



PROFESSIONAL TRAINING INSTITUTE

Winter
Orton-
Gilligham
course
see page 7

Schedule of Courses



WINTER/SPRING 2010

Dr. Adam Cox:
Transition
to Middle School

see page 2

Welcome to the Professional Training Institute of Commonwealth Learning Center! We strive to provide courses and specialized workshops to meet the needs of busy education professionals.

REGISTRATION:

Please use the attached registration form for each participant or send each participant's name, home address, and phone number. We will send a confirmation letter and directions. Each course has a non-refundable deposit which may be paid by check, VISA, or Mastercard. Schools may register teachers by Purchase Order. Please include the required information for each teacher.

PROFESSIONAL DEVELOPMENT/GRADUATE CREDIT:

All courses are available for PDPs. Some courses offer graduate credit through Fitchburg State College for additional fees. Please see each course description for information on PDPs or graduate credit. Participants will register for graduate credit through the instructor on the first day of the course by check or credit card payable to Fitchburg State College. Please do not pre-pay graduate credit fees.

SCHOOL SITE TRAINING:

All courses are available for school site professional development year-round. Our trainers are available to work with administrators to design specific course work to meet the needs of their staff. Please contact us to discuss trainer availability and rates.

Professional Training Institute
Commonwealth Learning Center
220 Reservoir Street, Suite 6
Needham, MA 02494
800-461-6671 - fax: 781-444-6916
info@commlearn.com
www.commlearn.com





Adam J. Cox, Ph.D.
*Exceptional Learners,
Extraordinary Challenges:
Orchestrating the Transition to
Middle School*

**Saturday, April 5, 2010
9:00 a.m. - 1:00 p.m.
Regis College, Weston, MA**

Middle school is an enormous cognitive and social leap for students. Until middle school begins, most students have little idea of the new road ahead. Students of this age group are required to be more self-directed and to assume more responsibility for their own academic success. Many are under-prepared for changing expectations and increased responsibility. Additionally, the intense self-consciousness of middle schoolers warrants the need for help that is less conspicuous than what they might have welcomed in earlier years. This workshop explains the role of executive skills in middle school - highlighting the two most critical keys to a smooth transition - organization and planning. Guidance is provided on how to practically assist with these skills, including how to engage students in thinking creatively about the components of good study habits. Special attention is given to the dynamic interaction between identity and academic achievement - and how to circumvent the unfortunate atmosphere of academic disinterest and low expectations that can affect middle school students. This workshop will address the unique developmental challenges of students diagnosed with learning differences and/or attention deficits.

**Fee: \$119.00. Includes handouts and refreshments
4 MA Professional Development Points available
Please call 800-461-6671 to register.**

Adam J. Cox, Ph.D., ABPP is a licensed and board certified clinical psychologist. He earned his doctoral degree in psychology at Lehigh University, and completed his clinical training at Friends Hospital in Philadelphia, Pennsylvania. Dr. Cox became a psychologist from a nontraditional path. While working as a fine artist near New York City, he opened a studio and welcomed children who wanted to learn how to draw and paint. This experience introduced him to the joy and creativity of mentoring children, which developed into the focus of his career as a family psychologist. As an advocate for children's mental health, Dr. Cox is a frequent lecturer at national and international conferences. He has been quoted in a variety of print media about psychological issues affecting families and youth. These publications include the *New York Times*, *Philadelphia Inquirer*, *Time Magazine*, *Family Circle*, *Child*, and many others. He has been featured on numerous radio shows including National Public Radio's *Voices in the Family* and *Radio Times*. Dr. Cox's work with schools and community groups has put him at the forefront of a revolution in redefining how we understand childhood syndromes such as ADHD, learning disabilities, and autism-spectrum disorders. He is the author of *No Mind Left Behind: Understanding and Fostering Executive Control - The Eight Essential Brain Skills Every Child Needs to Thrive* and *Boys of Few Words: Raising Our Sons to Communicate and Connect*.

Helping Children to Communicate & Connect

Wednesday, March 10, 2010

5:30 p.m. - 8:00 p.m.

Regis College, Weston, MA

Communication is the thread that binds our lives together, leading to connection, empathy, and a sense of belonging. This workshop discusses the roots of great communication at school and within families. Both verbal and nonverbal communication will be discussed with an emphasis on how teachers and parents can coach children and adolescents to be socially expressive. This presentation helps to clarify which kinds of communication obstacles grow from a child's temperament, and which ones may be related to problems with learning or attention. Suggested interventions will be related to breakthrough research on the social brain, and what it tells us about gender differences and reasonable expectations for various phases of child development. Practical suggestions for helping kids who may be shy, angry, or resistant will be provided, along with some quick and unique assessment strategies to help you understand a child's processing style and communication needs.

Fee: FREE

This lecture is offered by the Commonwealth Learning Center in honor of Marie Hayes. 2.5 MA Professional Development Points available



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For more info, or to register:
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www.commlearn.com

PROFESSIONAL TRAINING INSTITUTE SERVICES

FREE Parent Advisory Council (PAC) Presentations

Commonwealth Learning Center offers free 2-hour presentations for local PACs. Please contact us for a list of topics.

School Site Professional Development

Our trainers are available for customized staff development workshops. Sessions are scheduled at school sites and run 2-6 hours in length. Below are sample workshops:



- Phonemic Awareness Activities for Pre-K and Kindergarten Students
- Multisensory Activities to Reinforce Reading and Spelling Skills
- Multisensory Activities to Reinforce Mathematics Skills
- The Role of Decodable Text in Multisensory Structured Reading Instruction: When to Use it, Where to Find it, How to Write it
- Designing a Systematic Spelling Curriculum
- Gaining Meaning through Morphology and Word Analysis
- Practical Study Skills
- Formal and Informal Reading Assessment

Follow-up Support

Our trainers offer customized follow-up support services for teachers who have taken LiPS® or Orton-Gillingham courses. Support services include on-site consultation, guidance in selecting instructional materials, teacher observation, assistance with lesson planning and/or lesson modeling.

Please contact us for more information about any of the above services.

Lisa Brooks, Director of Training
lisambrooks@commlearn.com
800-461-6671 x 22



Group Discount!

For groups of three or more who register together in the same envelope: 10% off each registrant's fee.

www.commlearn.com

Please check our website for summer 2010 training dates.

Lindamood Phoneme Sequencing™ (LiPS®) Program for Reading, Spelling, and Speech

This four-day course prepares teachers and speech language pathologists to help students develop phonemic awareness for reading and spelling using the Lindamood Phoneme Sequencing™ (LiPS®) methodology. Phonemic awareness, the ability to judge speech sounds within words, underlies decoding and spelling. In this course, participants will learn how speech sounds are articulated and will use this knowledge to identify, sequence, and manipulate sounds within single syllable words. Participants then will learn to apply this knowledge to helping students with decoding multisyllabic words, spelling, and connected text reading. Participants will gain knowledge of current research in phonological awareness and reading development and become familiar with assessment instruments.

4 days, 8:30 a.m. - 3:30 p.m.:

March 4-5 and March 18-19, 2010

Needham

April 8-9 and May 3-4, 2010

Amherst, MA.

Fees: \$700.00 which includes teaching manual (non-refundable deposit: \$100.00)

36 PDPs

2 graduate credits through Fitchburg State College (additional \$215 payable to instructor). Outside research is required for this option.

Nancibell® Visualizing & Verbalizing® for Language Comprehension and Thinking™

This two-day course gives teachers and speech and language pathologists training and practice in the Nancibell® Visualizing and Verbalizing® Program. It helps students to develop concept imagery, the ability to form mental pictures from oral or written language. Concept imagery has been found to enhance language comprehension, expression, following directions, and critical thinking. Students begin by describing pictures and “picturable” words. Reading comprehension is enhanced as students progress to visualizing and describing sentences, paragraphs, and longer text.

2 days, 8:30 a.m. - 3:30 p.m.:

April 12-13, 2010

Andover

Fees: \$400.00 which includes teaching manual (non-refundable deposit: \$50.00)

18 PDPs

1 graduate credit through Fitchburg State College (additional \$170 payable to instructor). Outside research is required for this option.

Reinforcing Mathematics Concepts through Games

This hands-on seminar is designed for teachers of grades 1-6, special educators, Title I math teachers, and private tutors who seek ideas and strategies for motivating students and differentiating instruction. Participants will learn to create and play multisensory games and activities in order to practice basic operations, time, money, geometry, place value, fractions, decimals, and problem solving. They also will learn how basic game formats can be modified to meet students' needs. A resource packet will be provided for ready implementation.



1/2 day, 1:00-5:00 p.m.

March 27, 2010

Needham

Fees: \$100.00 (non-refundable deposit: \$50.00)

4 PDPs

Reinforcing Reading and Spelling Concepts through Games

This hands-on seminar is designed for K-4 teachers, reading specialists, special educators, and private tutors who seek ideas and strategies for reinforcing language concepts in a motivating format. Participants will learn to create and play multisensory games and activities in order to practice letters, sounds, decoding, syllable types, spelling concepts, and roots and affixes. Handouts for all games will be provided.

1/2 day, 4:30 p.m. - 7:30 p.m.

January 21, 2010

Needham

1/2 day, 9:00 a.m. - 12:00 p.m.

March 27, 2010

Needham

Fees: \$100.00 (non-refundable deposit: \$50.00)



3 PDPs

Orton-Gillingham Introduction

This one-day course provides participants with a basic understanding of the principles of the Orton-Gillingham approach. It includes information on the characteristics and needs of the dyslexic learner, description of the elements required in systematic, multisensory instruction, and outlines the range of skills needed for students to master the code of the English language. The overview is particularly useful to teachers wishing to provide more balance in their reading/spelling curriculum, to parents, to administrators, and to individuals considering future training in the Orton-Gillingham approach. This course is NOT a prerequisite for the Orton-Gillingham, Level I course.

The instructor is a Fellow of the Academy of Orton-Gillingham Practitioners and Educators.

1 day, 8:30AM - 3:30PM

March 17, 2010

Needham

Fees: \$150.00 (deposit: \$50.00)

6 PDPs

Orton-Gillingham, Level I

Please check our website for summer 2010 training dates

The Orton-Gillingham Associate level course provides participants with instruction in the basics of the Orton Gillingham approach. The Orton Gillingham Approach is a systematic, multisensory and diagnostic/prescriptive approach to the teaching of the continuum of language skills including reading, spelling, and handwriting. The course includes the characteristics and needs of the dyslexic learner, instruction in the structure of the English language, and knowledge and skill in designing and implementing lessons. It is highly effective for teaching students with dyslexia as well as other individuals who need explicit instruction in the basic skills of language. This course offers the first 45 hours of the 60 hour requirement of the Academy of Orton-Gillingham Practitioners and Educators for certification at the Associate Level.

The instructor is a Fellow of the Academy of Orton-Gillingham Practitioners and Educators.

7 days, 8:30 a.m. - 3:30 p.m.

January 9-10, 30-31, March 5-7, 2010 (snow dates March 13-14 if needed)

Fees: \$1,175.00 which includes teaching manual and phonogram cards (non-refundable deposit: \$300.00)

67 PDPs

3 graduate credits through Fitchburg State College (additional \$255 payable to instructor). Outside research is required for this option.

Orton-Gillingham Practicum and Fieldwork

The Orton-Gillingham Practicum provides teachers with the opportunity to apply the theory of OG instruction to working with students. The practicum offers support and instruction as the participant works with a dyslexic student for 100 hours under the supervision of a Fellow of the Academy of Orton-Gillingham. This practicum experience requires a minimum of a 10 month commitment, during which the teacher will receive 10 formal observations and continued guidance from the Fellow. The participant will also attend a monthly seminar series and be invited to participate in special workshops offered by Commonwealth Learning Center. This additional training time will complete the 60 hours of required instruction. When the practicum is completed, participants will have met the requirements of the Academy of Orton Gillingham Practitioners and Educators for certification at the Associate Level of membership.

The instructor is a Fellow of the Academy of Orton-Gillingham Practitioners and Educators.

Prerequisite: Participants must have completed the Orton-Gillingham Level I course within the last two years. Enrollment is ongoing. Please call for more information. Fees: \$1,095.00

115 PDPs

3 graduate credits through Fitchburg State College (additional \$255 payable to instructor). Outside research is required for this option.

Educational Evaluations

This two-day course is designed for K-12 general and special educators who want an introduction to current instruments used for educational evaluations. Instruments to measure decoding skills, phonological awareness, oral and silent reading comprehension, spelling, vocabulary, written expression, and math will be studied. Participants will learn how to select appropriate tests, observe and record data, analyze test scores and performance, interpret data in light of students' school history, and outline accommodations and plans for remediation. Sample testing reports will be reviewed and discussed. Additionally, participants will learn how to design reliable and valid teacher-made tests for classroom use.

2 days, 8:30 a.m. - 3:30 p.m.

January 28-29, 2010

Needham

April 29-30, 2010

Needham

Fees: \$250.00 (non-refundable deposit: \$50.00)

18 PDPs

1 graduate credit through Fitchburg State College (additional \$170 payable to instructor). Outside research is required for this option.

"I will be able to add what I have learned to my repertoire in order to help more children."

"I am thrilled to have a powerful, alternative method for teaching reading to my struggling students."

"I am leaving the session with a more in-depth understanding of "what" and "how to." I will implement all of the techniques that we discussed."

"This course gave me new ways to differentiate instruction for all my students."

REGISTRATION FORM

Name _____

Address _____

City _____ State _____ Zip _____

Home phone _____

School District _____ Postion _____

I am interested in _____ (course)

on _____ (date)

_____ Enclosed is a non-refundable deposit check applicable to the enrollment fee.

_____ Mastercard/VISA

Number _____ Exp _____

Signature _____

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The Commonwealth Learning Center is an independent, non-profit teaching facility and is not affiliated with Lindamood-Bell Learning Processes™, Inc., Pat Lindamood, Phyllis Lindamood, or Nanci Bell.

Nondiscrimination Policy

Commonwealth Learning Center admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, or other school-administered programs.



**PROFESSIONAL TRAINING
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