

# Summer Series 2018

COLLABORATIVE PROFESSIONAL DEVELOPMENT

Courses | Lectures | Workshops



# Summer Series 2018

COLLABORATIVE PROFESSIONAL DEVELOPMENT

Courses | Lectures | Workshops

---

LED BY SOUTHPORT SCHOOL TEACHERS AND COLLABORATORS, this summer workshop series shares strategies for working with students with learning differences, at home and in the classroom. Parents, teachers, and administrators are invited to learn more about how we can work as a community to impact the nearly 1 in 5 students in our schools who have learning and attention issues, including the 1 in 10 with dyslexia.

ALL SESSIONS ARE PRESENTED IN THE SOUTHPORT SCHOOL ARTS, MUSIC, AND MOVEMENT BUILDING.\* REGISTRATION IS REQUIRED, AS SPACE IS LIMITED.

\*Apple Accessibility held at a separate location.

---

The Southport School provides transformative educational experiences for students in kindergarten through 8th grade who have language-based learning differences, like dyslexia, and ADHD.

# TABLE OF Contents

2 ..... The Orton-Gillingham Classroom  
Educator Level (OGCE): Structured  
Literacy I

Monday–Friday, June 18–22  
Monday–Friday, August 6–10

3 ..... Helping Emerging Writers  
in the Classroom, Part I

*The Big Picture: Rethinking Dyslexia,*  
Part II

Monday, July 9

4 ..... Apple Accessibility: Reaching  
All Learners, and Apple Tools for  
Special Needs

Tuesday, July 10

Orton-Gillingham in the Private  
Sector: Building a Private Practice

Wednesday, July 11

5 ..... Structured Literacy in the Public  
School Setting: Working from the  
Inside Out

Thursday, July 12

TechnoLOGy: EdTech to Enhance  
Structured Literacy Instruction

Monday, July 16: Decoding and  
Comprehension

Tuesday, July 17: Writing and Grammar

6 ..... Technology for Engaging and  
Effective Professional Development

Tuesday, July 24

LD-EdTech: Leveling the  
Playing Field with Technology

Wednesday, July 25

7 ..... Educational and Assistive  
Technologies to Engage Students  
with Learning Differences

Tuesday, July 31: Decoding,  
Comprehension, and Writing

Wednesday, August 1: Math, Study Skills,  
and Multiple Means of Engagement

8 ..... Teacher Profiles

9 ..... Registration Information

FEATURED COURSE | SUMMER SERIES 2018

# The Orton-Gillingham Classroom Educator Level (OGCE)

## Structured Literacy I

DATE: Monday–Friday, June 18–22

INSTRUCTOR: Theresa Collins

SESSION: 8:30 am–4:30 pm each day

COST: \$1,550 including lunch

---

DATE: Monday–Friday, August 6–10

INSTRUCTOR: Theresa Collins

SESSION: 8:30 am–4:30 pm each day

COST: \$1,550 including lunch

---

PREREQUISITE: Bachelor’s degree from an accredited institution in any area of study

---

This 36-hour course meets the requirements for the Orton-Gillingham Classroom Educator designation with the AOGPE. It is the first step in preparing teachers to use the OG Approach in the classroom setting and allows teachers to use direct instruction to bring a multi-sensory, structured, and linguistic phonics-based approach into the mainstream classroom. The curriculum includes dyslexia and reading disorders; the rationale of the OG approach; handwriting; phonological awareness, phonics, syllable division patterns, and spelling; elements of multi-sensory instruction, diagnostic-prescriptive teaching, and lesson planning and AOGPE membership structure and requirements. It does not include the practicum, which is required for Academy membership. The practicum can be arranged for an additional fee.

---

CURRICULUM: OGCE curriculum guidelines

---

The Orton-Gillingham Classroom Educator is qualified to apply the principles of the Orton-Gillingham Approach to modify and provide literacy instruction for the classroom or small groups. Please note: The coursework, practicum hours, and observations are applicable to Associate B level membership. An additional 40 hours of coursework, 50 hours of practicum, and five 1:1 observations must be completed before applying to the Associate B level.

---

Available upon request for an additional fee:

**PRACTICUM:** 50 hours supervised practicum over eight consecutive months (minimum), which includes five observations of the trainee teaching complete lessons in a group (of at least two students) or classroom setting conducted by the Fellow (three out of the five observations may be by a Fellow in Training (FIT) or Clinical Supervisor (CS) as designated by the Fellow) on-site, unedited video or web-based application.

FOR MORE INFORMATION: Contact Theresa Collins at [TCollins@SouthportSchool.org](mailto:TCollins@SouthportSchool.org)

SUMMER SERIES 2018

# Lectures & Workshops

## Helping Emerging Writers in the Classroom and *The Big Picture: Rethinking Dyslexia*

---

DATE: Monday, July 9

COST: No cost

---

PART 1: Helping Emerging Writers in the Classroom

INSTRUCTOR: Christine Filep

SESSION: 9:00–10:15 am

This session focuses on how to provide successful writing strategies for dyslexic and other students who have decoding difficulties. It focuses on scaffolding techniques that can aid writing fluency. It introduces how to develop writing units from videos, fables, and other sources that can be adapted to students' decoding abilities, and allow the curricular goals to be met for sentence and paragraph writing as well as grammar and mechanics. Helpful resources are discussed, and some hands-on activities may be integrated into the presentation.

---

PART 2: *The Big Picture—Rethinking Dyslexia*

FACILITATOR: Theresa Collins

VIDEO: 10:30–11:30 am

DISCUSSION: 11:30 am–12:00 pm

*“When I was given the extraordinary opportunity to make a film about understanding dyslexia, the mission was simple: Make the movie I wish my family could have seen when Dylan was functionally illiterate in the 4th grade.”*

—James Redford, Director

*The Big Picture* shares one family's powerful story of their experiences with dyslexia. It shares the struggles and the triumphs of this specific learning disability, including indicators of dyslexia, its neurobiological origins, its possible effects on a student's academic functioning, tips on how to cope with dyslexia, and the role of early intervention. It also delivers an important message of hope by presenting positive role models with dyslexia and describing many of the strengths that are often part of the dyslexic profile. Teachers and professionals from the field will moderate a discussion following the film.

SUMMER SERIES 2018

# Lectures & Workshops

## Apple Accessibility: Reaching All Learners, and Apple Tools for Special Needs

---

DATE: Tuesday, July 10

INSTRUCTOR: Dave Marra

SESSION 1: 9:00–11:30 am

SESSION 2: 1:00–3:30 pm

LOCATION: Haskins Labs, 300 George Street, Suite 900, Large Conference Room, New Haven, CT

COST: No cost. Separate registration required.

Discover new ways Apple is making exciting technology available to all learners as part of its ongoing commitment to accessibility. For over 30 years, the Mac has shipped with dozens of accessibility features built in, at no additional cost, allowing it to be used right out of the box by people with disabilities. Now, with the innovative new iPad, Apple continues to set the standard by taking accessibility and learning to a whole new level. Explore the latest built-in Apple accessibility features found in every Mac and iPad to support a wide range of sensory and learning disabilities, including vision, hearing, physical/motor, speech, and language support needs.

## Orton-Gillingham in the Private Sector: Building a Private Practice

---

DATE: Wednesday, July 11

INSTRUCTORS: Cheré Campbell, Theresa Collins, Alison Glerum, Cathy Irwin, Sally Joyce, Lisa Tweed

SESSION: 10:45 am–12:00 pm

COST: No cost

This roundtable discussion allows Orton-Gillingham practitioners to discuss the ins and outs of setting up and maintaining a private practice. Experienced OG practitioners discuss how they built their practices and share advice for instructors who are beginning the process. Some of the topics discussed include how to find clientele; managing forms and paperwork; liability insurance; billing; interacting with other members of the child's treatment team; and documenting and sharing progress with parents and students.

## Structured Literacy in the Public School Setting: Working from the Inside Out

---

DATE: Thursday, July 12

INSTRUCTOR: Sally Joyce

SESSION 1: 9:00–10:15 am: What is Dyslexia?

SESSION 2: 10:45 am–12:00 pm: OG in the Public School Setting—Working from the Inside Out

COST: No cost

There is an advantage to working from the inside out in order to meet the needs of dyslexic students in a public school setting. *What is dyslexia? How have Connecticut public laws impacted education of the dyslexic student? What does it take to integrate the principles and practices of the Orton-Gillingham Approach in a public school setting?* It is sharing the road traveled that builds the expertise of literacy interventionists and special educators. Based on her experiences in applying Orton-Gillingham-based Structured Literacy in a public school, the speaker discusses and shares the critical elements that support identification, strengthen practices, support teachers, and create student success.

## TechnoLOGY: EdTech to Enhance Structured Literacy Instruction

---

DATES: Monday, July 16: Decoding and Comprehension

Tuesday, July 17: Writing and Grammar

INSTRUCTORS: Theresa Collins and Sharon Plante

SESSION: 9:00 am–12:00 pm each day

COST: \$270 for both days; \$150 for one day; Participants may sign up for both days or either day individually.

Structured Literacy approaches have been shown to be the most effective for remediating language difficulties. Many of those approaches, including Orton-Gillingham, have traditionally been used in a 1:1 setting, but the Academy of Orton-Gillingham Practitioners and Educators has recently embraced a Classroom Educator model, to provide educators with the tools to deliver effective instruction to a greater number of dyslexic students. The challenge becomes how best to provide that instruction in a small group environment.

Using technology (interactive screens, iPads, apps, and websites) can make Structured Literacy instruction a multi-sensory process that is engaging and explicit while maintaining the individualization and diagnostic-prescriptive aspects of the lesson that are its hallmarks. Technology can support the organizational challenges for necessary lesson materials that can occur when working with multiple students at once, while also allowing for ease of differentiation within a small group format. Educational technology can provide ways for the teacher to collect work samples and data from multiple students simultaneously and allow for individualized feedback. An Orton-Gillingham Fellow and a Director of Technology share how they have collaborated to include technology as an instructive and assistive tool following the traditional OG Approach in the small classroom setting.

SUMMER SERIES 2018

# Lectures & Workshops

## Technology for Engaging and Effective Professional Development

---

DATE: Tuesday, July 24  
INSTRUCTORS: Theresa Collins and Sharon Plante  
SESSION: 9:00–10:30 am  
COST: \$85

This session provides participants with a variety of technology resources to use in presenting professional development workshops to teachers. Modeling the use of technology provides teachers with an introduction to tools they may find useful in teaching multi-sensory lessons. It also helps trainers to differentiate instruction to meet teachers' individual needs, provide ongoing support and engage in the subject matter, develop ways to collaborate with their colleagues, and add to their base knowledge of their content areas. We share examples of how the tools can be used directly for professional development, and also provide the teacher time to learn a new tool that can be brought directly to the classroom for student engagement. Additionally, we discuss our experiences in this process to provide thoughts and considerations for attendees looking to engage others in this form of professional development.

## LD-EdTech: Leveling the Playing Field with Technology

---

DATE: Wednesday, July 25  
INSTRUCTOR: Sharon Plante  
SESSION: 9:00–10:30 am  
COST: \$85

Today's educational technologies are prime to support the academic needs of students with learning differences (LD); moreover, they are in everyday devices that students are eager to use. The range of tools, apps, and websites entering the educational landscape is ever-changing, and there are no one-size-fits-all solutions for those with learning disabilities. In this overview session, the basics of available accessibility among current devices and programs are explored. Additionally, thoughts to consider when choosing educational and assistive technology for teacher and student usage are discussed, including accounting for differentiation versus assistive accommodation. The technologies discussed are by no means the only ones that exist, but are examples that represent ways to provide assistance and differentiation in a variety of subject areas. They demonstrate the possibility to provide for LD students the opportunity to find their own academic successes through the use of technology.

## Educational and Assistive Technologies to Engage Students with Learning Differences

---

DATES:	Tuesday, July 31: Decoding, Comprehension, and Writing Wednesday, August 1: Math, Study Skills, and Multiple Means of Engagement
INSTRUCTOR:	Sharon Plante
SESSION:	9:00 am–12:00 pm each day
COST:	\$270 for both days, \$150 for one day; Participants may sign up for both days or either day individually.

Today's classrooms are gaining technologies, providing an ideal time to enhance learning opportunities for those with reading disabilities. This influx of technology allows educators to provide accommodations to use tools that promote a more accessible learning environment for these learners. Following the principles of Universal Design for Learning (UDL), we investigate pedagogy across curricular areas while providing opportunities to engage with a variety of tools for learning, remediation, and accommodation.

Technology boasts the potential to make education engaging and relevant for all learners while providing valuable data related to student performance. These hands-on sessions equip and empower educators with educational technology tools that enhance and support instruction to engage all learners, especially those with learning differences.

In the areas of reading and writing, tools are demonstrated that provide text-to-speech, speech-to-text, differentiation of content, and multiple means of input and output. For math, the technology tools can address the need for repeated practice, differentiation of skills practice, and provide assistive supports related to dyslexia, dysgraphia, and dyscalculia.

Additionally, this session models apps and websites that address study skills and executive function across curricula. Educational technology provides many tools that teachers can use in the classroom to deliver content by removing text barriers, differentiating instruction, and promoting the student's voice.

# Instructor Profiles

## The Southport School Instructors

**THERESA COLLINS** is a Fellow of the Academy of Orton-Gillingham Practitioners and Educators and IDA Certified Dyslexia Therapist. Currently the Director of Language Training and Director of Southport Teacher Training at The Southport School, she has been an Orton-Gillingham practitioner for over 30 years. She first developed her interest in learning differences while pursuing her BA in Psychology at Colgate University. She later earned her MS in Educational Psychology from the State University of New York at Albany. Theresa has presented at the annual conference of the International Dyslexia Association, the New York and New Jersey branches of the IDA, the annual conference of the Academy of Orton-Gillingham Practitioners and Educators, the annual conference of the Assistive Technology Industry Association, Learning Ally's Spotlight on Dyslexia, and the Assistive Technology Conference of New England.

**CHRISTINE FILEP** has been a teacher at The Southport School since 1999. She previously taught at St. Augustine School in Bridgeport, CT. Christine graduated from Fairfield University with a BA in English Literature, and Sacred Heart University with an MA in Teaching. She is currently pursuing an Orton-Gillingham credential at the certified level.

**SHARON PLANTE**, an educator with over 20 years teaching experience in special education, currently serves as teacher and Director of Technology at The Southport School. As a Classroom Educator certified Orton-Gillingham tutor (CE/AOGPE), she uses her training and understanding of technology to empower students with learning differences. Sharon is the co-author of *Using Technology to Engage Students with Learning Disabilities*, which highlights the incorporation of technology through the Universal Design Model to reach all learners. She has presented at IDA, Everyone Reading, EdRev, ATIA, New York Chapter of ALTA, and Spotlight on Dyslexia. Sharon is a member of

the Connecticut Association of Independent Schools Commission on Technology. She was awarded the 2016 Distinguished Alumni Award from George Mason University College of Education and Human Development.

## Guest Instructors

**CHERÉ CAMPBELL** holds certified accreditation from the Academy of Orton-Gillingham Practitioners and Educators. She trained at the Kildonan Teacher Training Institute, and she also holds master's degrees in music and sacred music. For over 20 years in New York City, Cheré has taught children and adults, and has served as director of academic after-school programs. Her OG practice is on the upper west side in Manhattan.

**ALISON GLERUM** is an independent Orton-Gillingham Associate Level practitioner working with public and private school students in the Fairfield/Westport area. She was a special education teaching assistant in the New Canaan Public Schools for ten years. Alison is in her sixth year of OG training and teaching. She began her OG instruction at The Learning House (Guilford, CT), while teaching at their clinic. In January 2015, after receiving her Associate Level status, she began her independent practice in Fairfield County. For the past three years Alison has been training for her OG Certified Level under the supervision of OG Fellow Theresa Collins.

**CATHY IRWIN** graduated from Mount Holyoke College with a BA in English and received her MEd in Montessori Education from Xavier University in Cincinnati, OH. Cathy has been teaching since 1994, and has been an Orton-Gillingham practitioner since 2008. She is currently in private practice working with students in Greenwich, CT.

**SALLY JOYCE** is an educator with 32 years of experience working in Connecticut with pre-kindergarten, elementary, middle and high school students in private, clinical, and public settings. She works directly with students as a Certified Orton-Gillingham practitioner, a special educator specializing in reading and

assessment. Sally is also the district reading consultant for the Westport, CT, public school system. It is her tenth year in the WPS system supporting and collaborating with teachers, strengthening practices and curriculum. As an Orton-Gillingham Fellow-in-Training since 2015, she coordinates teacher training within the school district. Sally graduated from Southern Connecticut State University with a BS in Special Education and an MS in Bilingual/Bicultural/ TESOL Education; she holds state certification in both areas, pre-kindergarten through twelfth grade. She is also a member of the International Dyslexia Association and is a certified dyslexia therapist with the Center for Effective Reading Instruction.

**DAVE MARRA** is a senior systems engineer and accessibility specialist for Apple. He has conducted thousands of technology presentations, keynote addresses, and workshops for schools, Mac and PC user groups, businesses, and other professional organizations across the United States and Canada. Dave also leads the Apple Accessibility Advocates group, a worldwide team inside Apple that advocates for and presents on the built-in Apple accessibility features found in every Apple product for vision, hearing, motor skills, learning disabilities, speech, and language support needs.

**LISA TWEED** is a teacher of 30 years who is certified in the Orton-Gillingham Approach; she has taught in both public and private elementary schools. Lisa graduated from Geneva College in Beaver Falls, PA, with a BS in Elementary Education and a specialization in Reading, and has carried certifications in Pennsylvania, Virginia, and Connecticut. She studied under Susan Santora, Fellow of the Academy, earning her Associate and Certified level in OG. She trains teachers in the Orton-Gillingham Approach as an FIT under Theresa Collins. Lisa is a member of both the Orton-Gillingham Academy and The International Dyslexia Association of America. She runs the clinic side of Blueprint Shoreline, Blueprint Learning, while consulting in both private and public schools within Connecticut.

SUMMER SERIES 2018

# Registration Information

## How to Register

Space is limited! Please register by:

**PHONE/EMAIL:** 203.254.2044 ask for Erin Colon or email at [EColon@SouthportSchool.org](mailto:EColon@SouthportSchool.org)

**ONLINE:** [SouthportSchool.org/Teacher-Training](http://SouthportSchool.org/Teacher-Training)

**PAYMENT:** BY CHECK: Please make checks payable to *The Southport School* and include *Summer Series* on the memo line. Mail to Erin Colon at The Southport School, 214 Main Street, Southport, CT 06890.

BY PURCHASE ORDER: For information regarding school payments via purchase order or other arrangements, please contact CFO Maggie Macari at [MaggieMacari@SouthportSchool.org](mailto:MaggieMacari@SouthportSchool.org).

To register for Apple Accessibility:

**ONLINE:** Session 1, 9:00 am: <https://tinyurl.com/AppleAT9-00>  
Session 2, 1:00 am: <https://tinyurl.com/AppleAT1-00>

## Refunds & Cancellation Policy

The Southport School (TSS) reserves the right to cancel any Summer Series presentation and return all fees.

TSS must receive final payment by 24 hours prior to the date of all Summer Series presentations.

## Locations

### ALL PROGRAMS, EXCEPT APPLE ACCESSIBILITY

The Southport School  
214 Main Street  
Southport, CT 06890

203.254.2044  
[SouthportSchool.org](http://SouthportSchool.org)

### APPLE ACCESSIBILITY

Haskins Lab  
300 George Street, Suite 900  
Large Conference Room  
New Haven, CT 06511

## Professional Development Credits

The Southport School will provide a certificate of participation upon completion of course, lecture, or workshop.



214 Main Street, Southport, CT 06890

203.254.2044

[Info@SouthportSchool.org](mailto:Info@SouthportSchool.org)

[www.SouthportSchool.org](http://www.SouthportSchool.org)