



# Key Learning Center's **Best Practices** Symposium in Multisensory Teaching & Learning

February 3, 2024

10 am to 3:00 pm – .5 CEU

Register at: [www.keylearningcenter.org](http://www.keylearningcenter.org)

## **What is the Annual Best Practices Symposium in Multisensory Teaching & Learning?**

As Key Learning Center's signature dyslexia education event, this symposium includes a **keynote** address, lunch, a choice of **two 60-minute breakout sessions**, and **CEU credit**. Speakers include our nationally recognized Keynote speaker, faculty from the KLC and Carolina Day and professionals from the field of dyslexia/OGA Fellows, and related fields. This well-attended annual event brings topics that are current, relevant, and meaningful to parents, teachers, and other professionals.

## **ANNOUNCING Dr. CHERYL CHASE**

**Nationally recognized expert in the field of Executive Function Challenges, Child Psychology, and Working Memory Challenges**



### **Executive Functions: What are they, why are they important, and how can I help?**

“Executive functions” is a term used to describe a broad set of cognitive skills that, when working properly, allow students to manage impulses, work in a deliberate and thoughtful manner, and organize their time and materials. When development of these skills is delayed, as is often the case in those with learning differences, ADHD, or emotional struggles, academic performance suffers, but for reasons not fully understood. When serving students who have special learning needs, it is imperative that we also consider whether or not the student is displaying age-appropriate executive skills. This workshop will define the term “executive functioning” using clear, easy to understand terms, and offer many practical strategies to support children with weak executive functions at home and in school.

### **Breakout Sessions Topics will include:**

- Dr. Cheryl Chase will present on Working Memory
- Building Language Skills for Early Learners
- Increasing Syntactic Awareness Through Phrase Work in the OG Lesson
- Experience Dyslexia
- Integrating Vocabulary into the OG Lesson with Purpose
- The Amazing Dyslexic Brain: Straight Talk About Dyslexia for Parents and Educators
- Applying the Multisensory Lesson Plan Structure to Math
- Implementing Orton-Gillingham in Whole Class Instruction

### **Breakout Session Descriptions**

*Note: Sessions may be added or changed prior to the event.*

**Target Audience Key:** **T:** Teachers/Tutors **SA:** School Administrator **P:** Parents **O:** Other Educational Professional  
**A:** Anyone interested in learning about language-based learning challenges or research-based teaching practices  
\*Indicates that this session was offered at last year's symposium and is being repeated due to high interest.

#### **Breakout Sessions A 12:45-1:45**

#### **Breakout Sessions B 2-3**

#### **Choose 1 Breakout for Session A and B**

##### **A1 Supporting Students with Weak Working Memory: Dr. Cheryl Chase**

Working memory is generally described as one's ability to hold and manipulate information in immediate awareness, and is an imperative foundational skill upon which virtually all other cognitive and mental processes are based. Scores on tests of working memory have been shown to be strong predictors of academic success in areas including reading, math, spelling, written expression, and oral language. This talk will define the term "working memory" using clear, easy to understand terms. It will also draw the connection between working memory and academics, highlighting the ways in which working memory weaknesses can negatively impact learning and performance. Finally, many concrete strategies will be provided that can be used to support a student with weak working memory.

Target Audience: T, P, O, A

##### **A2 Off to a Great Start: Literacy Skills for Early Learners: Candi Sellers**

Reading begins before a student ever looks at print on a page. What skills are needed to ensure that early learners are off to a great start? This session will review the importance of oral language, phonological awareness, alphabet knowledge, and other early literacy skills. Practical application ideas for home, school, and tutoring will be provided.

Target Audience: T, P, O, A

##### **A3 Increasing Syntactic Awareness Through Phrase Work in the OG Lesson: Meredith MacKenzie**

Goals of the session:

- *Build practitioners' foundational literacy knowledge:* What is the role of syntax in receptive and expressive language comprehension?
- *Define terminology and connect to practice:* What is syntactic awareness and how can it be addressed in the OG Lesson?
- *Move to strategies for application:* How can phrase work be effectively used to boost syntactic awareness in words to read and spell portion of the OG Lesson?

**\*\*\*This session was also presented during the November 29th Fireside Chat delivered by Concha Wyatt and Meredith MacKenzie.**

Target Audience: T, O, A

#### **A4 Experience Dyslexia: Key School Faculty**

A Learning Disabilities Simulation is a hands-on experience that evolved as a project for the California State Department of Education-Special Education Resource Network. This simulation kit has been updated by The Northern California Branch of The International Dyslexia Association (NCBIDA). This simulation is designed to increase awareness of the difficulties and frustrations that people with dyslexia (specific language learning disability) encounter daily. It is hoped that this experience will lead to greater empathy and understanding and provide insight into working more effectively with these individuals.

Target Audience: T, SA, P, O, A

### **Breakout Sessions B Choose 1 Breakout**

#### **A5 Integrating Vocabulary into the OG Lesson with Purpose: Anna Hall, Pryor Rayburn**

This session will provide practitioners with engaging strategies for teaching vocabulary within the framework of reading and spelling in an Orton-Gillingham lesson. Participants will learn how to integrate vocabulary routines into all parts of a lesson using the OG Principles and Approach.

Target Audience: T, O, A

#### **A6 THE AMAZING DYSLEXIC BRAIN: Straight Talk About Dyslexia for Parents and Educators: Dr. Diane Milner, Angie Bryant**

Despite the wealth of evidence-based information that exists about dyslexia, many parents and educators are often confused by the myths and misconceptions that continue to circulate. This presentation will demystify and celebrate this unique brain profile. Specific components that will be addressed include: clarifying the truths & myths, simplifying the brain science of reading, discussing the challenges and the gifts, and offering the facts as to why the Orton-Gillingham Approach is the essential educational treatment.

Target Audience: T, SA, P, O, A

#### **A7 Applying the Multisensory Lesson Plan Structure to Math: Matthew Buchanan, Sara Quesinberry**

During this session, participants will learn how an Orton-Gillingham language lesson plan structure can be applied to Multisensory Math presented through a mirrored approach to lesson components familiar to OG language practitioners.

Target Audience: T, SA, O, A

#### **A8 Implementing Orton-Gillingham in Whole Class Instruction: Christy Buchanan, Annie Eason**

As an educator, are you actively exploring strategies to seamlessly integrate Orton-Gillingham (OG) into your whole class literacy instruction? We invite you to join Christy and Annie, certified OG practitioners and experienced classroom teachers, for an insightful session to address your needs. During this session, they will share valuable insights into their daily lesson structures and the adept incorporation of resources such as UFLI, SPIRE, and Primary Phonics. These seasoned educators will share their know-how on the effective implementation of Orton Gillingham's lesson plans within the classroom setting.

Target Audience: T, SA