

NLDA

Nonverbal Learning Disorders Association

December 16, 2010

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Speaker Bios

PROGRAM CD's AVAILABLE FOR PURCHASE

Keynote Speaker

Joseph Palombo M.A. LCSW

Founding Dean and faculty member of the Institute for Clinical Social Work in Chicago.

Staff member Rush Neurobehavioral Center, Chicago.



Joseph Palombo, M.A. is a Clinical Social Worker. He is Founding Dean and faculty member of the Institute for Clinical Social Work in Chicago and on the staff of the Rush Neurobehavioral Center . He is a Member of the Board of Trustees of the Accreditation Council for Psychoanalytic Education, Inc. and is the Co-Chair of the Section on Children & Adolescent Mental Disorders, Task Force for the PDM (Psychodynamic Diagnostic Manual).

He is the recipient of many awards among which are: 2006 the Founder's Award from the Rush Neurobehavioral Center; a Lifetime Achievement

Award, Northern Illinois Chapter, National Association of Social Workers; a Lifetime Achievement Award, from the National Membership Committee on Psychoanalysis for Clinical Social Work; and the degree of Doctor of Humane Letters by the Institute for Clinical Social Work, Chicago.

In his private practice he evaluates and treats children, adolescents and adults with learning disabilities.

His book titled *Learning Disorders and Disorders of the Self in Children and Adolescents*, appeared in 2001.

His most recent book *Nonverbal Learning Disabilities: A clinical perspective*, published by W. W. Norton, appeared in March 2006.

- [Download Book Summary](#)

Joseph Palombo provides us with a new understanding of the complex interplay between a child's developing sense of self and the challenges presented by a variety of learning disorders

Mr. Palombo specializes in the assessment and treatment of children, adolescents and adults with learning disabilities. Additionally, Mr. Palombo is the founding dean of the Institute of Clinical Social Work in Chicago, and is on the faculty of the Child and Adolescent Psychotherapy Program at the Institute for

Psychoanalysis in Chicago at the Rush Neurobehavioral Center, Rush-Presbyterian-St. Luke's Medical Center, Department of Pediatrics, where he serves as consultant to the staff and provides in-service training.

Website: www.josephpalombo.com

Presentation Summary:

A New Look at NLD: Its Social and Emotional Features by **Joseph Palombo**

This presentation is devoted to a consideration of the social and emotional problems of children and adolescents with nonverbal learning disabilities. A comprehensive account of these children's social-emotional problems must include consideration of the three major domains of knowledge the neurobehavioral, the social, and the intrapersonal. A set of subtypes of NLD becomes evident from these considerations. The presentation will conclude with a discussion of the differentiation between NLD and Asperger's Disorder based on an expanded definitions of NLD subtypes.

Goals/objectives of the presentation

The participants in this seminar will:

1. be able to differentiate two basic subtypes of NLD: those that involve deficits in the perception of nonverbal signs and those that involve difficulties in the comprehension of those signs.
2. be able to appreciate the constraints imposed on a child's development by the interaction among the neuropsychological deficits, the social impairments, and the intrapersonal dynamics.
3. be able to distinguish between those who are affected by Asperger's Disorder and those who simply have NLD.

Questions the participants should be able to answer:

1. What are the different subtypes of NLD?
2. What constraints do the neuropsychological deficits, the social impairments, and the intrapersonal dynamics impose on a child's development?
3. What are the characteristics that distinguish person's with NLD from those with Asperger's Disorder?

Tony J. Simon, Ph.D.

Associate Professor of Psychiatry & Behavioral Sciences
University of California, Davis

Neurocognitive Profiles of Children from Several Nonverbal Learning Disorder Populations

Chromosome 22q11.2 deletion, Turner and Fragile X syndromes share some phenotypic but not genotypic characteristics. Individuals from each population

show strength in verbal and weakness in visuospatial, visuomotor and numerical cognition domains and some impairments of executive function.

This overlap was the basis for our detailed neurocognitive investigation into possible common biological and functional bases for the shared impairments. We study children aged 7 to 14 using Magnetic Resonance Imaging to measure brain structure, function and connectivity. We also employ a set of experimental cognitive tests to examine the performance of neural circuits, particularly the frontoparietal attention system that subserves the operation of three attention networks.

I shall discuss the patterns of similarity and difference that we have found and discuss some implications for future plans involving the design of therapeutic interventions.

Website: Cognitive Analysis & Brain Imaging Laboratory
<http://cabil.mindinstitute.org>

Kelli Bond, B.A., SPHR

Principal Consultant, Kelli Bond Associates - Cypress, CA
and Founder/Moderator, NLD-In-Common Online Support Group

For veteran NLDA presenter Kelli Bond, 2007 marks three milestones-her first year of graduate school, 30 years in a career combining human resources and organizational communications, and 45 years since her family first concerned themselves with neuropsychological differences. A life member and past president of the American Society for Training & Development's Orange County, California chapter, Kelli launched and continues to run the eight-year-old NLD-In-Common online support group. Last year, she became a charter member of the California Diversity Council's Greater Los Angeles Advisory Board, and earned the Senior Professional in Human Resources credential from the Human Resources Certification Institute and Society for Human Resources Management.

Presentation Summary:

Concurrent Session - Friday, March 16, 2007 - 8:15 a.m.

Working with HR When NLD is in the Picture

That application or résumé is sent...or is about to be. Now what? Employment-related processes and procedures can mystify anyone-but especially if you or your loved one has NLD or a related condition! This lively presentation will cover hot issues (outside the job interview itself) most often involving the organization's human resources department. Topics include approaching employers on behalf of your loved one with NLD, perfecting your online persona, explaining background check variances, dealing with drug testing and pre-employment physicals, disclosing NLD, weathering those waiting periods for benefits, adding value to training sessions including orientation, handling performance management meetings, getting time off for you (or your loved one with NLD) under the

Family & Medical Leave Act, working as a temp or contractor in the face of having NLD, and reporting different types of workplace matters.

Kathryn Stewart, Ph.D.

Ph.D., Orion Academy, Moraga, California
Clinical Psychologist PSY11563
350 Rheem Blvd, Moraga, CA (925) 377 - 0789 * Fax (925) 377 - 2028

Dr Stewart is a clinical psychologist, specializing in child, adolescent and family therapy. She has a background in Special Education, as both a teacher and administrator and brings that experience to her clinical work. In clinical practice, Dr. Stewart worked for years in the area of diagnosis and assessment, particularly interested in the overlap between cognitive issues and psychological issues. The overlap between special education and psychology is what began her work with children with Nonverbal Learning Disability and Asperger's Syndrome, and in her clinical practice she specialized in working with children and families who struggle with Obsessive Compulsive Disorder, Tourettes and Attention Deficit Disorders.

In 2000 she founded a private high school in Moraga, California, the Orion Academy, dedicated to education and self-development for NLD and AS teens. Dr. Stewart's first book on NLD and Asperger's was released in March of 2002 titled, *Helping Children with NLD or Asperger's Syndrome: A Parents Guide*, by New Harbinger Press. She has a second edition of that book due in 2007 updating her previous work and a second volume focusing on adolescent issues for the As and NLD population and the transition to college and work. She is a frequent speaker for parent and professional conferences, an adjunct professor at The Wright Institute in Berkeley and teaches a graduate course for UC Berkeley Extension Educational Therapist certificate program on Neurocognitive Disorders and various courses on child treatment and neurocognitive disorders. She is past board member of the Contra Costa Psychological Association and the California Psychological Association MCE (Mandatory Continuing Education) program. She lives in Walnut Creek California with her husband, two children and her German Shepherd, Maya.

Presentation Summary:

Anxiety Disorders among Adolescents with Asperger's Disorder and Nonverbal Learning Disorder - Effects on Social and Academic Functioning, Implications for Interventions

Kathryn Stewart, Ph.D., Orion Academy, Moraga, California

Management of anxiety is often overlooked in the treatment and education of children and teens with Asperger's Syndrome and Nonverbal Learning Disorder. Although frequently mentioned as affecting the successful outcome of interventions, few studies look at prevalence of anxiety disorders in this population and program interventions addressing anxiety. Given that other authors suggest

that anxiety disorders effect 20% of all children and teens at some point in their lives (Vasa and Pine, 2004), and that the number of children with AS and NLD is a growing segment of the population, the effects of anxiety on this population of students are worth further investigation and treatment planning.

This presentation will include a review of research on anxiety in the Asperger's and NLD population in general, discussing the issue of Information Processing Deficits as both central to these disorders and to the susceptibility to anxiety disorders. Participants will review the effects on social and academic functioning of both the neurocognitive disorders and the anxiety, looking at the overlap and amplification effects. We will include information from our work at the Orion Academy, a school founded by Dr. Stewart in 2000 designed to provide a specialized high school environment for students with neurocognitive disorders. Our experiences at Orion led to the development of school based anxiety treatment interventions and a research study to collect data on the reality of anxiety disorders in this population of students. The presentation will present a pilot program for anxiety management with teens and data from the preliminary study looking at rates of Anxiety Disorders among adolescents diagnosed with Asperger's Syndrome or Nonverbal Learning Disorder.

Susan P. Koniak

Susan P. Koniak is a professor at Boston University School of Law and the founder and President of Sarah's Place, a nonprofit organization dedicated to helping and understanding those whose minds work differently.

She has written many articles on the law governing lawyers as well as articles on class actions, constitutional law, administrative law and the norms of private groups and organizations. She is the author of several books, including *The Law and Ethics of Lawyering*, a leading textbook used in over 100 law schools. After Enron's collapse, the Senate Judiciary Committee called her to testify on the responsibilities of lawyer whose corporate clients are engaged in fraud or other wrongdoing. She has also testified on the conduct of plaintiffs' lawyers in class actions before the House Judiciary Committee. Professor Koniak taught constitutional law for many years and has also taught courses in criminal law, criminal procedure, white collar crime and jurisprudence. For two years, Professor Koniak taught ethics in corporate and government institutions and white collar crime at Yale's School of Management. She has been a visiting professor at Cornell and Harvard Law Schools, and has taught courses at numerous other law schools, including Georgetown and Yale. She has served as an expert witness and is regularly consulted by lawyers, judges and business entities on matters of legal and judicial ethics and corporate governance. She is a graduate of Yale Law School and New York University.

Susan was born with a different brain, which would easily classify her as "learning disabled," but she prefers to think of herself as lucky and happy to be who she is.

Presentation Summary:**Navigating on the Moon**

The world is constructed and run by people without NLD-like brains. For the rest of us, managing in that world is like navigating on the moon.

It can be done. And this talk will present strategies that the astronaut and the support team (back at Houston, mission control) can adopt to facilitate not just walking on the moon, but leaping and running-not just "getting by" but triumphing over.

Susan, a graduate of Yale Law School, an accomplished author and a professor of law herself, has severe cognitive deficits in all the typical NLD domains. She will share just how she found what she calls, "the other way round" to succeed in a world that was made for and by so-called normal folks. How she learned to define herself into taking other people's definitions and how she came to glory in her differences.

Stephanie Madrigal MA, CCC-SLP

Center For Social Thinking Inc., San Jose, CA

Stephanie Madrigal received her Bachelors and Masters Degree in Speech Pathology from San Jose State University. She has worked as part of the team at Michelle G. Winner's Center For Social Thinking Inc., in San Jose, for over five years. The Center provides a range of services including social thinking groups, assessments, consultations and trainings for clients ranging from ages 3- adulthood.

She is currently the lead therapist and clinical manager and her responsibilities include: leading many of the social thinking groups, scheduling groups at the clinic, off-site observations and consultations, school district trainings, assessments, conducting full-day workshops and training other professionals that participate in the Mentorship Trainings at the Center. She is a very creative therapist incorporating her broad knowledge of therapeutic processes with humor and fun to impart information to her students. She is innovative in creating new materials for use in therapy and creating a warm and friendly rapport with her students and their families

Her related experience, prior to working at this Center, included 4 years as Lead Therapist at PACE, a non-public school for students with autism. Her caseload at PACE included working with students on the autism spectrum, including those with Asperger's Syndrome, students with learning disabilities and behavioral challenges. In addition, her role included assessment and treatment, consultation with staff, staff training and supervision of other therapists and staff.

Stephanie's role has also recently expanded to product development and she is currently working on a story and curriculum entitled, Superflex- A Social

Thinking Superhero! With the curriculum students will learn about flexible thinking and have the opportunity to become their own Superhero-Superflex. The story and curriculum will provide students and therapists fun and motivating lessons to explore social expectations, behaviors and ways to develop strategies to help Superflex defeat the ever-present Team of Unthinkables (Rock Brain, Topic Twister Meister, Mean Jean etc.). The Team of Unthinkables represent the challenging behaviors these students typically struggle with.

Presentation Summary:

**Title: Superflex®-A Social Thinking Superhero Curriculum
A Fun and Motivating Way to Explore Social Thinking and
Behavior**

This presentation will provide the social thinking therapist, teacher or parent with fun and motivating lessons for elementary and early middle school children, who present with social cognitive deficits. The curriculum allows for the children to explore social thinking while increasing their knowledge of social expectations, increase their awareness of their own behavior and ways to develop Superflexible strategies to defeat the often present Team of Unthinkables (Topic Twister Meister®, Rock Brain®, Brain Eater® etc...) whom represent behaviors our students are often challenged by.

Bonny J. Forrest, JD, Ph.D.

Director of Clinical Centers, Loyola University

Dr. Forrest is a licensed psychologist in Maryland, the District of Columbia, and New York

After completing her undergraduate degree in Criminal Justice and Sociology at Purdue University, Dr. Forrest attended law school at Indiana University. She was a practicing attorney on Wall Street for over a decade. Dr. Forrest returned to school at Columbia University where she received her Ph.D. in psychology, with a specialization in Neuropsychology.

She trained at Montefiore Medical Center, Albert Einstein School of Medicine and NYU Medical Center to gain further knowledge and experience with children and adolescents. She completed a clinical internship at the Yale Child Study Center and Yale School of Medicine, Department of Neurology, specializing in Pediatric Neuropsychology. Additionally, Dr. Forrest pursued further training and experience in pediatric neuropsychology, brain imaging, research and psychiatric treatment issues, through a two-year postdoctoral residency at Columbia University and the National Institutes of Mental Health.

Following this extensive education and training, Dr. Forrest directed the eight specialty clinics in speech, education, pastoral counseling and psychology of the Loyola Clinical Centers, and she currently teaches courses in group therapy and treatment. She has been in private practice since 2001. Her current research

projects include: 1) development of a neurocognitive and social emotional screener for use in the schools, and 2) assessment of girls adjudicated as delinquent for learning and social emotional issues.

Dr. Forrest is an active member of the American Psychological Association (APA), APA's Division 40 - Clinical Neuropsychology (Scientific Advisory Committee), and the International Neuropsychological Society (INS).

She is a guest reviewer for Child Neuropsychology and The Journal of Law and Public Policy. Dr. Forrest has published articles in peer-reviewed journals, authored book chapters, and has presented at national conferences about social development, executive function, and related issues in children. Additionally, she has lectured on issues relating more broadly, to access for legal and mental health services and serves as an expert witness. www.optimalmentalhealth.com

Presentation Summary:

Nonverbal Learning Disabilities: Diagnosis and Intervention in the Context of Other Right Hemisphere Disorders

This presentation will discuss the current state of diagnosis in light of other right hemisphere issues (e.g., autism spectrum disorders or hyperlexia) and how the diagnosis relates to interventions. We will emphasize interventions as they may be infused in the classroom and empirically validated therapies.

Dr. Forrest is a licensed psychologist in Maryland, the District of Columbia, and New York. She completed additional training and coursework to become a clinical neuropsychologist who helps children, adolescents, and adults.

Janyce Lastman LL.B.

Director: The Tutor Group
Education Consultation, Advocacy and Case Management
Toronto, ON Canada.

Janyce Lastman LL.B., Director, Education Consultant, Case Manager

After winding down a very busy personal tutoring service, Janyce Lastman founded The Tutor Group in 1979, and remains its Director. As an Education Consultant and Case Manager for families of At Risk, High Risk or Special Needs youth, Janyce has advised parents and professionals on appropriate school placements for 20+ years. Very familiar with local private and public school options, Janyce is known for her unique expertise in matching hard-to-serve children or those with atypical learning, personal or lifestyle needs, to just the "right" program, whether it is locally or internationally located.

She holds a law degree from Osgoode Hall, and maintains an active interest in education law matters and children's rights. Janyce regularly leads courses and seminars for parents, public interest groups and educators on a variety of issues; she has spoken on the topic How to Choose a School itself almost 100 times. She is the author of two books, along with numerous articles, guides and

curriculum packages. Active in many education and parenting organizations, Janyce is a former director of The Canadian Association of Toy Libraries and Parent Resource Centres. She founded and was Shows Coordinator for SchoolsExpos '92 through '95, an education fair and symposium for families and educators. She co-founded the Canadian Hyperlexia Association in 1995 and remains active within this area.

Janyce makes a point of seeing a few students individually each year for either intensive remediation or enrichment, as well as within her popular Test Tips and Hands-On Test Practice Programs. Older students often return seeking SAT, LSAT, MCAT, GMAT and other post-secondary Test Prep. Janyce also teaches in-school mini-courses in Test Taking, Organizational and Study Skills (Grades 4 - 10) at several Toronto-area schools each year.

When not speaking, writing, instructing students or supervising TTG's tutors, Janyce tries to stay current with these fast-changing times and issues via her son Noah, now 16. Her other interests include writing and reading for pleasure, shopping for bargains, genealogy, linguistics, travel and visiting classrooms and model schools around the world.

The Tutor Group,
3266 Yonge Street, Box 1829, Toronto ON Canada M4N 3P6
tel.(416)221-0018 fax(416)221-0057

Presentation Summary:

Title: **Top Teen TIPS for High School**

This practical workshop focuses on "what really works" - or real strategies for real students with NLD, their family members and teachers. Learn a variety of simple and easy-to-implement tips and strategies to help teens cope with high school's escalating demands, whether academic, organizational, homework or social communication. Tips cover easing the transition from middle school, negotiating course selection rules and class timetables, tracking multiple test and assignment due dates, understanding differing teacher standards and confusing peer expectations, easing the transition to post-secondary planning... and more! This collection of real high school survival strategies for real teens with NLD may just make the high school years a bit easier for the adolescents in your life - as well as for yourselves. Teachers, other children's professionals and family members alike are welcome. A basic understanding of NLD issues and terminology is required.

Chris A. Zeigler Dendy, M.S.

Author, speaker, and consultant

Chris A. Zeigler Dendy is an author, former educator, school psychologist and children's mental health professional with over 40 years experience. She is also the mother of two grown sons and a daughter who have ADHD.

Her highly acclaimed books include: Teenagers with ADD and ADHD, 2nd edition

(90,000+), *Teaching Teens with ADD and ADHD*, and *A Bird's-Eye View of Life with ADD and ADHD*, a teen survival guide she coauthored with her son Alex.

They have also produced two videos: *Teen to Teen: the ADD Experience* and *Father to Father*. She was also the lead author and editor for *CHADD's Educator's Manual on ADHD* (2006).

She presents nationally and internationally on ADHD, LD, and Executive Function. She served on the national CHADD Board from 2001-2005. Ms. Dendy has also served on ADDA-SR's Advisory Board. Presently she and her husband are members of CHADD's President's Council. She has also chaired her local mental health board, plus was cofounder and clinical advisor for Gwinnett GA CHADD. She received CHADD's prestigious Hall of Fame Award in 2006 in recognition of her outstanding contributions to the field.

Tommy Dendy, Chris's husband, will also present. Dendy is a 1964 graduate of the United States Naval Academy at Annapolis and a retired Senior V. P. of Rock-Tenn Co. Tommy and three other fathers are featured in the video: *Father to Father: the ADD Experience*.

Chris A. Zeigler Dendy, M.S.
Author, speaker, and consultant
Coming in 2007: a new dvd for children and teens by teens
NEW! A Bird's-Eye View of Life with ADD and ADHD
Teenagers with ADD
Teaching Teens with ADD and ADHD

website: www.chrisdendy.com

Timothy J. Derning, PH.D., M.S.ED.

Clinical and Forensic Psychologist in independent practice in Lafayette, CA.

Dr. Timothy Derning is a clinical and forensic psychologist in independent practice in Lafayette, CA. His specialization is neurocognitive and neurobehavioral disabilities, including learning disabilities, ADHD, Autism Spectrum/ Nonverbal Learning Disorder (NLD), Mental Retardation, and Fetal Alcohol Spectrum Disorder.

As a clinician Dr. Derning evaluates and treats children, adults, and families, especially those with unique learning styles. Dr. Derning's legal/criminal consultations involve the evaluation of defendants in criminal cases, often death penalty cases. Dr. Derning has a national practice and has been qualified as an expert in State and Federal courts in numerous California jurisdictions, as well as in New York, Georgia, Florida, Louisiana, Hawaii, Illinois, Arizona, Kansas, Missouri, Colorado, Nevada, New Mexico and elsewhere.

Dr. Derning was retained by Pillsbury, Madison & Sutro in class-action suits brought against the California Dept. of Corrections (1998), and the California

Board of Prison Terms (1999) regarding identification and ADA accommodation of individuals with mental retardation. He served as an expert for CA legislators on mental retardation issues regarding California bill AB 1512, a bill to ban executions of the mentally retarded in California. Working with Temple University's Institute on Disabilities he helped to develop a training curriculum for mental health professionals regarding defendants with mental retardation. He was the mental retardation expert in the re-trial of Johnny Paul Penry in 2002.

He served as a member of Arc California's Task Force for Persons with Developmental Disabilities in the Criminal Justice System and currently serves on Arc's Fetal Alcohol Spectrum Disorder Task Force where he is the chairperson of the committee developing a White Paper on FASD for the statewide task force. Dr. Derning has written articles related to cognitive disabilities in the criminal justice system and has been quoted and interviewed for articles in the San Francisco Chronicle, New York Times, and MSNBC television, etc. He has conducted trainings and workshops for lawyers, mental health professionals, police officers, and parents at local and national conferences. Dr. Derning serves as a clinician and independent forensic expert.

Dianne Matthaei , M.S.

Educational Therapist

ARK Institute Tacoma Washington



Both as a parent and a professional educator, Dianne brings a wealth of experience to help understand the atypical learner. She:

Founded and directs Lighthouse Learning, LLC, which provides assessment and instruction to atypical learners of all ages. She is an ARK Institute of Learning certified Educational Therapist/Consultant.

Belongs to the Learning Disabilities Association, the International Dyslexia Association, and the Association of Educational Therapists

Teaches graduate courses through Antioch University on learning disabilities

Holds a Washington State Standard Teaching Certificate K-12th grade

Provides workshops for teachers on how the atypical learner can serve as a guide to effective instruction in the classroom

Graduated magna cum laude from Whitman College with a degree in Psychology

Presentation Summary:

MATHEMATICS:

Effective Strategies for Students with
Nonverbal Learning Disorders

Educators and parents need to know and understand research

based, multi-sensory strategies designed to help students with a Nonverbal Learning Disorder attain mathematical competency as quickly as possible. This seminar presents a number of such practical strategies, such as "picture noting" and "scripting." This seminar will give participants more tools as well as the theoretical basis for math intervention that is systematic, creative, and effective.

Meryl Lipton, M.D., Ph.D

Director Rush Neurobehavioral Center, Chicago Illinois



Behavioral/School Pediatric Neurologist
Executive Director, RNBC
Assistant Professor of Pediatrics

Education and Training:

University of Minnesota Pediatric Neurology Residency
University of Minnesota Pediatric Residency
Medical College of Wisconsin MD
University of Minnesota PhD, Educational Psychology
Yeshiva University MS, Special Education
Queens College of the City University of New York BS,
Education

Areas of Expertise:

Diagnosis, treatment, and neuropharmacology of children with neurobehavioral disorders

Children with social emotional learning disorders such as NLD, Aspergers, etc.

Research

Delineation of social emotional learning disorders

Websites: www.rnbc.org

Presentation Summary:

The Social Emotional Learning Framework (SELF):

A way to enhance understanding and focus interventions.

The Social Emotional Learning Framework or SELF is presented as a possible way to help refocus clinical and research efforts regarding children with NLD and other brain based social emotional learning disorders (BB-SELD). Rather than primarily being concerned with delineating differences among BB-SELD children, the SELF, instead, emphasizes their shared difficulties in processing social emotional information. More specifically, the SELF describes (1) a possible set of brain based social emotional processes; (2) currently available ways to assess social emotional learning strengths and weaknesses. and (3) a variety of strategies for intervention.

Carol Stockdale Ed.D.,

Director of the ARK Institute of Learning, Tacoma Washington



discussed.

Presentation Summary:

Co-Presenters: Stockdale & Berg

Building Blocks for Success:
Adaptive Strategies for Students with NLD

Descriptor: The speakers will use case studies from their clinical practices to help participants develop (1) an understanding of the root causes of specific learning challenges and (2) strategies designed to strengthen spatial and imaging skills needed for learning. A framework for designing appropriate interventions will be shared and

Michele Berg, Ph.D

Ph.D in Special Education

Founder, director of the Center for Learning Disabilities, Topeka, KS Topeka Kansas



appropriate interventions will be shared and discussed.

Presentation Summary:

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Rose Nguyen, M.S

Career Consultant San Jose State University
Workability IV Program

Presenter's Bio: Rose Nguyen has worked in the student services field for over 10 years and is a passionate advocate of students in higher education. She has experience in academic advising, internship development, and career counseling in both the university and community college milieu. Rose holds a Master's degree in Counseling, specializing in Career Development from CSU, Sacramento and a Bachelor's degree in Exercise Science from UC Davis. Presently working as a Career Consultant serving students with disabilities and the College of Engineering, she continues to develop creative approaches to

career development while facilitating workshops and employment searches.

Presentation Summary:

Success Tips for Navigating College with NLD

Learn about tips for succeeding in college with a Non-verbal Learning Disability. Understand and make the most of the resources in your college and community.

A partial list of our esteemed presenters:

Keynote Speaker

Joseph Palombo, M.A.

is a Clinical Social Worker,
Founding Dean and faculty member of the Institute for Clinical Social Work in Chicago.
Staff member Rush Neurobehavioral Center, Chicago.

Timothy J. Derning, PH.D., M.S.ED

Clinical and Forensic Psychologist in independent practice in Lafayette, CA.

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Principal Consultant, Kelli Bond Associates - Cypress, CA
and Founder/Moderator, NLD-In-Common Online Support Group

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Ph.D in Special Education
Founder, director of the Center for Learning Disabilities, Topeka, KS

Topeka Kansas

Chris A. Zeigler Dendy, M.S.

Author, speaker, and consultant

Kathryn Stewart, Ph.D.

Ph.D., Orion Academy, Moraga, California
Clinical Psychologist

Theresa Brassard M.A. Reg. CALSPO,

Clinical Director
Hearing Health Care Consultant Group Toronto, Ontario

Jennifer Abbott Bulka, M.A., SLP

Founder Talking Playhouse Redwood City CA

Rose Nguyen, M.S

Career Consultant San Jose State University
Workability IV Program

Tim Dering, Ph.D., M.S. Ed.

Tony J. Simon, Ph.D.

Associate Professor of Psychiatry & Behavioral Sciences
University of California, Davis

PROGRAM CD's AVAILABLE FOR PURCHASE

NLDA - Nonverbal Learning Disorders Association

A non-profit corporation dedicated to research, education, and
advocacy for nonverbal learning disorders.

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