

Important Information

► Dates

July 31-August 1, 2017 (Monday & Tuesday)

► Times

8:30am-3:00pm (please provide your own lunch – the conference center also 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, one graduate credit from Fitchburg State University is available for an additional fee of \$200, payable upon arrival.

► ASHA

Some of our 2-day seminars are available for ASHA CEUs. For more information regarding which courses have been approved, please visit the individual course listings at www.landmarkoutreach.org/capecod.



► Registration

Complete your registration online at landmarkoutreach.org/capecod

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



Landmark School Outreach Program
429 Hale Street
Prides Crossing, MA 01965

Non Profit Org.
U.S. Postage
PAID
Beverly, MA
Permit No. 1



Professional Development on
Cape Cod • JULY 31-AUGUST 1, 2017

Join us!

A photograph of a young boy in a green and white striped shirt raising his right hand in a classroom. He is looking towards the front of the room. In the background, a whiteboard has the words "THE SEA" and a pink star visible.

ENERGIZE
your teaching
this summer

**Cape Cod
Educator Seminars**
JULY 31-AUGUST 1, 2017 ♦ HYANNIS, MASSACHUSETTS

Supported by the Bilezikian Family Foundation



JULY 31-AUGUST 1, 2017

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 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.

Monday, July 31 - Tuesday, August 1, 2017

2-DAY SEMINARS – July 31 - August 1, 2017

- Completion of these seminars earns each participant 10 PDP's
- Course Fee = \$250
- One graduate credit from Fitchburg State University is available for an additional fee of \$200

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. As students transition into and beyond high school, they need to understand and manage their own executive skills independently. 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. Suggestions for directly introducing students to the language of executive function are addressed throughout the seminar, and hands-on activities and multimedia are utilized.

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

Appropriate for educators at the middle and high school levels.

Incorporating Study Skills in Elementary and Middle School Classrooms

Instructor: Deirdre Mulligan

This seminar will provide an overview of Landmark's Study Skills model, as well as practical hands-on application of study skills strategies and teaching techniques. Specific topics such as organization (e.g., time, space and materials), identifying topics, main ideas and details, two-column note-taking, study strategies, and micro-uniting and structuring projects will be covered. Participants will have the opportunity to practice and apply these strategies during the sessions to see how the skills can be applied across the curriculum.

Upon completion, participants will be able to:

- define study skills and explain different study skills strategies
- demonstrate an understanding of how to incorporate these techniques into their curriculum
- generate meaningful activities that integrate curriculum and study skills
- adapt and micro-unit various skills to meet the needs of their students
- discuss ideas and effective methods related to study skills
- recognize the importance of teaching study skills

Materials:

We ask that participants bring a textbook or materials that they currently use/will use with students for the application portions of the seminar. This will facilitate participants' ability to see how the skills apply to their own curriculum.

Appropriate for educators at the elementary and middle school levels.

Interacting with Mathematics

Instructor: Jenn Sauriol

Participants will discuss the needs of different learners in the classroom and the inherent difficulties of learning mathematics in middle school and high school classrooms. Participants will explore some of the common challenges of students with learning disabilities in math and leave with practical strategies for encouraging conversation among students and ways to get students interacting with the content. Strategies for helping students manage the information-in and information-out processes will be addressed, focusing on helping students develop the skills and strategies for learning mathematics. Additionally, specific activities that get students talking and interacting with mathematics with both formal and informal language and written work will be modeled and created.

As a result of this course, participants will be able to:

- combine modeled activities with their current curricular requirements
- modify activities that get students talking and listening to each other and doing mathematics
- decide which activities are most appropriate for the learners in their classroom and the desired content outcome

Appropriate for educators at the middle and high school level.

Metacognition in the Writing Process

Instructor: Janet Parady

Landmark School uses a five-step, sequential model for teaching writing skills that incorporates modeling and teaching metacognition throughout each step. This process includes brainstorming, organizing (via mapping and the use of graphic organizers), rough drafting, proofreading, and final drafting. These writing strategies can be applied to paragraph, multi-paragraph, and essay-level writing assignments across the curriculum. This seminar will also include techniques for oral rehearsal, paragraph framing, the use of hands-on materials, and report writing.

Upon completion, participants will be able to:

- name the common writing deficits of students with learning disabilities
- break down the complexity of the expository writing process
- demonstrate how metacognition can be modeled in ways that help students improve their writing
- demonstrate brainstorming techniques
- discuss organizing techniques and the use of graphic organizers and templates
- reconstruct the steps in paragraph framing, drafting and report writing
- develop a writing lesson incorporating all five steps in the process

Appropriate for educators at the middle and high school level.



Reading Comprehension: Variables that Lead to Better Understanding

Instructor: Adam Hickey

This seminar addresses metacognitive knowledge, motivation insight, and the appropriate use of strategies to increase reading comprehension. Emphasis will be placed on supporting the skillful selection of strategies necessary for students to make meaning when "reading to learn." Many students who struggle with slower processing of information and compromised executive functioning benefit from the development of metacognitive skills and the application of strategies to improve reading comprehension.

Upon completion participants will be able to:

- summarize the research about literacy acquisition as a developmental and educational process
- recognize and explain the causes of reading disabilities
- apply understanding of schemata (the building blocks of cognition) to instructional practice
- describe techniques to facilitate student motivation

Most suitable for educators at the middle and high school levels, but can be adapted for other levels.

Reading Fluency: From Words to Passages

Instructor: Meghan Sebens

This course presents a discussion and analysis of reading fluency and the decoding components of which it is comprised. The scope and sequence of decoding patterns from sound-symbol relationships through advanced patterns will be presented. Error recording and analysis will be practiced. Selected fluency strategies will be summarized and practiced. Finally, activities to enhance students' decoding and reading fluency will be presented. This course is designed for teachers who desire practical strategies to enhance the reading fluency of their learners.

Upon completion, participants will be able to:

- summarize the importance of establishing basic decoding skills in order to provide a basis for automaticity of words, phrases, and passages
- develop ways to record reading miscues to accurately and consistently track and handle errors
- identify various strategies that address accuracy, phrasing, and/or expression difficulties depending on the student's particular needs
- summarize strategies for handling student errors
- develop an effective lesson plan based on a student's reading errors, rate, and difficulties with phrasing, expression

Most suitable for educators at the elementary level, but can be adapted for other levels.



landmarkoutreach.org/capecod