

Important Information

► Dates

August 1 & 2, 2016 (Monday & Tuesday)

► Times

8:30am-3:00pm

(please provide your own lunch – the conference center has restaurants on site and is close to the center of Hyannis)

► Location

Resort and Conference Center at Hyannis
35 Scudder Avenue, Hyannis, MA 02601
(www.capecodresortandconference.com)

► Credits

Professional Development Points and Certificates of Attendance are provided. In addition, graduate credit from Fitchburg State University is available for 2-day courses for an additional fee – see individual courses for more information.

► Registration

online: Complete registration form at landmarkoutreach.org/capecod.

fax: Download registration form at landmarkoutreach.org/capecod and fax with payment information to 978.927.7268.

phone: Call 978.236.3216 with a credit card.

mail: Download registration form at landmarkoutreach.org/capecod and send with payment information to:

Landmark School Outreach Program

Cape Cod Seminars
Post Office Box 227 • Prides Crossing, MA 01965-0227

For additional information: landmarkoutreach.org or call 978-236-3216

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Landmark School Outreach Program

429 Hale Street
Prides Crossing, MA 01965

Landmark on Cape Cod
August 1-2, 2016
Join us!

Cape Cod Educator Seminars

AUGUST 1-2, 2016 • HYANNIS, MASSACHUSETTS

Provided by the
Bilezikian Family Foundation



Landmark School Outreach Program
PROFESSIONAL DEVELOPMENT FOR EDUCATORS



AUGUST 1-2, 2016

Join us on Cape Cod this summer!

Landmark School Outreach seminars are based on Landmark's Six Teaching Principles™ and more than 40 years of innovative instruction of students with language-based learning disabilities (LBD), such as dyslexia. Teachers, administrators, and clinicians are encouraged to attend and choose from some of the most popular courses we offer to learn practical teaching strategies that are readily applicable to any teaching environment.

Established in 1977, Landmark School Outreach seeks to empower children with language-based learning disabilities (LBD) by offering teachers an exemplary program of applied research and professional development.



landmarkoutreach.org/capecod
Empowering students with language-based learning disabilities through their teachers.

One-Day Seminars

1-DAY SEMINARS – August 1 - 2, 2016

- **Credit: 5-Hour Certificate of Attendance**
- **Course Fee = \$150 (Not including required text)**

MONDAY, August 1, 2016

Teaching Multiplication and Division Facts and Procedures to the Whole-to-Part, Visual Learner

Instructor: Christopher L. Woodin

Students need multiplication facts to multiply and divide multi-digit numbers and perform fraction operations. These facts need to be available in both multiplication and division formats and organized relationally to be ordered and compared. Multiplication concepts and facts are linked to a student's existing knowledge base across a broad spectrum of modalities. By establishing a strong conceptual base, students are able to learn, store, and retrieve facts accurately and efficiently apply them to solve problems. Learn to provide students with a way to store, access, and express multiplication and division facts through multimodal activities that utilize visual and kinesthetic processing. The techniques presented support various learning styles and culminate in the ability to learn, compare, and express math facts in an accurate and fluent manner. This program is helpful to all and is especially valuable to those students with language-based learning difficulties.

Appropriate for educators at the elementary and middle school levels.

Upon completion participants will be able to:

- demonstrate ways to generate multiplication and division facts using multimodal strategies
- implement teaching methods that tie word problems to learned facts using a graphic organizer
- implement techniques for categorizing, comparing, and organizing facts
- implement techniques to provide necessary time to formulate and express answers with increasing fluency

TUESDAY, August 2, 2016

Creating and Utilizing Interactive Student Notebooks in Math

Instructor: Brigid Houlihan

The purpose of this one-day seminar is to provide participants with exposure to the Interactive Student Notebook (ISN) system. Participants will learn the benefits of this system for students with language-based learning disabilities and the "how to" of its implementation. You will learn how to design and set-up an ISN, organize input and output on the page, adapt current resources to work with this system, and create foldables and templates that they can bring back to the classroom and utilize. **Appropriate for xxxx**

Upon completion, participants will be able to:

- appropriately set up pages of an ISN (input vs. output)
- create foldables and templates to effectively organize and present math content in an ISN
- adapt the formatting of current resources so that they can be utilized in an ISN

Two-Day Seminars

2-DAY SEMINARS – August 1 - 2, 2016

- **Completion of these seminars earns each participant 10 PDP's**
- **Course Fee = \$300**
- **One graduate credit from Fitchburg State College is available for all 2-day courses for an additional fee of \$190**

Target Strategies for Assisting Students with Learning Disabilities

Instructor: Anna DiPerna

Designed to enhance direct explicit instruction of students with language-based learning disabilities (LBLD), this seminar introduces a selection of specific LBLD teaching strategies and materials to help students be more successful in school. This seminar provides an overview of key strategies where students often encounter difficulty in middle and high school. It is a strategy-heavy seminar with an array of supplied materials that are readily usable in a classroom. Three core modules will be addressed: overview of language-based learning disabilities (current research, best practices); organizational skills (time and materials management, planning); and academic skills (reading comprehension, vocabulary development, note-taking, pre-writing, composition).

Appropriate for educators at the middle and early high school levels.

Upon completion, participants will be able to:

- understand the fundamentals and meaning of language-based learning disabilities
- recognize and implement appropriate interventions for students with organizational deficits
- recognize and implement appropriate interventions for helping students succeed in academic areas requiring study and writing skills



Two-Day Seminars

Executive Function: Foundations for Learning and Teaching

Instructor: Tucker Harrison

Competent executive skills are critical to success inside and outside school. Without an effective executive managing the brain, papers disappear, deadlines are missed, and answers are left incomplete on tests. Students who have executive weaknesses require structure, routine, and direct strategy instruction. This seminar provides a practical overview of executive function. The seminar begins with a focus on understanding the components of executive function; it then explores practical methods for creating structured environments and useful strategies for supporting and strengthening executive skills. We will address introducing students to the language of executive function and hands-on activities and multi-media will be utilized.

Appropriate for teachers at the middle and high school levels.

Upon completion, participants will be able to:

- describe how to directly teach a range of executive strategies to students
- demonstrate use of templates and other tools to assist students
- explain measures to informally assess students' executive strengths and weaknesses
- create structured lessons for students with significant executive weaknesses
- guide students to a meaningful and practical understanding of their own executive profiles
- critique and modify lesson plans, worksheets, grading criteria, and classroom environments to ensure executive friendliness

Language-Based Learning Disabilities Overview

Instructor: Ann Larsen

This seminar will offer insight regarding the educational implications of language-based learning disabilities for students in today's classrooms. Topics of discussion will include an overview of neurodevelopmental variation and the dynamics of learning (cognition, language development, attention, working memory, executive function) for students with language-based learning disabilities. Effective teaching principles, strategies, and recommendations for language-based instruction and academic planning will be offered.

Appropriate for educators at all levels.

Upon completion, participants will be able to:

- summarize the dynamics of learning
- understand the impact of neurodevelopmental variation on the learner
- list effective teaching principles, strategies, and recommendations that define language-based instruction
- advocate for the implementation of best practices recommended by research for educating students with language-based learning disabilities

Social Communication Disorders: Practical Strategies

Instructor: Linda Gross

Many students with language-based learning disabilities struggle to interpret and use social communication skills, known as pragmatics. Daily challenges may include maintaining a conversational topic, using language to negotiate, "reading" body language, and sustaining friendships. Social interactions may be compromised when the student has difficulty taking another's perspective and are evident both within and outside of the classroom setting. From the standpoint of a speech-language pathologist, this course will provide an overview of pragmatic language development, as well as characteristics of a pragmatic language disorder. Participants will review current literature, discuss concepts such as theory of mind, learn how to teach specific social communication skills through direct instruction, and examine various collaborative models to promote generalization of skills. Case studies and sample lessons will be shared throughout the course.

Appropriate for elementary through high school educators, speech and language pathologists, psychologists, and administrators.

Upon completion, participants will be able to:

- describe a pragmatic language deficit and its impact on daily social interactions
- provide appropriate feedback to students in a variety of social situations
- create lessons for direct instruction of pragmatic language skills
- collaborate with colleagues to provide effective intervention

Teaching Writing: Paragraphs to Essays

Instructor: Janet Parady

Landmark School uses a five-step, sequential model for teaching writing skills. This includes brainstorming, organizing (via graphic organizers, mapping, etc.), rough drafting, proofreading and final drafting. These writing strategies can be applied to paragraph, multi-paragraph, or essay level writing for assignments across the curriculum. This seminar will also include techniques for oral rehearsal, paragraph framing, and report writing.

Appropriate for educators at the middle and high school levels.

Upon completion, participants will be able to:

- list the common writing deficits of students with learning disabilities
- analyze the complexity of the expository writing process
- demonstrate brainstorming techniques
- explain organizing techniques and the use of templates
- reconstruct the steps in paragraph framing, drafting, and report writing