As the number of students with learning difficulties rises, educators, including Montessorians, are confronted with the challenge of serving all children with intelligence, practical expertise, and compassion.

This session explores the growing array of early intervention models aimed toward addressing diverse learning needs and developmental challenge. Known variously as Response to Intervention (RTI) and tiered instruction, these models aim to meet diverse learning needs prior to and, in many cases, in lieu of special education referral. This day long workshop reviews Montessori’s natural and historic links with special education, and presents an approach to RTI that is intentionally designed to make the most of the unique properties of the prepared environment.

Register at:
www.montessori-mit.org

September 20, 2014
9:00 a.m. – 3:30 p.m.
Alcuin School
6144 Churchill Way, Dallas
Early Bird $150
After Sept.14th $175

About the Speaker
Jacqueline Cossentino, Ed.D

Jacqueline is Senior Associate and Director of Research at the National Center for Montessori in the Public Sector. An ethnographer by training, since 2001 she has drawn from her direct experience as head of an independent Montessori school and principal of a large, urban public Montessori school to produce an internationally recognized body of scholarship on Montessori education. She serves on the boards of Montessori Northwest and Avanti Montessori Charter Management Organization. She holds masters and doctoral degrees in education from Harvard University.