

Emerging Trends, Innovative Research, and Cutting-Edge Practices

Learn How LCIRT at Landmark College is Leading the Way



Landmark College Institute for Research and Training (LCIRT)



Established in 2001 to research, develop, and disseminate Landmark College's best practices for neurodivergent students

Dissemination & Professional Development



Universal Design for Learning (UDL)

- Multiple means of challenging, engaging, and motivating learners.
- Multiple means of representing information.
- Multiple means of expressing knowledge.



CAST (n.d.). About UDL. Retrieved from <http://www.cast.org/udl/index.html>

UDL: The new ERA



E

ENGAGE
Teach in ways that
foster attention,
motivation, and
interaction



R

REPRESENT
Present content in
multiple ways and
modalities to help reach
all students in their zone
of preference/need



A

ASSESS
Approach assessment of
knowledge with
intention and from
different angles

Workshops

- Half-day/full-day/multi-day interactive workshops
- Customized to client needs
 - Faculty/Staff Orientation
 - Teacher Professional Learning
 - Disability Services Staff Training



Recent topics:

- *Emerging Technologies for Students with LD, ADHD, Autism*
- *Managing the Impact of Executive Function Challenges*
- *Teaching Writing to Neurodivergent Students*
- *Understanding and Supporting Neurodiversity*



Consultations and Needs Assessments

- Custom consulting and assessment services tailored to the needs of our clients
 - Program evaluation
 - Curriculum development
 - Needs assessment
 - Accessibility assessment
 - Hourly Consultations



LCIRT Webinars

Low/no cost, effective PD delivered to your school or home by LCIRT professionals



“Destination Education: Supporting Students With Learning Differences in the College Search”

Presenter: Adam Lalor, Ph.D.

“Aiding the Executive Function ‘Conductor’: Practical Strategies for Student EF ”

Presenter: Rick Bryck, Ph.D.

*A few are available for **FREE** via Facebook Live:
<https://www.facebook.com/LDresearch/>

Online Graduate-Level Certificate in Learning Differences and Neurodiversity

Specializations in:

Executive Function

Postsecondary Disability Services

Autism on Campus and Online

Courses on:

- Academic and executive function strategies
- Social/emotional supports
- Student engagement
- Technologies for diverse learners
- Organization + operation of postsecondary disability services
- Documentation, accommodations, and ADA compliance



- **A balance of theory, research, and concrete practices.**
- **3 graduate credits per course, 15 per certificate**
- **Earn your certificate or take individual courses**

landmark.edu/certificate



From the neurodiversity experts at the
Landmark College Institute for Research and Training



LCIRT Online Workshops

Short (2-4) week-long workshops delivered online

Recent Offerings:

- *An Introduction to Universal Design for Educators*
- *Executive Function as Conductor: How to Orchestrate EF Support in your Students*
- *Online Learning for Students who Learn Differently*
- *Reframing Autism*



Summer Institute for Educators

June 26 – 28, 2023 | Putney, VT

Presentations include:

- *Executive Function and Metacognition*
- *Distress Tolerance Planning*
- *Ungrading: Rethinking and Redesigning Assessment*
- *Transition and Career Readiness*
- *Gaming for Growth and Belonging*
- *Designing Cooperative Learning Success*
- *Inclusion, Ableism, and Academic Rigor*
- **... and more!**



Keynote:
"Love on the
Human Spectrum"



Jennifer Cook

Autistic advocate featured on Netflix's Emmy-Award winning *Love on the Spectrum*, and author of *Asperkids* series.

www.landmark.edu/lcsi



Free Resources: Blog

www.landmark.edu/research-training/blog

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INSTITUTE FOR RESEARCH
AND TRAINING

PROFESSIONAL DEVELOPMENT

Professional Certificate
Summer Institute for
Educators
Workshops
Online Training
Webinars

GRANTS & RESEARCH

LCIRT NEWSLETTER

RESOURCES AND RESEARCH BLOG

EVENTS

LCIRT Newsletter

Subscribe to the LCIRT newsletter

Subscribe

Subscribe to receive LCIRT's monthly e-newsletter, as well as periodic notices about upcoming events and programs. It's easy to unsubscribe if you need to and we will never sell or share your email address.

- Get the latest cutting-edge research from LCIRT delivered right to your inbox
- Don't have time to keep up with the best articles in the field? Read "LCIRT Recommends" to find out what we've found useful each month.
- Be the first to know about upcoming LCIRT events for early-bird pricing.

Read recent issues of the newsletter:

03/29/2023 - April LCIRT Newsletter: Making Memories "Stick" through Deep Elaboration
01/27/2023 - February LCIRT Newsletter: Student Research Enhances Engagement & Self-Discovery
12/06/2022 - December LCIRT Newsletter: Accessing Disability Services as a New College Student
10/04/2022 - October LCIRT Newsletter: NORMAL ISN'T REAL
08/15/2022 - August LCIRT Newsletter: High School to College Transition Tips, Part II
06/15/2022 - June LCIRT Newsletter: Accommodations in High School vs. College--Preparing for the shift
04/20/2022 - April LCIRT Newsletter: Intersectionality and Neurodiversity research and workshops
02/17/2022 - February LCIRT Newsletter: Farewells, Welcomes, and Spring Activities
12/22/2021 - December LCIRT Newsletter: Preparing LD students for transition to college
11/04/2021 - November LCIRT Newsletter: Neurodiversity in the Workplace



Free Resources: Newsletter

www.landmark.edu/research-training/newsletter

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PROFESSIONAL DEVELOPMENT -

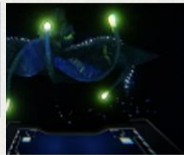
- Professional Certificate
- Summer Institute for Educators
- Workshops
- Online Training
- Webinars

GRANTS & RESEARCH +

LCIRT NEWSLETTER

RESOURCES AND RESEARCH BLOG

EVENTS



Leveraging Research to Support Student Engagement, Retention, and Self-Confidence

January 25, 2023

by Adam R. Lalor, Ph.D.

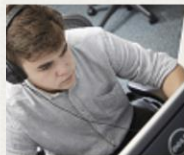
RESEARCH



You're Here! Now What?

December 01, 2022

Part 3: High School to Higher Education Transition Series



Remote Learning Best Practices

November 17, 2022

The Landmark College Institute for Research and Training (LCIRT) and the Educational Technology and Online Programs divisions have compiled the following list of tips and...

ONLINE LEARNING, STUDENTS



LCIRT Develops Learning Materials for Award-Winning Film NORMAL ISN'T REAL

September 29, 2022

ADVISING PERSPECTIVE:
TEACHING STUDENTS TO
SELF-ADVOCATE

UNIVERSAL DESIGN FOR
INSTRUCTION AND
LEARNING: WHERE IS THE
EVIDENCE?

TAKE A WALK: THE EFFECTS
OF NATURE EXPOSURE ON
MOOD AND COGNITION

IS DYSCALCULIA REAL?

MIX IT UP TO MAKE IT STICK:
WHAT RESEARCH SAYS
ABOUT "INTERLEAVING"

Connect with LCIRT

f FACEBOOK

YouTube YOUTUBE

in LINKEDIN

Free Resources: Educational Infographics

Executive Function | Self-Advocacy | Neurodiversity

EXECUTIVE FUNCTION

HOW THE BRAIN ORGANIZES AND IMPLEMENTS THE TASKS AT HAND...

3 Important Elements

WORKING MEMORY
Hold information mentally long enough to process and act on.

Hold information mentally long enough to process and act on. It is a cognitive memory system that acts as a workspace for information. It is necessary to ensure a coherent performance, working memory is the part of memory that maintains and manipulates information in real time. The ability to hold small bits of information at once, synthesize them, and act on them is critical for academic tasks, reasoning, and planning.

ACTIVATION
Ability to get started on a task.

The conductor cues musicians when to start playing during a piece by pointing at them. In a similar way, the conductor cues students to start working on a task. Learning activation is the part of executive function that initiates the start of a task. It is necessary to ensure a coherent performance, activation is the part of memory that maintains and manipulates information in real time. The ability to hold small bits of information at once, synthesize them, and act on them is critical for academic tasks, reasoning, and planning.

INHIBITION
Ability to monitor and regulate one's behaviors.

The conductor cues musicians when to start playing during a piece by pointing at them. In a similar way, the conductor cues students to start working on a task. Learning activation is the part of executive function that initiates the start of a task. It is necessary to ensure a coherent performance, activation is the part of memory that maintains and manipulates information in real time. The ability to hold small bits of information at once, synthesize them, and act on them is critical for academic tasks, reasoning, and planning.

...MUCH LIKE THE CONDUCTOR who guides the orchestra through the piece of music—setting tempo, cueing instruments, and controlling dynamics.

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LEADING THE WAY IN BETTER UNDERSTANDING EXECUTIVE FUNCTION AND HOW STUDENTS LEARN.

www.landmark.edu

SELF-ADVOCACY IS NOT EASY! (even for adults)

YOU'LL NEED TO SELF-ADVOCATE WHEN YOU: APPLY FOR COLLEGE - TALK TO YOUR TEACHERS AND ADVISORS - INTERVIEW FOR A JOB

ASSERT YOUR INTERESTS, BELIEFS, AND RIGHTS

NEGOTIATE

EFFECTIVELY COMMUNICATE

CONVEY YOUR IDEAS

It may feel uncomfortable—you might not feel "in charge"

DON'T WORRY—IT'S A BRAIN THING...

METACOGNITIVE AWARENESS
Having an awareness of, and the ability to actively monitor, one's own thinking, and the acknowledgement of one's own strengths and weaknesses

EMOTIONAL SELF-REGULATION
Being able to manage and modulate one's emotions and having the emotional self-confidence and self-esteem to speak up

...it's not done forming until we're 20-SOMETHING YEARS OLD!

But now's the time to PRACTICE!

We all feel stress and anxiety. As we get older, we learn to not let those feelings stand in our way.

Check it out—learn how to clearly express to others what is best for you. It's a great life skill you'll never want to be without.

PROMOTING SELF-ADVOCACY FOR OUR STUDENTS

- Advocacy is a partnership between advisor and student and promotes student self-determination
- Our academic curriculum and general education objectives directly address self-advocacy as a goal
- Our student life structure promotes positive peer-to-peer engagement and expands self-advocacy as a life skill for success

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What is Neurodiversity?

Neurodiversity is a social idea and movement based on a biological fact: The human brain is the most complex thing on Earth, and every brain is different.

A myriad of cognitive differences like learning disabilities such as dyslexia, ADHD, and autism fall under the term neurodivergent. The brains of individuals with these diagnoses are "hardwired" in ways that deviate from the neurotypical brain in terms of structure and function.

As a result, neurodivergent individuals experience and interact with the world in unique and often beneficial ways. However, these differences can bring about challenges throughout their lives—in social, family, academic, and workplace settings.

Examples of Neurodivergence

- Autism**
Impacts social skills, communication, relationships, and self-regulation
- ADHD**
Impacts a person's ability to plan, focus, and execute tasks
- Learning Disabilities**
Impacts a person's ability to understand or use language, math, or abstract information

Common Learning Disabilities

- Dyslexia**
Impacts the ability to read, spell, and write
- Dyscalculia**
Impacts the ability to learn and understand math and arithmetic symbols
- Dysgraphia**
Impacts the ability to write and speak

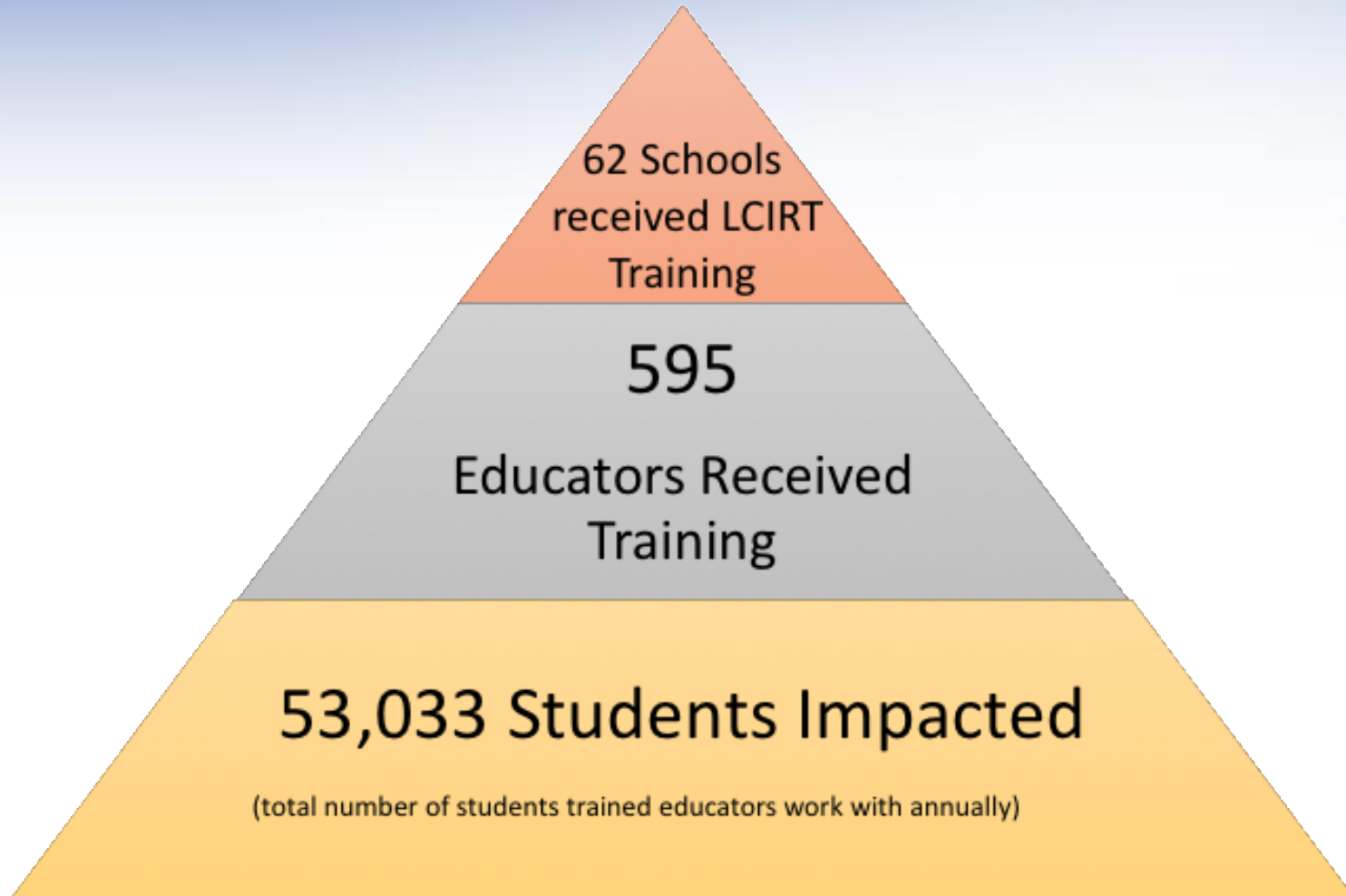
The Role of Executive Function

Many neurodivergent individuals experience challenges with their executive functions—the cognitive abilities that help regulate goal-directed behavior—components of which include working memory, flexible thinking, and inhibitory control.

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Impact* of LCIRT Educator Training



*Data is from one calendar year

Current Grant and Research Initiatives



LCIRT Research



Selected recent LCIRT Research:

- *Students with Learning Differences' mindsets towards STEM and perspectives on dis/abilities*
- *Experiences of Neurodivergent Students with Adoption or Foster Care Identities*
- *Using Augmented Reality to Enhance Attention in STEM Learning for Students with EF Disabilities*
- *CueThinkEF+: Scaffolding Executive Function via Metacognition and Problem-Solving*
- *A Survey of Postsecondary Disability Service Website Information*
- *Effects of Peer Distraction on Student Attention*
- *Understanding Mindwandering in Neurodivergent Students*

Student Research Opportunities

Research Mentorship Program

Mentored by LCIRT staff, students work as a team to conceptualize, design, implement, and report the findings of a research project within an academic year.

Undergraduate Research Assistants

Positions based on various research projects undertaken by LCIRT. Recent examples include LCIRT partnerships with the Dartmouth Autism Research Initiative and a National Science Foundation funded project with educational game developer TERC, and Landmark funded projects.

Research Participants

In order to carry out our research, LCIRT depends on volunteer participants. Make a valuable contribution while experiencing and learning about the research process firsthand.

Undergraduate Student Research Award

Presented at Commencement to a deserving student researcher selected by committee.



Next steps...

- **We are always looking for partners and collaborators!**
 - Help us promote awareness and understanding of LD, ADHD, and autism
 - Professional Development offerings help foster success for instructors, service providers, and students
 - Research initiatives that validate effectiveness of Landmark approaches and techniques
 - Grants and funded projects that enable the development of new methods and validation beyond Landmark College
- **Interested? Contact us:**
 - Email institute@landmark.edu or phone 802-387-1662
 - For more information: www.landmark.edu/research-training