Keynote Speaker:  **Rick Lavoie, MA, MEd**, will speak on both Friday and Saturday at the symposium. He is an internationally-known educator and expert in learning disabilities, who has delivered his message to over 500,000 parents and professionals throughout North America. He holds three degrees in Special Education and has served as an adjunct professor or visiting lecturer at numerous universities, including Syracuse, Harvard, Gallaudet, Manhattanville College, University of Alabama, and Georgetown.

Rick serves as a consultant on Learning Disabilities to several agencies and organizations including Public Broadcasting Service, New York Times, National Center for Learning Disabilities, Girl Scouts of America, Child Magazine and WETA. He is a member of the Professional Advisory Board of the Learning Disabilities Association. His numerous national television appearances include CBS Morning Show, Good Morning America, ABC Evening News and Disney Channel Presents.

He is probably best known for his videos *"How Difficult Can This Be?: The F.A.T. City Workshop", "Last One Picked, First One Picked On: The Social Implications of Learning Disabilities",* and his latest video on behavior management, “*When the Chips Are Down*”. These award-winning films have brought Rick's sensitive and compelling message to countless thousands throughout the world. After viewing the videos, former First Lady Barbara Bush stated, "You really wowed us! I only wish that every parent and teacher in the United States today could also see your program."  Rick’s latest book, *It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success*, was published in August, 2005.

Rick has served as an administrator of residential programs for children with special needs since 1972. These experiences at residential school have provided Rick with a "living laboratory" in which he developed and refined his methods and philosophies related to the education of adolescents with special needs. He lives on Cape Cod with his wife and daughter. Additional information is available at [www.ricklavoie.com](http://www.ricklavoie.com).

**Kathy Allen, MA**, received her bachelor’s degree in psychology from Cornell University and an MA in pastoral counseling for youth and young adults from Boston University. She has worked for over 20 years with children and teens in recreational, pastoral, residential, and educational settings. Most recently she has specialized as a learning specialist with children who have complex medical, social, and neurological disabilities. Kathy has authored a book, *Star Shaped Pegs, Squares Holes*, which was written for pre-teens and teens with Nonverbal Learning Disabilities and Asperger Syndrome. She is a founding member of the Nonverbal Learning Disabilities Association and is currently serving as chair of their best practice committee. Kathy currently consults with two private schools and particularly enjoys helping teachers develop creative and engaging solutions for students with learning and attentional differences.

**Patricia Carrin** and **Robin Lurie-Meyerkopf**, will present on the topic of parent advocacy. **Patricia Carrin**: A Founder of the Nonverbal Learning Disorders Association and current Co-President is a resource consultant, devoted advocate, educator and leader in the field of Nonverbal Learning Disorders. Through her work at NLDA she communicates both nationally and internationally with parents, professionals and school systems to develop creative strategies to remediate issues surrounding NLD and Spectrum Disorders.
Patricia's work in the field of disabilities began more than ten years ago as a parent of a child with NLD. She began her work by teaching best practices in disabilities, and in the competencies of influencing public officials in policy, through her training with the Federal Partners in Policymaking Leadership Program. Patricia's efforts in raising awareness, advocacy and disability rights were acknowledged through her appointment by the Governor of the State of CT in 2002 to the state's Council on Developmental Disabilities Board of Directors.

Dedicated to parent empowerment, Patricia presented at the NLDA-NYConnects Conference in Manhattan NY on "How to Select The Best Professionals to Work With Your Child". Recently she has completed an Autism Spectrum Disorders Graduate Program at Antioch New England in Keene New Hampshire with an emphasis in counseling and mentoring.

This spring Patricia will conclude her academic studies in Psychology and Art at Smith College, Northampton, MA. Currently she is focused on her research to develop a prototype classroom that will address the impact of the physical environment on the unique learning and sensory needs of students diagnosed with NLD. For more information about her work she can be contacted at www.NLDResources.com.

**Robin Lurie-Meyerkopf** - Robin has worked for the past twenty years in education, both as a classroom teacher and as an environmental educator. Her experience includes teaching ages from kindergarten to high school and has specialized in inclusive education. She works as an advocate for children and serves on many committees in her community. Currently she is on the Equity Team at her local high school, whose mission is to look at the issues of bullying and harassing behavior. Robin is a member of Valley Outreach, a coalition of agencies and professionals networking to provide supports to children and families. She has recently graduated from Antioch New England Graduate School's Autism Spectrum Disorders Certificate Program with specialized training in pragmatic group skills. She has studied under nationally recognized and published authors Elsa Abele and Teresa Bolick. Robin has developed and often presents a teacher training program called "Understanding Our Socially Challenged Students". She is a consultant to families and school systems for children with a range of issues including NLD, ASD, Asperger's, and ADHD. She has a private practice for training children with pragmatic/social skill deficits that range from elementary to high school age. Robin also runs a monthly support group for parents of children with NLD, ASD, Asperger's, and ADHD. Robin has been a supporter and advocate for children and a leader in her community with issues affecting children and families.

**Mark Clayton, MD**, is a developmental-behavioral pediatrician with the Gardner Center for Developing Minds at the Children's Hospital of the Greenville Hospital System University Medical Center in Greenville, SC., and an assistant professor of clinical pediatrics at the University of South Carolina, School of Medicine, in Columbia, SC. Dr. Clayton, an Oregonian by birth, received his undergraduate training in psychology from Northwestern University, his medical school training and degree from Tulane University School of Medicine, his pediatrics residency training from St. Louis Children’s Hospital, and his developmental-behavioral pediatrics fellowship training at the Children’s Hospital of Philadelphia. His interests include the neurodevelopmental, psychological, and genetic origins and outcomes of ADHD, learning disabilities, autistic spectrum disorders, and various neurogenetic disorders, as well as their biological / pharmacological management. He co-authored the article “Nonverbal Neurodevelopmental Dysfunctions -assessing and managing mathematics, motor skills and nonverbal learning disabilities”, which appeared in the April, 2005, edition of *Pediatric Annals*.

**Bonnie, MEd (mom) and Eric (son) Cohen-Greenberg**. Bonnie is the director of The BCG Learning Center, a center that focuses on low incidence disabilities. She is also currently pursuing a Doctorate in Education degree with a Specialization in Teacher Leadership at Walden University. Bonnie received
her Bachelors degree with honors in the in social sciences from New College at Hofstra University, and a Masters in special education, with additional course work in the teaching of reading from Long Island University. After moving to Atlanta in 1990, Bonnie completed additional course work at GA State University, studying orthopedic and health impairments in children.

Bonnie has participated on the adult panel at a past NLDA symposium, and she has presented at various state and national conferences of the Learning Disabilities Association (LDA), as well as other conferences. She has the designation of Professionally Recognized Special Educator from The Council for Exceptional Students and is a Subscriber in Orton-Gillingham Method. She is an active member of numerous organizations, including the Association of Educational Therapists, LDA, the International Dyslexia Association, Children with Attention Deficit Disorder, Educators in Private Practice, and the Council for Exceptional Children. She has taught students with learning disabilities in public and private settings and has served as an evaluator for the NYC Committee on the Handicapped. She was awarded an Impact 2 replicate grant, and has made several shows for the “Connecting With Kids” and “Great by Eight” television programs, on a variety of different topics.

Bonnie and her husband Michael (of 27 years) have two adult children who have special needs.

Eric Cohen-Greenberg is currently in his junior year at Oglethorpe University. He received the Oxford Scholarship Academic Performance award, was named the Georgia Star student by his high school, and made the dean’s list at Perimeter College during his senior year of high school. Eric has played soccer for 15 years, including several select level teams and was captain of both his high school and club teams during his last 2 years of high school. Eric enjoys playing the guitar and has his own music lesson business.

Jackie Earle-Cruickshanks, MS, MA, holds Master's degrees in both special education as well as school psychology. She has taught for more than a decade, and has practiced as a school psychologist for eight years. For the past decade, she has been a diagnostician, educational therapist, and professional development director at the Stern Center for Language and Learning in Williston, Vermont. Stern Center specializes in students with learning differences that range from mild learning style problems to those who have complex learning differences, including: Specific Learning Disabilities (including dyslexia, language-learning disabilities and nonverbal learning disabilities); Attention difficulties (including attention deficit hyperactivity disorder); Neurologically Handicapping Conditions; Developmental and Childhood Aphasia; Hearing and Speech Disturbances; Adaptive Behavioral Problems; Gifted learners. More information on her work in the area of NLD can be found at http://www.ldonline.org/first_person/cruickshanks.html

Natalie Madorsky Elman, PhD, is co-author of The Unwritten Rules of Friendship. Dr. Elman has more than twenty years of experience as director of the Summit Center for Learning in New Jersey. She is a certified learning consultant and speech pathologist who leads social skills training groups for Children. She also consults for many private and public schools and has been a consultant to the New Jersey Department of Education. Her co-author and colleague, Dr. Eileen Kennedy-Moore is a psychologist working with children, adults, and families in Westfield, New Jersey.

Bernadette Evans-Smith, PhD, completed her Ph.D. in Clinical and School Psychology from the University of Rhode Island, with postdoctorate specializations in neuropsychology from the University of Virginia and pediatric psychology from Children’s Hospital, Oakland. She also served on staff at Children’s Health Council and University of Maryland—European Division. Currently, Dr. Evans-Smith is an Assistant Clinical Professor at University of California, Berkeley, and has a private practice in Oakland. She also serves as a research consultant to Rush Neurobehavioral Center in Chicago, IL. Her practice includes diagnostic evaluations, and individual child/adolescent, family, and peer group
psychotherapy with a strong cognitive-behavioral and structural orientation. She has serviced children with a wide spectrum of presenting issues, with an emphasis in Pervasive Developmental Disorders, NLD, ADHD, and anxiety disorders.

**Jim Feeney, MS Ed, MS Literacy, CCC-SLP.** Jim is an Assistant Professor of Communication Sciences and Disorders at The College of Saint Rose in Albany, New York and the Coordinator of the Pauline K. Speech-Language-Hearing Center. Jim is a licensed and certified speech-language pathologist and has over 15 years of experience teaching individuals with speech, language, cognitive, and communicative challenges. His second Master's degree is in Literacy from SUNY Albany, where he is currently working to complete his Ph.D. in Reading. Jim has presented extensively to national, state, and regional audiences on such topics as the role of the speech-language pathologist in literacy assessment and intervention, literacy in augmentative and alternative communication (AAC), clinical supervision in speech pathology, intervention with individuals with traumatic brain injury, and assessment and intervention with adults with developmental disabilities. Jim has co-authored professional journal articles and related materials and serves as a consultant to a number of agencies and schools.

**Donna Goldberg, Educational Consultant**, founded *The Organized Student*, a consulting firm based in New York, in 1990. Combining her background in psychiatric research and child development with her skills as a librarian, Donna devised a unique method to help students succeed in school. Mrs. Goldberg and The Organized Student have been seen on CNN, CNBC, the Today Show, and Good Morning America. In print, she has been featured in The New York Times, The Wall Street Journal, The Washington Post, Parents Magazine and Seventeen, among others. She is the author of *The Organized Student: Teaching Children the Skills for Success in School and Beyond* (a Fireside book, published by Simon & Schuster), which provides hands-on strategies for helping parents identify and teach organizational and time management skills. Published in August, 2005, it is full of tips, tricks, and techniques which are extraordinarily sensitive to the time constraints of today's families.

**Deborah Green, MA**, graduated from Scripps College with a BA in 1991, Boston University with a MA in English in 1992, and Tufts University with a MA in education in 1994. She has now taught in the public school system for eleven years. Ms. Green is an accomplished speaker, writer, and teacher, as well as an adult with NLD, who is well known for her scintillating presentations. She has presented at national conferences on various aspects of NLD and is featured in an NLD video produced by Rush Neurobehavioral Institute.

Ms. Green has published three NLD-related books (*Growing Up with NLD, Forever Winter, and Beyond the Circle*). The latter books, due to be released in 2006, are the first children’s books that feature a child with NLD as the protagonist.) Ms. Green is currently working on a fourth book on NLD and creativity. When she is not traveling, writing, and speaking, Ms. Green teaches sixth grade English, leads a music club, sponsors the Battle of the Books, and enjoys voice lessons, gardening, and spoiling cats.

**Diana Hanbury King, MA**, is a noted educator whose distinguished career includes significant service to students with specific learning disabilities. Trained in dyslexia and Orton-Gillingham methods by preeminent medical and educational scholars, King has served on the faculty at Sidwell Friends School and the Potomac School, received the Samuel Orton Award in 1990, and is the founder of the Kildonan School and Dunnebeck Camp for dyslexic students. She now writes and lectures, trains teachers, and tutors students in reading. Her latest book, *Writing Skills 2nd Edition- A Comprehensive Program for Beginning and Reluctant Writers*, provides integrated, comprehensive instruction in composition and its related skills, including grammar, mechanics, spelling, handwriting, and keyboarding.
Erica Herro, MA, CET, and Jennifer D’Attilio, MA, CCC-SLP, are co-founders and co-directors of CCCLC. Ms. Lewis has over ten years experience in the field of learning disabilities. She served as Clinical Coordinator for the Stern Center in Vermont, as a Learning Disabilities specialist at the Ann Martin Children’s Center in Oakland, and at Developmental Learning Solutions in Santa Cruz. She integrates her education, training and experience to provide compassionate intervention for students of all ages struggling with academic success.

Ms. D’Attilio is a speech language pathologist serving infants, children and adults with language and communication disorders. She received extensive training at the University of California Davis Medical Center, and is an active member of both the California and American Speech and Hearing Associations (CSHA, ASHA). She has worked in schools, clinics and hospitals throughout the Monterey County. She provides individuals and their families with strategies and solutions for resolving communication difficulties.

Meryl E. Lipton, MD, PhD, is a Behavioral Pediatric Neurologist, Assistant Professor of Pediatrics at Rush University Medical Center in Chicago, and Executive Director of the Rush Neurobehavioral Center (RNBC). Dr. Lipton specializes in the diagnosis, treatment, and neuropharmacology of children with neurobehavioral disorders. Specifically, Dr. Lipton conducts diagnostic evaluations, and provides treatment and case management of children with brain-based learning and behavioral problems.

Dr. Lipton received a BS in Education from Queens College of the City University of New York, as well as a MS in Special Education from Yeshiva University. After completing her degrees, she became a special education teacher who taught and trained special education teachers, and subsequently co-founded a school for regular and special education children. Building on her interest in the brain-based issues of children, Dr. Lipton completed a PhD in Educational Psychology at the University of Minnesota and an MD from the Medical College of Wisconsin. She then completed a double residency in Pediatrics and Neurology at the University of Minnesota.

At the Rush Neurobehavioral Center, Dr. Lipton, as its director and founder, built a multidisciplinary team that shared her interests in diagnosing and treating children with neurobehavioral issues. Today, the Center runs a diverse clinic where neuropsychologists, pediatric neurologists, psychologists, social workers, and learning disability specialists diagnose and treat a wide range of children. A popular speaker, Dr. Lipton regularly presents to a variety of professional organizations, schools and lay groups.

Maggie Mamen PhD, C Psych, is a clinical psychologist in a multidisciplinary private practice in Ottawa, Ontario, who specializes in working with children, adolescents and families. Prior to establishing this practice in 1990, she worked at Carleton University, the Children's Hospital of Eastern Ontario, and the former Carleton Board of Education. Maggie was the first elected President of the College of Psychologists of Ontario, and continues to participate as an oral examiner and a member of the Discipline Committee. She taught university courses on child development and exceptional children for many years, gives frequent workshops and seminars for community groups, parents, teachers and other professionals, and has appeared on radio and TV both nationally and internationally. Maggie is the author of two books on parenting, the best-seller Who's In Charge? A Guide to Family Management (Creative Bound, 1997) and Laughter, Love and Limits: Parenting for Life (Creative Bound, 1998) as well as a recent handbook for parents and professionals on Nonverbal Learning Disabilities and Their Clinical Subtypes (Centrepointe Professional Services, 2003), also available in French. Her most recent book, The Pampered Child Syndrome: How to Recognize It, How to Manage It and How to Avoid It, was published in August 2004. Maggie and her husband are the parents of three adult children and two behaviorally-challenged dogs.
Karen J. Miller, MD, FAAP, graduated from Tulane University School of Medicine and completed her pediatric training at Georgetown University Medical Center in Washington, DC. She received fellowship training in Developmental and Behavioral Pediatrics at Georgetown with additional training at Schneider Children’s Hospital in New York. Dr. Miller was in primary care pediatrics for several years and worked as a school physician before going into subspecialty practice full-time. She is board certified in Developmental-Behavioral Pediatrics and Neurodevelopmental Disabilities. She is currently an Associate Professor of Pediatrics at the Center for Children with Special Needs, The Floating Hospital for Children, at Tufts-New England Medical Center in Boston.

Dr. Miller’s areas of interest include children with Attention Deficit/Hyperactivity Disorder, learning disorders, executive function deficits and autism spectrum disorders. She is the Educational Program Chair for the American Academy of Pediatrics Section on Developmental and Behavioral Pediatrics and is on the AAP's task force on implementation of the recent ADHD guidelines in primary care settings. Dr. Miller has published articles and chapters on ADHD, and she lectures nationally on ADHD and learning disorders. One of her most recent articles, “Executive Functions,” appears in the April, 2005, Pediatric Annals. She is especially interested in helping teachers and primary care physicians understand children with developmental and behavioral problems.

Ilyse O’Desky, PhD, received her doctorate in Clinical Psychology from Yeshiva University in 1992. After receiving her degree, she worked in the department of neuropharmacology as a Senior Research Associate at Western Psychiatric Institute and Clinic, which is part of the University of Pittsburgh Medical Center. She later returned to New Jersey in order to complete a post-doctoral training position in pediatric neuropsychology at the Institute for Basic Research in Developmental Disabilities in Staten Island. Dr. O’Desky is on the Medical Staff of Saint Barnabas Hospital, and she is currently an Assistant Professor in the Department of Psychology at Kean University. At Kean she also serves as an advisor to Psi Chi, the national honor society in psychology.

Stephen Rudin, MD. A graduate of Case Western Reserve School of Medicine and former Upward Bound Teacher of the Year, Dr. Rudin is the founder and guiding force behind Individual U. His specialty is the creative educational remediation and enrichment of children and young adults, and he brings to this endeavor a unique background as an innovator, author, remediator, and developer of insightful products that make challenging topics more easily understood. Dr. Rudin has mentored individuals from grades K through Medical School, mid-life, and beyond, and has written best-selling, award-winning software and books including A.D.A.M.: The Inside Story, The Nine Month Miracle, Conquering the New SAT, and The Human Body: Fandex Family Field Guide. Dr. Rudin oversees the work of all Individual U. students and mentors, and brings to the process of understanding each student a unique ability to figure out where the lacunae are in a student’s funds of knowledge and abilities, and to imagine and engage an insightful, effective program to remediate them. Dr. Rudin's additional interests and experience include white water kayaking, Argentine Tango, Tai Chi Sword, Goju Karate, and writing for theater and film as well as lyrics for a variety of musical genres, all of which are resonated in Individual U.’s approach to learning.

Herbert Schreier, MD, is on staff with the Department of Psychiatry at Children's Hospital Research Institute Oakland, and has been interested in NLD since 1985. He has presented on the needs of these children at the American Academy of Child and Adolescent Psychiatry and abroad in such places as Japan, China, France, and Israel at the International conference of Child and Adolescent Psychiatry. He is a popular presenter at the yearly NLDA symposia, and is on the professional advisory board of NLDA. Has written on the topic of NLD in the Encyclopedia of Neurology.

Marci Schwartz, PhD, LCSW, received her MSW and Ph.D. from New York University. Dr. Schwartz has been providing counseling services for parents of children with developmental disabilities
for the past 16 years. She has offices in Palo Alto and Los Gatos, California, and her private practice focuses primarily on parents of children with autistic spectrum disorders and other diagnosis such as nonverbal learning disorders and attention deficit disorders. The emphasis of her work is focused on helping parents better understand their children’s unique way of learning and interacting with their environment. She helps parents implement concrete strategies for their families that incorporate the specific learning styles of all the members of the family. She also focuses on helping parents address their emotional needs, such as issues around frustration, anger, sadness and worry regarding their children. You can learn more about Dr. Schwartz at www.marcischwartz.com.

Annemaiike Serlier-van den Bergh, PhD, from the Netherlands, is a child neuropsychologist in the Netherlands. She is founder of the Dutch Child Neuropsychology Foundation, and is director of a private practice, Child Neuropsychology, Ltd. Her most recent publications, Development and Validation of the Dutch Nonverbal Learning Disabilities Scale, and Dutch Preschool Nonverbal Learning Disabilities Scale—Decision Process within NLD Assessment, represent the most recent, cutting-edge European research regarding NLD. Her presentation will discuss the results of recent studies using ‘NLD Materials’ which improve the deficits of sensory perceptual organization in children with NLD.

Margaret Jo Shepherd, EdD, founded the Program in Learning Disabilities and the Special Education Child Study Center at Teachers College, Columbia University, with colleague Dr. Jeannette Fleischner in 1967. In 1996, Professors Shepherd and Fleischner included a required course in multisensory instruction in the Teachers College curriculum for people preparing to teach students with learning disabilities. Since retirement from the active faculty at Teachers College, Professor Shepherd has been involved in a variety of professional activities on behalf of students with learning disabilities. Presently she is using skills acquired through experience in special education as the Program Officer for the Teachers College, Columbia University, Afghanistan Education Project. In that capacity, she works with Afghan educators to write new textbooks for primary school students and to create a new preservice teacher education curriculum for primary school teachers in Afghanistan.

Amy Tecosky-Feldman, EdD, ELC, Amy Tecosky-Feldman is an educational consultant with a private practice focusing on disability management. In addition to her doctorate in education she is a certified Interactive Metronome® provider. Before pursuing doctoral work she was certified in early childhood and elementary education, and has experience with a variety of diverse populations including deaf children and those on the autistic spectrum. She has served as co-chair of the Turner’s Syndrome Society, Philadelphia Chapter. Her recent doctoral research on the process of adapting by adults with learning disorders was supported by a grant from Fielding Graduate Institute.

Her fondest wish is to remain involved in research despite her allergy to working within academia, and she is exploring the possibility of co-mentoring within peer support contexts. Her research interests include adult learning disability, positive psychology, adult development and adaptation, qualitative exploration into the interaction of neurobiological and psychosocial systems, and grounded theory explication of the sociology of disability. Amy Tecosky-Feldman is an adult with NLD and a parent to two gifted/NLD teenagers. Her scholarly and professional practices continually inform her personal experiences and vice-versa.

Michelle Garcia Winner, MA, CCC-SLP. For the last 6 years of her 21 year career, Michelle has owned a private practice in San Jose, CA (Michelle G. Winner’s Center for Social Thinking), where the needs of persons with social cognitive deficits are the focus. Michelle and her team of therapists continue to pioneer functional treatment and assessment strategies to better understand this abstract form of a learning disability that typically impacts those on the autism spectrum, with non-verbal learning disabilities and/or
ADHD. Her clinic serves persons from preschool to retirement.

Recognizing that there is a huge range of functioning within persons with the above labels, Michelle focuses most specifically on those with near-normal to far-above normal verbal intelligence. Her work helps students, parents, and professionals to understand how a social deficit can also impact achievement within the classroom environment. Michelle strongly encourages schools and families to work collaboratively together.

In addition to giving workshops nationally and internationally, Michelle continues to work with clients, perform assessments, consult with families and schools, and create materials for use by parents and teachers. Her three books and treatment video are highly regarded in the field. In May of 2002, her work was acknowledged in TIME magazine. You can learn more about Michelle’s work and philosophy on her website: www.socialthinking.com