

# Preventing Reading Difficulties in the Primary Grades

With Dr. Donna Scanlon

## Glacier Canyon - Wisconsin Dells



Included in several contemporary resources on Response to Intervention, the literacy instruction and intervention techniques of the Interactive Strategies Approach (ISA) have been successfully implemented by classroom teachers as well as by intervention teachers in small group and one-to-one contexts.

Participants will learn how to more effectively identify and meet the needs of early literacy learners, particularly those who struggle with literacy acquisition. Major topics will include ways to support the development of:

- Motivation to read and write
- Phonological awareness
- Skill with the alphabetic code
- Strategic word learning
- Vocabulary and oral language skills
- Comprehension and knowledge

Perfect for early childhood teachers, Pk-2 teachers, Title I, ELL and Special Educators, as well as reading specialists and school psychologists. This series is true job-embedded professional development, as it consists of five days of training so that participants receive training, support, networking, and practice multiple times throughout the 2012-13 school year.

**June 20 & 21, 2012**

**October 29, 2012**

**January 24 and 25, 2013**

Student Achievement Consortium—\$2225/  
team of up to 8 participants

All others—\$3500/team of up to 8 participants

Early Bird discount of \$225 if registered before  
April 30

About the presenter: A member of reading faculty at the University of Albany-SUNY, Dr. Scanlon and her colleagues have been working to support school district personnel as they develop and implement Response to Intervention in the primary grades. She has presented both locally and nationally on Response to Intervention, is the author of several recent publications on the topic, and is a member of the advisory panel for the International Reading Association's Rtl commission. For a list of Dr. Scanlon's recent publications, visit: <http://www.albany.edu/reading/faculty/scanlon.html>.