



Key Learning Center's Best Practices SYMPOSIUM

in Multisensory Teaching & Learning

February 22, 2020

10:00 am to 3:00 pm – .5 CEU

Register at: www.keylearningcenter.org

What is the Annual Best Practices Symposium in Multisensory Teaching & Learning?

As Key Learning Center's signature dyslexia education event, this symposium includes a **keynote** address, lunch, a choice of **two 75-minute breakout sessions**, and **CEU credit**. Speakers include faculty from the KLC and Carolina Day and professionals from the field of dyslexia/AOGPE Fellows, higher education, and related fields. This well-attended annual event brings topics that are current, relevant, and meaningful to parents, teachers, and other professionals.

Keynote:

KLC Leadership Team

2020 Vision: A Renewed Outlook on the Field of Dyslexia



Is a new reading war brewing? “**No One Gets to Own the Term, ‘The Science of Reading’.**” In responding to the recent blog by Dr. Louisa Moats, “Let’s Understand What Reading Science is Really About,” Lucy Calkins recently made this statement which attracted considerable attention and some pointed criticism. In this Keynote, KLC joins the conversation and seeks to define the necessary common ground for effective reading instruction. We will explain the current stances on reading instruction, share wise advice from experts, and offer O-G trained professionals and

all teachers practical advice designed to help navigate the essential components of instruction amidst conflicting philosophies and political climates.

Breakout Session Descriptions

Note: Sessions may be added or changed prior to the event.

Target Audience Key: T: Teachers/Tutors SA: School Administrator P: Parents
O: Other Educational Professional A: Anyone interested in learning about language-based learning challenges or research-based teaching practices

*Indicates that this session was offered at last year's symposium and is being repeated due to high interest.

Breakout Sessions A

Choose 1 Breakout

A1 Building Resiliency Strategies in Dyslexic Children

After understanding the biological impact of chronic stress on our children's brains, this session will focus on brain-based strategies that both teachers and parents can use to assist in creating strong learners and self-assured children.

Presented by: Deborah Lockett, Deborah Lockett worked as the Compassionate Schools Coordinator at Buncombe County Schools educating staff and students about the impact of trauma and chronic stress on students. Her passion for sharing techniques to build resilience in children stems from her daughter's journey with dyslexia. Deborah is currently an educational consultant residing in Asheville.

Target Audience: P, A

A2 Planning Instruction for the Older Student

This session addresses some of the challenges presented when working with older students who have dyslexia. We will discuss how to determine a starting point for instruction as well as how to fill in foundational gaps while meeting age-appropriate cognitive and academic needs. This session will be particularly helpful for tutors and teachers of students who read below grade level and have not experienced systematic explicit instruction in the structure of English.

Presented by: Meredith MacKenzie, FIT/AOGPE, CALT, is a Key School 7th grade Orton-Gillingham teacher. Meredith is also a member of the KLC training team as the director of the Bridge from Basic to Advanced course.

Target Audience: T, SA, O

A3 *Using Multisensory Strategies & Group Work for Teaching Grammar and Sentence Skills in K-3

Using the **Framing Your Thoughts** model, Mary and Barbara will explain how Key's Orton-Gillingham approach and structured phonics is woven into teaching sentence skills. Participants will walk through the Key sequence of sentence writing and see the Key approach to teaching word function as a strategy to build student confidence and proficiency in sentence writing.

Presented by: Mary Holmes and Barbara Groh who are Key School 2nd and 3rd/4th grade Orton-Gillingham teachers. Mary is also a dedicated member of the KLC training team actively working as a Language Coach to support teachers in learning O-G.

Target Audience: T, SA, O

A4 *Using Google Docs and the Chrome Extension **Read and Write** to Increase Comprehension and Written Expression Output

In this hands-on session participants will walk through a variety of tools available in Read and Write from speech-to-text and text-to-speech to highlighting notes and having PDFs articles read aloud. These tools make text accessible and make getting thoughts on paper an attainable task for many students who struggle with decoding and writing. These organizational tools are a support to all students.

Presented by: Mary Jo van Dalen, Key School teacher, member of KLC Training Team, and avid supporter of technology to support learning.

Target Audience: T, SA, P

A5 *Strategies for Building Writing Competence and Confidence in **Upper Elementary and Middle School**

This hands-on interactive session is for teachers of older writers. Sometimes these students can be the most challenging to reach and teach. Often struggling writers have developed the belief that they just cannot write. It requires a special touch that builds lots of incremental success and a structured approach to unlock that writing potential! Caitlin will share her strategies and model some successful techniques.

Presented by: Caitlin Hunsucker a previous Key School 8th grade teacher with a wealth of experience with middle and high school students. She is also a dedicated member of the KLC training team as one of the Bridge from Basic to Advanced training team member

Target Audience: T, SA, O

Breakout Session B are listed on the next page

Breakout Sessions B

Choose 1 Breakout

B1 *Using Multisensory Strategies & Group Work for Teaching Paragraph Writing in the Primary Grades

This hands-on interactive session focuses on developing basic paragraph writing skills. Learn how to introduce and practice the components of a paragraph using a structured and systematic approach that builds students' writing confidence. You will take away tools and strategies you can use on Monday!

Presented by: Tamara Rutledge is a Key School 3rd grade Orton-Gillingham teacher and a former Home-School educator. She continues her work in the Home-School community as an educational consultant and testing administrator.

Target Audience: T, SA, O

B2 A Common Comorbid Condition: The Impact of Processing Speed on Academic Achievement

The speed at which a student processes information has a significant impact on overall academic achievement. Processing speed consists of the time it takes for a student to attend to important information, make sense of that information, and then act on the information. Students who process information slowly have a difficult time keeping up with their peers, particularly on cognitively intensive tasks such as writing, and teachers who don't understand the impact of processing speed may believe a have a lazy or inattentive student on their hands. This workshop will provide parents and teachers with a better understanding of processing speed, its impact on learning and academic performance, and strategies to increase academic achievement and motivation.

Presented by: Kristin Hoffmann, Ph.D., is a clinical assistant professor in the Department of Teacher Education and Learning Sciences and the associate director of the Diagnostic Teaching Clinic at NC State University. She teaches graduate courses in educational psychology and special education, and her research interests focus on the relationships between self-regulated learning, literacy, and academic performance.

Target Audience: T, SA, P, A

B3 Harnessing the Power of Morphology

Direct and systematic instruction in morphology is a game-changer for learners who have a difficult time with word analysis and word study. Vocabulary is often listed as an area of weakness for many students. Content area vocabulary is often a stumbling block for learning. Let's change that! This session will provide ideas and strategies for using the study of morphology to unlock understanding for the meaning of words. These strategies can be applied to an Orton-Gillingham lesson or in a classroom setting.

Presented by: Cheryl Eller, M.Ed., F/AOGPE, CALT, is owner and director of Thrive Education Center. She is a Fellow of the Academy of Orton-Gillingham and a Certified Academic Language Therapist with ALTA.

Target Audience: T, SA, A, O

B4 *Teaching Multiplication with a Structured, Sequential, and Multisensory Approach

Often students with learning differences struggle with developing automaticity with math facts and may need many ways to practice and develop confidence and competence with multiplication. This session will provide lots of interactive ways to build this essential skill. Bring home ideas to use immediately in your classroom or at home for practice and have fun doing it!

Presented by: Amy Hathaway and Kelly Dwoinen. This team of multisensory math practitioners has worked together to develop and refine strategies for making multiplication a success in their 3rd and 4th-grade classes.

Target Audience: T, SA, P

B5 Improving Classroom Atmosphere with Positive Language

The emotionally sound teaching that the Orton-Gillingham principles champion depends a great deal on the teacher/tutor's words. Whether in the classroom or in tutoring sessions, the language we use with students helps create the atmosphere for them to feel secure and free to learn. Drawing on the Orton-Gillingham principles and Responsive Classroom philosophy, this session will target ways teachers and tutors can use language to establish an environment where students can feel confident, build independence, and thrive.

Presented by: Angie Bryant, FIT/AOGPE, CALT, is a Key School 8th grade Orton-Gillingham teacher. Angie is also a member of the KLC training team as the director of the Associate Training Course.

Target Audience: T, SA, O, A

B6 Strategies for Students with Dyslexia and Executive Functions Weaknesses in High School

This session will provide tips and strategies for parents and teachers to support high school students with organization, short- and long-term planning, study techniques, and management of day-to-day routines. **Presented by: Kate Walters** works in the CDS Upper School as a Learning Specialist and teaches linguistics and study support for grades 9 and 10 **and Tracy Griffin** is a learning specialist at the CDS upper school teaching study skills and is an SSD/TAA testing coordinator (SAT/AP/ACT).

Target Audience: T, SA, P, A