



CRAFTING MINDS

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SELECTED PROFESSIONAL DEVELOPMENT WORKSHOPS



The Literate Brain

This workshop provides a comprehensive background on several key areas related to the development of literacy skills, including information on the neural networks responsible for reading and a discussion of measures that assess the linguistic skills comprising the "reading network." Videos, break-out sessions and instructional materials are used to ensure that **participants without previous knowledge of neuroscience leave the session feeling informed about how the brain learns to read** and confident in the ways they can apply this knowledge to their interactions with students.



Beyond Gold Stars

This workshop offers strategies for motivating seemingly disengaged learners. Struggling readers often avoid challenging reading tasks both because they feel uncertain about their abilities and because they are concerned about revealing their weaknesses. As a result, practitioners tend to rely on incentives like stickers and prizes to make their reading experience more enjoyable. Yet, when educational environments **address four cognitive and emotional needs that are essential to the development of intrinsic motivation**, practitioners will witness an increase in self-regulated learning among their students. Over the course of the workshop, attendees will learn specific strategies for activating intrinsic motivation and self-regulated learning. They will differentiate these strategies to meet various developmental needs and they will learn how to seamlessly integrate the strategies into content-area instruction.



Fluency Routines That Strengthen The Reading Circuit

This workshop aids elementary school educators in developing fluency routines **that go beyond repeated reading** to support struggling readers at the Tier 2 and Tier 3. For many educators, fluency remains one of the most elusive goals in reading instruction. Yet, a greater understanding about the nature of fluency development supports a multi-componential approach to skill-building in this area. In order for students to read fluently or automatically, they need to activate all aspects of word knowledge including Phonology, Orthography, Semantics, Syntax and Morphology, what we call the POSSuM skills. Educators will leave with strategies that simultaneously strengthen POSSuM skills and compliment existing phonics or fluency routines.



Why is This Reader Struggling

This workshop shares a multi-componential model for assessing and intervening with reading disabilities. Similar to Attention Deficit Hyperactivity Disorder (ADHD), there is now a substantial body of evidence to suggest that **reading disabilities can be sub-typed by deficits in specific cognitive areas**. Discussion and activities will focus on the assessment of components of the reading circuit, and developing remediation plans that are based on specific subtypes. Particular attention will be paid to deficits in retrieval or naming speed, which often result in weaknesses in fluency and comprehension in late elementary school. By the end of the workshop participants will have a richer understanding of the cognitive and linguistic elements involved in the reading process, and be able to assess and intervene based on their students' deficits.



Thinking Deeply: Building Thoughtful Comprehension for both Reading and Listening.

This workshop is designed to offer insights to educators who are concerned their students are only comprehending texts at a superficial level, merely regurgitating facts, and are seeking insights to **support inferential thinking and deep analytic thought**. The workshop draws from empirical and theoretical work in the fields of education, linguistics, and neuroscience to provide participants with a framework of instructional practices that support comprehension before, during and after reading and listening activities.



The RAVE-O Program: Two Day Practitioner Training

RAVE-O is the first comprehensive research and evidence-based approach to building reading fluency. The program goes beyond repeated reading to help students develop their automaticity in all aspects of word knowledge. Each lesson targets skill building in the sounds structure of words, recognizing common letter patterns, developing vocabulary knowledge, practicing parts of speech, discussing roots and suffixes, and finally connecting all the skills to passage reading.

This motivating small-group, evidence-based literacy intervention curriculum empowers students to read text deeply in order to build new knowledge, develop new ideas, and reach new levels of reading achievement. The two-day training workshop will provide the preparation teachers need in order to implement the curriculum.