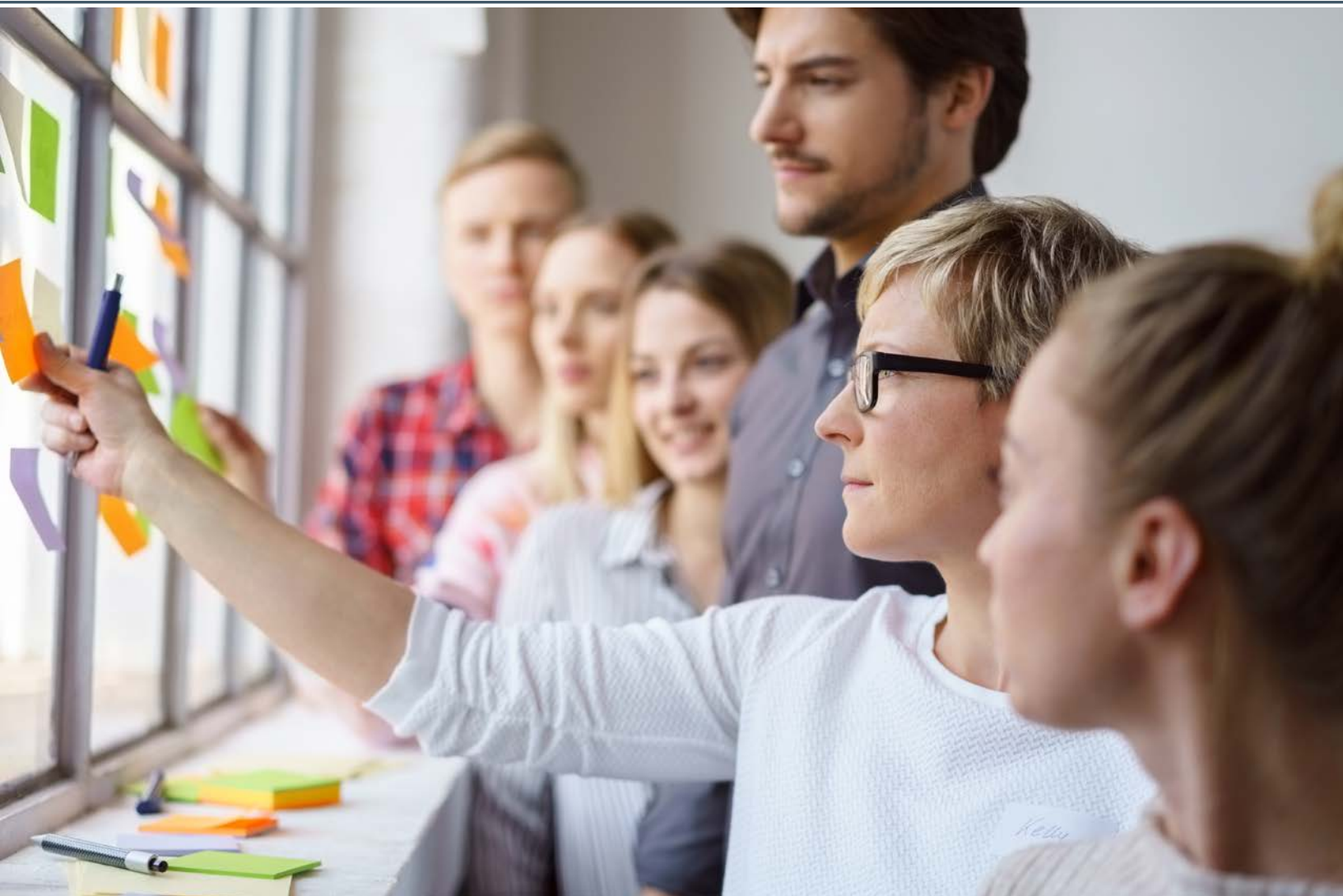


# THE SOUTHPORT COLAB

Courses ▪ Lectures ▪ Workshops

COLLABORATIVE PROFESSIONAL DEVELOPMENT FALL 2018



# THE SOUTHPORT COLAB

## TRANSFORM LIVES

The Southport CoLAB provides the highest quality programs in training for professionals, educators, and families. Our mission is to integrate **research**, **practice**, and **advocacy** to effect positive outcomes for people with learning and attention issues.

The Southport CoLAB currently offers three specialized training programs: **structured literacy**, **executive functioning**, and **assistive technology**.

Learn more together.

**[SouthportSchool.org/CoLAB](https://SouthportSchool.org/CoLAB)**

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All programs are held at The Southport School.

# Orton-Gillingham Courses

## AOGPE Associate II

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SESSION: Tuesdays, 4:00–7:00 pm

DATES:	2018	2019
	September 11	January 15
	October 2	February 12
	October 30	March 12
	November 13	April 2
	December 4	April 30
	December 18	May 14
		May 28 (make-up, if needed)

INSTRUCTOR: Theresa Collins

PREREQUISITE: Classroom Educator

COST: \$1,550

The Associate Level coursework is designed to hone the trainee’s ability to provide diagnostic and prescriptive instruction in a one-to-one remedial setting. In addition, it exposes the trainee to more sophisticated levels of language instruction than can be provided in the Classroom Educator course.

The Academy of Orton-Gillingham Practitioners and Educators (AOGPE) requires a total of 60 hours of coursework at the Associate Level. Trainees who have already taken Classroom Educator have met the first half of that requirement. This 36-hour follow-up course will exceed the Academy’s requirements for Associate Level coursework.

Associate Part II coursework will include: morphology; assessment, both formal and informal; vocabulary, comprehension, and fluency; and the writing process. An additional emphasis will be on developing lesson plans and student profiles in preparation for the trainee’s application to the AOGPE at the Associate Level.

This course does NOT include the practicum, which is required for Academy membership at the Associate Level. The practicum can be arranged for an additional fee.

### **CURRICULUM:** AOGPE Associate Level Curriculum Guidelines

Associate Level Members may tutor individuals using the OG Approach while continuing to work under the guidance of a Fellow/AOGPE.

Available upon request for an additional fee:

**PRACTICUM:** A total of 100 hours supervised practicum over eight months (minimum), which includes a total of 10 observations by the Fellow of the trainee teaching complete lessons through on-site, unedited video or web-based applications. If an applicant has already completed the Classroom Educator practicum, those teaching hours and observations may be applied toward the Associate practicum requirement. Trainees may also opt to complete 10 observations in one-on-one settings. Seven out of the 10 Associate observations may be conducted by a Fellow in Training (FIT) or Clinical Supervisor (CS) as designated by the Fellow. Please contact Theresa Collins directly for Practicum registration at [TCollins@SouthportSchool.org](mailto:TCollins@SouthportSchool.org).

## AOGPE Certified I

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SESSION:	Fridays, 1:00–4:00 pm	
DATES:	2018	2019
	September 7	January 11
	September 28	January 25
	October 19	March 8
	November 2	March 29
	November 30	April 26
	December 7	May 17
		May 31 (make-up, if needed)
INSTRUCTOR:	Theresa Collins	
PREREQUISITE:	AOGPE Associate	
COST:	\$1,550	

The Certified Level coursework is designed to expand and deepen the trainee’s Associate knowledge base. This 36-hour course further develops the trainee’s understanding of facets of dyslexia, such as its neurobiological underpinnings, the history of literacy education and impact of current public school practices on the dyslexic learner, and dyslexia’s effects over the lifespan. Participants review phonological concepts as needed and hone their ability to use multisensory strategies to teach comprehension and writing. They explore ways to incorporate study skills, self-advocacy skills, and organizational skills in their lessons. Broadening their awareness of programs and materials derived from the Orton-Gillingham approach allows them to work with students who have already received intervention through those programs and to make informed decisions about incorporating program materials in their own lessons.

Participants continue to expand their knowledge of formal and informal assessments and practice interpreting test results to craft student profiles and diagnostic and prescriptive lesson plans in preparation for their Certified Level applications.

This course does NOT include the practicum, which is required for Academy membership at the Certified Level. The Practicum can be arranged for an additional fee.

### **CURRICULUM:** AOGPE Certified Level Curriculum Guidelines

Certified Members are considered independent practitioners qualified to tutor individuals and to teach small groups in the Orton-Gillingham Approach.

Available upon request for an additional fee:

**PRACTICUM:** A total of 200 hours supervised practicum over two years (minimum), which includes 10 observations conducted by the Fellow of the trainee teaching complete lessons in a one-on-one setting through on-site, unedited video or web-based applications. Seven out of the 10 observations may be conducted by a Fellow in Training (FIT) or Clinical Supervisor (CS) as designated by the Fellow. Please contact Theresa Collins directly for Practicum registration at [TCollins@SouthportSchool.org](mailto:TCollins@SouthportSchool.org).

# Presentations & Workshops

## Executive Functioning for Educators: What Are Our Goals as Educators?

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SESSION:	Three-part series of interactive seminars for educators and professionals Tuesdays, 4:00–6:00 pm
DATES:	September 25, 2018 October 2, 2018 October 9, 2018
INSTRUCTORS:	Dr. Tim Heitzman and Jeffrey Ruggiero
COST:	\$225

***“Executive functioning involves activating, orchestrating, monitoring, evaluating, and adapting different strategies to accomplish different tasks.”*** (National Center for Learning Disabilities). Knowing this is only half the battle. The goals of educators are associated with shaping these behaviors and teaching students to develop these functions. Success is achieved when they *know* what to do, and they *do* what they know.

Teachers are tasked with implementing school curriculum and working directly with the students—what is their approach to Executive Functions and how do they reach their goals? Through this three-part seminar presentation, educators focus on how such goals can be feasible and reachable. This includes how to:

- Identify developmentally typical and atypical classroom- and education-based executive functions in a broad sense (i.e., learning and behavior), and a specific sense (i.e., performance in content areas).
- Recognize the immediate and specific threats within EF domains, and environmental threats to EF in general.
- Learn how to operationally define and measure executive functions for each student.
- Review strategies to compensate for executive dysfunction, and how to go beyond accommodations with activities and techniques that support the development of EF in the classroom as a whole and in the individual student.
- Implement these activities, techniques, and strategies in the classroom and reflect on changes and results over time.

The general approach to enhancing Executive Functions include the following:

- Support the development of goal-directed, problem-solving skills within positive, meaningful daily routines.
- Allow student to “overlearn” executive function processes, to support skill consistency and automaticity.
- Provide real-world relevance and application of strategies and routines.
- Parents and teachers are coaches; peers are models.

**The end goal for students** is to establish reliable behavioral and cognitive routines and habits that support increased independence and effective goal-directed activity.

## Executive Functioning for Parents, Grandparents, and Guardians

For the past four years, The Southport School has collaborated with Dr. Tim Heitzman, a developmental neuropsychologist, to develop our Proprietary Executive Function Program that benefits your child directly, and on a daily basis. Though many parents and teachers associate executive functioning with “organization,” it goes well beyond that, involving the ability to regulate behavior, emotions, and cognitive skills. Knowing what to do is only half the battle. Parents and teachers share goals associated with shaping these functions and creating adaptive, performance-based habits at home and school. Success is achieved when children not only know what to do, but also do what they know.

This educational and hands-on workshop requires a three-day commitment due to the nature of the content and application to real life with your own children at home.

**SESSION:** Three-part series of interactive seminars for parents  
Tuesdays, 9:00–10:15 am

**DATES:** October 16, 2018  
October 30, 2018  
November 13, 2018

**INSTRUCTORS:** Dr. Tim Heitzman and Jeffrey Ruggiero

**COST:** \$150

Does your child take a long time to get ready to leave the house? Does he/she seem disorganized and overwhelmed when demands pile up? Do you feel that you are often reminding him/her to do things or transition between activities? Are you frequently asking him/her to “Sit down,” “Calm down,” or “Hurry up”?

What seem like simple tasks may take your child an inordinate amount of time or not get completed at all. Oftentimes, as parents, we identify with their feeling of helplessness because we are unable to provide the help they need.

Thought processes required to plan, remember, initiate, and/or complete tasks, as well as the ability to regulate behavior and emotions, are referred to as executive functions and are a critical area of child development. As we focus on the end-goal, these skills are often overlooked or taken for granted. Yet, they must develop for our children to achieve independent success in and out of school.

This three-session workshop includes discussion and hands-on activities to help you gain a better understanding of executive functions and how you can help your child develop these critical skills at home.

### Session 1: Introduction to Executive Functions

- Develop an understanding of executive functions
- Learn how executive function instruction is provided to your child in private and public school settings

### Session 2: Connecting Executive Functions to Home Experience

- Recognize developmentally typical and atypical executive functions in the home
- Examine your child’s executive function strengths and challenges

### Session 3: Developing Executive Functions at Home

- Explore games and activities that can be used to develop your child’s executive functions
- Examine strategies to consider within the executive function coaching model

THE SOUTHPORT COLAB 2018

# Presentations & Workshops

## LD-EdTech: How Can Technology Help My Child?

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SESSION: Tuesday, 8:45–10:00 am

DATE: October 2, 2018

INSTRUCTOR: Sharon Plante

COST: \$20

Today's educational technologies are prime to be incorporated to support the academic needs of students with learning differences (LD); moreover, they are in everyday devices that students are eager to use. How does a parent support their child's usage of the range of tools, apps, and websites entering the educational landscape that is ever-changing and daunting to explore, while knowing there are no one-size-fits-all solutions for those with learning disabilities? What resources are available for families and how do they access them?

In this presentation, we explore the basics of available accessibility among current devices and programs. Additionally, we discuss what parents should consider when choosing assistive technology, along with other educational tools that can support students in various academic areas. The technologies discussed are devices, apps, and websites that represent ways to provide learning support, but there are many options that exist for all levels of learners. Our goal is to demonstrate the possibilities for LD students to support and find their own academic successes through the use of technology.



## Technol-OGy: EdTech to Enhance Structured Literacy Instruction

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SESSION: Saturday, 9:00 am–4:00 pm  
DATE: November 17, 2018  
Lunch provided  
PRESENTERS: Theresa Collins and Sharon Plante  
COST: \$270

### Decoding | Comprehension | Writing | Grammar

Structured Literacy approaches have been shown historically to be the most effective for remediating language difficulties. Many of those approaches, such as 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 more 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.

The utilization of 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. Additionally, 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. This session focuses on the use of various tools that can support differentiated and individualized engagement during small group multi-sensory Structured Literacy instruction.

# Presentations & Workshops

## Making Math Meaningful for All Students

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This four-part series of interactive seminars has been designed for educators of pre-kindergarten through 8th grade students. An educator for more than 40 years, Dr. Honi Bamberger shares research-based practices that positively impact students' mathematics confidence and achievement. The National Science Foundation-funded Project IMPACT (Increasing the Mathematical Power of All Children and Teachers) provided Dr. Bamberger, one of two co-principal investigators, with evidence that all students could become mathematically proficient given instruction that enables them to make sense out of the mathematics concepts and skills they are learning. Participants explore, discuss, and become involved in activities that support teaching mathematics for understanding. Resources, both technological and print, are provided.

SESSIONS:	Thursdays, 4:00–5:30 pm	
DATES:	December 6, 2018	Seminar I
	January 10, 2019	Seminar II
	March 7, 2019	Seminar III
	April 4, 2019	Seminar IV
INSTRUCTOR:	Dr. Honi Bamberger	
COST:	\$225	

### Seminar I: Mathematics Routines that Reinforce and Solidify Mathematics Instruction

In his book, *Accessible Mathematics: 10 Instructional Shifts That Raise Student Achievement*, Steven Leinwand insists that the daily warm-up or launch activities “incorporate cumulative review” so that students can continue to practice content they’ve been exposed to.

In this interactive, hands-on workshop participants experience mathematics routines that have been incorporated into four different successful mathematics research projects. The activities can be integrated into the beginning of the mathematics period, or they can be done at different times during the academic day. All revisit important mathematics vocabulary, skills, and concepts that students tend to forget if they aren’t reviewed regularly.

### Seminar II: Authentic and Engaging Problem Solving to Stimulate Students’ Curiosity and Interest

Have you ever wondered how it is that  $1 + 2 = 3$ ; and  $4 + 5 + 6 = 7 + 8$ ; and  $9 + 10 + 11 + 12 = 13 + 14 + 15$ ? Are these equations true? What would the next two rows look like; and how does this work?

Problem solving and noticing patterns are at the heart of mathematics. And problem solving needs to go beyond the simple problems that are often found in textbooks. During this seminar participants review specific strategies that enable students to make sense out of the problems they are given. Participants also learn about 3-act tasks (conceived by mathematical leaders and advocates Graham Fletcher and Dan Meyers), and solve several non-routine, but highly engaging, problems.

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### Seminar III: Multisensory Mathematics Instruction to Build a Solid Understanding of Place Value

Without a solid understanding of our place value numeration system, students memorize computational procedures. For those whose memories are good, this way of learning works until decimals are introduced. Then, without a conceptual understanding, students find that they no longer can get the correct answers that they were getting in earlier grades. And, for those whose working memories are not very good, they struggle to get correct answers even in the lower grades. Participants experience activities that build a strong conceptual understanding of whole number and decimal computation.

### Seminar IV: Making Sense Out of Fraction Concepts and Skills

The authors of the *Standards for College and Career Readiness* chose to wait to introduce fractions until the third grade. While this may now be more developmentally appropriate, unless the concepts are taught using a variety of representations, scenarios, and authentic problems, students continue to find fractions confusing. Fraction concepts “open the gates” to Algebra and are critical for students to make sense out of. In this interactive session participants experience fraction concepts using a variety of materials and through a variety of activities.

# Instructor Profiles

## The Southport School Instructors



### Theresa Collins

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.

Ms. Collins 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. She 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.



### Sharon Plante

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.

Ms. Plante 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. She 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.



### Jeffrey Ruggiero

Jeffrey Ruggiero, an educator with over 25 years of teaching and administrative experience in special education, currently serves as Director of Education at The Southport School. With advanced degrees in learning differences and school administration, he strives to design and implement effective instructional programming for students with dyslexia, language-based learning issues, and ADHD.

As a certified Orton-Gillingham Associate Practitioner and Dyslexia Practitioner through the International Dyslexia Association, Mr. Ruggiero combines his knowledge of reading and language learning with his study of executive functions to develop an academic program that promotes student engagement and empowers all learners.

## Collaborators



### Dr. Honi J. Bamberger

Honi Bamberger is a Professor Emerita from the Department of Mathematics at Towson University in Baltimore, Maryland. She is also the Executive Director of MathWorks: Promoting Excellence in Mathematics Education, an agency providing professional development in mathematics for teachers and administrators, pre-kindergarten through 8th grade.

The author of numerous books and articles, Dr. Bamberger has been conducting research since 1989, investigating the strategies and instructional shifts that positively impact student achievement. A former classroom teacher, Dr. Bamberger continues to work with students and teachers in a variety of schools throughout Maryland and other states, proving to herself and others that all students can become mathematically powerful.



### Dr. Tim Heitzman

As a licensed psychologist, Tim Heitzman's practice and clinical research integrates the fields of developmental psychology and neuropsychology. He is known in

both academic circles and the clinical community for his diagnostic skills, his work with the learning and behavior of children with developmental disorders, and the evaluation and management of concussions in children, adolescents, and young adults.

Dr. Heitzman is intimately interested in skill-based interventions, helping parents and teachers recognize levels of readiness in their children while tailoring a goodness of fit model between strategies and the student's strengths and weaknesses.



### Beth Stone

As an instructor and reading consultant, Beth Stone draws upon her experience as a classroom teacher and her knowledge of evidence-based, differentiated reading instruction to provide individualized instruction and mentoring that leads to teacher and student success. Ms. Stone graduated from Alfred University with a BA in English, and received her MEd from Fairfield University.

She continued her education with coursework in Speech and Language Pathology at Southern Connecticut State University to better meet the diverse needs of her clients and students. Ms. Stone is a Certified Orton-Gillingham practitioner and a certified Elementary teacher, K-6 in Connecticut. Prior to starting Shoreline Reading, she served as Clinic Director and reading consultant at an Orton-Gillingham accredited clinic. She is a member of the Academy of Orton Gillingham Practitioners

and Educators, the International Dyslexia Association, Dyslexia Society of Connecticut, Decoding Dyslexia-CT, Phi Beta Kappa, Phi Kappa Phi, and is an alumna of AmeriCorps. Ms. Stone currently runs the testing and school-based service side of Blueprint Shoreline while consulting and training teachers throughout the state.



### Lisa Tweed

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. Ms. Tweed graduated from Geneva College in Beaver Falls, Pennsylvania with a BS in Elementary Education and a specialization in Reading, and has carried certifications in Pennsylvania, Virginia, and Connecticut.

Ms. Tweed studied under Susan Santora, Fellow of the Academy, earning her Associate and Certified levels in OG. She trains teachers in the Orton-Gillingham Approach as an FIT under Theresa Collins. She 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.

THE SOUTHPORT SCHOOL 2018

# Community Lecture Series

Five years ago, The Southport School launched the Community Lecture Series, which continues to draw local and nationally recognized speakers to our school. These evenings focus on presenting inspiring individuals who can share their expertise in the field or their experiences as adults with learning differences. The overarching goals of The Southport School Community Lecture Series are to educate, inform, and empower all people interested in helping themselves or others with a language-based learning disability. Our audiences have grown in numbers and include students, parents, extended family, educators, practitioners, advocates, and lawyers. Through these free Community Lectures, we hope to connect with others in the broader community who have a stake in how individuals with learning disabilities are treated, and to positively affect how people think about and teach students who learn differently.

All CLS presentations are free to the greater community.

All CLS presentations are held at The Southport School.

## The Dyslexia Foundation Annual Conference Simulcast: “Dyslexia and Literacy: Language Connection to Reading”

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The Southport School is excited to partner with The Dyslexia Foundation again this year. As a co-sponsor of this event, we simulcast their annual conference (held at Harvard Medical Center) here on campus.

This conference is designed for teachers, practitioners, and parents to help them learn to identify, understand, and provide evidence-based instruction for students who have dyslexia and dyscalculia. Participants learn about the latest genetics studies as a basis for understanding current practices for assessment and intervention.

The afternoon session, presented by The Southport School’s Sharon Plante, Director of Technology, focuses on considerations for choosing educational and assistive technology for student and teacher usage as well as accounting for differentiation versus assistive accommodations.

DATE: Friday, October 12, 2018  
8:15 am–3:00 pm

### CONFERENCE AGENDA

8:15 am	Doors open. Coffee and light breakfast
8:30–8:40 am	<b>Welcome</b> Dr. Joan Mele-McCarthy, D.A., CCC-SLP
8:40–10:00 am	<b>The Developing Brain, Language, Reading, Heredity</b> Nadine Gaab, Ph.D.
10:00–10:30 AM	Break
10:30–11:40 am	<b>Oral Language and Reading: Pre-K through Adolescence</b> Anthony Bashir, Ph.D., CCC-SLP
11:40 am–12:40 pm	<b>Assessing Children Who Struggle with Dyslexia and Literacy: Connecting Oral Language and Reading</b> Tiffany Hogan, Ph.D., CCC-SLP
12:40–1:40 pm	Lunch provided
1:40–3:00 pm	<b>Intervention: Integrating Technology, Oral Language and Reading</b> Sharon Plante, M.Ed.

*The Dyslexia Foundation was founded in 1986 out of Boston, Massachusetts. Founder William “Will” Baker is an inspiring and passionate leader who collaborates, connects, and supports an elite group of national and international scientists and researchers whose main focus is to find breakthroughs in the early detection, prevention, and remediation of dyslexia and reading differences. Will is dyslexic himself and from his own experiences he hopes to prevent the suffering caused by reading failure and to unlock the full potential of children and adults with dyslexia so they may personally succeed and contribute to society.*

THE SOUTHPORT COLAB 2018

# Community Lecture Series

## Teaching Mathematics for Understanding: What Does That Mean and What Does That Look Like?

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SESSION: Thursday, 7:00–8:30 pm

DATE: November 1, 2018

PRESENTER: Dr. Honi Bamberger

We are immersed in a world of mathematics—in the shapes and structures that surround us, and in the everyday mathematics problems that we need to solve. As adults, many of us have figured out ways to solve these problems, and often these ways have nothing to do with what we were taught in school. But, wouldn't it be wonderful if every student was introduced to mathematical concepts and skills in a way that made sense to her or him? What would that look like, and what does it mean to teach, and learn, mathematics for understanding?

In this seminar these questions are addressed and answered. Through her more than 40 years experience in the field of education, and her work on more than five different research projects, Dr. Honi Bamberger has witnessed the confidence and excitement that students bring to mathematics, when they understand what they are being exposed to. Participants will enjoy hearing and seeing activities that help students make sense of mathematics.

Time is allocated for questions and answers.

## Demystifying Dyslexia

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SESSION: Thursday, 6:30–8:00 pm

DATE: November 29, 2018

PRESENTERS: Beth Stone, FIT, and Lisa Tweed, FIT

According to the International Dyslexia Association, as many as 15 to 20% of the population shows some of the symptoms of dyslexia, including slow and/or inaccurate word reading, poor spelling, and poor writing. Despite the attempts of many organizations, such as the IDA and Decoding Dyslexia, many myths and misunderstandings about dyslexia prevail. This workshop, conducted by two Fellows-in-Training of the Academy of Orton-Gillingham Practitioners and Educators, will provide an overview of dyslexia and discuss indicators of dyslexia that parents may encounter in their children.



SAVE THE DATES FOR

# CoLAB Presentations 2019

## Community Lecture Series

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DATE: Tuesday, January 22, 2019, 7:00–8:30 pm

PRESENTERS: Attorney Lawrence Berliner, Special Education Law  
Laura Carl, Director Decoding Dyslexia-CT and Special Education Advocate  
*Special Education Law and Advocacy: Engaging Parents in Their Child's Educational Journey*

DATE: Wednesday, March 13, 2019, 7:00–8:30 pm

PRESENTER: Dr. Michael Coyne, Neag School of Education, University of Connecticut  
*The Importance of Teaching Vocabulary within a Structured Literacy Approach*

## Educational and Assistive Tech Course

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SESSION: Saturday, 9:00 am–4:00 pm  
Lunch provided

DATE: March 2, 2019

INSTRUCTOR: Sharon Plante

COST: \$270

## Building a Word Rich Environment

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SESSION: Monday, 1:30–2:45 pm

DATE: May 6, 2019

INSTRUCTORS: Theresa Collins and Chere Campbell

COST: Free

## The Orton-Gillingham Classroom Educator Level (OGCE)

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SESSION: Monday–Friday, 8:30 am–4:30 pm daily  
Lunch provided

DATES: August 5–9, 2019

INSTRUCTOR: Theresa Collins

COST: \$1,595

THE SOUTHPORT

# Free Reading Screenings

The ability to read is one of the most important predictors of academic success. Children with reading problems are at risk for setting a pattern of experiencing failure in school. Early identification can significantly reduce this risk.

Why and when should we screen?

- Students can be screened reliably before they ever begin reading
- Earlier intervention is more effective—starting intervention as early as kindergarten or first grade will yield the greatest success
- Studies show that with early and intensive intervention, up to 92% of at-risk children can be on grade level for reading
- Early screening benefits every child, not just children with dyslexia

Screenings are available at no charge to children in pre-kindergarten to 3rd grade (approximately 5–9 years old). Each screening and feedback session with parents takes 60 minutes.

SESSION: Wednesdays (except Tuesday, Feb. 5)  
9:00 am–2:00 pm  
(2:00 pm is the last booking)

DATES:	2018	2019
	October 3	January 9
	November 14	February 5 (Tuesday)
	December 12	March 6
		April 10
		May 1
		June 5
		July 10
		August 7

Call the school to schedule an appointment at **203.254.2044** or register online at [SouthportSchool.org/ReadingScreening](https://SouthportSchool.org/ReadingScreening)



PERSONALIZED FEEDBACK SESSIONS AND RECOMMENDATIONS  
Call **203.254.2044** to schedule an appointment

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

THE SOUTHPORT COLAB 2018

# Registration Information

## Register for Courses, Presentations, and Workshops

Space is limited!

**ONLINE:** SouthportSchool.org/Teacher-Training

**PHONE/EMAIL:** 203.254.2044, ask for Shelbey Roy or email at SRoy@SouthportSchool.org

**PAYMENT:** BY CHECK: Please make checks payable to *The Southport School* and include *Southport CoLAB* on the memo line. Mail to The Southport CoLAB, 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.

## Register for Community Lecture Series

**ONLINE:** SouthportSchool.org/CLS

**PHONE/EMAIL:** 203.254.2044, ask for Dr. Hallie A. Buckingham or email at HBuckingham@SouthportSchool.org

## Register for Free Reading Screenings

**ONLINE:** SouthportSchool.org/ReadingScreening

**PHONE/EMAIL:** 203.254.2044, ask for Samantha Berg or email at SBerg@SouthportSchool.org

## Refunds & Cancellation Policy

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

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

## Location

### ALL PROGRAMS

The Southport School  
214 Main Street  
Southport, CT 06890  
203.254.2044  
SouthportSchool.org

## Professional Development Credits

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

# THE SOUTHPORT COLAB

The Southport School  
214 Main Street, Southport, CT 06890

203.254.2044  
Info@SouthportSchool.org  
SouthportSchool.org



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