

American Reading Forum



2015 Conference Keynote Speakers

December 9-12, Sanibel, FL

Robert T. Ackland

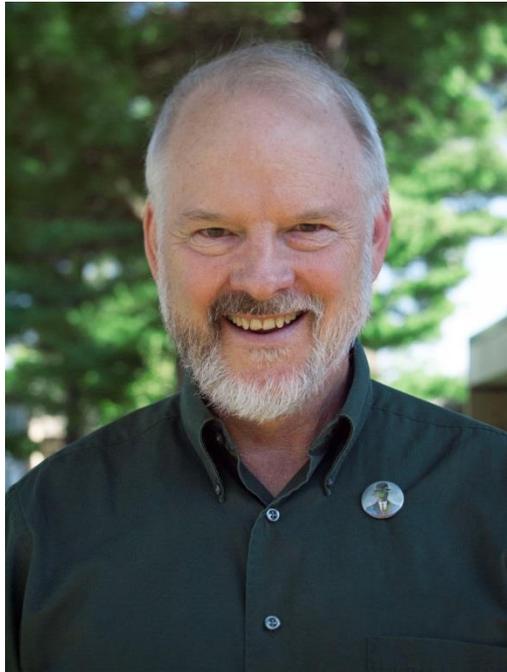
Kathleen A. Hinchman

Peter Johnston

Donna M. Scanlon

Title of Presentation: “Using Picture Books to Expand Horizons”

Robert T. Ackland, Ph.D., is a professor of literacy education at the State University of New York, College at Plattsburgh. He has written about developing



oral reading skills with picture books in *The Fluent Reader in Action* (Rasinski, Ackland, Fawcett, & Lems, 2011). In a recent presentation called “Dr. Seuss Meets Dr. Dewey” he connected the whimsical *Hooray for Diffendoofer Day!* to the classic *Democracy and Education*. At TESOL Arabia 2012 Bob used picture books to demonstrate how prosody can be an indicator of comprehension. As a proponent of multilingual literacy, he has presented to education faculty at the United Arab Emirates University on what he calls, in French, the *Idiolecte Dynamique* (ID) that individuals build as they develop proficiencies in multiple languages. Bob created the ORK

(Oral Reading Key) as a multipurpose coding system to pinpoint oral reading miscues (in Grant, Golden, and Wilson, *Literacy Assessment & Instructional Strategies*, 2015) and examined classroom research approaches in an article in *Language Arts* entitled “Looking into Complexity” (1999). He’s now undertaking a project to examine picture books related to climate change. Bob was a reading specialist in elementary schools for six years in the Chicago area. He grew up climbing mountains in Colorado.

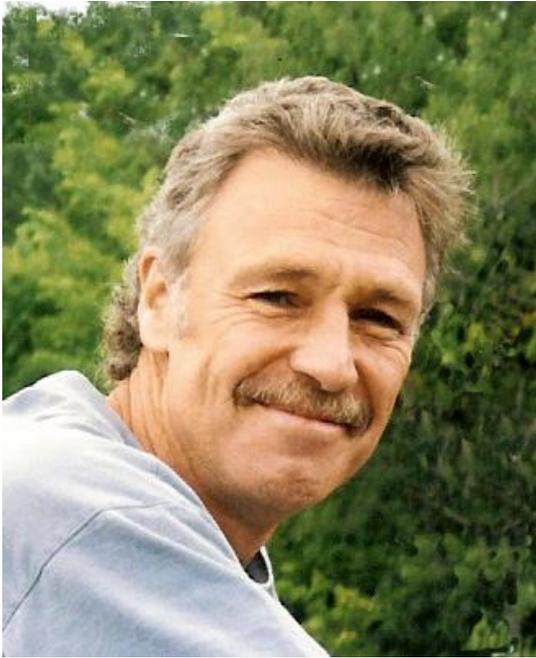
Title of Presentation: "Gaps in What We Know about Supporting Older Youth's Literacies: A Call to Action"

Kathleen A. Hinchman is Professor in the Reading and Language Arts Department and Associate Dean for Academic Affairs of the School of Education at Syracuse University. A former middle school teacher, she teaches literacy methods courses and doctoral seminars. The upcoming co-editor of the *Journal of Adolescent and Adult Literacy*, her scholarship includes numerous grants, books, and articles, including *Reconceptualizing the Literacies in Adolescents' Lives* and *Best Practices in Adolescent Literacy Instruction*. Her current work explores classroom instruction and policy implications of literacy-related secondary school reform.



Title of Presentation: “Engaged Reading and Ecologies of Classroom Talk”

Peter Johnston is Professor Emeritus at the University at Albany-SUNY. He researches the consequences of teaching and assessment practices for the literate lives of children and teachers. He is particularly interested in factors that influence



classroom talk and student engagement, and in the consequences of teacher’s classroom talk for the ways children learn and experience themselves and each other. He has published many articles and books, the most recent books being; *Choice Words: How our language affects children’s learning*, *Critical literacy/critical teaching: Tools for preparing responsive teachers*, *RTI in Literacy Responsive and comprehensive*, and *Opening Minds: Using language to change lives*. A member of the Reading Hall of Fame and the International Literacy Association’s Literacy (ILA) Research Panel, he has also been a member of ILA’s RTI Commission, and chaired ILA and NCTE’s

Joint Task Force on Assessment Standards. His publications have received recognition from several institutions including; the Albert J Harris Award from ILA; the State University of New York, Chancellor’s Award for Excellence in Research and, most recently, the Literacy Research Association’s *P. David Pearson Scholarly Influence Award*, citing his book *Choice Words* as having demonstrably and positively influenced literacy teaching in classrooms and districts nationally.

Title of Presentation: “Response to Intervention: Past, Present, and Future”

Donna M. Scanlon (Ph.D. University at Albany, State University of New York).

Dr. Scanlon is a professor in the Department of Literacy Teaching and Learning at the University at Albany, State University of New York. Her research has focused on children who experience difficulty in learning to read and on the roles of

instruction and intervention in reducing such difficulties. In her most recent work, the focus has been on enhancing teachers’ ability to identify and address the needs of children who struggle with literacy learning. Her research has been supported by grants from the National Institute of Child Health and Human Development and the Institute of Education Sciences at the United States Department of Education. She has published several chapters and articles on the characteristics of children who struggle with literacy acquisition and on intervention for children who struggle. Her book entitled *Early*



Intervention for Reading Difficulties: The Interactive Strategies Approach describes the successful instruction/intervention approach utilized in her school-based studies. Dr. Scanlon served on the International Reading Association’s Response to Intervention (RtI) Task Force and recently conducted a national survey of reading/literacy specialists and coaches related to the implementation of RtI.