

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. When teachers are well-informed and use proven instructional methods, students can thrive. Join dyslexia experts and other dedicated educators at this conference to be informed, empowered, and inspired to help your students with dyslexia reach their potential, in school and in life.

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 pm

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 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
11:00 am – 12:10 pm

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 for both days.



Lunch break • 12:10 pm – 1:10 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

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: 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 2:30 pm – 3:40 pm

CHOOSE ONE: B-4 or B-5

B-4: Accommodating Students with Dyslexia Across the Curriculum

– *Marcy Eisinger*

Ensuring that students with Dyslexia are learning grade-level content is critical to their academic success. However, every student is unique and may need various accommodations to meet their needs. Uncover strategies that will provide an equal opportunity for your students to access the curriculum and discover tools that will assist them in their learning while allowing them to perform at their highest level.

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 • 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: 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 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 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 use tomorrow!

C-3: Promoting Fluency and Orthographic Mapping through Game-Based Learning (Grades 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 engage with both fiction and non-fiction materials more deeply.

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: 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.

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 this knowledge strengthens 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: 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.