

Important Information

► Dates

July 30 - 31, 2018 (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.

► Speech-Language Pathologists

ASHA CEUs are available for the following courses:

- ◉ Reading Fluency: From Words to Passages
- ◉ Language-Based Learning Disabilities Overview

Please reference the website for details.
landmarkoutreach.org/capecod

► Registration

Complete your registration online at
landmarkoutreach.org/capecod

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

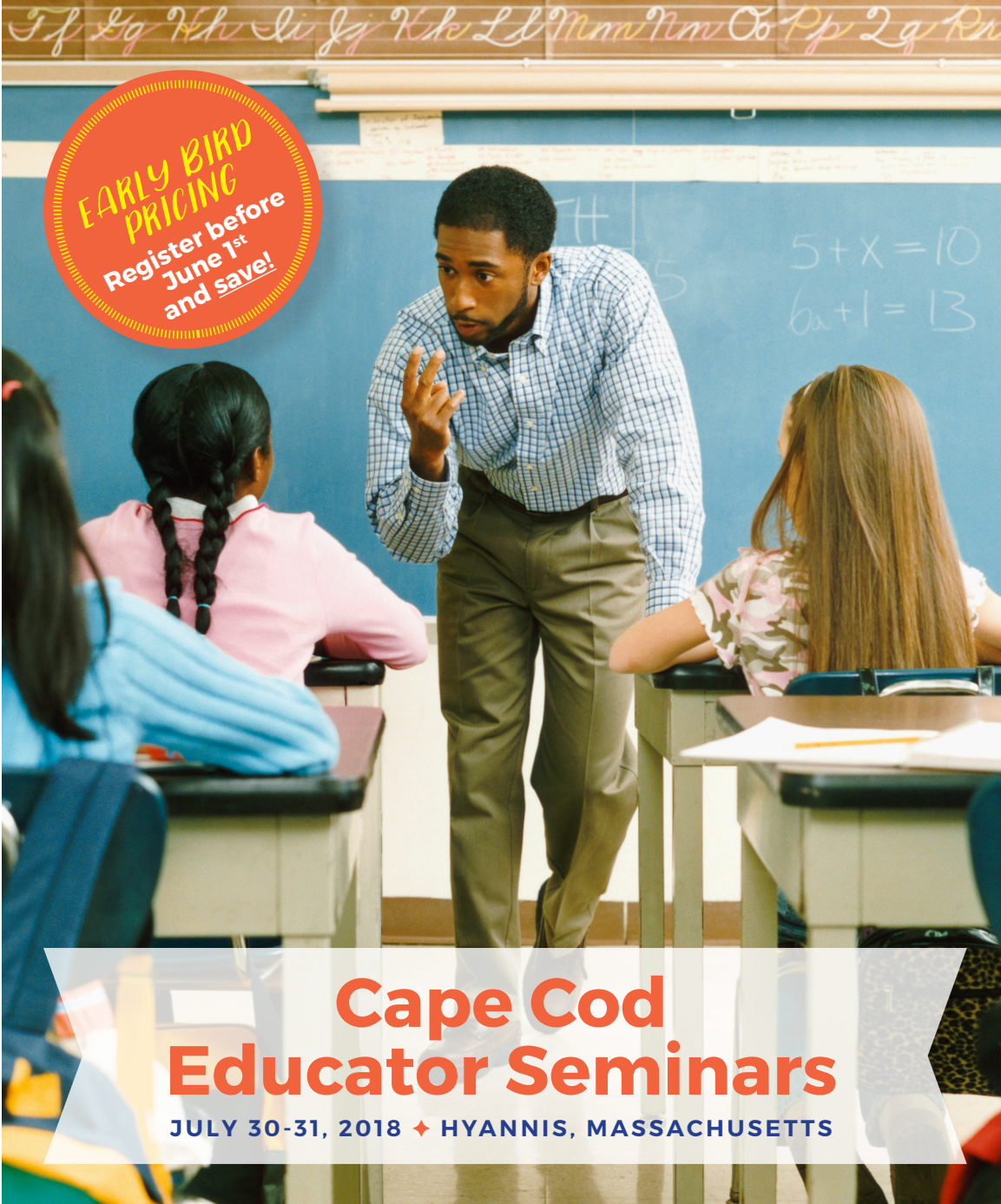


Landmark School Outreach Program
429 Hale Street
Prides Crossing, MA 01965



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Professional Development on
Cape Cod • JULY 30-JULY 31, 2018
Join us!



Cape Cod Educator Seminars

JULY 30-31, 2018 ♦ HYANNIS, MASSACHUSETTS

Supported by the Bilezikian Family Foundation



LANDMARK SCHOOL
Outreach
Professional Development for Educators



JULY 30 - 31, 2018

Join us on Cape Cod this summer!

Landmark School Outreach seminars are based on Landmark's Six Teaching Principles™ and 45 years of innovative instruction of students with language-based learning disabilities (LBLD), such as dyslexia. These learning disabilities fall under the broader category of Specific Learning Disabilities (SLD).

Teachers, administrators, and clinicians are encouraged to attend and choose from some of our most popular professional development courses to learn practical teaching strategies that are readily applicable to any teaching environment.

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

Monday, July 30 - Tuesday, July 31, 2018

2-DAY SEMINARS, July 30-31, 2018

- **Completion of these seminars earns each participant 10 PDP's**
- **ASHA CEUs available for select courses-see website for details (landmarkoutreach.org/capecod)**
- **Course Fee = \$300 \$250 before June 1st**
- **One graduate credit from Fitchburg State University is available for an additional fee of \$200**



Develop Cardinality and Number Sense with Whole-to-Part Icons of Quantity

Instructor: Chris Woodin

A student with dyslexia who is confused by typical math instruction can excel when instructed in a way that always shows the big picture first, uses visual-spatial images, and examines directly how the parts are connected to the whole. This program is quite different from how most of us were taught math, and it is different from most modern curriculum approaches, as well. Number sense is developed by establishing a robust understanding of quantities so that their values may be compared. The methodology to be presented enables such comparison by limiting demands on language processing, working memory, and executive function skills.

Learning and memory research tells us that multisensory integration is vital for children who have learning difficulties, as well as the best way to teach *all* students. Experiential, gross-motor activities provide a powerful approach to interact with recognizable whole-to-part visual models. Students develop language skills necessary to describe math concepts and relationships as they perceive and process them. Simply put, students take patterns apart, then reassemble them while describing the process. Various games and activities involving both fine and gross motor skills will be demonstrated, and supported with free online materials.

* A personal electronic device is strongly recommended for this course.

Upon completion participants will be able to:

- show how to access and download online materials from the WoodinMath website
- demonstrate how to prompt a student to produce oral addition and subtraction facts using a visual, or tactile-kinesthetic prompt
- demonstrate how to prompt a student to perform a regrouping step using patterns of base ten manipulatives
- assess whether a student is functionally fluent within a given addition fact family

The skill base covered in this course is traditionally taught from Pre-K through grade 2; however, these skills are frequently underdeveloped or lacking in students with LBLD at higher grade levels. A significant number do not acquire these skills without specific prescriptive remediation.

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Language-Based Learning Disabilities and the Neuropsychological Evaluation

Instructor: Melody O'Neil

This seminar focuses on identifying students with language-based learning disabilities (LBLD); understanding the differences between LBLD and a non-verbal learning disability (NVLD); and understanding/interpreting the evaluation process, including neuropsychological, educational, and speech-language testing. Topics will also include how to interpret the scores (what it all means and what the specific tests measure), which services are available, and how to develop practical teaching strategies and techniques (remediation vs. accommodation). A brief overview of receptive/expressive language disorders will also be addressed.

Upon completion, participants will be able to identify and:

- define the characteristics of language-based learning disabilities, non-verbal learning disabilities, ADHD, receptive/expressive language disorders, executive functioning
- understand the evaluation process
- understand and interpret neuropsychological evaluations, including cognitive testing, academic/achievement testing, speech-language testing, psychosocial testing and perceptual-motor testing
- analyze recommendations on neuropsychological evaluations and how to link them to effective remediation needed for teaching children with LBLD

Ideal for regular/special education teachers of all grade levels who may have limited previous exposure to neuropsychological evaluations and need to increase their knowledge and understanding of the tests and results. This course may not be appropriate for licensed school psychologists or speech-language pathologists who are familiar with these evaluations.



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.

ASHA CEUs available-see website for details. landmarkoutreach.org/capecod

Upon completion, participants will be able to:

- summarize the dynamics of learning
- describe 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

Appropriate for educators at all levels.

Reading Fluency: From Words to Passages

Instructor: Meghan Sebens

This course presents a discussion and analysis of reading fluency and the components which comprise it. Skills that help build automaticity at the word level, improve accuracy, and develop prosody (phrasing and expression) of connected text will be discussed. In addition, error recording and analysis will be practiced as well as selected fluency strategies will be summarized and practiced. Finally, activities to enhance students' reading fluency at the word, phrase, and passage level will be presented. This course is designed for teachers who desire practical strategies to enhance the reading fluency of their learners.

ASHA CEUs available-see website for details. landmarkoutreach.org/capecod

Upon completion, participants will be able to:

- summarize the importance of oral reading fluency in building a connection between basic reading skills and reading comprehension
- 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 and expression

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

Study Skills: Practical Strategies to Support Academic Proficiency

Instructor: Kate Kinsman

This seminar provides participants an overview of study skills, defined as the effective organization of materials, time, and information. While the development of study skills can benefit all learners, study skills instruction will be presented as a response to skill deficits resulting from a language-based learning disability and/or executive function weakness. A variety of strategies to support organization will be presented. Management strategies will include organizing physical materials (such as binders), digital materials (such as files and emails), backpacks, lockers, and workspaces. Time management strategies will include planning for long term-assignments, avoiding procrastination, estimating time, and setting priorities. Information management will include note-taking from oral and written sources and test preparation strategies.

Upon completion, participants will be able to:

- identify the role of study skills in supporting academic proficiency in students with executive function deficits and/or language-based learning disabilities
- assess students' current study skills and identify strategies to build students' skills sets
- apply direct skill instruction to support students' effective organization of materials, time, and information through engaging activities and lessons

Appropriate for educators at all levels.

The Role of Technology with Executive Function

Instructor: Kristine Burgess

Executive function is a term given to a set of skills (e.g., impulse control, sustained attention, cognitive flexibility, planning and prioritizing, organization) that require students to self-regulate. Increasingly, research in education is shining a light on the importance of developing these skills in the early years of schooling. This seminar will offer insight into executive function and explore technological tools that support these skills. While technology is prevalent among today's children, there is no "one size fits all" model. Therefore, instruction in appropriate technological tools, as well as the research to support the inclusion of technology in the classroom, will be the dual focus of this seminar. Through lecture, small group work, and hands-on experience, participants will explore developments in assistive technology, have opportunities to practice with devices, apps, and programs useful in the classroom, and discuss ways to use technology to support students with executive function difficulties in the classroom.

*A personal electronic device is required for this course.

Upon completion, participants will be able to:

- understand executive function skills
- support development of executive function skills
- discuss the efficacy of incorporating technology into classroom instruction
- implement appropriate use of technological tools to aid executive function skills

Appropriate for educators at all levels.