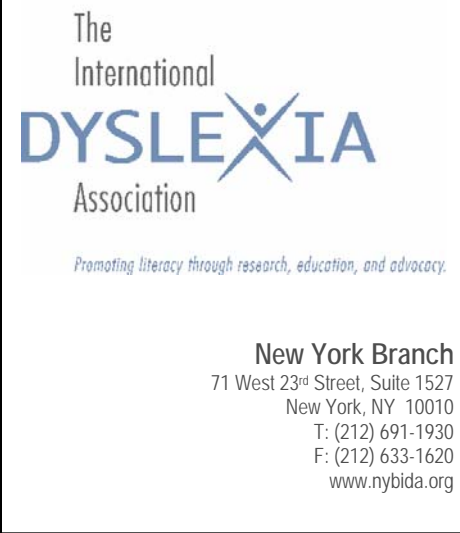


Professional Development for Educators

Trainings at the school or NYB-IDA sites



The New York Branch of the International Dyslexia Association, Inc. provides professional development that improves teaching practices by providing educators with the tools and skills to help students meet the goals and objectives of the No Child Left Behind (NCLB) Act of 2001.

Our training provides educators with the skills to respond to student difficulties with the appropriate intervention. In accordance with the National Reading Panel, we provide evidence-based learning strategies for regular classes for diverse learners, not just those struggling with dyslexia. Our methods of instruction have been demonstrated to be effective in developing language and reading skills for all students, with particular benefits for students experiencing reading difficulties.

Our training incorporates the latest research validated strategies to support learning within the five pillars of reading. These areas are:

1. Phonemic Awareness
2. Phonics/Word Study
3. Fluency
4. Comprehension
5. Vocabulary

For the middle and high schools, we focus on impacting student comprehension through:

1. Content Learning
2. Technology
3. Expanding Background Knowledge
4. Vocabulary

Half and full day trainings include but are not limited to the following topics:

- Fluency Instruction and Practice
- Comprehension Strategies
- Vocabulary Expansion
- Multi-Syllable Word Analysis for Upper and Middle School
- Writers Workshop Format for all grades
- Using Assessments to Inform Instruction
- Informing reading/writing instruction in grades K-3 through assessment

Professional Development Opportunities for Educators Continued:

- Utilizing Computer Assisted Instruction for Supplemental Phonological Remedial Drill and Practice
- Oral Vocabulary: critical Aspect of Reading Comprehension: Early Elementary or Upper Elementary & middle school
- Multisensory Education Program (Orton Gillingham based)
- Handwriting

Contact Linda Selvin, Executive Director at (212) 691-1930, ext. 11 to develop a professional development program that meets the needs of your of school/class population.

Sample Training

READING IN THE CONTENT AREAS

MULTISENSORY LANGUAGE TECHNIQUES ACROSS CONTENT AREAS

DESCRIPTION:

This one day training will provide an overview of the principles and contents of a multisensory educational program (MSLE), the six syllable types and syllabication rules as well as demonstration of the use of graphic organizers to improve reading comprehension, vocabulary development

GOALS AND OBJECTIVES:

At the completion of this training participants will be able to:

- Identify which MSLE tools they need to integrate into their teaching methodology in order to create and effectively employ multisensory language educational techniques across content curriculum.
- Create effective lesson plans that will alleviate many of the difficulties students experience in content classes, such as lack of or inadequate prior information, poor vocabulary knowledge and lack of metacognitive tools.
- Create lesson plans that will describe and illustrate the layout of textbooks and how to effectively use and read school texts.
- This type of lesson planning can be utilized throughout the reading and post reading stages.

PERFORMANCE OBJECTIVES:

- At the conclusion of this training participants will be able to utilize graphic organizers and use the layout of the text in order to create a more effective and cohesive lesson plan.
- Participants will have handouts in order to proceed with this type of lesson planning.

INSTRUCTIONAL MATERIALS:

Handouts provided by the presenter. Handouts will cover The Principals and Content of MSLE Programs; The Six Syllable Types and the Three Syllabication Rules. Participants will receive specifically designed graphic organizers that will be used throughout the training and practical MSLE lesson planning experience with excerpts from various text books integrating all of the above mention strategies.

Time: 9:00 a.m. – 4:00 p.m.

Site: New York Branch of the International Dyslexia Assoc.
71 West 23rd Street, 2nd Floor, (off of 6th Avenue, NE corner)
New York, NY 10010

SAMPLE TRAINING

READING FLUENCY

BUILDING READING FLUENCY RATES

DESCRIPTION:

This one day training will offer an overview of the double-deficit hypothesis that encompasses the phonological deficit model (Dyslexia) and the rapid automatic naming deficit as a context for the research-based strategies and methods that can lead to improved student performance. Poor fluency rates are concomitant with reduced reading comprehension and vocabulary development.

GOALS AND OBJECTIVES:

After this training participants will

- Be able to understand and thus explain what the double deficit hypothesis is and how this hypothesis could be thwarting many of our students from successfully passing on to second stage of reading which is reading for meaning.
- Brief overview of the phonological deficit disorder and what steps need to be taken in order to remediate students struggling with dyslexia or any language based disorder..
- Review fluency data and discuss creating fluency training programs that can be home made or purchased
- Review "Great Leaps" by Kenneth Campbell and discuss the efficacy of initiating such a program in your school.

PERFORMANCE OBJECTIVES:

At the conclusion of this training participants will be able to assess the fluency rate of their student and the teachers will be able to create fluency training materials that they will use with their students.

INSTRUCTIONAL MATERIALS:

Presenter will provide handouts.

Time: 9:00 a.m. – 4:00 p.m.

Site: New York Branch of the International Dyslexia Assoc.
71 West 23rd Street, 2nd Floor (Off of 6th Avenue, NE corner)
New York, NY 10010

SAMPLE TRAINING

LEARNING DISABILITIES

UNDERSTANDING LEARNING DISABILITIES AND INTERVENTION STRATEGIES

DESCRIPTION:

This half day training will offer an overview on Identifying Learning Disabilities and Understanding Literacy and Language Instruction for Struggling Readers.

GOALS AND OBJECTIVES:

After this training participants will

- Learn about dyslexia and other learning disabilities.
- Understand the causes and effects of a reading disability, specifically dyslexia.
- What it takes to identify a student with a learning disability.
- Review current research on reading disabilities.
- Learn various intervention strategies to help students who struggle with reading.

PERFORMANCE OBJECTIVES:

At the conclusion of this training participants will understand what a learning disability is and what steps to take to ensure that the student is appropriately identified. In addition, the participant will be aware of the various steps to take to help the student build their reading skills.

INSTRUCTIONAL MATERIALS:

Presenter will provide handouts.

Time: 9:00 a.m. – 12:00 p.m.

Site: New York Branch of the International Dyslexia Assoc.
71 West 23rd Street, 2nd Floor (Off of 6th Avenue, NE corner)
New York, NY 10010