

Day One

Keynote • 9:00 – 9:30 am

“Anchoring Dyslexia So Students Can Fly!” – Nancy Hannagan

Dyslexia presents unique challenges for each student, often creating a storm of obstacles that can feel overwhelming. In this inspiring keynote, Nancy Hannagan will share practical strategies, proven techniques, and key insights to help educators become the steady anchor their students need. Learn how to equip students with the skills, confidence, and independence to rise above the challenges of dyslexia. This keynote will leave you empowered with tools to support every learner on their journey to success, ensuring they can soar to new heights.

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: Shoring Up the Foundational Skills Needed for Fluent Reading – Heather Kenny

With lost instructional time, many students now have gaps in their foundational reading skills. Don't despair – this session can help! Join Heather to 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 with dyslexia. Through evidence-based strategies, you'll learn how to lay a strong foundation for reading fluency and help your students catch up on lost time. Don't miss this opportunity to make a real difference in your students' reading success!

**First 70-Minute Morning Sessions
9:40 – 10:50 am**

CHOOSE ONE: A-2 or A-3

A-2: Taming the Time Thief: Empowering Dyslexic Readers – Nancy Hannagan

Is time your students' biggest enemy? Do classroom clocks trigger anxiety and avoidance? In this dynamic session, Nancy Hannagan reveals practical strategies to reclaim time and transform the reading experience for students with dyslexia. Discover how to build a powerful organizational framework that shifts the focus from racing against the clock to engaging with the text. Learn to preemptively reduce stress, giving students the mental space to unlock their reading potential. Stop the time drain and ignite a passion for reading!

A-3: Empowering Dyslexic Learners: Reducing Stress & Boosting Success – Mark Weakland

Discover practical strategies to build agency and resilience in students with dyslexia, and explore effective accommodations and modifications designed to lower stress levels in inclusive classrooms (Grades 3-6). This session covers teaching self-advocacy skills and addresses the common concern, “Am I making things too easy?” You'll learn how to modify instructional practices for greater impact, leverage technology for student support, and adapt assessments, written materials, and physical environments to foster a low-stress, high-achievement learning experience.

**Second 70-Minute Morning Sessions
11:00 am – 12:10 pm**

CHOOSE ONE: A-4 or A-5

A-4: Teaching Visual Thinkers – Nancy Hannagan

Students with dyslexia often compensate with visual thinking skills to overcome language obstacles. The use of multi-sensory strategies and visual clues are important to incorporate in managing dyslexia in the general education classroom. However, some students may struggle to naturally find the pathways to compensate for their deficit in language processing. We will explore various ways to instruct students who have a strength in visual thinking and how it applies to developing language strategies.

A-5: 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.

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

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

– MacKenzie Hirsch, Teacher



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

– Denise Gordon, Teacher



Team Discount

ONE DAY

One Person: \$325

BOTH DAYS

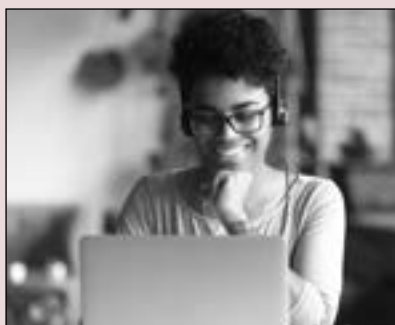
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**Team of 3+: \$565 per person
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... *“This is a well thought out and presented conference!”* ...

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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 *Dyslexia: Best Targeted Interventions for Greater Literacy Success*, for Grades K-6, are available for immediate registration. To enroll, visit www.ber.org/online

Day One

AFTERNOON SESSIONS • 1:10 – 3:40 pm

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

Full Afternoon Session • 1:10 – 3:40 pm

B-1: Cracking the Code: How Dyslexia Shapes Learning – Nancy Hannagan

Dyslexia isn't just about mixing up letters—it's about how the brain processes language in surprising ways! In this engaging session, Nancy Hannagan brings Dr. David Sousa's *How the Brain Learns* research to life, revealing the fascinating connections between dyslexia, learning, and the brain. You'll uncover practical strategies to help students master reading and discover how to tailor instruction to meet their unique needs. Leave with fresh insights, actionable tools, and renewed confidence in your ability to support students with dyslexia as they unlock their potential.

First 70-Minute Afternoon Sessions 1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

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

Transform your teaching with a dynamic and interactive Sound Wall designed to support students with dyslexia. In this session, you will discover how to create and utilize a powerful tool that provides essential information about the orthographic structure of words. Say goodbye to rote memory and help your students actively develop phonemic sensitivity and critical thinking skills. You will leave with practical strategies to help your students master sound-letter correspondences and build confidence in spelling and decoding. Don't miss this opportunity to enhance your teaching and empower your students with dyslexia!

B-3: 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!

Second 70-Minute Afternoon Sessions 2:30 – 3:40 pm

CHOOSE ONE: B-4 or B-5

B-4: Best Digital Tools to Support Students With Dyslexia in Reading, Writing, and Spelling (Grades 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.

B-5: 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.



Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. BER is now offering On Demand Video-Based courses. You may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/online

Day Two

MORNING SESSIONS • 9:00 – 11:40 am

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

Full Morning Session • 9:00 – 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 – 10:15 am

CHOOSE ONE: C-2 or C-3

C-2: Unlocking Library Doors: Transforming the Library Experience for Students With Dyslexia – *Nancy Hannagan*

Think you know libraries and dyslexia? Think again. This isn't just about audiobooks; it's a powerful, student-driven session revealing why many dyslexic students dread the library—and how to change that. Just as some students avoid the gym, many avoid the library's traditional format. Discover simple, yet transformative, strategies to create an inclusive and engaging library environment. Witness how these changes ignite a passion for stories, spark new interests, and empower even the most reluctant readers to find their favorites. Prepare to see the library in a whole new light.

C-3: Promoting Fluency and Orthographic Mapping Through Game-Based Learning (Grades K-3) – *Heather Kenny*

Students are more engaged and make greater gains when learning experiences are fun! Explore over a dozen interactive games that provide students with dyslexia essential practice to improve their word reading fluency. Discover classroom-based games that are appropriate for large groups, small groups, or pairs of students. 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. Games are perfect for at-home practice that students – and parents – will enjoy.

Second 75-Minute Morning Sessions 10:25 – 11:40 am

CHOOSE ONE: C-4 or C-5

C-4: Create a Sight Word TIER Intervention System – *Nancy Hannagan*

Sight words—comprising 60% of beginner texts—can be a major stumbling block for dyslexic readers. While orthographic mapping provides a solid foundation, this session dives into multisensory approaches that leverage visual strengths and address the emotional avoidance often associated with sight word learning. Learn how to motivate students to conquer sight words in isolation, within text, and in writing, creating a robust, tiered intervention system that unlocks reading success.

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 with dyslexia to engage with both fiction and non-fiction materials more deeply.

Lunch Break (on your own) • 11:40 am – 12:40 pm

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

“Very informative and taught by people who have a great understanding of Dyslexia.”

– Taylor Sanchez, Education Specialist



... “So much amazing information and resources!” ...



Day Two

AFTERNOON SESSIONS • 12:40 – 3:20 pm

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

First 75-Minute Afternoon Sessions 12:40 – 1:55 pm

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

D-1: Differentiate the Obstacles of Fluency – *Nancy Hannagan*

Is slow reading always a decoding issue? For many dyslexic students, fluency struggles stem from ingrained habits developed during years of reading frustration. This session goes beyond traditional interventions, offering targeted strategies to pinpoint and address fluency deficits rooted in these habits, not just decoding skills. Discover multisensory, scaffolded techniques, enhanced by technology, to build genuine reading fluency and empower students to read with greater confidence and ease.

D-2: Increasing the Effectiveness of Phonics Instruction With Brain-Based Multimodal Teaching Techniques – *Heather Kenny*

Unlock the power of multimodal language instruction in your classroom with this dynamic session. Discover a range of instructional techniques that engage multiple brain pathways, including visual, auditory, and kinesthetic-tactile, to enhance memory and promote better learning outcomes. This approach is especially beneficial for students with dyslexia but can benefit all learners. Walk away with practical strategies and ideas to integrate multimodal instruction into your teaching practice and create a more engaging and effective learning environment for your students with dyslexia.

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 teach phonology to a proficient 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 Morning Sessions 2:05 – 3:20 pm

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

D-4: Explore Part-to-Whole Picture Activities Prior to Language Skill Development – *Nancy Hannagan*

Dyslexic learners are often described as “big picture” thinkers, capable of high-level reasoning, yet they struggle with basic concepts. This session taps into this strength by exploring part-to-whole activities that use visual clues to organize and manage language. Discover how to bridge the gap between big-picture thinking and language skills, empowering students to grasp and retain essential concepts through visually engaging and effective strategies.

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 unleveled browsing bins.

On-Site Training

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