

## A Unique Two-Day In-Person Conference



# Dyslexia Conference (Grades K-6)

**Boston, MA**  
(Wakefield)

**November 29 and 30**

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CEUs and Graduate Credits Available  
See page 7 for details

**Chicago, IL**  
(Alsip)

**December 1 and 2**

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CEUs and Graduate Credits Available  
See page 7 for details

## Choose from 21 Strategy-Packed Conference Sessions



# Strategies You Can Use Tomorrow



## Meet Your Team of Expert Instructors

**HEATHER KENNY** is an outstanding educator and presenter. Over the course of her 25-year career in education, she has served as a classroom teacher and dyslexia tutor. Heather works closely with schools and districts to support teachers in implementing practical, science-based instructional techniques that can improve literacy outcomes for students with dyslexia. Heather understands the challenges that today's educators face as they strive to address the needs of all readers. She is passionate about empowering teachers with knowledge and skills so that they are well-equipped to provide their students, particularly those who fit the profile of dyslexia, with optimally-effective literacy instruction.

**MARCY EISINGER** is an experienced educator, consultant and licensed dyslexia therapist. She has served as a Dyslexia Consultant, Section 504, At-Risk Coordinator and as a dyslexia teacher and interventionist in the public school system. In addition, Marcy has successfully provided interventions in both public and private settings for all types of students ranging from kindergarten to adult. Throughout her career, Marcy has always had a passion teaching student with dyslexia and devotes her time providing others with timely and relevant information gained from her knowledge and experiences to support students. She has provided professional development and public speaking engagements throughout the nation for parents, community members, teachers, school districts and other various organizational entities.

**MARK WEAKLAND** is an outstanding educator, author and national presenter. An experienced special education teacher and reading specialist, he has worked extensively with children diagnosed with dyslexia or thought to have dyslexia. As a reading consultant and instructional coach, Mark understands the challenges teachers face in supporting students with dyslexia. Mark's sessions are practical, inspiring, and filled with use-tomorrow strategies, activities and teaching techniques to help students with dyslexia and ALL students become better readers, writers and spellers.

### Who Should Attend

Educators Serving Students in Grades K-6:  
Classroom Teachers, Reading Specialists,  
Literacy Coaches, Title I Staff, Special  
Education Staff, Instructional Assistants,  
Interventionists, and Administrators

# Day One

**Keynote • 8:30 am - 9:05 am**

## **“You Touch the Future; You Teach” – Mark Weakland**

Dyslexia, a condition brought about by differences in brain wiring, can manifest as strengths in creativity and reasoning but great difficulties with learning to read, write, and spell. The condition cannot be “cured” but with the right supports, children with dyslexia can become successful students and adults. Whether you are teaching in-person or online, we gather together in this conference to learn more ways to help students who have or may have dyslexia, and to celebrate the job we are already doing: creating hope-filled, positive futures through our teaching.

## **MORNING SESSIONS • 9:15 AM – 11:50 PM**

Choose **ONE** Full Morning Session OR **TWO** 70-Minute Sessions • *One mid-morning break*

**Full Morning Session • 9:15 am – 11:50 am**

### **A-1: Structured Literacy Lesson Planning for the Student with Dyslexia – Marcy Eisinger**

Elementary students with dyslexia often require structured lesson planning that incorporates necessary components of instruction. Instruction in phonological awareness, sound-symbol association, syllabication, orthography, morphology, and syntax fall into place with lesson plans based on student needs. Walk away with examples of templates and activities that are custom to your needs that will incorporate decoding, spelling, reading, handwriting, and new concepts.

**First 70–Minute Morning Sessions  
9:15 am – 10:25 am**

#### **CHOOSE ONE: A-2 or A-3**

### **A-2: Using Sound Walls to Improve Spelling and Promote Orthographic Mapping – Heather Kenny**

Learn how to create and utilize a dynamic and interactive Sound Wall that will provide your students with dyslexia essential information about the orthographic structure of words. Your students will no longer need to rely on alphabetizing skills and rote memory and instead will actively develop phonemic sensitivity and critical thinking skills as they make decisions about how and when to use combinations of letters to spell the sounds in words.

### **A-3: Highly Effective Instructional Techniques for Students with Dyslexia – Mark Weakland**

Learn seven instructional techniques useful for teaching any content and especially helpful to students who have or may have dyslexia. Practice classroom activities that incorporate techniques such as multi-modal teaching, multi-sensory instruction, and instant error correction. Discover the power of distributed practice and descriptive reinforcement for effectively delivering content. Handwriting instruction and its implications for students with dyslexia will also be discussed.

**Second 70–Minute Morning Sessions  
10:40 am – 11:50 am**

#### **CHOOSE ONE: A-4 or A-5**

### **A-4: Best Digital Tools to Support Students with Dyslexia in Reading, Writing, and Spelling (Gr. 3+) – Heather Kenny**

Technology can dramatically improve the quality of learning experiences for students with dyslexia without making them feel singled out for their learning differences. Learn about free or low-cost digital tools that empower students with dyslexia to independently access grade-level content and showcase their knowledge and understanding of concepts.

### **A-5: Dyslexia: Roots, Clues, and Characteristics – Mark Weakland**

Learn the fundamentals of how reading arises in the brain, basic elements of the reading process, skill deficits students who have dyslexia often exhibit, and why these skill deficits occur. Discover assessment methods and screeners you can use to start identifying students who may have dyslexia. Explore rapid naming tasks, phonemic deletion tasks, students’ response to intervention, surprising discrepancies that exist between intelligence and achievement, family history, and more!

*“This conference has given me so many great suggestions for my own classroom.”*

– MacKenzie Hirsch, Teacher

### **Team Discount**

#### **ONE DAY**

One person: \$289

#### **BOTH DAYS**

One person: \$489

**Team of 3+: \$469 per person  
when enrolled at the  
same time**



**Lunch break on your own • 11:50 am – 1:05 pm**

... *“Outstanding! I can use everything tomorrow.”* ...



## Who is BER?

The Bureau of Education & Research is North America's leading presenter of training for professional educators. Our goal is to provide high-quality PD programs, based on sound research, with an emphasis on practical strategies and techniques that can be immediately implemented.



## Can't Attend? Online Professional Development Options:



### Related Online Courses

Two related On Demand Video-Based Online Learning courses, *DYSLEXIA: Help Children Who Struggle to Successfully Read, Write and Spell*, for Grades K-6, and *Helping Your Struggling Readers Become More Successful Readers: Targeted Interventions that Work!*, for Grades K-5, are available for immediate registration. To enroll, visit [www.ber.org/online](http://www.ber.org/online)

# Day One

## AFTERNOON SESSIONS • 1:05 pm – 3:35 pm

Choose **ONE** Full Afternoon Session OR **TWO** 70-Minute Sessions  
One mid-afternoon break

### Full Afternoon Session • 1:05 pm – 3:35 pm

#### **B-1: Bouncing Back after COVID: Shoring Up the Foundational Skills Needed for Fluent Reading** – *Heather Kenny*

Lost instructional time has resulted in gaps in students' foundational reading skills. Discover quick and easy assessment procedures that will help you recognize these gaps, and highly effective instructional routines that will accelerate the reading development of your students and lay a strong foundation for reading fluency.

### First 70-Minute Afternoon Sessions 1:05 pm – 2:15 pm

#### **CHOOSE ONE: B-2 or B-3**

#### **B-2: Handwriting and Alphabet: A Structured Literacy Approach**

– *Marcy Eisinger*

Multi-sensory teaching of handwriting and alphabet skills using a structured, explicit, systematic approach is valuable for students with dyslexia. Handwriting and spelling for students with dyslexia is often difficult and this session will provide an easy, yet effective, way to teach handwriting to students. In addition, alphabet skills are necessary to learn for students with dyslexia. From the most basic alphabet skills to advanced skills, you will walk away with activities and tools that you can use for every student in your class.

#### **B-3: Dyslexia: A Spotlight on Spelling**

– *Mark Weakland*

Students with dyslexia often have great difficulty with spelling. Whether you're teaching in-person or online, explore best practice spelling instruction, including spelling inventories that provide a big picture, quizzes and formative assessments, lists and group differentiation, systematic and explicit instruction, and engaging, effective activities. Learn how to create a weekly master spelling list useful for differentiated activities and lists. Discover spelling strategies that flow from reading strategies and ones especially helpful to students with dyslexia.

### Second 70-Minute Afternoon Sessions 2:25 pm – 3:35 pm

#### **CHOOSE ONE: B-4 or B-5**

#### **B-4: Writing Instruction: A Structured Approach to Writing for the Upper Elementary Grades** – *Marcy Eisinger*

Writing is one of the most difficult skills a student with dyslexia may face throughout their educational career. Learn the fundamentals of writing that encompasses spelling, handwriting, syntax, and comprehension that can be incorporated into any content. Explore methods that can enhance your student's abilities that will carry over into their core content classes.

#### **B-5: Creating a Co-Taught Tier I Program for Students with Dyslexia**

– *Mark Weakland*

Students with dyslexia can benefit greatly from the strongest Tier I program possible. Learn how to build this program – whether teaching in-person or online to create a co-taught, homogeneously grouped core-reading program, specifically designed to accelerate the reading achievement of 15 to 20 struggling students during "regular" reading time. Discuss progress monitoring, classroom motivation systems, guided and independent reading routines, what to do with the basal series, and tips for co-teaching.

# Day Two

## MORNING SESSIONS • 8:30 am – 11:15 am

Choose **ONE** Full Morning Session OR **TWO** 75-Minute Sessions  
One mid-morning break

### Full Morning Session • 8:30 am – 11:15 am

#### **C-1: Orthography: From Letters to Chunks to Words** – *Mark Weakland*

Successful reading requires developing a “brain dictionary” of correct letter sequences of English words, but students with dyslexia often struggle with this. Practice over a dozen activities for use in-person or online that help students store letters, patterns, and whole words in their semantic, phonological, and orthographic lexicons. Explore how word spellings connect to sound and meaning and discover why brain plasticity gives hope for overcoming reading deficits brought on by dyslexia.

#### First 75–Minute Morning Sessions 8:30 am – 9:45 am

#### **CHOOSE ONE: C-2 or C-3**

#### **C-2: Sound Awareness and Syllable Types** – *Marcy Eisinger*

Sound awareness is critical to the success of students with dyslexia. Take a deeper dive into the importance of sounds, and how to explicitly teach sounds as you introduce new graphemes. Learn explicit teaching strategies, explore syllable types, and how to incorporate syllable-type activities in the classroom. Walk away with activities that you can do tomorrow!

#### **C-3: Promoting Fluency and Orthographic Mapping through Game-Based Learning (K-3)**

– *Heather Kenny*

Explore more than a dozen interactive games that provide students with dyslexia essential practice to improve their word reading fluency. Learn techniques to embed games into transition times and differentiate the level of challenge so that students with dyslexia can feel capable and competent even when interacting with their neurotypical peers.

#### Second 75–Minute Morning Sessions 10:00 am – 11:15 am

#### **CHOOSE ONE: C-4 or C-5**

#### **C-4: Dyslexia Fact and Fiction: Characteristics, Red Flags, Misconceptions and Origins** – *Marcy Eisinger*

There is so much information regarding dyslexia. Learn facts, dispel the myths and grow your understanding of the differences among dyslexia learners. Identifying and understanding the underlying causes of dyslexia and what to “look for” in students will be discussed. Explore the levels of unexpectedness that differentiate a student with dyslexia in contrast to other learners and what implications that has on you instruction and across the curriculum.

#### **C-5: Strengthening Comprehension, Building Vocabulary Knowledge: Proven Strategies for Fiction and Non-Fiction Texts** – *Heather Kenny*

Robust vocabulary knowledge and well-developed comprehension skills can help students with dyslexia compensate for word recognition difficulties. Learn an easy-to-use lesson-planning framework to expand students’ vocabulary knowledge and boost comprehension skills. Discover highly interactive strategies that will enhance reading experiences, motivating students to more deeply engage with both fiction and non-fiction materials.

### Lunch Break • 11:15 am – 12:30 pm

#### **On-Site Training**

Conferences like this one along with many other topics can be brought to your school or district. Please view all of our On-Site PD options at [www.ber.org/onsite](http://www.ber.org/onsite) or call 877-857-8964 to speak with an On-Site Training PD Consultant.

### Comprehensive Digital Resource Handbook

You will receive an extensive digital resource handbook, specifically designed for this conference. Included in the handbook are resource materials for ALL conference sessions, even those you don’t attend. These materials include:

- Practical, research-based techniques and classroom activities for supporting students who have or may have dyslexia
- Strategies that help build important pathways in the brain, needed for literacy success
- Important information on what dyslexia is, what it isn’t, and how to identify children at risk for reading difficulty
- Tips and ideas for making your literacy instruction more supportive for students with dyslexia

**A printed copy of the resource handbook will be available to registrants at the conference site as long as their registration is received in the BER office at least 15 calendar days before the event.**

*“I now have great information I can share with both parents and teachers about improving support for students with dyslexia.”*

– Denise Gordon, Teacher



## Conference Locations & Hotel Accommodations



### BOSTON

Many sightseeing opportunities, including the Museum of Fine Arts, the Freedom Trail through Boston's historic sites, or a boat cruise on the Charles River.

#### Conference Location and Overnight Accommodations:

Four Points by Sheraton – Wakefield  
(781) 245-9300

Mention you are attending this BER conference prior to November 7, 2022 to receive the special rate of \$119 (Single/Double), rates subject to availability. For reservations please call (781) 245-9300 or book online at: <https://at.ber.org/BostonDyslexiaConf>



### CHICAGO

The greater Chicago area offers a diverse array of sightseeing opportunities and dining and shopping options.

#### Conference Location and Overnight Accommodations:

DoubleTree – Alsip  
(708) 371-7300

To receive the special rate of \$134 (Standard Room), plus tax, (based on availability), book your overnight accommodations by using the corporate account 0560003159 under special rates. Call reservations at (800)-222-8733 or book online at [www.chicagoolsip.doubletree.com](http://www.chicagoolsip.doubletree.com)

# Day Two

## AFTERNOON SESSIONS • 12:30 pm – 3:10 pm

Choose **TWO** 75-Minute Afternoon Sessions • One mid-afternoon break

### First 75-Minute Afternoon Sessions 12:30 pm – 1:45 pm

#### CHOOSE ONE: D-1, D-2 or D-3

##### **D-1: Strengthening Your Diagnostic Expertise to Help Students with Dyslexia** – Marcy Eisinger

Let's strengthen our diagnostic expertise since diagnostic teaching is an important component of Structured Literacy approaches! We'll analyze and discuss data both formal and informal, data and how that can be used to help drive instruction. We will look at common errors, go over common assessments, learn how to read formal assessments using case studies. We'll determine the next steps for reading instruction based upon identified patterns of errors and areas of difficulties.

##### **D-2: Increasing the Effectiveness of Phonics Instruction with Brain-Based Multisensory Teaching Techniques** – Heather Kenny

Multisensory language instruction is beneficial for all learners and essential for students with dyslexia. Learn a host of instructional techniques that simultaneously engage visual, auditory, and kinesthetic-tactile brain pathways to enhance memory and promote better learning outcomes.

##### **D-3: Phonology: Basic to Advanced, Younger to Older, Word to Phoneme** – Mark Weakland

Students with dyslexia often have deficits phonologically and phonemically analyzing words, greatly impacting storage of letters, patterns, and whole words in their "brain dictionaries." Explore why it is critical to aggressively teach phonology to an advanced level. Practice more than a dozen activities and strategies for helping students develop advanced phonological awareness. Activities span a continuum from word to phoneme, expanding from basic levels to advanced, and can be modified for use with younger and older students – whether in-person or online.

### Second 75-Minute Afternoon Sessions 1:55 pm – 3:10 pm

#### CHOOSE ONE: D-4, D-5 or D-6

##### **D-4: Morphology and Etymology Instruction: Unlock the Function and Meaning of Words** – Marcy Eisinger

Addressing morphology (the internal structure of words) and etymology (word origins) is essential in developing proficient readers and writers. Learn where our language comes from and how these strengthen reading and vocabulary. Discover how Anglo-Saxon, Latin, French and Greek other word origins play into reading and how to incorporate morphology and etymology teaching methods to build a strong foundation that help students with dyslexia better understand and use words.

##### **D-5: Comprehension Processing: Turning Strategies into Skills** – Heather Kenny

Many students with dyslexia are so hyper-focused on word identification that they have difficulty understanding what they read. Discover proven comprehension strategies to activate the cognitive processes that enable students to make sense of text. When used consistently with independent or teacher-read texts, this curated selection of strategies results in automatized comprehension skills that contribute to improved understanding and increased enjoyment of reading.

##### **D-6: Promoting Extended Reading and Building Fluency in Students with Dyslexia** – Mark Weakland

Fluency is critical for reading, but for many students with dyslexia it is a difficult element to develop. Explore why numerous researchers stress the practice of "multiple opportunities for extended text" and why some emphasize accuracy over rate. Discover activities and routines for use whether teaching in-person or online for helping students with dyslexia build accuracy, rate and prosody. Explore connections between motivation and reading, and the pros and cons of leveled and unlevelled browsing bins.

# Dyslexia Conference

(Grades K-6)

## Registration (NVI3F1)

**BOSTON** (Wakefield), MA

**Both days:**  November 29 and 30, 2022

**One day only:**

November 29 **-or-**  November 30, 2022

**CHICAGO** (Alsip), IL

**Both days:**  December 1 and 2, 2022

**One day only:**

December 1 **-or-**  December 2, 2022

FIRST NAME M.I. LAST NAME

POSITION, SUBJECT TAUGHT GRADE LEVEL

SCHOOL NAME

SCHOOL MAILING ADDRESS

CITY & STATE ZIP CODE

SCHOOL PHONE NUMBER HOME PHONE NUMBER  
( ) ( )

**Registration confirmations and login details are sent via e-mail**

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT)

HOME MAILING ADDRESS

CITY & STATE ZIP CODE

**PRIORITY ID CODE: ENVI3F1**

## METHOD OF PAYMENT

**Payment is due prior to the program.** No cash please.

One day only, **\$289**; both days, **\$489**;

**\$469** per person for groups of three or more registering at the same time for both days.

- A check (payable to **Bureau of Education & Research**) is attached
- A purchase order is attached, P.O. # \_\_\_\_\_  
(Be sure to include priority ID code on the P.O.)
- Charge my:  MasterCard  VISA  Discover

Account # \_\_\_\_\_ Exp. Date: \_\_\_\_\_ MO/YR

Billing Zip Code: \_\_\_\_\_ 3 Digit CVV Code: \_\_\_\_\_  
(Found on back of card)

Please print name as it appears on card

## Earn One to Four Graduate Semester Credits



Up to four graduate level professional development credits are available with an additional fee and completion of follow-up practicum activities. Details may be found at [www.ber.org/credit](http://www.ber.org/credit)

## Meet Inservice Requirements / Earn State CEUs

Participants can receive a certificate of participation that may be used to verify continuing education hours. In addition, state CEUs are available. For details, visit [www.ber.org/ceus](http://www.ber.org/ceus)

## Registration Fee

The fee for the first or second day registration only is \$289 per person. If a person registers for both days, the registration fee is discounted to \$489 per person; \$469 per person for groups of three or more registering at the same time for both days. Registration fees are **due prior to the program**. No cash please.

Fee includes conference registration, a certificate of daily attendance and an extensive digital resource handbook with materials for all sessions – even those you don't attend.

**A printed copy of the resource handbook will be available to registrants at the conference site as long as their registration is received in the BER office at least 15 calendar days before the event.**

## FIVE EASY WAYS TO REGISTER

**REGISTER ONLINE at:**  
[www.ber.org](http://www.ber.org)

**FAX this form to:**  
**1-425-453-1134**

**EMAIL this form to:**  
[register@ber.org](mailto:register@ber.org)

**MAIL this form to:**  
**Bureau of Education & Research**  
915 118th Avenue SE • PO Box 96068  
Bellevue, WA 98009-9668

**PHONE toll-free:**  
**1-800-735-3503**  
(Weekdays 5:30 am - 5:00 pm Pacific Time)

## Session Preferences: Session Numbers Required

### DAY 1

**One Full Morning Session: A-1**

**- OR -**

**Two 70-Minute Morning Sessions**

**A- \_\_\_\_\_ - and - A- \_\_\_\_\_**  
(A-2 or A-3) (A-4 or A-5)

### DAY 2

**One Full Morning Session: C-1**

**- OR -**

**Two 75-Minute Morning Sessions**

**C- \_\_\_\_\_ - and - C- \_\_\_\_\_**  
(C-2 or C-3) (C-4 or C-5)

**One Full Afternoon Session: B-1**

**- OR -**

**Two 70-Minute Afternoon Sessions**

**B- \_\_\_\_\_ - and - B- \_\_\_\_\_**  
(B-2 or B-3) (B-4 or B-5)

**Two 75-Minute Afternoon Sessions**

**D- \_\_\_\_\_ (D-1, D-2 or D-3)**

**- AND -**

**D- \_\_\_\_\_ (D-4, D-5 or D-6)**

## Cancellation/Substitutions

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the conference. Late cancellations made prior to the conference date will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

## Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.

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(Grades K-6)



- **Outstanding In-Person Conference**
- **Choose From 21 Strategy-Packed Sessions**
- **Receive an Extensive Digital Resource Handbook**

NV13F1

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