



**SYMPOSIUM
S E R I E S**
2018 - 2019
Edgewater, MD

**The Challenges of Reading
Comprehension:
A Blueprint for Instruction**

Nancy Hennessy, M. Ed

Saturday, November 3, 2018, 8am – 4pm



AGENDA

8:00-8:30 am

Registration & Refreshments

8:30-10:00 am

- Connections to Current Expectations
- Models of Skilled Reading
- Critical Contributors to Reading Comprehension

10:00-10:15 am Break

10:15 am-12:00 pm

- Curriculum Considerations
- The Blueprint and Its Components
- Evidence informed Instructional Activities and Strategies

12:00-1:00 pm Lunch

1:00-3:30 pm

- Evidence Informed Instructional Activities and Strategies
- Potential Informal Assessment Approach

3:30-4:00 pm

Wrap Up & Questions

BRIEF DESCRIPTION

Comprehension is a complex construct that calls for a comprehensive instructional approach. Theoretical models, including the reading rope, provide direction for the design of a blueprint for instruction that directly addresses the acquisition of language and cognitive processes and skills necessary for constructing meaning. This framework provides structure for the design and delivery of effective reading comprehension instruction. It requires educators to examine and identify evidence informed strategies and activities for developing vocabulary knowledge, comprehension of sentences, use of text structures, access to background knowledge and differentiated levels of understanding. It also provides the basis for creating informal classroom based assessment tools. Throughout this session, participants will have opportunity for sharing, discussion and application of content.

Participants will learn:

- The contribution of theoretical models of skilled reading.
- The role of language comprehension and how it contributes to reading proficiency.
- A blueprint for comprehension instruction.
- Evidence informed instructional approaches and strategies necessary for developing critical competencies.
- The potential for developing an aligned informal approach to assessment.

ABOUT THE SPEAKER

Nancy Hennessy, educational consultant and past president of the International Dyslexia Association (IDA), is an experienced teacher and administrator. While in public schools, she provided leadership in the development of professional learning systems, innovative programming for students who struggle to learn, and a statewide revision of special education code. Nancy has consulted on varied topics ranging from professional practices to student assessment and instruction.

Nancy co-authored Module 6 of LETRS, "Digging for Meaning: Teaching Text Comprehension" (2nd edition) with Louisa Moats and was a national trainer for *Language Essentials for Teachers of Reading and Spelling* (LETRS). Additionally, she has written articles on varied topics as well as the chapter, "Working with Word Meaning: Vocabulary Instruction" in *Multisensory Teaching of Basic Skills* (4th edition). Most recently, she developed a series of interactive e-workshops, *Pathways to Proficient Reading and Proficient Writing*, for the AIM Institute for Learning and Research.

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**SYMPOSIUM
S E R I E S**
2018 - 2019
Edgewater, MD

**Smart but Scattered:
Executive Dysfunction at
Home and School**

Dr. Peg Dawson, Smart but Scattered

Saturday, March 23, 2019, 8am - 4pm



AGENDA

8:00-8:30 am

Registration & Refreshments

8:30-10:15 am

- Definitions
- Underlying Theory
- Executive Skills in the Context of Brain Function and Child Development

10:15-10:30 am Break

10:30 am-11:45 pm

- Parent/Teacher/Student Interviews
- Behavior Rating Scales
- Formal/Informal Assessment

11:45 am -12:30 pm Lunch

12:30-1:45 pm

- Environmental Modifications
- Using Incentives
- Teaching the Skill

1:45-2:00 pm Break

2:00-3:30 pm

- Embedding Executive Skills in Daily Home and School Routines
- Embedding Executive Skills in Classroom Lessons and Homework Assignments

3:30-4:00 pm

Wrap Up & Questions

BRIEF DESCRIPTION

Executive skills refer to the cognitive processes required to plan and organize activities, including task initiation and follow through, planning/organization, working memory, performance monitoring, inhibition of impulses, and self-regulation. Those with poor executive skills can be disorganized or forgetful, have trouble getting started on tasks and/or get distracted easily. They may rush through work or dawdle, and can make careless mistakes. Workspaces can be disorganized and teachers may refer to the student's desk and backpack as a "black hole." Throughout this session, participants will have opportunity for sharing, discussion and application of content.

Participants will be able to:

- Explain executive skills within the context of brain development.
- Identify how executive skills impact school performance and daily living.
- Describe assessment strategies, including interview, rating scales, and standardized tests used to assess executive functioning.
- Design interventions for improving executive skills using a variety of strategies, including modifying environmental demands, embedding teaching in classroom lessons or daily routines, and using incentives to motivate students.
- Determine when and how to employ coaching as an intervention strategy.

ABOUT THE SPEAKER

Peg Dawson, Ed.D., NCSP, received her doctorate in school/child clinical psychology from the University of Virginia. She worked as a school psychologist for 16 years in Maine and New Hampshire and since 1992 has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders.

Peg is the author of numerous articles and book chapters, including retention, ability grouping, reading disorders, attention disorders, the sleep problems of adolescents, the use of interviews in the assessment process, and homework. Along with her colleague, Dr. Richard Guare, she has written several books for parents and professionals on the topic of executive skills, including *Smart but Scattered* and *Smart but Scattered Teens*. Peg is the 2006 recipient of the National Association of School Psychologists' Lifetime Achievement Award.

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