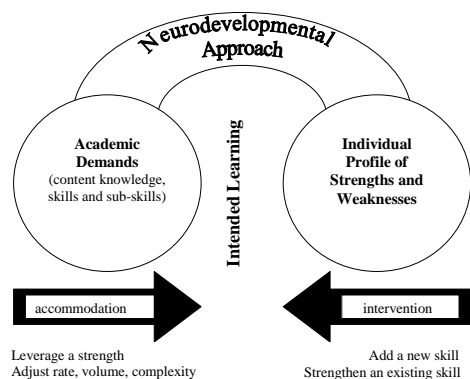


About The Center for School Success

The Center for School Success (CSS), a non-profit organization established in 2003, is located in West Lebanon, New Hampshire. All CSS services are designed to help students, teachers and parents use brain-based research findings to understand specific breakdowns in learning, while shifting their focus from what individual students *can't* do to what they *can* do. CSS believes that students need to know *how* they learn best; teachers need to know *how* to address the unique strengths and needs of all their students; and parents need to know *how* to support their children's learning strengths and challenges. CSS services include learning assessments, teacher training and community outreach.

Neurodevelopmental Approach

CSS uses a *neurodevelopmental* approach, originally conceived by Dr. Mel Levine, to help students, their parents and teachers fully understand *how* a student learns ("neuro" = of the brain; "developmental" = changing over time). This approach is based on the belief that successful, differentiated teaching and learning involves consideration of three factors: 1) a student's individual profile of strengths and weaknesses; 2) academic demands; and 3) the learning environment. The diagram below shows the context in which learning occurs. CSS' neurodevelopmental approach serves as a bridge to support successful learning when a student's strengths don't match the demands of an academic task.



This approach often includes implementation of specific strategies that leverage areas of strength to help students achieve intended learning. The CSS neurodevelopmental approach provides teachers with a lens through which they can observe, examine and describe student learning. It includes a general understanding of eight broad neurodevelopmental categories, or *constructs*. These are: attention, language, higher order thinking, memory, neuromotor skills, social skills, spatial and sequential ordering skills. These eight constructs, and their respective sub-categories, provide a shared language with which to understand and discuss learning.

About CSS Professional Development

CSS presentations, workshops and courses are outcome-oriented and highly interactive. All CSS professional development programs are designed to help educators examine their teaching approach to students with learning differences and determine successful ways to manage *all* students with whom they work. Each CSS course includes the following elements:

- Neurodevelopmental perspective of teaching and learning;
- Exploration of new concepts through structured exercises and experiences;
- Opportunities to process and practice new ideas; and
- Creation of specific action plans to immediately incorporate and implement new concepts into professional practice.

Over the past 6 years, CSS has shown that by *describing observable behaviors* rather than labeling students (e.g., "ADD", "dyslexic", "lazy"), teachers can address specific areas of weakness by leveraging their students' strengths. Successful outcomes permit students to identify positively with success, rather than internalize failure and identify with stigmatizing labels.

Commitment to Sustainability

CSS course instruction offers distinctive learning and instructional tools and a specially designed, neurodevelopmental approach that facilitates teachers' abilities to help their students experience measurable success in school and in life.

CSS Specializes in Customized Services

The Center for School Success welcomes the opportunity to create customized, on-site professional development programs for schools or districts. Contact CSS regarding this option, as availability may be limited. References from past recipients are provided upon request.

CSS developed a training program specific to our needs. They used proven methods of instruction, listened to staff, responded knowledgeably and respectfully and kept the content relevant to the needs of the group.

Curriculum Coordinator, Hartland, VT

Neurodevelopmental Approach to Teaching Degree

*"If I can't learn the way you teach,
can you teach the way I learn?"*

The Plymouth State University College of Graduate Studies has partnered with the Center for School Success to create graduate programs focusing on the neurodevelopmental approach to teaching — the only programs of their kind in the country.



Candidates seeking a graduate certificate, master's degree, or CAGS with a concentration in the neurodevelopmental approach to teaching will be able to use recent brain-based research to inform their teaching practice, in particular how to identify, respond to, and manage students with learning differences.

All candidates who complete the **Neurodevelopmental Approach to Teaching** concentration will be able to demonstrate:

- An understanding of the neurodevelopmental functions of the brain and their impact on learning;
- The ability to observe for specific learning strengths and weaknesses through classroom observation and analysis of student work samples;
- The ability to identify and implement specific instructional strategies based on data pertinent to individual students' neurodevelopmental profiles of learning strengths and weaknesses;
- The ability to examine and develop curricula, lessons, and assessments (informal and formal) with intentional consideration of targeted neurodevelopmental demands;
- The ability to work collaboratively with parents, teachers and students to promote effective communication and management of individual student needs; and
- The ability to synthesize and apply knowledge of the neurodevelopmental approach to help students understand and effectively self-advocate for their own learning needs.

ND Graduate Certificate Courses

Course Number	Course Title	Number of Credits
ND5000	Foundations of Neurodevelopmental Theory	2
ND5010	Teaching with Talent, Knowledge and Skill: Translating Neurodevelopmental Strengths into Effective Classroom Practice	2
ND5020	Applying a Neurodevelopmental Approach to Instructional Practice	3
ND5050	Understanding and Remembering: The Role of Attention and Memory in Learning	2
ND5040	Using Authentic Data to Engage Students' Minds	2
ND5030	Using Collaborative Practices to Enhance Teaching and Learning	2
Total Credits for Neurodevelopmental Approach to Teaching Graduate Certificate		13

Prerequisite: Participants must have completed ED 5060 (or equivalent) and must currently be teaching or have permission from the instructor.

Master's degree or CAGS candidates must complete the 13 credits of ND courses, as well as a three-credit elective and a nine-credit ND practicum. In addition master's candidates take an additional nine credits of required PSU courses (ED 5000 or ED 5005, ED 5010, and ED 5030) and CAGS candidates take an additional eighteen credits of required PSU courses (EP7030, EP7040, EP7050, EP7060, EP7070)



For more information about Neurodevelopmental Approach to Teaching options, contact Plymouth State University's College of Graduate Studies at forgrad@plymouth.edu or (800) FOR-GRAD.

