



NOBIDA SUMMER WEBINAR SERIES 2020

Webinar #1: Supporting Students with Weak Executive Functions in a Distance Learning Modality by Cheryl Chase, Ph.D

This talk will begin with a description of the executive functions in basic, easy to understand terms. Then, eight major considerations for supporting children with weak executive functions will be offered. Although most of these considerations are relevant for students learning in a traditional educational setting (a.k.a., in a brick and mortar classroom), special adaptations and considerations need to be made when students are learning in a distance or hybrid modality. Therefore, audience members will leave this session better prepared to support children in a variety of learning modalities this fall – fully virtual, hybrid, or traditional settings.

Webinar #2: Helping Your High School or College Student Get On and Stay On A Schedule While Navigating In Person and Virtual Learning by Cheryl Chase, Ph.D

Many teenagers struggle to self-impose and abide by a schedule, and their parents are unsure how to help. This talk will provide general guidelines for helping our teens set schedules, and then apply them specifically to the hybrid learning model of some in-person and some virtual learning situations. Attendees will be offered strategies, suggestions, and support for getting through these challenging times with as little conflict as possible.

Webinar #3: ADHD and Accompanying Weaknesses in the Executive Functions: What's the link and how can I help? by Cheryl Chase, Ph.D

Attention-Deficit/Hyperactivity Disorder, or ADHD, is a common health disorder that affects children, adolescents, and adults. The condition impairs major life activities such as family/peer relationships and educational/occupational domains. However, many who serve those with ADHD don't realize that it is a disorder of the brain's executive functions, which provide for impulse-control and self-regulation. It is imperative, then, that those who work with individuals with ADHD understand what the executive functions are and ways to address the self-regulatory deficits seen in those with ADHD. This program, therefore, will focus on defining the condition known as ADHD, explaining that ADHD is, in fact, a disorder of the executive functions, and offer many specific, targeted strategies to help support those with ADHD and accompanying executive dysfunction. This talk will primarily focus on children with ADHD in the home and school settings.



Cheryl Chase, Ph.D. is a licensed clinical psychologist in private practice in Independence, a suburb of Cleveland, Ohio. She specializes in the assessment and treatment of various conditions impacting children, adolescents, and young adults including ADHD, Learning Disorders, and emotional concerns. In addition to her clinical practice, Dr. Chase is also an accomplished speaker at the local and national levels, leading workshops on such timely topics as executive functioning, working memory, and ways in which our emotions impact learning and

performance. Finally, Dr. Chase serves as an adjunct instructor at several colleges in the Cleveland area. She is an active member of the International Dyslexia Association, the American Psychological Association, and Learning Disabilities Association of America. For more information, please visit ChasingYourPotential.com or her LinkedIn page.

Webinar #4: Teaching Mathematics in Virtual Instruction using Manipulative Objects by Marilyn Zecher, M.ED., CALT

Many of us have had to transition to teaching mathematics through distance learning. Though we know that many students need to interact with manipulative objects to gain a better understanding of concepts, it is not always possible to offer those rich experiences to large numbers of students who are learning at home. This presentation will offer possibilities of virtual and hybrid options for helping students learn math concepts through virtual teacher instruction. We will use virtual manipulatives, a teacher document camera and printable manipulatives for students as well as everyday objects found around the home.

Webinar #5: Broad Math Concepts at Home for Teachers, Tutors, and Parents by Marilyn Zecher, M.ED., CALT

Teachers, tutors, and parents today are often being asked to support children in learning math concepts. This is not homework help or how to complete a worksheet, it is understanding how math plays a part in our daily lives. This workshop will offer suggestions for teachers, tutors, and parents who want to support children in building those "math muscles", so that they are available for instruction. We will use some manipulative objects, but also objects commonly found around the home.



A nationally certified Academic Language Therapist and former classroom/demonstration teacher, Ms Zecher is a specialist in applying multisensory strategies to a variety of content areas. She trains teachers nationally as an independent consultant and for The Atlantic Seaboard Dyslexia Education Center in Rockville MD. A frequent presenter at regional and national conferences, Ms Zecher specializes in evidenced based methods and interventions for all students but which are especially effective with students with learning differences. She teaches two graduate level Multisensory Math courses, and gives workshops on multisensory math, structured literacy as a component of ELA classrooms, written language & study skills.

Her presentations incorporate O-G strategies, the principles of UDL, and applications from NCTM, The What Works Clearinghouse and the Common Core State Standards. She teaches graduate level math methods courses, gives workshops on multisensory applications to math, written language and study skills. She also maintains a private practice supporting older students who have dyslexia and related learning differences. Her courses are offered through The Atlantic Seaboard Dyslexia Education Center in Rockville MD and some of her shorter workshops are offered on her own video channel: www.multisensorymath.online.

Webinar #6: Structured Literacy: What is it, and how does it compare with what many teachers were taught in their teacher preparation programs? by Mary Heather Munger, Ph.D.

Structured Literacy is a term that gets a lot of attention in the dyslexia community. What is it? How does it relate to what many teachers have been taught about teaching reading? This presentation is designed to explore the answers to these questions so that participants can converse about the differences in thoughtful ways and use the information to provide meaningful support for students who struggle with reading.



Dr. Mary Heather Munger is an assistant professor in the College of Education at the University of Findlay, where she teaches literacy courses. She holds a B.S. in Special Education from The Ohio State University, an M.Ed. in Language Education from Indiana University, and a Ph.D. in Curriculum and Instruction from the University of Toledo. Her research interests include dyslexia, content area reading, pedagogical practices, and educational partnerships. Mary Heather has published and presented at the state, national, and international levels. Presently, Mary Heather is president-elect of the Ohio Association of Colleges for Teacher

Education, a member of the Deans Compact on Exceptional Children, and an advisory board member for the Northern Ohio branch of the International Dyslexia Association.

Webinar #7: Adding Dazzle to Distance Learning by Jean Tobias, MS, NCSP, CALT

In the face of school closures due to the COVID-19 pandemic, teachers everywhere were given the task of adapting instruction to the new demands of distance learning. With little warning or preparation, teachers adjusted and carried on student learning to finish the school year. Now that the school year has come to an end, it is time to reflect on practices, determine what worked best, and prepare for possible distance learning in the future. This session will discuss ways to enhance and elevate distance learning through demonstrations of various tools such as video conferencing, slide presentations, interactive whiteboards, websites for skills practice, and other ways to engage students. Teachers will be familiar with these tools and know-how to utilize them for either live or independent learning sessions.



Jean Tobias is a school psychologist for Plain Local Schools in Stark County. She received her Master's degree from Miami University in Oxford, OH. While practicing in the K-12 setting she became interested in dyslexia and the science of reading through her experiences working with teachers and struggling readers. Jean earned the Certified Academic Language Therapist certificate from Southern Methodist University and subsequently completed the Wilson Reading System - Level 1 training. In addition to practicing as a school psychologist, Jean tutors students with reading difficulties and is an Advisor on the Northern Ohio Branch of the International Dyslexia Association.