

Day One

Keynote • 9.00 am - 9:30 am

“Calling All Angels” – Heather Kenny

Dyslexia represents a difference in brain wiring that is characterized by powerful strengths as well as a unique set of challenges, particularly when it comes to learning to read, write, and spell. Unfortunately, it is the disadvantages that students tend to feel most! The good news is that dyslexia doesn't have to result in negative academic, social, and emotional consequences. Join dyslexia experts and other dedicated educators at this conference and leave better informed, more empowered, and absolutely inspired to help your students who have or may have dyslexia reach their greatest potential!

MORNING SESSIONS • 9:40 AM – 12:10 PM

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

Full Morning Session • 9:40 am – 12:10 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
9:40 am – 10:50 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 Guided Writing Strategies

– *Cathy Collier*

Getting your students' thoughts on paper is often very challenging. When students' struggle to read, their writing is impacted and vice versa. Learn a step-by-step program for guiding struggling writers who have or may have dyslexia through composition. Starting with planning and progressing strategically through composition and mechanics. Providing explicit instruction and practice allows struggling students to feel success with writing. Join Cathy to discover the practical, easy-to-implement strategies your students need for success!

**Second 70–Minute Morning Sessions
11:00 am – 12:10 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: Spelling Strategies That Work! – Cathy Collier

Spelling is foundational but has been approached in ways that are not always effective. Moving beyond memorization and into deeper learning is critical for students who have or may have dyslexia. Join Cathy for a fast paced session focused on strategies that lead students from understanding beginning, middle and end to word patterns. Her practical ideas for strategic practice help all students become stronger spellers.

“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 for both days.**



Lunch break on your own • 12:10 am – 1:10 pm

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

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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

Day One

AFTERNOON SESSIONS • 1:10 pm – 3:40 pm

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

Full Afternoon Session • 1:10 pm – 3:40 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 1:10 pm – 2:20 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: Orthography and Spelling: Two Sides of the Same Coin – *Cathy Collier*

Students who have or may have dyslexia often have great difficulty with spelling and struggle with word work. Learn the most effective strategies and activities to strengthen word work and improve spelling. Learn better ways to help students move forward in understanding how words are formed using orthographic mapping to increase correct spelling.

Second 70-Minute Afternoon Sessions 2:30 pm – 3:40 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 students' abilities that will carry over into their core content classes.

B-5: Building a Sight Word Collection and Tools to Support It – *Cathy Collier*

Learn how to practice sight words with classroom displays and classroom routines. Providing students with activities to support sight word recall and usage can build their foundations in reading. Understanding "heart" words with temporary and/or permanent irregular words, students are able to use these words with reading, writing, encoding, and decoding.

Day Two

MORNING SESSIONS • 9:00 am – 11:40 am

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

Full Morning Session • 9:00 am – 11:40 am

C-1: Literacy Centers Activities that Promote Independence – Cathy Collier

Successful literacy development requires practice, practice, practice for students who have or may have dyslexia! Learn how to more easily plan and better execute literacy centers that develop strong, independent readers! Join Cathy for a more in-depth session that takes you through the critical components and sequence of activities that are proven to promote reading and writing skills while developing confident, independent readers.

First 75–Minute Morning Sessions 9:00 am – 10:15 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 10:25 am – 11:40 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 your 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.

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

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

– Denise Gordon, Teacher



Lunch Break • 11:40 am – 12:40 pm

... “I am excited to try all these new ideas with my students!” ...

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 or call 877-857-8964 to speak with an On-Site Training PD Consultant.



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Day Two

AFTERNOON SESSIONS • 12:40 pm – 3:20 pm

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

First 75-Minute Afternoon Sessions 12:40 pm – 1:55 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) and how that can be used to help drive instruction. We will look at common errors, go over common assessments, and 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: Reading Strategies for Striving Readers – *Cathy Collier*

Students striving to become stronger readers often have deficits phonologically and phonemically analyzing words, greatly impacting storage and recall of letters, patterns, and whole words. Learn about reading strategies for students to support decoding and efficient reading. Leave with strategies to lead your students through a series of activities that involve word analysis and reading comprehension at the word level.

Second 75-Minute Afternoon Sessions 2:05 pm – 3:20 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, Greek and 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: Using Familiar Text to Promote Phonological and Phonemic Awareness – *Cathy Collier*

Learn how skills in context can provide supports for phonological and phonemic awareness. Connections to text can afford students a platform for building a phonological and phonemic foundation. Join Cathy to discover which familiar texts work best when strengthening your students' phonological and phonemic awareness.