

BEST PRACTICES FOR WORKING WITH STUDENTS WITH LEARNING DISABILITIES

Session Schedule

(Session Descriptions Inside)

8:30 - 9:00	Registration		
9:00 - 9:15	Welcome		
Session I 9:15 - 10:05	HillRAP	Experience a Day in an Algebraic Thinking Classroom	Documenting Effectiveness: The Case for Evidence-Based Programs
10:05 - 10:20	Break		
Session II 10:25 - 11:15	Best Practices for Writing Instruction	Addressing the Barriers of Struggling Math Learners	<i>Technology Session - Using Free Technology to Improve School Communication</i>
Session III 11:20 - 12:10	<i>Technology Session - Using the SMART Board in Content Area Classrooms</i>	Parenting of Families	Generating Other Sources of Revenue
12:10 - 1:00	Lunch (Round Table Discussions)		
Session IV 1:00 - 1:50	School Success Without Added Stress	Successful Transitions to College	
Session V 1:55 - 2:45	Study Skills	<i>Technology Session - Online Learning is Easier Than You Think!</i>	Transitioning Students with Learning Differences
2:45 - 3:00	Break		
Session VI 3:05 - 4:00	<i>Technology Session - Accessing the Curriculum with Assistive Technology</i>	Marketing with a Clear Message	

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APRIL 16, 2010
9:00 - 4:00 PM
\$85
1.0 CEU

To register for this workshop:
Go to this link:
<http://www.hillcenter.org/outreach-calendar-full-best-practices.cfm>
From this page, you will be able to fill in and submit a registration form.

For questions, please call Pam Hoggard at 919-719-7551, or e-mail phoggard@hillcenter.org.

Once you have registered, you will be able to select the sessions you wish to attend.

WORKSHOP PHILOSOPHY

This workshop is designed for independent and public school teachers, administrators, and technology specialists concerned with learning more about best practices for students who struggle with learning differences. The sponsoring schools The Hill Center, The Piedmont School, and Guilford Day School are organizations who specialize in working with students with learning disabilities and attention deficit disorder.

There is a recognized need for a venue for educators concerned about students who learn differently to come together to interact and learn from each other. This workshop provides a forum for networking, sharing, and developing strategies that can be implemented in your school setting, whether you work in a general education setting or a more specialized one. A variety of innovative technology practices will be discussed, meeting the needs of "techies" and "non-techies" alike.

Workshop Topics

(see inside for full descriptions)

Latest Evidence-Based Reading/Writing/Math Instruction
Innovative Technology
Study Skills
Transition Planning
Marketing with a Clear Message
College Admissions
Program Evaluation/Assessment

Hosted by:
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This workshop is endorsed by the North Carolina Association of Independent Schools.

Session I

HillRAP by Jean Neville, Outreach Coordinator, The Hill Center: Teaching reading to students with learning differences is a complex process that requires individualized instruction to meet the needs of these students. The Hill Reading Achievement Program (HillRAP) is a multisensory structured language approach that combines the five essential components of an effective reading program put forth by the National reading Panel 2000: phonological awareness, phonics, fluency, vocabulary, and comprehension. HillRAP incorporates assessment of student skills, development of individualized instruction, progress monitoring, and evaluation to document student achievement and program effectiveness.

Experience a Day in an Algebraic Thinking Classroom by Hallie Rojas, Intermediate Team Leader, Guilford Day School: Come experience a typical lesson in a supplemented AT classroom with an explanation of how the program has been tailored to meet the needs of students with disabilities. Learn how the use of manipulatives, graphic organizers, and collaborative learning lead to an increase in confidence and understanding of algebraic concepts. The strategies presented in Algebraic Thinking create opportunities for students to experience success with fundamental skills at grade level which are continually integrated into higher levels of understanding. (grades 6-8)

Documenting Effectiveness: The Case for Evidence-Based Programs by Wendy Speir, Director of Admissions and Shary Maskel, Director, The Hill Center: To evaluate a program's effectiveness, it is necessary to measure each student's academic performance using individualized, norm-based assessment tools. This session will provide an overview of The Hill Center's assessment process which includes collecting annual pre and post-testing data, interpreting and analyzing the results, and documenting student outcomes. This information is essential in determining if a program is producing the intended results and is critical for documenting student success, leading to higher retention and recruitment of students.

Session II

Best Practices for Writing Instruction by Clare Abel, Academic Dean and Laura Mlatac, Head of School, Guilford Day School: Consistent, direct instruction of The University of Kansas writing strategies (sentence, paragraph, theme) as well as the importance of transferring good writing skills from English classes to other academic disciplines will be the emphasis of this session. In addition, tricks of the trade will be included for making writing more enjoyable.

Addressing the Barriers of Struggling Math Learners by Bryan Brander, Director of Studies, The Hill Center: This session will identify common math barriers of struggling learners and explore strategies to address these difficulties. These strategies will be coupled with instructional techniques to promote long-term retention and mastery learning. This approach combines several aspects of the precision teaching method which uses explicit instruction, daily measurement of student progress, and individual analysis of student skill acquisition.

Using Free Technology to Improve School Communication by Matt Zigler, Junior High Team Leader, Guilford Day School: What if in six months you could revolutionize the way your program communicates, and do it for free? Learn and experience how Google Apps and Google Docs can increase consistency and collaboration in communicating anything from student discipline, grades, meeting minutes, scheduling resources, sharing calendars, parent communication, year end closeouts and much more.

Session III

Using the SMART Board Across the Curriculum by Rebecca Pettit-Williams, Teacher, Kelli Saenz, Teacher, Jane Bovender, Teacher, Erika Allred, Teacher, and Beverly Lee, Assistant Director, The Piedmont School: Classroom teachers will share ideas about enhancing curriculum using the SMART Board in social studies, science and math.

Parenting Parents by Margaret Sigmon, Head of School, The Fletcher School: Tips for working with parents of students with special needs. How to help them grieve, move to acceptance, and set realistic expectations. Designed to help teachers navigate through the special dynamics of communicating with special needs parents.

Generating Other Sources of Revenue by Michele Sparrow, VP/Director of Business and Finance, The Hill Center: Additional programs can add dollars to the bottom line while serving as a marketing tool and improving relations with the broader community. As schools face enrollment challenges and strained budgets, generating additional revenue has become even more important. Topics to be covered include how to develop programming that fits your school's culture and mission; calculating costs and setting prices; marketing; and the risks and benefits of offering such programs.

Session IV

School Success Without Added Stress by Emilie Crosby, Teacher, Erika Allred, Teacher, and Deneane Davis, Teacher, The Piedmont School: This session focuses on reading, writing, and math strategies to help motivate reluctant learners in the classroom and at home. These classroom teachers will share secrets as to why their students love coming to The Piedmont School. Participants will leave this session with creative ideas, resources, and hands-on activities to use the next day.

Successful Transitions to College (Discussion Panel) by Glynis Hill-Chandler, Dean of Students, The Hill Center, JoAnn Caligiuri, Counselor, at Guilford Day School, and Helen Kaufman, College Counselor, at The Fletcher School: Discussion about navigating the college application process for students with learning differences and/or ADHD. A focus on disability services and when a student should disclose his or her disability.

Session V

Study Skills by Sara Gray Horne, Outreach Coordinator, The Hill Center: Many talented students experience failure in school not because they lack ability but due to a lack of sufficient study skills. In this workshop tips for improving organization, time management, and homework, with a little help from assistive technology, as well as strategies for note taking and test taking will be discussed.

Online Learning is Easier Than You Think! by Jeffrey Kirkman, Teacher, Guilford Day School: Raise academic achievement, increase student-teacher communication, facilitate your teaching craft, and foster parent/student accountability with simple educational technology tools that prepare your students to master the requirements that will be an ever-increasingly important part of their academic pursuits. Learn how to effectively and efficiently use free Internet classroom assistants such as NiceNet and online collaboration tools such as Google Docs to create a productive, online learning environment that streamlines your teaching, provides for simple tracking of assignments and enhance student learning.

Transitioning Students into Traditional Educational Settings by Margaret Sigmon, Head of School, and Suzi Stephens, Head of Middle and Upper School, The Fletcher School: When is it time to leave? Where to go?: Checklist of factors to consider in evaluating the time to mainstream from a special needs school into a regular program. Recommended steps to follow in evaluating what program is needed and where to find it including the transition from high school to college.

Session VI

Accessing the Curriculum with Assistive Technology by Dr. Kristin Bell, Outreach Coordinator, The Hill Center: Technology can provide a wide array of tools that help students across the curriculum. However, technology integration into the curriculum must be planned and purposeful. In this workshop, attendees will learn of effective instructional applications for technology, determine the relationships between learning challenges and specific tools, and explore the function of a range of low- to high-tech technology devices.

Marketing with a Clear Message by Andy Lynch, North Star Marketing: A coordinated marketing effort begins with clarity around your school's distinctives. Regardless of the medium, whether you are developing your brand or placing ads in social media, a clear sense of self is essential. We'll start with a brief alignment survey, then discuss practical ways to make sure your communications are clear and consistent.