

Benefits Of Taking Research Into The Classroom

Sponsored by Tri-Counties Branch of the IDA

<https://social.dyslexiaida.org>

Date: Saturday, October 17, 2020 - IT'S VIRTUAL!!



Schedule:

8:30-9:00	Registration & Check-in
9:00-9:30	Background information and celebration of Dyslexia Awareness Month
9:30 -10:30	Presentation: From Laboratory to Classroom to Benefit Students and Families: Partnership between the UCSF Dyslexia Center and a School for Children Who Learn Differently
10:30-10:45	Break
10:45-11:15	Interactive discussion with Dr. Robert Hendren and Karen Kruger about benefits of research for students and families
11:15-12:15	General discussion regarding Structured Literacy and ideas for its use virtually



Register at: <https://researchtclassroom.eventbrite.com>

Early bird: \$35 / \$50 now through October 15th

Regular \$50 / \$65 October 15th through October 17th

Description of presentation by Hendren and Kruger:

This presentation describes how a school for children with learning differences and a nearby academic medical center built a productive relationship to benefit students and parents and how they shared what they learned in the process.

Educators want immediate access to relevant research results that can help them immediately to improve their classroom teaching. Parents and students want directly useful information that does not take too much of their scarce time.

We describe the research collaboration of developmental neuroscience clinician/researchers and teachers, administrators, and parents in the classroom for students at this school. The research is focused on identifying the different types of dyslexia to understand more precisely the individual areas of challenge for each student and to identify the strengths of dyslexia, and how to strengthen those strengths.

Learning objectives - Participants will be able to:

1. Describe how the research relationship between Charles Armstrong School and the University of California, San Francisco developed and how funding was located.
2. Identify obstacles and challenges to the collaboration have been and are being resolved.
3. Describe several collaborative projects that have been completed and are in process.
4. Use information discussed in the presentation to better address the challenges and strengths of your students with dyslexia at both home and at school.

DR. ROBERT HENDREN is Professor of Psychiatry and Behavioral Science at the University of California, San Francisco with many years of working with children with learning differences, neurodevelopmental disorders, anxiety and ADHD. He has a special interest and appreciation for collaborating with schools. Dr. Hendren is co-director of the UCSF Dyslexia Center, now in its 10th year and Director, Program for Research On Neurodevelopmental and Translational Outcomes (PRONTO).

KAREN KRUGER is the former Director of Research and Education for the Charles Armstrong School in Belmont, California. For the past seven years, she has overseen Armstrong's partnership with the UCSF Dyslexia Center and prior to that position, she was the Director of Education for the Hidden Sparks Foundation in New York City. Karen has spent many years delivering professional development to both public and private school faculties in the tri-state area and is a former classroom teacher for grades K -- 8th.