

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 am

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: Making Best Use of Structured Literacy to Help Students with Dyslexia – Marsha Geller

Research suggests Structured Literacy as a recommended approach for all students and emphasizes it as a necessary approach for students with dyslexia. Examine what makes Structured Literacy different from other reading approaches. Discover the elements that must be included in a Structured Literacy reading approach and the instructional methods that guide it. Explore a teaching sequence and specific activities you can implement right away in your in-person or online teaching.

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 (A great time to network with colleagues!)

... *“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 • 1:05 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: Matching Your Reading Instruction to the Needs of Your Students with Dyslexia – Marsha Geller

Examine various reading instruction approaches and their emphasis on meaning versus decoding. Some students with dyslexia require reading instruction and materials that strengthen comprehension skills, while others require those that enhance decoding skills. Still others need both. View text examples and discuss which learners benefit from each instructional approach. Learn how to better to match your in-person or online reading instruction to the needs of your students with dyslexia.

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: Why "Easy Readers" are So Difficult for Students with Dyslexia and What to Do About It – Marsha Geller

Whether students have dyslexia or not, we often use leveled text with struggling readers. Examine why leveled texts, even those texts designated as "beginning" levels, are so difficult for our students with dyslexia. Discover the differences between decodability and readability and determine what is necessary for student success. Gain new ways of thinking about text complexity and what to do about "easy readers" – whether working in-person or virtually with students.

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: Strengthening Your Reading Interventions for Students with Dyslexia – *Marsha Geller*

Explore how two reading models can enhance the instructional decisions you make regarding the reading needs of your students with dyslexia. One model reveals the important skill “strands” for developing strong readers, focusing us on students’ strengths and weaknesses in determining which interventions will lead to the most beneficial reading outcomes. A second model can help us better determine our instructional priorities. Maximize instructional time and student learning whether teaching in-person or online.

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: Working Around Word Finding Difficulties in Your Reading Instruction – *Marsha Geller*

Word finding difficulties often co-occur in students with dyslexia and can go unrecognized, causing frustration for students and teachers. Learn how to informally assess word finding. Many students present with decoding difficulties, but in closer examination also show WF difficulties that impact their oral reading. Gain ways to determine when reading errors are truly decoding errors or simply retrieval errors, and how to work around WF difficulties in your in-person or online reading instruction.

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 - whether working at school or online
- 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 - whether teaching in-person or online

Registrants will also receive a printed copy of the resource handbook 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



Lunch Break • 11:15 am – 12:30 pm • Lunch Break (on your own)

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

Conference Locations & Hotel Accommodations



BOSTON Many sightseeing opportunities including the world-renowned Museum of Fine Arts, the Isabella Stewart Museum, 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 11, 2021 to receive the special rate of \$109 (Single/Double), rates subject to availability. Book online at <http://bit.ly/2PxCWMz>



CHICAGO area offers a diverse array of sightseeing opportunities and dining and shopping options at the famed Magnificent Mile, Water Tower Place and Navy Pier.

Conference Location and Overnight Accommodations:

DoubleTree Hotel • (708) 371-7300

Mention you are attending this BER conference prior to November 3, 2021 to receive this group rate under Group/Convention Code: BE9. Online link is: www.chicagoaip.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: The Importance of Developing Phoneme Proficiency in Students with Dyslexia – *Marsha Geller*

Learn how and why we must go beyond basic phonemic awareness skill development to develop phoneme proficiency in our students with dyslexia. Phoneme proficiency leads to improvement in decoding, sight word recognition, fluency, and ultimately reading comprehension. Examine the components that will make your interventions successful. Explore how to assess phoneme proficiency and easy-to-implement strategies that develop this critical skill – whether you are teaching in-person or online.

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: Orthographic Mapping: Why It Is So Important and How to Develop It – *Marsha Geller*

Recent research highlights the need for developing Orthographic Mapping skills in all students, especially those with dyslexia. Examine how Orthographic Mapping relates to phonemic awareness, how it's different from phonics, and what improving Orthographic Mapping abilities can mean for our students with dyslexia. Explore what Orthographic Mapping really is, how it relates to becoming a proficient reader, and activities you can easily incorporate into any reading program to develop this critical skill – whether teaching in-person or online.

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.