

# David A. Kilpatrick

Recent Advances In Understanding Word-Level Reading Difficulties:  
Assessment & Highly Effective Intervention



David A. Kilpatrick, PhD is a professor of psychology for the State University of New York College at Cortland. He is a New York State certified school psychologist with 28 years experience in schools. He has been teaching courses in learning disabilities and educational psychology since 1994. David is a reading researcher and the author of two books on reading, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*, and is a co-editor of a third, *The Science of Reading Development and Reading Difficulties: Bridging the Gap Between Research and Practice* (forthcoming 2019).

Dr. David Kilpatrick is an instructor of psychology at State University of New York College at Cortland and is receiving honorarium for this conference.



The Nebraska Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language

pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for up to .55 ASHA CEUs, Intermediate Level, Professional Area.

**Nebraska Dyslexia Association**  
and  
**FONDA (Friends of the Nebraska Dyslexia Assoc.)**  
proudly present an all day seminar with:



**Dr. David Kilpatrick**

Monday, December 9th  
9:00 a.m. - 4:00 p.m.  
(Sign in begins at 8:15 a.m.)



Scott Conference Center  
6450 Pine Street, Omaha, NE

**Registration Fee:** \$75-Non-member \$60-NDA Member

**NDA Special:** \$300 (5 tickets)

**Corporate Sponsor:** \$500

**Register online at:** <https://davidkilpatrick.eventbrite.com>

**More information and Mail in Registration:** <https://nebruskadyslexia.org>

**Registration Deadline is November 15, 2019**

## AGENDA FOR THE DAY

<b>9:00 a.m.</b>	<b>The Science of Reading and The Nature of Reading Difficulties</b>
<b>10:20 a.m.</b>	<b>15 min Break</b>
<b>10:30 a.m.</b>	<b>Current Approaches to Reading Instruction</b>
	<b>We Remember the Words We Read</b>
	<b>Lunch</b>
<b>12:00 p.m.</b>	<b>How We Remember the Words We Read (continued)</b>
<b>1:00 p.m.</b>	<b>Development of Word Reading Skills</b>
	<b>15 min Break</b>
<b>2:20 p.m.</b>	<b>Prevention of Reading Difficulties</b>
<b>2:30 p.m.</b>	<b>Popular but Ineffective Intervention for Reading Difficulties</b>
	<b>Effective Intervention for Reading Difficulties</b>
<b>4:00 p.m.</b>	<b>Adjourn</b>

## Learning Objectives:

1. Understand common misunderstandings about how children read words.
2. Understand what scientists have found about how children learn to read.
3. Identify the most effective instructional principles to prevent reading difficulties in young children.
4. Identify the most effective principles to guide intervention for children with word-level reading difficulties.

