

FALL 2022 – WINTER 2023

Professional Development
COURSES • WORKSHOPS • LECTURES

ALL CLASSES OFFERED VIRTUALLY

Register online at
thewindwardschool.org/wi



The
Windward Institute

Be informed. Be inspired. Transform lives.





The Windward Institute Mission

To increase childhood literacy rates by disrupting the educational status quo to save more lives

Class legend:



A message from The Windward Institute

Back to School is an opportune time for educators, administrators, and families to explore key questions that will inform learning and growth in the school year ahead.

- How can I best serve (support) my students?
- How can I build on my skill set?
- How can I continue to grow in my profession?

The Windward Institute (WI) is invested in providing diverse offerings that meet the needs of educators and families while fostering communities of empowered learners to expand the reach of evidence-based instruction.

In addition to professional development opportunities in writing, reading, math, and social development, the WI provides courses, workshops, and lectures focused on the foundations of language development and instruction.

These classes highlight the role of oral language in literacy development and the impact that evidence-based language instruction has on classroom discourse and learning outcomes.

Take advantage of the new school year and join us in furthering the mission to increase childhood literacy rates by disrupting the educational status quo.

thewindwardschool.org/wi

Who We Are

Jamie Williamson
Executive Director

Alexis Pochna
Director

Danielle Scorrano
Research and
Development Director

Najah Frazier
Administrative and
Communications Associate

Asante Robinson
Registration Associate



Locations

WI WESTCHESTER

1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 908-3551

WI MANHATTAN

212 East 93rd Street
New York, NY 10128

What is The Windward Institute?

The Windward Institute (WI) is a division of The Windward School that serves the broader educational community by providing professional development, forming partnerships, expanding The Windward School's reputation and expertise, and advocating for students with dyslexia and other language-based learning disabilities.

The Windward Institute and The Windward School

The WI serves The Windward School, a coeducational, independent day school dedicated to providing a proven instructional program for children with dyslexia and other language-based learning disabilities. The Windward School is committed to helping students achieve their full potential in preparation for a successful return to a mainstream academic environment. Visit thewindwardschool.org for more information.

Accreditations

The WI is an accredited training center for The International Multisensory Structured Language Education Council (IMSLEC), enabling WI to offer national certification in Multisensory Structured Language Education. The certification program offers extensive coursework and supervision, leading to professional certification. The International Dyslexia Association (IDA) has recognized all IMSLEC-accredited training programs for meeting IDA's Knowledge and Practice Standards for Teachers of Reading.



Graduate Credit

Graduate credits for WI courses are offered through Manhattanville College. There are additional fees, hours, and assignments. Call (914) 908-3551 for further information.

The WI is currently offering all Fall 2022 – Winter 2023 courses, workshops, and lectures virtually. E-mail wi@thewindwardschool.org for more information.

WI CLASSES AT-A-GLANCE

	WRITING SKILLS		READING SKILLS			
Class	Expository Writing Instruction I	Planning and Teaching Nonfiction Text in the Elementary Grades NEW	Multisensory Reading Instruction: PAF I, Fall Session	Multisensory Reading Instruction: PAF I, Winter Session	Unpacking the Science of Reading for Children with Dyslexia	Vocabulary Development and Morphology NEW
Date	Three Wednesdays: January 18, 25, February 1, 2023 (February 8 snow day)	Wednesday, November 30, 2022	One Wednesday: September 28, 2022 Three Thursdays: October 6, 13, 20, 2022	Four Thursdays: January 12, 19, 26, February 2, 2023 (February 9 snow day)	Wednesday, September 28, 2022	Wednesday, October 19, 2022
Time	9:00 a.m. – 2:30 p.m.	4:30 p.m. – 6:30 p.m.	9:00 a.m. – 1:00 p.m.	9:00 a.m. – 1:00 p.m.	4:30 p.m. – 6:30 p.m.	4:30 p.m. – 6:30 p.m.
Fee	\$625 (manual included)	\$120	\$625 (manual included)	\$625 (manual included)	\$120	\$120
Page #	6	7	8	8	9	10
Audience	A E	E	A E	A E	A E P/G	E P/G

Class legend:

A Administrator **E** Educator **P/G** Parent/Guardian

LANGUAGE DEVELOPMENT

Class	Narrative Comprehension for Middle School Students NEW	Tell Me a Story: Narrative Development in Elementary Age Children	Let the Games Begin: Games to Build Decoding Skills and Morphological Awareness	The Language of Instruction for Powerful Learning: Topics and Techniques for Teachers	Language Development for Early Literacy	Language-based Learning Disabilities: From DLD to Dyslexia NEW
Date	Tuesday, February 28, 2023	Wednesday, March 1, 2023	Wednesday, March 8, 2023	Three Tuesdays: October 18, 25, November 1, 2022	Thursday, September 22, 2022	Thursday, January 24, 2023
Time	4:30 p.m. – 6:30 p.m.	4:30 p.m. – 6:30 p.m.	4:30 p.m. – 6:30 p.m.	9:00 a.m. – 2:30 p.m.	4:30 p.m. – 6:30 p.m.	4:30 p.m. – 6:30 p.m.
Fee	\$120	\$120	\$120	\$625	\$120	\$120
Page #	11	12	13	14	14	15
Audience	A E	A E	E	A E P/G	A E P/G	A E P/G

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WI CLASSES AT-A-GLANCE

	SOCIAL AND COGNITIVE DEVELOPMENT		MATH SKILLS			FALL COMMUNITY LECTURE
Class	Self-advocacy, Time Management and Planning for Children with ADHD	Mindfulness, Self-Compassion, and Stress Management for ADHD: Creating a Resilient Foundation	Mathematical Vocabulary: Teach it! Learn it! Use it! Remember it!	Explicit Math Instruction in the Middle School Grades NEW	Explicit Math Instruction in the Elementary Grades NEW	DEVELOPMENTAL LANGUAGE DISORDER: The Highly Prevalent Learning Disability Hidden in Plain Sight Tiffany Hogan, PhD, CCC-SLP
Date	Tuesday, October 11, 2022	Wednesday, November 2, 2022	Tuesday, November 15, 2022	Wednesday, January 25, 2023	Wednesday, February 1, 2023	Thursday, October 27, 2022
Time	4:30 p.m. – 6:30 p.m.	4:30 p.m. – 6:30 p.m.	4:30 a.m. – 6:30 p.m.	4:30 p.m. – 6:30 p.m.	4:30 p.m. – 6:30 p.m.	7:30 pm – 9:00 pm
Fee	\$120	\$120	\$120	\$120	\$120	NO FEE Registration required
Page #	16	17	18	19	19	21
Audience	A E P/G	A E P/G	A E P/G	A E	A E	

Class legend:


A Administrator **E** Educator **P/G** Parent/Guardian

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- New & featured courses
- Resources to support increased literacy rates
- Key takeaways from journal articles, courses, and events




 SIGN UP



The Windward Institute
Be Informed. Be Inspired. Transform Lives.

Advocating for Reading Instruction Transformation in New York


The Windward Institute Newsletter - January 2022



Advocacy at the New York City Level

Engaging with New York City Schools Chancellor on Literacy and Teacher Development

New York City's newly appointed Schools Chancellor David Banks recently toured The Windward School's Manhattan campus. During the visit, Chancellor Banks observed and discussed how an evidence-based approach to curriculum and teacher development, that is grounded in the principles of the Science of Reading, can transform literacy rates and ensure the success of all students in any educational setting.




[Read Press Release](#)

2022 Professional Development Highlights

PROFESSIONAL DEVELOPMENT

ANCHORED IN THE SCIENCE OF READING



NEW Spring/Summer 2022 Instruction Practice Workshop Series

- Bringing Multisensory Reading Instruction (PAF Reading Program) to Practice
- The Scarborough Reading Rope in Practice Workshop Series

Take advantage of this opportunity to add to your toolkit. During the workshop, attendees will benefit from practicing strategies and techniques in a guided learning community, to help you better support your students.

The Windward Institute's courses and workshops

- reinforce the content and skills established by the Science of Reading (SoR) and support evidence-based practices
- offer feasible and effective strategies and tools for application across educational settings



WRITING SKILLS

● Expository Writing Instruction I

Expectations to meet rigorous writing standards begin in the early grades and extend through high school. In this course, Betsy M. Duffy, MS Ed, Director of Language Arts and Instruction at The Windward School, will present strategies for teaching expository writing in all content areas in grades K–12. The course offers specific evidence-based techniques to add structure, coherence, and clarity to students' expository writing. Instructional guidelines will be presented for developing complex sentences, outlining, writing paragraphs and compositions, and revising and editing. Many exemplars will explicitly demonstrate how to teach the foundational and organizational skills necessary to write an argumentative essay. An overview of how to plan an expository reading lesson as a springboard to writing is now included in the course. This prominent writing program, developed at The Windward School, is based

on large statistical research studies for best practices in writing and utilizes strategies outlined in publications such as the *Elementary and Secondary Institute of Education Sciences (IES) Practice Guides* (Steve Graham, et al.), *Approaches from Teaching Basic Writing Skills (TBWS): Strategies for Effective Expository Writing Instruction* by Judith C. Hochman and *TBWS Templates* by Betsy MacDermott-Duffy are incorporated with findings from *Writing to Read: Evidence for How Writing Can Improve Reading* (Graham & Hebert, 2010) and "Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-analysis" (Graham et al., 2017). This writing program can be implemented in general education and special education classrooms across grades K–12.

This course is offered for one graduate credit through Manhattanville College. There are additional hours, assignments, and fees. For more information about graduate credit, contact The WI prior to registration.

INSTRUCTOR Betsy M. Duffy, MS Ed

DATES Three Wednesdays: January 18, 25,
February 1, 2023. (February 8 snow day)

TIME 9:00 a.m. – 2:30 p.m.

FEE \$625 (manual included)



Registration closes on January 4, 2023

NEW

● Planning and Teaching Nonfiction Text in the Elementary Grades

Increasing demands in expository reading comprehension and writing in the elementary grades call upon students to comprehend, organize, and respond to highly complex and often technical text.

In this workshop, Sarah Golden, MS Ed, Language Arts Coordinator at The Windward School, and Sarah Nordgren, MA, Windward lower school teacher, will guide teachers of grades 1–5 through the process of planning and teaching an expository reading and writing lesson.

INSTRUCTORS Sarah Golden, MS Ed & Sarah Nordgren, MA

DATE Wednesday,
November 30, 2022

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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Participants will transform expository text into an enriching, multisensory lesson by

- analyzing a nonfiction article;
- identifying key vocabulary terms to support student comprehension;
- developing a graphic organizer;
- activating and building student background knowledge;
- generating discussion questions to enrich comprehension and support student language development;
- integrating structured summary activities using sentence strategies from The Windward School's Expository Writing Program.

Interactive opportunities for practice and collaboration with other participants will enable teachers to leave the course equipped to implement these strategies in their classrooms across English Language Arts as well as other content areas.



READING SKILLS

● Multisensory Reading Instruction: PAF I

The Multisensory Reading Instruction: PAF Reading Program emphasizes explicit, multisensory techniques for teaching reading, handwriting, and spelling in the primary grades. PAF incorporates the theories and practices of Orton-Gillingham instruction into an early intervention program intended for children at risk for reading difficulties. The PAF Reading Program can also be used remedially for struggling readers or as an effective beginning reading program for all children in grades K–5.

Topics include instructional practices supported by the latest research on developing accurate and fluent reading comprehension, lesson planning, and curriculum-based assessments.

Multisensory Reading Instruction: PAF I focuses on the foundations of the PAF instructional sequence. Topics include the developmental stages of reading, the synergistic relationship between spelling and reading, and the importance of controlled text. Instructional techniques for teaching phonemic awareness, the alphabetic principle (letters represent sounds), blending, word recognition, and comprehension will be discussed.

This course is offered for one graduate credit through Manhattanville College. There are additional hours, assignments, and fees. For more information about graduate credit, contact The WI prior to registration.

FALL SESSION

INSTRUCTORS PAF Instructors

DATES One Wednesday:
September 28, 2022
Three Thursdays:
October 6, 13, 20, 2022

TIME 9:00 a.m. – 1:00 p.m.

FEE \$625 (manual included)



Registration closes on September 14, 2022

WINTER SESSION

INSTRUCTORS PAF Instructors

DATES Four Thursdays:
January 12, 19, 26,
February 2, 2023
(February 9 snow day)

TIME 9:00 a.m. – 1:00 p.m.

FEE \$625 (manual included)

Registration closes on December 16, 2022

● Unpacking the Science of Reading for Children with Dyslexia

Educators, policy makers, families, and advocates are embracing the Science of Reading (SoR) and its implications for instruction and support for children across all school settings. Additionally, current policy and educational reforms have drawn required attention to address the needs of students with dyslexia and other language-based learning disabilities.



In this workshop, Molly Ness, PhD, will unpack the Science of Reading and its application for effective reading instruction and support for students who struggle to read by

- describing the key markers of dyslexia in children and address myths and misconceptions;
- explaining the current research informing the Science of Reading (SoR);
- identifying the core skills needed for proficient reading;
- discussing the key components of an evidence-based core reading program as well as effective interventions for students who struggle to read.

Dr. Ness brings her expertise in reading education as a researcher, teacher educator, and parent. This workshop is designed for educators, administrators, and families across all levels of knowledge to feel empowered to be their children's best advocates.

INSTRUCTOR Molly Ness, PhD

DATE Wednesday,
September 28, 2022

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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READING SKILLS

NEW

● Vocabulary Development and Morphology

Vocabulary development and reading comprehension maintain a reciprocal relationship. While one of the foundational skills of reading comprehension is vocabulary knowledge, successful comprehension then leads to increased vocabulary growth and knowledge. The focus of this class is on understanding different levels of vocabulary knowledge in all children with a focus on students with language difficulties and diagnosed disorders. Lydia Soifer, PhD, will present techniques for building lexical and morphological skills to support reading comprehension and written language development. Participants will increase their knowledge about vocabulary development and gain practical strategies they can use with children in grades K–5 in classroom and home settings.

INSTRUCTOR Lydia H. Soifer, PhD

DATE Wednesday, October 19, 2022

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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NEW

● Narrative Comprehension for Middle School Students

Oral language skills are important for good reading comprehension, and one critical marker of comprehension is the ability to tell and comprehend narratives (Catts et al., 2001). We know that the ability to understand text depends on a student's ability to establish logical causal connections among events (Trabasso & van den Broek, 1985). Research has shown that narrative language instruction can impact a child's ability to tell and understand stories. Narrative instruction can also focus on specific language skills, such as vocabulary, morphology, and syntax at the sentence level within text.

Mindy Bridges, PhD, Assistant Professor in the Hearing and Speech Department at University of Kansas Medical Center, will provide information related to the structure of narratives and provide best practices for classroom instruction and intervention. Educators can use the information to help them provide effective implementation of narrative language instruction for students in grades 5–8.



INSTRUCTOR Mindy Bridges, PhD

DATE Tuesday, February 28, 2023

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120



READING SKILLS



● Tell Me a Story: Narrative Development in Elementary Age Children

Storytelling is an essential part of early childhood and reading education in the elementary grades. Learning how to tell stories and understand their structure is an important precursor of reading comprehension. In this workshop, Lydia Soifer, PhD, will review the sequence and milestones of narrative development in children and identify key markers that indicate an elementary-aged child may be struggling in narrative comprehension. Dr. Soifer will present and discuss strategies to develop the skills needed to build narrative comprehension and offer ideas for facilitation in classrooms for teachers of students in grades K–4.

INSTRUCTOR Lydia H. Soifer, PhD

DATE Wednesday, March 1, 2023

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120



● Let the Games Begin: Games to Build Decoding Skills and Morphological Awareness

Engaging activities are an essential component to internalizing sound and spelling patterns as well as knowledge of morphemes. This workshop features strategies and games that can be used in classroom or small-group settings for explicit teaching or reinforcement of encoding, decoding, phonology, and morphology skills. Jill Fedele, MS Ed, and Sarah Golden, MS Ed, Middle School Language Arts Coordinators at The Windward School, will present a variety of interactive activities to incorporate into direct, multisensory structured literacy lessons for teachers in grades K–9 to reinforce newly introduced skills.

INSTRUCTORS Jill Fedele, MS Ed &
Sarah Golden, MS Ed

DATE Wednesday, March 8, 2023

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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LANGUAGE DEVELOPMENT

● The Language of Instruction for Powerful Learning: Topics and Techniques for Teachers

All teaching involves talking. Not all talking is teaching. The content of this course is what all educators need to know about the impact of language on student learning. From understanding the role of oral language in literacy development, including decoding, comprehension, and spelling, to questioning techniques, executive function and memory strategies, teachers will acquire the valuable skills to answer, "Who is this child?" Participants will leave with specific language techniques to use in the moment and learn how to implement them in any educational setting in grades K–8, in order to be every child's best teacher.

This course is offered for one graduate credit through Manhattanville College. There are additional hours, assignments, and fees. For more information about graduate credit, contact The WI prior to registration.

INSTRUCTOR Lydia H. Soifer, PhD

DATE Three Tuesdays: October 18, 25,
November 1, 2022

TIME 9:00 a.m. – 2:30 p.m.

FEES \$625

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● Language Development for Early Literacy

The precursors of early literacy development have their foundations in awareness of sounds and how sounds are related to each other in words. In this workshop, Lydia H. Soifer, PhD, will identify the phonological awareness skills essential for reading. She will also present a variety of techniques that can be used to build and solidify these abilities in young children in grades PreK–3.

INSTRUCTOR Lydia H. Soifer, PhD

DATE Thursday, September 22, 2022

TIME 4:30 p.m. – 6:30 p.m.

FEES \$120

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NEW

● Language-based Learning Disabilities: From DLD to Dyslexia

Language-based learning disabilities, including developmental language disorder (DLD) and dyslexia are common and often hidden disorders that impact students' language and reading development throughout their academic careers. In this workshop, Tiffany Hogan, PhD, CCC-SLP, will review recent research on the language basis of reading through a developmental lens. Poor reader subgroups – dyslexia and developmental language disorder – will be described with a focus on early identification and intervention within school contexts, current legislation changes, and advocacy efforts.

Dr. Hogan, Professor in the Department of Communication Sciences and Disorders at MGH Institute of Health Professions in Boston, Director of the Speech and Language (SAIL) Literacy Lab,

and Research Associate at Harvard University, will apply her work as a researcher through the lens of implementation science, in order to support learners to

- address and correct the myths prevalent in popular media and social networks about dyslexia and DLD;
- create resources, including a list of possible assessments, to help diagnose DLD and dyslexia in relation to other disorders such as autism and ADHD;
- list treatment goals for a child with DLD and evidence-based resources to achieve these goals.

Participants will gain practical and applicable tools and strategies to support their children both at home and in the classroom.

INSTRUCTOR Tiffany Hogan, PhD, CCC-SLP

DATE Tuesday, January 24, 2023

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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SOCIAL AND COGNITIVE DEVELOPMENT

● Self-advocacy, Time Management and Planning for Children with ADHD

Raising children who are resilient, persistent, and act as strong self-advocates is a universal goal for parents/guardians and teachers. Those traits all rely on executive function, a developmental path related to the cognitive skills children use to organize, plan, and sustain efforts toward future goals. ADHD itself is best seen as a developmental delay of these self-management skills, which means it directly impacts a child's ability to plan and self-advocate.

Mark Bertin, MD, developmental pediatrician, will guide parents/guardians and educators to address the essential questions: How can adults teach children of all grades to self-advocate, while making sure they thrive and stay self-confident on the way?

PRESENTER Mark Bertin, MD

DATES Tuesday, October 11, 2022

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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● Mindfulness, Self-Compassion, and Stress Management for ADHD: Creating a Resilient Foundation

Mindfulness and self-compassion practices are shown to improve our well-being, motivation, and how we treat people around us. Researchers have demonstrated that from childhood to adulthood, letting go of perfectionism and self-criticism provides huge benefits in life. We can build the ability to tackle our challenges, giving ourselves the same benefit of the doubt we would give a close friend.

This perspective is even more vital with ADHD because of chronic struggles with life-management and executive function-based skills that undermine self-confidence and self-image. For parents, teens, and adults, a healthy dose of self-compassion goes a long way to managing ADHD with more persistence, skill, and success.

In this workshop, Mark Bertin, MD, developmental pediatrician, will teach participants to

- recognize the impact of ADHD on self-confidence and self-esteem;
- understand the impact of low self-confidence and self-esteem on motivation and resilience;
- explain research in self-compassion on its own and in relation to ADHD;
- introduce self-compassion practices applicable in everyday life.

INSTRUCTOR Mark Bertin, MD

DATE Wednesday, November 2, 2022

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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MATH SKILLS

● MATHEMATICAL VOCABULARY: Teach it! Learn it! Use it! Remember it!

Boost your students' math achievement with vocabulary. Paul Riccomini, PhD, explains how a strong vocabulary contributes to greater comprehension in many content areas, especially math. Participants will gain specific ideas and strategies they can use in their classroom to promote the learning and retention of important vocabulary for students in grades K-12.

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INSTRUCTOR **Paul Riccomini, PhD**

DATE Tuesday, November 15, 2022

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

I can't solve this problem.

Yes, you can.

Sarah had \$187.53 in her bank account in January. If she **deposited** \$66.93 in March and **withdrew** \$25.50 in April, how much money does Sarah have in her bank account at the end of April?

I don't know what d-e-p-o-s-i-t-e-d means.

Or w-i-t-h-d-r-e-w.

For this child, it was language-not calculation, that made solving the problem inaccessible.

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pjr145@psu.edu

NEW

● Explicit Math Instruction in the Middle School Grades

Mathematical computing and problem solving can pose challenges to middle school students as they encounter complex language, vocabulary, and number systems. Students in these grades are increasingly required to compute, reason, and problem solve across rational and irrational numbers, fractions, and decimals.

In this workshop, Lauren Benjamin, MS, and Victoria Scarinci, MS, Middle School Math Coordinators at The Windward School, will demonstrate research-based and highly effective, explicit, and multisensory methods for teaching math to students in grades 5–8. They will outline the steps of a direct instruction lesson plan and illustrate strategies and activities to build number sense and fluency, support vocabulary, and promote the application of problem-solving techniques.

INSTRUCTORS Lauren Benjamin, MS & Victoria Scarinci, MS

DATE Wednesday, January 25, 2023

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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NEW

● Explicit Math Instruction in the Elementary Grades

The skills required for mathematical learning in the elementary grades require students to gain proficiency in numeracy principles, language and vocabulary, procedures, and problem solving. In this workshop, Samantha Payne, MA, and Amanda Speer, MS, Lower School Math Coordinators at The Windward School, will demonstrate highly effective, explicit, and multisensory methods for teaching math to students in grades K–4.

They will identify the steps of a direct instruction lesson plan and explain how to integrate various research-based strategies and activities for building math fluency, promoting math language and vocabulary development, and teaching students problem-solving skills.

INSTRUCTOR Samantha Payne, MA & Amanda Speer, MS

DATE Wednesday, February 1, 2023

TIME 4:30 p.m. – 6:30 p.m.

FEE \$120

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2022 FALL COMMUNITY LECTURE

The annual Fall Community Lecture

was established in 2013 by The Windward School and The Windward Institute to bring experts in the field of literacy, educational leadership, and social and cognitive development to the wider community each fall. This event welcomes educators, administrators, families, and community members to come together in support of bridging research to practice and improving literacy outcomes for all children.



Watch recordings of past lectures here:
thewindwardschool.org/lecture/fall

PAST COMMUNITY LECTURES



2021

A Roadmap for Success: Mississippi's Journey to Improve Literacy Outcome

with Kristen Wynn, State Literacy Director (K-12), Mississippi DOE



2020

Parenting and Educating Kids in the Time of Anxiety: Balancing Precaution and Bravery

with Rachel Busman, PsyD, ABPP



2019

Why Some Children Struggle to Read: The Neurobiology of Dyslexia and Other Reasons Children Struggle

with Devin Kearns, PhD

DEVELOPMENTAL LANGUAGE DISORDER: The Highly Prevalent Learning Disability Hidden in Plain Sight

One to two children in every classroom have a developmental language disorder (DLD), a learning disability as prevalent as dyslexia but often hidden. DLD is a lifelong brain difference that can impact how a child communicates, listens, learns to read, and executes academic tasks.

In this lecture, Tiffany Hogan, PhD, CCC-SLP, Professor in the Department of Communication Sciences and Disorders at MGH Institute of Health Professions in Boston, Director of the Speech and Language (SAiL) Literacy Lab, and Research Associate at Harvard University, will present the following:

- Explain the characteristics and ways to identify DLD
- Compare and contrast dyslexia and DLD
- Discuss the impacts of DLD on academic outcomes
- Present ways to support those with DLD in school and at home

PRESENTER Tiffany Hogan, PhD, CCC-SLP

DATE Thursday, October 27, 2022

TIME 7:30 pm – 9:00 pm

FEE No fee, reservation required



REGISTER



**TIFFANY HOGAN,
PhD, CCC-SLP**

Dr. Hogan is a Professor in the Department of Communication

Sciences and Disorders at MGH Institute of Health Professions in Boston, Director of the Speech and Language (SAiL) Literacy Lab, and Research Associate at Harvard University. She has published over 100 papers on the genetic, neurologic, and behavioral links between oral and written language development, with a focus on improving assessment and intervention for children with developmental language disorders, dyslexia, and/or speech sound disorders. Her advocacy for children with reading difficulties has led her to co-found a DLD informational website: www.dldandme.org, host a podcast, SeeHearSpeak Podcast (www.seehearspeakpodcast.com), and contribute information for articles in numerous news outlets, including the *New York Times*, the *Boston Globe*, and several television and radio appearances.

To register, visit thewindwardschool.org/lecture/fall or scan the QR code.



Subscribe to The Beacon

The Beacon is a biannual journal publication, published by The Windward Institute, for educators and parents of children with language-based learning disabilities.

Every issue of *The Beacon* will contain research papers by associates of The Windward Institute, thought pieces by Windward leaders, a Q&A series with inspirational leaders in the world of dyslexia, and stories of how Windward is closing the knowledge gap between proven research and current teaching practices.

To subscribe to the print and/or digital version and to read past editions, visit thewindwardschool.org/thebeacon or scan the QR code.





The Beacon

The Windward Institute
Journal for Educators
and Parents

Spring 2022

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Brick by Brick: A Series of Landmark Studies Pointing to the Importance of Early Reading Intervention

by Emily Solari, Colby Hall, and Anita McGinty

This article was originally published in *The Reading League Journal*, January/February 2022. Used with permission.

Most educators understand that early intervention is important for the prevention and/or remediation of word reading difficulties. But how did we come to know this? Over the past few decades, there have been a series of landmark studies that have demonstrated the importance of assessing risk for reading difficulties early on (e.g., screening at the beginning of Grade 1 or ideally in kindergarten) in order to deliver targeted, supplemental instruction to young students who show weaknesses in phonological processing and word reading skills. This article will highlight some landmark, scientific studies that have provided us with three key findings:

1. When children do not receive adequate reading instruction, early reading difficulties are likely to lead to later reading difficulties.
2. Many reading difficulties can be reduced or even eliminated as a result of evidence-based instructional interventions.
3. Evidence-based intervention provided in the early grades is more effective than intervention provided in the later grades.

Early Reading Difficulties are Likely to Lead to Later Reading Difficulties

A pivotal study that may have sown the first seeds of the idea that early reading intervention is important was published in 1988. Connie Juel tracked the reading progress of 54 children from the beginning of Grade 1 to the end of Grade 4. Tracking how students' reading skills developed over time allowed her to see if early reading difficulties would resolve on their own. This was important, because many



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To improve childhood literacy rates

by disrupting the educational status quo to save more lives



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