a popular author, educator, & school psychologist with 40+ years experience, plus mother of children with ADHD, LD & executive function deficits. She has authored five books: including *Teenagers with ADD, ADHD, & Executive Function Deficits* Her latest book *Launching into Young Adulthood with ADHD..Ready or not!* is co-authored with Dr. Ruth Hughes. In 2014, she received CHADD's prestigious Lifetime Achievement Award. In 2006, she was inducted into CHADD's Hall of Fame. She was the lead author for CHADD's ADHD Educator's Manual and Teacher-to-Teacher training program.

**Eric Endlich**, Ph.D., clinical psychologist and founder of [Top College Consultants®](#), helps neurodiverse students worldwide transition to college. A special needs parent himself, Dr. Endlich is on the LD/ND Committee of the Independent Educational Consultants Association and has presented at LDANJ, Let's Talk LD, ASPEN and the CUNY Neurodiversity Conference. Dr. Endlich as taught psychology at Boston College, Tufts University, Suffolk University and UMass/Boston and has been interviewed by *Forbes*, Business Insider, CollegeXpress, College Confidential and *U.S. News & World Report*.

**Joy England** serves as the CEO Advocates in Action (AIA). Joy began her career as a Job Coach serving the special needs community. In her career Joy has coached many vulnerable populations including transitioning youth, adults with special needs, adults with mental illness, at-risk youth, and individuals and families receiving social services benefits. It is her passion for employment and the mission that Everyone Can Work that brought forward the Employment Services Division of Advocates in Action.

**Alison Goodrich** is the Associate Executive Director of Support Coordination at Community Access Unlimited and holds a Bachelors of Arts degree in Economics & Spanish from Rutgers University. Her career experience at the Rutgers Center for State Health Policy has informed her understanding of the Division of Developmental Disabilities and its approach to providing services. Fully embracing the life course model, her Support Coordination department provides individuals with a team of knowledgeable staff who help identify resources in their communities, navigate the intricacies of obtaining division-funded services, and expertly write unique person-centered individualized service plans.

**Dr. Dan Greenwood** has held senior administrative and teaching positions in independent schools for the past 25 years in the states of Florida, Virginia, and California. A former Associate Director of the California Association of Independent School, Head of School in California and a teacher of technology. Dr. Greenwood received his Bachelor's degree from the University of New Hampshire and his Master's and Doctorate degrees from the University of Virginia. He has also presented at many conferences and has authored the book, *Action in the Classroom*, teaching educators how to use digital video in education and speaks widely about technology and the importance of international education.

**Eric Endlich**, Ph.D., founder of [Top College Consultants®](#), helps students with learning differences and emotional challenges transition to college. An experienced clinical psychologist, Dr. Endlich is on the Learning Differences/Neurodiversity Committee of the Independent Educational Consultants Association and co-manages a Facebook group, [Parents of College Bound Students with Learning Disabilities, ADHD and ASD](#). He presents nationally at conferences and has been interviewed by *Forbes*, College Confidential and *U.S. News & World Report*.

**Claire Ihnot Hayes** is an Educational Consultant for Read Naturally. She meets with educators nationwide to discuss reading, fluency, and the Read Naturally strategy. She coordinates and advises on professional development courses and programs to various schools and districts throughout the country. Claire has been involved with the program since its development.

**Susan Head** has worked at Disability Rights New Jersey as a senior staff advocate and program coordinator for 12 years. As a member of the agency's employment team, Susan she assists individuals pursue their employment objectives through access to appropriate, individualized vocational rehabilitation services, and other Rehabilitation Act funded programs. Susan works with both clients and vocational rehabilitation staff to resolve service and communications issues.

**Mary Hebert**, Ph.D., is the Florham Campus Director of the Regional Center for Learning Disabilities. She has been with the program since 2013, serving as the academic counselor prior to assuming her current position. Dr. Hebert has been a professor of undergraduate and graduate psychology courses for 15 years, including teaching for the FDU psychology program. She has taught courses in learning and memory, child and adolescent behavior, testing and assessment, counseling theory. In addition, she spent many years as a psychotherapist conducting clinical work with individuals of all ages, including children,

adolescents, and young adults. For the past 8 years Dr. Hebert has taught a summer seminar for educators on the social and emotional needs of students with learning differences. She presents at conferences on the transitional needs of students with learning disabilities entering college and has recently been published in the journal, *Improve with Metacognition* on topics related to metacognition and learning. Dr. Hebert earned her B.A. in Psychology from The College of St. Elizabeth, her MA in Clinical Psychology from FDU, and her doctorate of Clinical Psychology from Seton Hall University.

**Katie Hodgkins**, beginning as a special education teacher and now as the Director of Instruction and Master Instructor for Brainspring Educator Academy, Katie specializes in oversees curriculum and training educators in the Orton Gillingham method as a Certified Dyslexia Practitioner. Katie strives to educate as many teachers and parents on the best practices for addressing the needs of struggling readers using scientifically based research.

**Susan Hornak** has been a Support Coordinator since 2017 and has almost 20 years of healthcare operations and management experience. Earlier in her career she was a Recreation Therapist in a subacute setting, eventually becoming a licensed nursing home administrator and regional director of clinical sales. Susan served on the board of directors for MOCEANS Center for Independent Living for five years where she developed a passion for serving people with developmental disabilities.

**Jennifer Hughes**, LCSW, is the Associate Director of Program Quality Assurance at The National Alliance on Mental Illness of NJ (NAMI NJ). She has been with NAMI NJ since January 2019 and has worked in the social work field for 6 years. Jennifer oversees NAMI NJ's education, support and outreach programming; including, programs specialized for families and those living with a mental illness. Additionally, Jennifer supervises NAMI NJ's multicultural outreach programs throughout the state. She collaborates with community partners across New Jersey to increase awareness of mental illness. Jennifer completed her Masters of Science in Social Work at Columbia University in 2015. Jennifer began her career as a mental health clinician and program manager at a School Based Youth Services Program. In addition to her work at NAMI NJ, Jennifer works as a therapist at a private practice in Middlesex County, NJ where she works with children, adolescents, adults, and families.

**Adam Krass**, MS, ATP, president of Adam Krass Consulting, LLC, has close to 30 years of experience in all phases of assistive technology. He has provided assistive technology services to children and adults with disabilities in school, work and home settings. Adam is also an adjunct professor at Kean University in Union, NJ, teaching courses on assistive technology in the School of Special Education and Literacy.

**Lois Letchford** considers herself a "literacy problem-solver." Her non-traditional background, multi-continental experience, and passion for helping failing students have equipped her with a unique skillset and perspective. In her book is *Reversed: A Memoir* she writes of students' failure in first grade and the twist and turns that promoted her enthusiasm. She has spent the last twenty-five years teaching the most "vulnerable" students & has presented at conferences around the world.

**Julian MacNeill** knew he wanted to dedicate his life to helping others from a young age. He found this calling in working with adults with developmental disabilities and has developed a passion for helping this population. He has worked with some of the most intensive and challenging cases in the state of New Jersey, while developing a proficiency for navigating the New Jersey DDD system.

**Dr. Rebecca Mannis** is a learning specialist with adaptive technology expertise, based in Manhattan, whose training is both in Educational Neuropsychology and in Instruction. A graduate of Harvard's Graduate School of Education, where she trained in Reading with Professors Jeanne Chall and Carol Chomsky and in Universal Design with David Rose, she then completed her PhD in Developmental Psychology / Neuroscience and Education at Teachers College, Columbia. Rebecca provides custom educational care and consulting to students of all ages, agencies and schools worldwide and has taught via remote platforms for decades. She is also a contributor to Psychology Today and Education Update.

**Amanda Marino** has worked for the past 10 years assisting students with the transition from high school to college. She holds her Masters in Counseling Psychology and brings a person-centered individualized approach to understanding each student's needs and how they can be successful. She has worked directly with students at the post-secondary level in a comprehensive academic and social skills program as the Assistant Director. Amanda is not the Director of Admissions for Living Learning Support Programs at Mitchell College in New London, CT.

**Jerisa Maseko** is a Family Life Educator and family member of a person with a developmental disability. She has made her life's passion to support self-advocates in ensuring that their rights are protected and voices are heard. Jerisa is the Director of Planning for Adult Life Program where she has developed workshops and webinars educating students and their families on accessing community resources and supports to navigate their life course to adulthood.

**Sherri Maxman**, aka The College Maven, has visited over 200 colleges (and counting) to learn more about everything they have to offer to students with and without LDs. She is a Professional Member of the Independent Educational Consultants Association and a member of the Learning Disabilities Association of America. She works with students on the college application process and speaks to groups of parents about college and the LD student.

**Andrew Meltzer** was a classified student who conquered his learning differences. As a special education attorney and advocate, he helps special needs students attain the success in school and life of which they are capable. Mr. Meltzer knows on a deeply personal level the challenges families of children with special needs encounter. His unique personal and professional experiences in special education law makes him a natural and effective advocate for his clients.

**Dr. Kayla D. Mohney** is an assistant professor of special education at Lock Haven University of Pennsylvania. She holds a B.S. in Education with special education PK-12 and general education PK-4 teaching certifications, and masters and doctor of education degrees in special education. Dr. Mohney has seven years teaching experience in PreK-12 education working with students with a variety of disabilities and has been teaching at the university level since 2014.

**Tulare Park** is a faculty instructor/Director of Disability Services at Lock Haven University. She is a doctoral candidate in Lifelong Learning and Adult Education at Penn State University and is a licensed social worker. Her professional experiences include teaching, advising, and social work practice in college, community, and correctional facility settings. Tulare's primary research interest is the emotional and relational experiences of adult learners, particularly students with disabilities in higher education/online education.

**Renee Prest** serves as the Director of Employment Services for Advocates. In her role she is responsible for the oversight and innovative growth of our employment advocacy and programming. Renee has served the employment community in leadership and application as an employment specialist. Renee believes in the mission to bring competitive employment opportunities to all who see it.

**Janet Price** is the Assistant Vice President for Outreach and Admissions at College Living Experience. Janet has co-authored two books, Take Control of Asperger's Syndrome, winner of the 2010 Legacy Book Award, and Take Control of Dyslexia, as well as numerous articles. She has been a guest lecturer for graduate programs in Special Education at Towson University and American University and has presented frequently at national conferences, both in person and virtually

**Katelyn Reinke** is the Assistant Director of Transition Services and Outreach at Beacon College. Katy earned her B.A. in Communication- Public Relations at Florida Gulf Coast University and her M.S. in College Student Affairs- Counseling and Student Development at Eastern Illinois University. During her master's degree program, she engaged in research focused on creating an effective learning environment at colleges across the nation for students with learning differences.

**Casey Schmalacker** is the operations manager at New Frontiers Executive Function Coaching. He graduated from Lafayette College and then transitioned to working with New Frontiers. He has been a coach for 8 years, working with individuals with a variety of learning differences to help them identify skill deficits and develop appropriate coaching plans to support their growth and success. Although his role has evolved towards management, he still works with a handful of clients because of the sense of purpose it provides.

**Toni Scott**, MSW, LSW, earned Bachelor's and Master's Degrees in Social Work from Rutgers University. Toni earned licensure and several certifications as she progressed through her career. Toni has been employed by the State of NJ Division of Vocational Rehabilitation Services since 2012. Formally in the Burlington County local field office as the Lead Transition Counselor, she was recently promoted as the Program Planning and Development Specialist of Youth Services with DVRS.

**Carol Rogers-Shaw**, Ph. D., graduated from Pennsylvania State University with a doctorate in Lifelong Learning and Adult Education after teaching at a New Jersey public high school for over 25 years. She is a professor in the Department of Educational Administration at the University of Dayton, teaching in the online Leadership for Organizations doctoral program. Her research interests include expanding access and inclusion in higher education and lifelong learning for learners with disabilities, stigma and disability disclosure, distance education, Universal Design for Learning, profound learning, and graduate study.

**STAMP** is a peer-to-peer mentoring program sponsored by LDA of America. New Jersey is the first state in the country to have this program and will serve as a model for other states. STAMP aims to provide students with self-advocacy skills and strategies to navigate the challenges a learning disability presents inside and outside of the classroom. STAMP Leaders take their message of hope and perseverance on the road year-round, attending various conferences and events across the country.

**Jennifer Sullivan**, M.S. is the founder of [Fast Forward College Coaching](#) and is a private executive functioning coach supporting high school and college students with learning disabilities, autism, ADHD and anxiety. She offers parent consultation, virtual college readiness workshops for high school seniors and coaching support for struggling college students. She is author of the book, [Sharing the Transition to College: Words of Advice for Diverse Learners and Their Families](#).

**Russell Van Brocklen** combines the brain research in *Overcoming Dyslexia* by Sally Shaywitz with the three default writing strategies by Dr. James Collins. As a result, his research was funded by the NYS Senate and is owned by the SUNY Research Foundation. He found that motivated high school students with Dyslexia increased their writing skills 7-8 grade levels in one academic year. Russell presented at The Everyone Reading Conference in Manhattan from 2014-2020.

**Priya Winston** is a licensed master social worker in the State of New York and a PhD candidate in SUNY University at Albany's School of Social Welfare. She was diagnosed with Turner Syndrome and Non-Verbal Learning Disability at age 14. She has worked at a post-secondary education program for young adults with learning disabilities for five years as an instructor and clinical professional. She developed research-based curriculum on self-awareness and self-advocacy for this program.

**Tanya Wyant**, PhD has over 20 years' experience in behavior health care from direct service to executive leadership, ensuring person centered quality care. She has worked with many teams, providers, Boards and State entities across the care spectrum. She has prepared companies for Care Coordination Health Home divestiture and from case management to care coordination services. She has developed policies, procedures and workflow where strategic planning and the mission and vision of companies are embraced.