

## REGISTRATION FORM

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

School/Organization \_\_\_\_\_

Grade(s) \_\_\_\_\_

- Special Educator       Inclusion Teacher  
 General Educator       Other \_\_\_\_\_

**PDPs are available.**

**\$45 per workshop. Registration fee is non-refundable.**

**Please indicate the workshops you wish to attend:**

- Workshop I: September 26, 2009  
 Workshop II: October 17, 2009  
 Workshop III: November 14, 2009  
 Workshop IV: December 5, 2009  
 Workshop V: February 27, 2010  
 Workshop VI: March 20, 2010

## Payment Method

**Check:** Please make checks payable to Lesley University.  
**Purchase Order:** Original must be attached.

P.O. Number \_\_\_\_\_

## Credit Card

I authorize Lesley University to charge my credit card.

- American Express       Discover  
 MasterCard               Visa

Card Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

Cardholder's Name \_\_\_\_\_

Cardholder's Signature \_\_\_\_\_

## Return this registration form and payment to:

Susan Kando  
Center for Special Education  
Lesley University  
29 Everett Street  
Cambridge, MA 02138

You will be sent a confirmation card upon receipt of your registration and payment.

Please check [www.lesley.edu](http://www.lesley.edu) for University closing announcements.

Should the University close due to inclement weather, the workshop will be rescheduled.

For more information contact:

Susan Kando | 617.349.8260 | [spedcenter@lesley.edu](mailto:spedcenter@lesley.edu)



## PARTICIPANTS' COMMENTS:

"Excellent overview of the material while reviewing and combining new material/research. A superior presentation - both the material and the presenter."

"I liked the presenter's attempts to expand the information across age groups and skill areas."

"The workshop was very well organized (material, handouts) and the speaker was entertaining in addition to being highly knowledgeable."

Parking is available on Main Campus only, at a charge of \$5.00 per day. Parking passes may be obtained from Security on Main Campus.

## Parking/Directions

University Hall  
1815 Mass. Ave.  
Cambridge, MA 02140  
Take the MBTA Red Line to Porter Square.

## Location

[www.lesley.edu/info/workshops](http://www.lesley.edu/info/workshops)

Center for Special Education  
29 Everett Street  
Cambridge, MA 02138-2790



First-class  
U.S. Postage  
PAID  
Boston, MA  
Permit No. 20

## CENTER FOR SPECIAL EDUCATION

# Saturday Workshop Series 2009-2010

Workshops are open to the public and designed to improve the teaching and learning of individuals with disabilities.

[www.lesley.edu/info/workshops](http://www.lesley.edu/info/workshops)



School of Education Professional Development and Resources

## Workshop I

### The Neglected "R": Developing Good Writers Who Love to Write September 26, 2009

**Speaker:** Mary C. McMackin, Ed.D.  
**Location:** University Hall, Room 3-094

The ability to write is critical, not only for academic achievement, but for social success and career advancement. It is, however, a subject that is often overlooked, in deference to reading and arithmetic. Come explore writer's notebooks, try out narrative writing strategies and poetry, and preview hot-off-

the-press mentor texts that can serve as models for writing. Leave this hands-on workshop with practical activities and differentiated lesson ideas to enhance your current writing program and develop successful writers.

**Mary McMackin, Ed.D.**, is a professor in the Language and Literacy Division of the School of Education at Lesley University, where she teaches and serves as faculty mentor for a graduate course, The Teaching of Writing K-12. Her work focuses primarily on writing assessment and instruction, differentiated instruction, and nonfiction reading and writing.

## Workshop II

### Brain Frames: Graphic Scaffolds for Language, Literacy, and Learning October 17, 2009

**Speaker:** Bonnie Singer, Ph.D.  
**Location:** University Hall, Room 3-094

This workshop will present a set of six graphic strategies called Brain Frames. Used collectively, these support listening and reading comprehension, spoken and written expression, and higher-level thinking and problem solving. Partici-

pants will learn to use each Brain Frame for teaching academic content, note taking from discussion and text, and assessment of student understanding in general education classrooms and special education settings.

**Dr. Bonnie Singer, Ph.D.**, is the CEO of Architects For Learning in Lexington, MA. She provides professional development and consultation to schools nationwide to develop effective literacy instruction practices. Her research interests and numerous publications lie in the relationship between language, cognition, and literacy.

## Workshop III

### Developing Trauma-Sensitive Schools: A Team Approach November 14, 2009

**Speakers:** Joel Ristuccia, M.Ed.  
Adam Wolf, Ed.D.  
Trauma Team Members from Atlantic Middle School, Quincy  
**Location:** University Hall, Room 3-097

Increase your awareness of the impact of trauma on student learning and find out what schools can do to develop and maintain a trauma-sensitive environment that increases opportunities for student success. Strategies include establishing a trauma team, developing tools and policies to address the impact of trauma, and practicing new perspectives with which to understand students and learning. This workshop will highlight one middle school's "work in progress" from a variety of standpoints.

**Joel Ristuccia, M.Ed.**, is a Certified School Psychologist with over twenty years of experience working with public schools, including three years with students and educators in Quincy.

**Adam Wolf, Ed.D.**, a Licensed Psychologist, will be joined by other members of his school's experienced Trauma Team: **Lauren Riggs, M.Ed.**, School Adjustment Counselor; **Maureen MacNeil, C.A.G.S.**, Principal; **Janet Susi, B.A., M.Ed. candidate**, Educator, 7th and 8th grade English Language Arts; **Deborah Madden, M.Ed.**, Educator, 8th grade Math; **Rose Bowman, LICSW**, Guidance Counselor; and **Kate MacRitchie, RN, BSN, NCSN, M.Ed.**, School Nurse.

## Workshop IV

### Supporting Students Exposed To Trauma Through Complementary Learning December 5, 2009

**Speakers:** Heidi Rosenberg, Ph.D., MSW  
Helen Janc Malone, M.A., Ed.M.  
**Location:** University Hall, Room 3-094

Complementary learning integrates school and non-school supports to ensure that students have the skills they need to succeed in school and life. This workshop will focus on how families, schools, and community organizations can collaborate to provide a deliberately linked network of support for students exposed to trauma. Participants will have the opportunity to identify resources in their own service area and explore how these supports can be connected across contexts to maximize services and opportunities for vulnerable students.

**Heidi Rosenberg, Ph.D., MSW**, is a Senior Research Analyst at the Harvard Family Research Project (HFRP), where she conducts research on family involvement in education and complementary learning approaches. Her clinical and research interests include adolescent mental health and juvenile delinquency. She previously served as a school-based social worker in the Brockton area.

**Helen Janc Malone, M.A., Ed.M.**, is an advanced doctoral candidate at the Harvard Graduate School of Education and a graduate research assistant at HFRP, where she works to develop and document complementary learning research and practices. Her areas of expertise include youth development, out-of-school time learning, college access and transitions, and school reform.

## Workshop V

### Effective Classroom Management & RTI February 27, 2010

**Speaker:** Dina Traniello, Ed.D.  
**Location:** University Hall, Room 3-094

This workshop will explore how to use Response to Intervention (RTI) to support students with behavioral and academic challenges. Learn about research-based strategies to teach and reinforce socially acceptable behaviors, to make

decisions based on student progress, and to improve school culture, as well as providing a positive classroom climate that is conducive to learning.

**Dina Traniello, Ed.D.**, works with schools and families to support students with disabilities, learning differences, and challenging behaviors in general education settings. Dr. Traniello is also a visiting lecturer at Fitchburg State College, where she teaches a course on implementing individual and school-wide positive behavior support for ALL students.

## Workshop VI

### IEP Development & Progress Monitoring March 20, 2010

**Speaker:** Elizabeth Stringer Keefe, M.Ed.  
**Location:** University Hall, Room 3-094

Update your knowledge and sharpen your skills in developing effective and compliant Individualized Education Programs (IEPs). Discover how to make instructional and service decisions based on student performance using a curriculum-based measurement approach to progress monitoring, a process

required by IDEA 2004. This workshop will provide specific strategies to assist educators in demystifying the IEP process, as well as in complying with state and federal law.

**Elizabeth Stringer Keefe, M.Ed.**, is an Assistant Professor and Coordinator of Severe Special Education in Lesley's Graduate School of Education. She has also worked as a special education teacher and as a consultant to several public school systems in the state, as well as with agencies such as the ARC of Greater Boston, the Asperger's Association of New England, and the Mass Chapter of the Autism Society of America.

## Workshop Schedule

8:30 am–9:00 am

Coffee and check-in

12:00 pm–1:00 pm

Lunch (on your own)

9:00 am

Workshop begins

3:00 pm

Workshop ends

## Register now!

online: [www.lesley.edu/info/workshops](http://www.lesley.edu/info/workshops) | call: 617.349.8260 | fax: 617.349.8125

PD09\_SPE\_DM002

**LESLEY**  
UNIVERSITY

School of Education Professional Development and Resources

