

Day One

Keynote • 9:00 – 9:30 am

“From Barriers to Bridges: The Vital Role of Resource Teachers in Improving Outcomes for Students With Disabilities” – Savanna Flakes

In today's diverse classrooms, special education resource teachers play a vital role in turning barriers into bridges for students with disabilities. This keynote invites us to reimagine our practices for teaching students with disabilities. Whether you're a veteran resource teacher or new to the field, you'll feel inspired, equipped with practical, actionable instructional practices, and ready for a strategy-packed day of learning!

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: Adding SDI to Increase Access and Remove Barriers in Resource Settings – Savanna Flakes

Special education resource teachers add the “pop,” “sizzle,” and the “special” to specially designed instruction (SDI). This session provides an introduction to SDI and how it can unlock access and open doors to grade level content for your struggling students. Leave with practical, ready-to-use strategies that increase student achievement and improve outcomes for students you serve as a resource teacher.

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

CHOOSE ONE: A-2 or A-3

A-2: Dealing With Disrespectful and Disengaged Students in the Resource Room and General Education Classrooms – Cindy Jones

You've probably wondered, “What do I do about rude, disrespectful students, and how do I get kids to do their work and be more engaged in learning?” In this highly practical session, you will gain classroom-proven strategies for decreasing disrespectful and disengaged student behaviors and discover what motivates non-engaged students and how to point them back toward more successful learning.

A-3: Enhancing Comprehension Through Explicit Vocabulary Instruction for Diverse Learners – Karla O'Brien

Whether you work with emergent readers, struggling readers, or English language learners, this session will provide practical insights into tailoring vocabulary instruction to meet your diverse learners' needs. Leave with a deeper understanding of vocabulary instruction's importance and a renewed commitment to empowering students as proficient readers and lifelong learners – plus downloadable resources to use for instruction!

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

CHOOSE ONE: A-4 or A-5

A-4: Effectively Working With Frequent Emotional Outbursts, Injurious Behavior, and Lack of Self-Control – Cindy Jones

Many challenging students know what we want them to do. However, they may lack important thinking skills or the ability to regulate their emotions, consider their actions, or understand how their behavior is affecting other people. We'll explore how the conditions that encourage challenging behavior and effective, practical strategies and structures for supporting and sustaining better outcomes for students.

A-5: The Power of Spelling for Your Resource Students – Karla O'Brien

Research shows a strong correlation between spelling ability and reading proficiency. You'll learn how to make sense of English through sound-spelling relationships, sub-morphemes, and spelling rules that reveal its underlying logic. We'll also examine practical tools to help you adapt your current spelling lists to better support decoding and encoding. You'll receive a practical toolkit to enhance your spelling instruction that can be used right away.

Lunch break • 12:10 – 1:10 pm

“A lot of really great conversations, strategies, resources, and links were generously shared throughout the day!”

– Carlee McCluer,
Intervention Specialist



“This training made me excited to develop new ideas and implement many new strategies!”

– Jackie Selfridge,
SPED Teacher



Team Discount

ONE DAY

One Person: \$325

BOTH DAYS

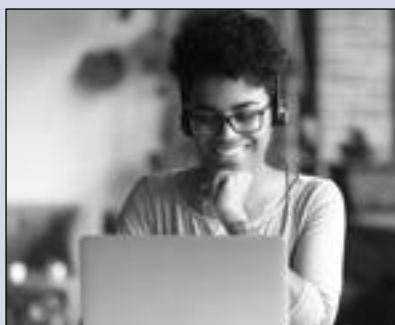
One Person: \$595

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... “These instructors crushed it. A great conference!” ...

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

Related On Demand Video-Based Online Learning courses *Catching Up Your Students with Disabilities Who Have Fallen Behind*, for Grades 1-12, and *Increase Your Success as a Special Education Resource Teacher*, for Grades K-12, and other special education-related courses 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: Improving the Behaviors of Attention-Seeking and Challenging Students

– *Cindy Jones*

Students with disrespectful and disengaged behaviors are becoming more prevalent on the resource teachers' caseload. Explore the characteristics of attention-seeking behavior, and the neuroscience that drives them. Examine the WHY of student behavior and effective strategies for engaging and calming them, including tools and specific strategies to diminish attention-seeking, power, and revenge behaviors. These strategies are highly effective in both resource and inclusion settings.

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

CHOOSE ONE: B-2 or B-3

B-2: Daily Double... I'm a Resource Teacher and Co-Teacher – *Savanna Flakes*

Looking for ways to expand your learning specialist role and make a big impact in the co-taught classroom? This session will provide a roadmap of strategies to increase your impact in the inclusive classroom. Leave inspired and ready to share your instructional gifts with general education colleagues and support the learning experience for ALL students.

B-3: A Structured Approach to Writing Paragraphs – *Karla O'Brien*

Learn a structured, step-by-step approach to paragraph writing instruction that builds student confidence and clarity. Gain practical strategies for teaching sentence structure, paragraph organization, and transitions in a way that is explicit and repeatable. Leave with a student-friendly writing guide designed to support systematic writing and help your students with disabilities produce better paragraphs and multi-paragraph texts with ease.

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

CHOOSE ONE: B-4 or B-5

B-4: So Many Behaviors! What More Can I Do? – *Savanna Flakes*

Behavior communicates a message. We can proactively and positively create learning spaces that promote the 3 R's: relationships, reinforcement, and self-regulation. Teachers will leave with a toolkit of behavioral strategies and tools to increase learning time.

B-5: Walking in the Shoes of a Dyslexic Student – *Karla O'Brien*

What's really happening in the brain of a student with dyslexia? Explore how differences in brain structure and function impact reading, spelling, and language processing. Learn about key neural pathways involved in reading and why students with dyslexia require a different kind of instruction to thrive. Through a powerful hands-on simulation, you'll experience the frustration, confusion, and effort that many students with dyslexia feel every day, and open up new vistas on how to help.

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: Incorporating the Science of Reading Into Literacy Intervention to Help Struggling Readers – *Karla O'Brien*

The struggling readers on your special education caseload need more than just extra time, they need a different approach. In this practical and engaging session, you'll learn how to incorporate evidence-based practices grounded in the Science of Reading into effective literacy intervention. Through powerful step-by-step lesson planning, proven instructional routines, and interactive activities, you'll gain the tools to deliver intervention that is explicit, systematic, and research-based. Walk away with a ready-to-use lesson format and strategies that bring clarity, consistency, and success to your students who need it most.

First 75-Minute Morning Sessions
9:00 – 10:15 am

CHOOSE ONE: C-2 or C-3

C-2: Vocabulary Instruction Doesn't Have To Be a Bore – *Savanna Flakes*

Do you say the word, "vocabulary" and see students' eyes-roll? Create fun and memorable learning opportunities so students remember their academic terms longer and use them regularly! Join this session and explore exciting games and low prep strategies to get students excited about collecting new words.

C-3: Helping Students Overcome the Challenges of ADHD, Executive Function Deficits, and Poor Self-Regulation Skills – *Cindy Jones*

Students with ADHD often have difficulty with concentration, distraction, impulsivity, and "time-blindness" among other challenges. Discover strategies to help your students with ADHD experience more academic and social success. Learn how their brains are different from neurotypical students and how you can best support them. We'll explore helpful behavior interventions, tools, organizational tips, co-morbidity, and executive function skills you can use immediately.

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

CHOOSE ONE: C-4 or C-5

C-4: Literacy Strategies to Level the Reading Playing Field (Grades 3-12) – *Savanna Flakes*

Students reading at different levels? No problem! This session will share Savanna's 3 A's (activate, amplify, and use assistive technology) for differentiating text, so every student can meaningfully access grade-level readings. Evidence-based reading strategies, technology tools, and more will be provided!

C-5: Oppositional Defiance Disorder (ODD) Behaviors and Past Trauma: Working With Defiant, Angry, and Overwhelmed Students – *Cindy Jones*

Many students with Oppositional Defiance Disorder are served in SPED due to learning disabilities or ADHD. Interestingly, many of the symptoms and reactions in Oppositional Defiant Disorder (ODD) parallel the symptoms and reactions in children post-trauma. Examine why ODD thinking is different from other students and what you can do about it, along with specific interventions that can stop power struggles, rude remarks, and challenging behaviors.

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:

- Timesaving tips and effective procedures for special education resource teachers
- Technology resources for inclusive classrooms and teacher productivity
- Fresh ideas and practical strategies for helping students with disabilities succeed
- Resource teacher-friendly and ready to use tools and practices you can use immediately



"By far one of the most useful PDs I've ever attended. I am walking away with tangible things I can implement immediately and a renewed overall dedication."

– Elizabeth Noble, Learning Specialist



Lunch Break • 11:40 am – 12:40 pm

... "A great training, well worth the cost. Real help for my real world." ...

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.



ABOUT BER CONFERENCES

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Extensive Resource Handbook

You'll receive an extensive digital Resource Handbook full of practical strategies and resources.

Highly Interactive

You'll be able to ask questions, consult with the instructors, and share ideas with other participants.

Program Guarantee

As we have for 48 years, we guarantee the high quality of our programs. If you are not satisfied, we'll give you a 100% refund.

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: Engaging Instruction From Beginning to End – *Savanna Flakes*

In this interactive session, learn the latest brain research on engagement and proven strategies to increase student engagement at the beginning, middle, and end of your instruction. Collect dozens of effective techniques to more fully engage your students in your resource room!

D-2: The Resource Teachers' Role in Reducing Student Anxiety – *Cindy Jones*

In a recent survey, educators reported that anxiety related misbehavior and noncompliance are major issues with students today. We'll explore these issues and strategies to help reduce them, including what to do about profanity, gaslighting, arguing, drawing boundaries, and lack of social skills. Discover the best way to calm down someone having a panic attack. You can use this valuable information in the classroom and life.

D-3: Writing IEP Goals That Pass the "Stranger Test" – *Karla O'Brien*

Learn practical ways to use Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements and assessment data to uncover true student needs and develop IEP goals that are more specific, measurable, and instructionally relevant. Leave with a powerful, research-informed goal-writing template! You'll also get to know the "Stranger Test" checklist, a functional way to ensure any goal is clear, actionable, and trackable.

Second 75-Minute Afternoon Sessions 2:05 – 3:20 pm

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

D-4: Multisensory Instruction to the Rescue! – *Savanna Flakes*

The brain learns best with multisensory learning experiences. After all, it's how we experience the world, right? Research has shown us that students with exceptionalities benefit from multisensory learning. Dive into lots of classroom examples of visual, auditory, and tactile/kinesthetic instructional strategies in action!

D-5: Strengthening Your Behavior Intervention Plans – *Cindy Jones*

When behavior intervention plans are not working effectively, things can quickly get out of hand in classrooms. Fortunately, there are a variety of strategies that can be implemented to increase the strength of your plan. In this highly practical session, we will explore six of these strategies to help you better support outcomes in both the Resource and Inclusion settings.

D-6: Applying the "Simple View of Reading" – *Karla O'Brien*

As special education teachers, we often face the challenge of addressing a wide range of reading difficulties, and knowing where to begin can be overwhelming. Learn how to use the Simple View to analyze decoding and language comprehension data, and determine which component (or both) is impacting reading success. You'll be guided through the process of identifying skill gaps, aligning instructional approaches, and designing targeted intervention plans that meet your individual students' reading instruction needs.