Important Information

Dates

July 29 - 30, 2019 (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 Colorado State University-Pueblo is available for an additional fee of \$125.

Speech-Language Pathologists

ASHA CEUs are available for the following courses:

- Written Expression: Vocabulary, Sentence, and Paragraph Strategies
- Reading Fluency: From Words to Passages
 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



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Professional Development

Professional Development
Cape Cod • JULY 29-30, 2019

Join us!

Cape Cod **Educator Seminars** JULY 29 - 30, 2019 → HYANNIS, MASSACHUSETTS

Thank you to the Bilezikian Family Foundation for a decade of support for this program.





JULY 29 - 30, 2019

Join us on Cape Cod this summer!

Landmark School Outreach seminars are based on Landmark's Six Teaching Principles™ and nearly 50 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 29 - Tuesday, July 30, 2019

One graduate credit from Colorado State University-Pueblo is available for an additional fee of \$125, payable when registering online for courses.

TWO-DAY SEMINARS

10 PDPs • \$300/\$250 before June 1st

Written Expression: Vocabulary, Sentence, and Paragraph Strategies

Instructor: Peter Harris

In this seminar, participants will learn strategies for helping students in grades 5-9 put their thoughts into writing. Specifically, methods for developing thematic units and vocabulary, simple and complex sentences, and strategies for single- and multi-paragraph compositions will all be discussed. Handouts and templates will be provided.

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

Upon completion, participants will be able to:

- odefine the writing demands placed on students
- identify and explain the importance of oral rehearsal prior to writing
- implement scaffolded techniques in the classroom to enhance students' writing both at the sentence and paragraph level

This course is appropriate for educators at the older elementary and middle school 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, and 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:

- define 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
- Odevelop an effective lesson plan based on a student's reading errors, rate, and difficulties with phrasing and expression

This course is appropriate for educators at the elementary and middle school levels.

Dyslexia in the Classroom

Instructor: Kaia Cunningham

This seminar is designed to target educators of all grade levels and will provide participants with an overview of dyslexia. The course will begin with an in-depth examination of the definition of dyslexia and how that definition can help educators understand the latest research, the manifestations in the classroom, and the importance of early identification. Additionally, participants will understand potential comorbid relationships between dyslexia, social-emotional challenges, attention issues, and executive function deficits. The course will conclude with an exploration of the concept of neurodiversity and how it can inform teaching to help support a diverse classroom. Throughout the two days, participants will also learn how to use research-based best practices and differentiated instruction to help support students in their setting.

Upon completion of this course participants will be able to:

- describe the causes of reading challenges for individuals with dyslexia
- understand the neurological research and theory behind dyslexia
- learn best practice instructional strategies to support students with dyslexia
- gain awareness of other learning and social-emotional challenges that can exist alongside dyslexia
- understand the diverse ways brains function through exploring cultural norms related to disabilities

This course is appropriate for educators at all levels.

Instructional Strategies for Assisting Students with Language-Based Learning Disabilities

Instructor: Anna DiPerna

Designed to enhance direct, explicit instruction of students with language-based learning disabilities (LBLD), this two-day seminar introduces a selection of specific LBLD teaching strategies and materials to help young people gain success in school. This is a strategy-heavy seminar with an array of supplied materials that are readily usable in a classroom. The following three core modules will be addressed: overview of LBLDs (current research, best practices); organizational skills (time & materials management, planning); and academic skills (reading comprehension, vocabulary development, note-taking, pre-writing, composition).

Upon completion, participants will be able to:

- odefine the fundamental concepts and meaning of the term "language-based learning disabilities"
- recognize and explain how to implement appropriate interventions for a student with organizational deficits
- recognize and explain how to implement appropriate interventions for helping students succeed in academic areas requiring study and writing skills

This course is appropriate for educators at the middle and high school levels.

Creating & Utilizing Interactive Notebooks in the Math Classroom Instructor: Brigid Houlihan

The purpose of this two-day seminar is to provide participants with exposure to the Interactive Student Notebook system. During the seminar, discussion will focus on the benefits of the Interactive Student Notebook system and the "how to" of its implementation. Participants will learn how to design and set-up Interactive Student Notebooks, organizing input and output on the page. Participants will also adapt current resources to work with the Interactive Notebook System and create foldables and templates that they can bring back to the classroom and utilize.

Upon completion, participants will be able to:

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

This course is appropriate for educators teaching third through twelth grades.

MATERIALS: Participants should bring a computer and materials for 1-2 units of study (textbook, worksheets, handouts, reference materials, etc).



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ONE-DAY SEMINARS • BLENDED/ONLINE OPTIONS

15 PDPs \$325/\$295 before June 1st

MONDAY July 29, 2019

Supporting Students' Reading: Phonemic Awareness to Comprehension 1 day in person, 6-week, 15-hour course

Instructor: Beth Dietze

This course provides educators with an understanding of the components of reading development, which include phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. The course explores the importance of building competency in all of the components of reading in order to ultimately read for understanding. The course also explores how reading development is impacted for students with a language-based learning disability (LBLD), such as dyslexia, which falls under the diagnostic umbrella of a specific learning disability (SLD).

Upon completion, participants will be able to:

- oidentify the components of reading development
- understand how LBLD impacts reading development
- implement and adapt targeted strategies to support all components of students' reading development
- odesign activities and lessons to promote students' reading skills and, ultimately, ability to read for understanding

This course is appropriate for educators at the elementary, middle, and high school levels.

TUESDAY July 30, 2019

Executive Function: Impact on Academic Proficiency 1 day in person, 6-week, 15-hour course Instructor: Kate Ryan

Instructor: Kate Ryan

This course provides educators with an overview of the components of executive function. It covers the impacts of having both a language-based learning disability (LBLD) and executive function deficits, as well as practical instructional strategies to support students who have specific executive function weaknesses.

Upon completion, participants will be able to:

o identify students' executive function deficits in the classroom

- recognize how executive function deficits are compounded for students with LBLD
- implement and differentiate targeted strategies to help students to better manage language and executive function demands
- promote student success at an appropriate level of individualized instruction

This course is appropriate for educators at the elementary, middle, and high school levels. This course requires the separate purchase of our book Executive Function: Foundations for Learning and Teaching, available at landmarkoutreach.org/publications.