



The National Institute for Direct Instruction Presents—

The 49th Annual National Direct Instruction Conference and Institutes

Graduate Eugene & Conference Center
Eugene, Oregon
July 24–28, 2023

***The most comprehensive offering of Direct Instruction
training and information available—anywhere!***

- Comprehensive training on *Reading Mastery Signature and Transformations* and *Connecting Math Concepts Comprehensive Edition*
- New sessions on delivering professional development, fluency, and working with students with low-incidence learning disabilities
- Special Institutes for Administrators, Supervisors, Coaches and Staff Development Specialists
- Many opportunities to network with DI users from around the world





49th Annual National Direct Instruction Conference and Training Institutes

The public is becoming increasingly aware of the low reading proficiency of students nationwide, and they are demanding answers and change. Recently, much attention has been given to the science of reading. Ironically, the solution to poor reading performance has been in existence for over 60 years, embodied in the Direct Instruction programs.

Over the past 49 years, thousands of DI practitioners have gathered in Eugene each July to learn new skills, refine existing skills, and discover new ways of helping students worldwide. This year will be no exception to the goal of making sure each student has the best opportunity to succeed and be a contributing member of society. We have assembled a lineup of trainers that are among the best in their field. They have been in countless classrooms and trained literally tens of thousands in how to successfully implement Direct Instruction classrooms around the world.

This year the conference features the return of our popular preconference sessions. Anita Archer will be back to do her popular presentation on Explicit Instruction. We have added sessions on the new edition of Teach Your Child to Read in 100 Easy Lessons, vocabulary development, and math facts and reading fluency.

Training sessions have been updated, and for the first time, there will be training on Direct Instruction Spoken English (DISE). We have expanded the session on working with students with low-incidence disabilities from 2 half-days to 4 half-days, and added a session on working with students diagnosed with ASD. Another exciting addition is the session How Direct Instruction Exemplifies the Science of Reading.

Our featured keynote speaker this year is John Wills Lloyd. John has a long history with Direct Instruction, receiving his Masters and Doctorate from the University of Oregon. He has focused much of his career on the application of sound instructional approaches for working with the learning disabled, and has a great message for those working in both general and special education. You can read his biography on page 4.

After sessions on Thursday, we will host a reception celebrating the 40th anniversary of the publication of Reading Mastery, the first revision of the original DISTAR Reading program. We will also recognize educators for their contributions to educational excellence.

No matter what your job title is—principal, supervisor, literacy coach, teacher, paraprofessional, professor, or something else—the National DI Conference has something for you. Plan on coming to Eugene this summer and take advantage of the beautiful location and take part in the most comprehensive offering of Direct Instruction training and information available—anywhere!

We look forward to seeing you in Eugene this July!

Sincerely,

Bryan Wickman
Outreach Director

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CONFERENCE PRESENTERS

Kris Althoff
Ogilvie, Minnesota

Kathy Anderer
Orlando, Florida

Anita Archer
Portland, Oregon

Amy Braunberger
Crete, Nebraska

Ann Arbogast
Eugene, Oregon

Tamara Bressi
Eugene, Oregon

Kristal Childs
Gunnison, Utah

Tara Davis
Wake Forest, North Carolina

Rochelle Davisson
Eugene, Oregon

Donna Dressman
Cincinnati, Ohio

Kurt Engelmann
Eugene, Oregon

Cheri Gerrein
Cincinnati, Ohio

Evan Haney
Eugene, Oregon

Robyn Hendrickson
Manati, Utah

Ginger Herrman
Great Bend, Kansas

Faun Hyde-Olivera
Turlock, California

Marvelyn Johnson
Baltimore, Maryland

Jennifer London
Wilmington, North Carolina

Toni Rice
Great Bend, Kansas

Randi Saulter
Portland, Oregon

Terry Scott
Louisville, Kentucky

Marcy Stein
Seattle, Washington

Beverly Trent
Altamont Springs, Florida

FEATURED KEYNOTE SPEAKER



John Wills Lloyd

*Curry School of
Education,*

University of Virginia,

Charlottesville, Virginia

We are excited to host John Lloyd as the opening keynote speaker on Tuesday, July 25. John is currently a faculty member at the Curry School of Education, University of Virginia. He received his Ph.D. in Special Education in 1976 from the University of Oregon. While at the U of O, he studied under Dr. Barbara Bateman and Zig Engelmann, they, among others, he credits to giving him the firm foundation of understanding the needs of all learners, especially those with special needs. He co-edits the journal *Exceptional Children*, the flagship publication of The Council for Exceptional Children. He is an excellent speaker and prolific writer. He publishes a newsletter, *Special Education Today*, which we encourage you to check out at <https://www.specialeducationtoday.com/>

MASTER SCHEDULE

Monday, July 24:

- 8:00-8:30 Registration
- 9:00-12:00 Institutes and Preconference sessions begin
- 12:00-1:30 Lunch (on own or pre-purchase a lunch ticket)
- 1:30-4:00 Institutes and preconference continue

Tuesday, July 25:

- 7:30-8:30 Registration
- 8:30-10:00 Conference Opening & Keynote – *John Willis Lloyd, Curry School of Education, University of Virginia, Charlottesville, Virginia*
- 10:15-12:00 Sessions & Institutes Meet
- 12:00-1:15 Lunch (on own or pre-purchase a lunch ticket)
- 1:15-4:00 Sessions & Institutes
- 5:00-7:30 DI Welcoming and Block Party

Wednesday, July 26:

- 8:30-11:45 Sessions & Institutes
- 11:45-1:00 Lunch (on own or pre-purchase a lunch ticket)
- 1:00-4:00 Sessions & Institutes

Thursday, July 27:

- 8:30-11:45 Sessions & Institutes
- 11:45-1:00 Lunch (on own or pre-purchase a lunch ticket)
- 1:00-4:00 Sessions & Institutes
- 4:30-6:00 Excellence in Education Awards and Reception

Friday, July 28:

- 8:30-11:45 Sessions & Institutes
- 11:45-1:00 Lunch (on own or pre-purchase a lunch ticket)
- 1:00-3:00 Sessions & Institutes

LIST OF SESSIONS

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Preconference Sessions (Monday, All Day)</p> <p>P1) Foundations of Explicit Instruction</p> <p>P2) Introduction to Direct Instruction</p> <p>P3) Teach Your Child to Read in 100 Easy Lessons</p> <p>P4) Powerful Instructional Strategies for Building Comprehension and Vocabulary</p>	<p>A Sessions (Tuesday-Friday Mornings)</p> <p>A1) Reading Mastery Signature Grade K Reading</p> <p>A2) Reading Mastery Signature Grade 1 Reading</p> <p>A3) Reading Mastery Transformations Grade K Language</p> <p>A4) Reading Mastery Transformations Grade 1 Language</p> <p>A5) Reading Mastery Transformations Grades 2 & 3 Language</p> <p>A6) Reading Mastery Transformations Grades 4 & 5 Reading</p> <p>A7) Corrective Reading Decoding A -C Introductory Training</p> <p>A8) Connecting Math Concepts B & C</p> <p>A9) Connecting Math Concepts D-F</p> <p>A10) Management and Teaching Techniques for Students with Low-Incidence Disabilities</p>			
	<p>B Sessions (Tuesday-Wednesday Mornings)</p> <p>B1) Analyzing Student Performance in DI Programs</p> <p>B2) Sensible Sequences</p> <p>B3) Research on DI: Policy and Practice</p>	<p>C Sessions (Thursday-Friday Mornings)</p> <p>C1) Road to Success</p> <p>C2) Repeat until Fluent</p>		
	<p>D Sessions (Tuesday-Friday Afternoons)</p> <p>D1) Reading Mastery Signature Grade K Language</p> <p>D2) Reading Mastery Signature Grade 1 Language</p> <p>D3) Reading Mastery Transformations Grade K Reading</p> <p>D4) Reading Mastery Transformations Grade 1 Reading</p> <p>D5) Reading Mastery Transformations Grades 2 & 3 Reading</p> <p>D6) Reading Mastery Transformations Grades 4 & 5 Language</p> <p>D7) Corrective Reading Comprehension A-C Introductory Training</p> <p>D8) Connecting Math Level A/DISTAR Arithmetic I</p> <p>D9) CHAMPS</p> <p>D10) Direct Instruction Spoken English</p>			
	<p>E Sessions (Tuesday-Wednesday Afternoons)</p> <p>E1) Managing Disruptive and Non-Compliant Behavior</p> <p>E2) Advanced DI Delivery Techniques</p>	<p>F Sessions (Thursday-Friday Afternoons)</p> <p>F1) Science of Reading</p> <p>F2) Design of Instruction– Deconstructing DI</p> <p>F3) Direct Instruction for Students Diagnosed with ASD</p>		
<p>Institutes (Monday-Friday, all day)</p> <p>Direct Instruction Coaching Institute</p> <p>Becoming an Effective DI Trainer</p> <p>Administrator Leadership Institute–Effective Implementation of DI for All Students</p>				

PRE-CONFERENCE SESSIONS

Monday ONLY

P1) Foundations of Explicit Instruction

*Intended Audience: Open
Experience Level: All
Presenter: Anita Archer*

There isn't a Direct Instruction program for every subject you teach. How can you make all the lessons you write and teach more systematic, direct, engaging, and success-oriented? Learn lesson design basics for teaching strategies, vocabulary, and concepts. Become more skilled at raising successful engagement rates and providing affirmative and corrective feedback to your students.

Based upon the textbook *Explicit Instruction* by Anita Archer and Charles Hughes, this session is for successful practitioners of Direct Instruction programs who want to make their non-DI program lessons more effective.

Note: *This session has a materials charge of \$25.00. Each participant will receive a copy of *Explicit Instruction: Effective and Efficient Teaching*, a \$41.00 value.*

P2) Introduction to Direct Instruction

*Intended Audience: Open
Experience Level: Beginner
Presenter: Donna Dressman*

Conference attendees who are new to Direct Instruction are strongly encouraged to attend this session.

This session is designed for the participant with little or no knowledge or experience with Direct Instruction programs. Participants will learn the rationale for the Direct Instruction curricula and the underlying principles of the curriculum design. Participants will then practice the basic procedures common to most Direct Instruction programs including signaling, corrections, setup, motivating students, maintaining attention, pacing of presentation, and recording student progress.

P3) Teach Your Child to Read in 100 Easy Lessons

*Intended Audience: Teachers of non-reading students ages 4-8
Experience Level: All
Presenter: Beverly Trent*

NEW SESSION! This session provides training for teaching *Teach Your Child to Read in 100 Easy Lessons* (TYC). TYC is a Direct Instruction beginning reading program that was designed for home or tutorial use and is an adaptation of DISTAR Reading Fast-Cycle. A fully updated edition was published in 2022. If implemented effectively, substantial anecdotal evidence suggests that a student reads at an approximate second grade level after completing the 100 lessons. TYC has been successfully used by academics, teachers, parents, grandparents, and tutors.

P4) Powerful Explicit Instruction and Strategies for Building Students' Comprehension

*Intended Audience: Teachers of students in grades K-12
Experience Level: All
Presenter: Randi Saulter*

NEW SESSION! This session highlights why effective vocabulary instruction is essential to all students' success, describes effective, explicit strategies for teaching vocabulary, and models of effective instruction. Additionally, participants will learn how to teach students strategies for learning words, develop a language-enriched classroom, and foster word consciousness among students. Take aways include more than 12 vocabulary practice activities that will assist in providing in-class and at-home opportunities for students to interact with new vocabulary items.

***Words are all we have.
—Samuel Beckett***

A SESSIONS

Tuesday–Friday MORNINGS

A1) Reading Mastery Signature Edition Grade K Reading

Intended Audience: Open

Experience Level: All

Presenter: Kristal Childs

This session will prepare participants to effectively implement *Reading Mastery Signature Edition* Grade K, a beginning reading program for non-reading children. The Grade K program teaches all the prerequisite skills children need to master the fundamentals of beginning literacy including phonemic awareness, phonics, fluency and comprehension.

Children in the Grade K program learn sounds for letters and read words composed of sounds they have learned in a carefully programmed sequence of skills. Lessons include pre-reading exercises, rhyming, beginning decoding activities, symbol identification, comprehension activities and more.

A2) Reading Mastery Signature Edition Grade 1 Reading

Intended Audience: Open

Experience Level: All

Presenter: Donna Dressman

This session will prepare participants to effectively implement *Reading Mastery Signature Edition* Grade 1, which is the second level of *Reading Mastery*. Vocabulary and instructional details that are presented at the beginning of *RMSE* Grade 1 are carefully geared to what children learned in Grade K.

Participants will learn how students in *RMSE* Grade 1 develop strategies for decoding difficult words, increase fluency in passage reading, and develop strategies for answering a range of oral and written comprehension questions. Participants will also learn how *RMSE* Grade 1 develops basic reasoning skills such as making inferences, drawing conclusions and working independently.

A3) Reading Mastery Transformations Grade K Language

Intended Audience: Open

Experience Level: All

Presenter: Robyn Hendrickson

Grade K Language of *Reading Mastery Transformations* is the newest edition of *Reading Mastery*. Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smart board. Student material has been updated to include new illustrations or, where possible, photographs. As with earlier editions, the daily lessons teach students the words, concepts, and statements important to both oral and written language. Grade K focuses on the language of instruction—following directions, answering questions, sentence production, comparatives, classification and if-then reasoning.

Grade K Language is appropriate for kindergarten and primary school-aged children who have not acquired the language knowledge and skills for their age. It is also appropriate for preschool children and primary-aged students in bilingual and ELL settings.



“This training filled in so many gaps that I was missing!”

A Sessions Continued Tuesday–Friday MORNINGS

A4) Reading Mastery Transformations Grade 1 Language

*Intended Audience: Open
Experience Level: All
Presenter: Jennifer London*

The Grade 1 level of *Reading Mastery Transformations* is the newest edition of *Reading Mastery*. The language strand emphasizes language concepts, story grammar, age-appropriate literature and writing. There is an increased focus on writing in this version of the program. Tracks for vocabulary development (affixes, superlatives, homonyms, capitalization) are included. New sequences for teaching how to observe and describe, and then compare and report on pictures can be found. Word skills (opposites, definitions, synonyms, contractions), reasoning skills (same/different, true/false, analogies), map reading and calendar skills are taught and practiced extensively. Story grammar and literature exercises contain interesting and amusing stories that allow students to learn about character development and become proficient in story-related writing.

“Our trainer made this very difficult work upbeat, fast-paced and positive!”

**Pick Up Your
Summer Reading at
the DI Store!**

The DI store offers a comprehensive selection of texts and supplements on a wide range of DI-related topics. Pick up your favorite titles or something new and learn how to be more effective in the classroom!

A5) Reading Mastery Transformations Grades 2 and 3 Language

*Intended Audience: Open
Experience Level: All
Presenter: Kathy Anderer*

Note: The focus of this training is on Reading Mastery Transformations, however the teaching skills are applicable to Reading Mastery Signature Edition.

The Grade 2 level of *Reading Mastery Transformations* Language strand teaches comprehension skills (such as formulating deductions, finding ambiguous words in sentences, and classification), story grammar (application and extrapolation) and writing (clarity, organization, and editing). Students read and write about informational passages, write opinions on problematic situations and engage in shared research and writing projects. Other writing-related skills in the program include parts of speech, conventions, punctuation and editing.

The Grade 3 level has a strong focus on writing. The program teaches writing as a process that integrates previously taught skills. The main tracks of the program include sentence analysis, mechanics, parts of speech, clarity, narrative writing, informative writing, opinion writing and group work, work analysis and dictionary skills.

A6) Reading Mastery Transformations Grades 4 and 5 Reading

*Intended Audience: Open
Experience Level: All
Presenter: Amy Braunberger*

Note: The focus of this training is on Reading Mastery Transformations, however the teaching skills are applicable to Reading Mastery Signature Edition.

Reading Mastery Transformations Grades 4 and 5 emphasize literary analysis and extended writing. Participants in this session will gain knowledge regarding skills and strategies students develop in order to read and understand classic and modern fiction, poetry, folktales, factual articles, biographies, plays, novels, and novellas. Students learn how to analyze characters, setting plots, and themes in classic and modern fiction. The daily writing assignments focus on literary interpretation and critical thinking. By Grade 5, writing includes essays, dialogues, short stories and poetry.

A Sessions Continued Tuesday–Friday MORNINGS

A7) Corrective Reading Decoding A–C—Introductory Training

Intended Audience: Open
Experience Level: All
Presenter: Randi Saulter

The Corrective Reading program provides systematic reading instruction to students performing below grade level expectations in grades four and above. This session provides an overview of the four Decoding levels and also includes some practice in presenting selected exercises.

Decoding A addresses non-readers by teaching sound-spelling relationships. Students are taught reading strategies for sounding out words and applying those strategies in context.

Decoding B1 and B2 refine word attack skills by introducing new vocabulary and promoting word discrimination. There is a strong emphasis on fluency building as well as comprehension. Practice for rate and accuracy and charting of daily fluency progress are features that help corrective readers catch up with peers.

Decoding C teaches students to apply the skills they have learned in prior levels to a broad range of material—textbooks, newspapers, magazines, and other forms of print. Comprehension is emphasized, including skills such as identifying cause and effect, main idea, sequencing, summarizing/retelling and referencing text for specific factual information.

A8) Connecting Math Concepts: Comprehensive Edition Levels B and C Introductory Training

Intended Audience: Open
Experience Level: All
Presenter: Marvelyn Johnson

This session provides introductory training to prepare for teaching *Connecting Math Concepts: Comprehensive Edition* Levels B and C.

Students in Level B will continue to apply concepts taught in earlier levels—measurement, time, money, geometry, estimation and place value and with an emphasis on problem solving. By the time students have completed Level C, they are very firm on these skills.

A9) Connecting Math Concepts: Comprehensive Edition Levels D–F, Introductory Training

Intended Audience: Open
Experience Level: All
Presenter: Toni Rice

This session provides introductory training for teaching *Connecting Math Concepts: Comprehensive Edition* Levels D through F.

Levels D, E and F develop more complex problem-solving strategies and provide a thorough grounding in fractions, decimals and percent, ratios and proportions and basic geometry.

A10) Management and Teaching Techniques for Low-Incidence Disabilities

Intended Audience: Supervisors and directors, school psychologists, and coaches
Experience Level: Experienced
Presenter: Ann Arbogast

UPDATED SESSION! Teachers who work with students that are too low to place in a DI program would benefit from this session. This workshop will focus on technical detail on how to manage inappropriate behaviors and teach very low performing students. The workshop provides teachers with ideas and specific techniques for what to teach; strategies for dealing with problems of echolalia, limited receptive language and how to expand, firm and generalize tasks. Participants will receive a copy of Siegfried Engelmann's manual, *Strategies for Teaching Students with Low-Incidence Disabilities*.

Checkout Certifications

Participants earn a Certificate of Proficiency in program training sessions. Trainers observe each participant present tasks from various lessons in the program, and NIFDI issues a certificate for successful completion.

B SESSIONS

Tuesday & Wednesday MORNINGS

B1) Analyzing Student Performance in DI Programs

*Audience/Track: Academic
Experience Level: All
Presenter: Kris Althoff*

Recording in-program data can sometimes seem like just busy work to instructors if they don't know why it is necessary and what to do with it once it has been recorded. This session will demonstrate and analyze how to collect and then use in-program student performance data to drive instruction. Participants will learn what data should be collected, who should review it and how often it should be reviewed. Different data collection systems will be explored. Participants will also learn effective and practical applications using the information gained through the analysis of the recorded data.

B3) Sensible Sequences

*Intended Audience: Open, teachers and leadership
Experience Level: All
Presenter: Beverly Trent*

NEW SESSION! This session is designed to help participants distinguish among the many programs in the Direct Instruction family. Participants will learn ideal application of each program by increasing knowledge of the organization and breadth of the major programs, including mathematics.

- ✓ What are the differences between the various editions of Reading Mastery?
- ✓ Can these editions be mixed?
- ✓ Where does Transformations fit in?
- ✓ Is Corrective Reading always the best choice for older students?
- ✓ When would Language for Learning, Language for Thinking or Language for Writing be a better choice than the language track of Reading Mastery?
- ✓ Connecting Math Concepts or Corrective Math?
- ✓ What programs support ELL Students?

B3) Research on DI: Policy and Practice

*Intended Audience: Open
Experience Level: All
Presenter: Marcy Stein*

UPDATED SESSION! First, this session will review the historic and current research base on Direct Instruction. Studies examining specific DI programs and those related to specific populations, such as students with disabilities, will be covered. Attention will be given to studies of implementation characteristics associated with high student achievement. Participants will then look at how this research informs (or doesn't inform) policy, including projects such as the What Works Clearinghouse.

The session will also include information on a way for participants to analyze their data and compare it with other schools, their state, etc.



C SESSIONS

Thursday & Friday MORNINGS

C1) Road to Success: Classroom Routines and Expectations

Intended Audience: Open

Experience Level: All

Presenter: Beverly Trent

One of the features of a successful implementation of DI is a common, clear set of routines, procedures, and expectations for student behaviors. This includes passing in halls, transitions within the classroom, work-check procedures, and other expectations that make classrooms (and therefore a school) run smoothly and consistently.

This session will provide a framework for the development of these procedures and information on how to teach these procedures systematically to students. Monitoring student compliance and motivating students to cooperate will also be addressed.

C2) Repeat Until Fluent—Building Fluency into DI Programs

Intended Audience: Open

Experience Level: All

Presenter: Faun Hyde-Oliveira

NEW SESSION! Fluency, or accuracy plus frequency, is a crucial element to completing tasks with ease and increase retention rates. In this session we will explore different ways to build fluency in the skills necessary to be successful in academic tasks. We will also learn how to measure fluency on a standard chart. The session will be hands on, explore different components of Direct Instruction programs, and discuss how to build more frequent responding in those programs using timed practice and progress monitoring.

D SESSIONS

Tuesday–Friday AFTERNOONS

D1) Reading Mastery Signature Edition Grade K Language

Intended Audience: Open

Experience Level: All

Presenter: Kris Althoff

Grade K Language of *Reading Mastery Signature Edition* maximizes vocabulary acquisition through direct teaching of word meanings and word relationships. The daily lessons teach students the words, concepts, and statements important to both oral and written language. Grade K focuses on the language of instruction—following directions, answering questions, sentence production, comparatives, classification and if-then reasoning.

Grade K Language is appropriate for kindergarten and primary school-aged children who have not acquired the language knowledge and skills for their age. It is also appropriate for preschool children and primary-aged students in bilingual and ELL settings.

D2) Reading Mastery Signature Edition Grade 1 Language

Intended Audience: Open

Experience Level: All

Presenter: Marvelyn Johnson

The Grade 1 level of the *Reading Mastery Signature Edition* Language strand emphasizes language concepts, story grammar, age-appropriate literature and writing. Word skills (opposites, definitions, synonyms, contractions), reasoning skills (same/different, true/false, analogies), map reading and calendar skills are taught and practiced extensively. Story grammar and literature exercises contain interesting and amusing stories that allow students to learn about character development and become proficient in story-related writing.

“After 23 years, you get in a rut... thank you for firing me up again!”

D Sessions Continued Tuesday–Friday AFTERNOONS

D3) Reading Mastery Transformations Edition Grade K Reading

Intended Audience: Open
Experience Level: All
Presenter: Robyn Hendrickson

This session will prepare participants to effectively implement the new *Reading Mastery Transformations* Grade K Reading program. This is a beginning reading program and utilizes minimally modified orthography. The Grade K program teaches all the prerequisite skills children need to master the fundamentals of beginning literacy including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Children in the Grade K program learn letter names and sounds, and read words composed of sounds they have learned in a carefully programmed sequence of skills and prompts. Lessons include pre-reading exercises, letter identification, beginning decoding activities, spelling irregular words, informational passages, comprehension activities and more.

D4) Reading Mastery Transformations Grade 1 Reading

Intended Audience: Open
Experience Level: All
Presenter: Jennifer London

This session will prepare participants to effectively implement the new *Reading Mastery Transformations* Grade 1 Reading program. RMT 1 is a second-level Direct Instruction program and utilizes minimally modified orthography. Vocabulary and instructional details that are presented at the beginning of RMT Grade 1 are carefully geared to what children learned in Grade K.

Participants will learn how students in RMT Grade 1 develop strategies for decoding difficult words, increase fluency in passage reading, and develop strategies for answering a range of oral and written comprehension questions.

D5) Reading Mastery Transformations Grades 2 and 3 Reading

Intended Audience: Open
Experience Level: All
Presenter: Kathy Anderer
Note: The focus of this training is on Reading Mastery Transformations, however the teaching skills are applicable to Reading Mastery Signature Edition.

Participants will learn how lessons in *RMT* Grades 2 and 3 emphasize reasoning and study skills through the application of rules in various contexts. The introduction of complex sentence forms and range of vocabulary activities in *RMT 2* will be reviewed. In addition, participants will see how Grade 3 students learn to evaluate problems and solutions, learn facts about the world, interpret maps, graphs and timelines and complete research projects. Participants will develop knowledge of daily reading selections that include realistic fiction, fantasy and factual articles.

D6) Reading Mastery Transformations Grades 4 and 5 Language

Intended Audience: Open
Experience Level: All
Presenter: Amy Braunberger
Note: The focus of this training is on Reading Mastery Transformations, however the teaching skills are applicable to Reading Mastery Signature Edition.

Grade 4 of the *RMT* Language strand teaches expository and narrative writing, grammar, critical thinking and study skills. The program starts with a focus on critical analysis of arguments and claims and analyzing and correcting problems caused by a lack of specificity. Later lessons focus on writing stories and reports, giving speeches and using reference materials. By the end of the program, students will be able to write a five-paragraph persuasive report and present it while students in the audience take notes and provide feedback.

In Grade 5, the main content of the program includes retell, constructing parallel sentences, writing directions and arguments, and parts of speech. In the vocabulary track, students use different strategies to extend and improve their vocabulary. Daily writing activities provide students with opportunities to respond to literature, make judgments about important story events and write their own stories and poems.

D Sessions Continued Tuesday–Friday AFTERNOONS

D7) Corrective Reading Comprehension A-C–Introductory Training

*Intended Audience: Open
Experience Level: All
Presenter: Beverly Trent*

The Corrective Reading program provides systematic reading comprehension and language instruction to students performing below grade level expectations in grades four and above. This session provides an overview of the four Comprehension levels and also includes some practice in presenting selected exercises.

Comprehension A creates a framework for learning new information and filling in crucial background knowledge. It teaches basic reasoning skills that form the framework for learning information. Students are taught thinking operations they can apply to any content area. Skills taught include vocabulary (definitions, synonyms and antonyms, descriptions), logical thinking skills, common semantics and background knowledge (such as animal classification).

Comprehension B1 and B2 develop the skills necessary to extract meaning from content-based texts, such as books, newspapers, and magazines. Lessons focus on developing background knowledge, vocabulary, and thinking skills needed to construct meaning from written material. By the end of Level B, students will have mastered skills in literal and inferential comprehension, reading for information, following sequenced instructions, analyzing contradictions, and understanding common information.

Comprehension C develops the skills necessary to apply reasoning concepts independently. Students learn new strategies and apply concepts to specific examples while the teacher monitors independent student work and differentiates questions to check for understanding. By the end of level C, students will be proficient at analyzing arguments, organizing and using sources of information and communicating in written form.

D8) Connecting Math Concepts: Comprehensive Edition Levels A & DISTAR Arithmetic I

*Intended Audience: Open
Experience Level: All
Presenter: Kristal Childs*

Connecting Math Concepts: Comprehensive Edition (CMCCE) Level A teaches the component skills and operations required to provide a solid foundation in number skills. Children who complete *CMCCE* Level A will have a strong understanding of the fundamental logic of math as it applies to addition, subtraction, word problems and the relationship of base-10 numerals to addition. The program includes tracks on money, geometry, measurement, data classification and organization. The program addresses all the standards specified in the Common Core State Standards for grade 1 mathematics.

DISTAR Arithmetic I teaches students to perform the basic operations of addition, algebra addition (missing addends), and subtraction. Upon finishing the program, learners are able to work simple story problems involving those operations, solve simple problems based on the more-than or less-than signs, derive new arithmetic facts based on an understanding of approximately 35 facts, and apply ordinal counting to simple picture problems.



D Sessions Continued Tuesday–Friday AFTERNOONS

D9) CHAMPS: Proactive Behavior Management

*Intended Audience: Open
Experience Level: All
Presenter: Randi Saulter*

CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) assists classroom teachers in designing and fine-tuning a proactive and positive classroom management plan that overtly teaches students how to behave responsibly. This session will train participants to implement the strategies presented in *CHAMPS*, including:

- reducing classroom disruptions and office referrals;
- improving classroom climate;
- increasing student on-task behavior; and
- establishing respectful and civil interactions.

By following the effective, research-based practices outlined in *CHAMPS*, participants will develop methods for clearly communicating their expectations for every classroom activity and transition. These clear expectations, combined with logical and fair responses to misbehavior, allow teachers to spend less time disciplining and more time teaching.

Note: *This session has a materials charge of \$40.00. Each participant will receive a copy of CHAMPS, a \$45.00 value.*

“It was a week filled with information, fun and practice. Eugene is such a great location with so much to do. I come back year after year”

D10) Direct Instruction Spoken English

*Intended Audience: ELL Teachers-Grades 4-Adult
Experience Level: All
Presenter: Toni Rice*

This session provides training for teaching Direct Instruction Spoken English (DISE), Levels 1 and 2. DISE teaches a fundamental mastery of the English language to students who have little or no knowledge of the language. Students need to have at least a third-grade level of knowledge in their own language to be successful in the DISE program. With this foundation, DISE can give students the oral language skills they need to benefit from their other classes as quickly as possible. The goal of the DISE program is to enable students who don't speak English to master the basics of the English language in one school year.

DISE doesn't include reading or writing instruction, simply oral English. The DISE program assumes that the teacher knows English and speaks it with no or very little accent.

DISE includes two levels. DISE, Level 1 has 100 lessons and requires 90 minutes of daily instruction. It introduces over 1,300 words and 50 sentence forms. Students who know no English will need 140-170 school days to complete all 100 lessons. All instruction is in English.

DISE, Level 2 builds on the foundation established in Level 1. Students learn the vocabulary and sentence forms they are likely to encounter in various content and social areas. Students learn over 500 new words and model sentences that clarify the syntactical context in which they are used. Students say an increasingly wide variety of sentence forms in the present, past, and future tenses.

E SESSIONS

Tuesday & Wednesday AFTERNOONS

E1) Effective Instruction and Environment: Prevention and Management of Non-Compliant and Disruptive Behavior in the Classroom

Intended Audience: Behavior supervisors and directors, school psychologists and coaches
Experience Level: Experienced
Presenter: Terry Scott

Non-compliance and defiance are two of the most pervasive and troublesome problem behaviors facing educators today. In this workshop, in-depth information and training will be provided for understanding how effective instructional planning and delivery in coordination with thoughtful classroom arrangements can be used both as prevention and as a framework for effective management of non-compliant and disruptive behaviors. Activities and video scenarios will be used to engage participants in consideration of how these strategies can be adapted to meet their unique needs.

E2) Advanced DI Delivery Techniques

Intended Audience: Teachers, supervisors, and administrators experienced in teaching DI programs
Experience Level: Experienced
Presenter: Donna Dressman

This session is designed for experienced teachers of Direct Instruction materials, supervisors, and administrators. Information presented will focus on both student and teacher mastery, enhancements and modifications to the lesson presentation, data collection during instruction, and monitoring and modifying your DI implementation. Illustrations and examples will be taken from a variety of curriculum areas, with an emphasis on reading and language. At least two years of experience with DI is recommended.

“The information provided here should be required instruction!”

F SESSIONS

Thursday & Friday AFTERNOONS

F1) Science of Reading and Direct Instruction

Intended Audience: Open
Experience Level: All
Presenter: Marcy Stein

In this session, Dr. Stein will outline how Direct Instruction reading curricula exemplify the findings from the science of reading. First, she will review what is meant by the term, “science of reading,” and outline critical research findings about how these features are critical to effectively teaching reading. Following a discussion of the resurgence of the term, she will use examples from Direct Instruction programs to illustrate how the DI reading programs clearly include these features. She will conclude the session with recommendations for how best to communicate the relationship of DI Reading programs and the science of reading.

F2) Design of Instruction– Deconstructing DI

Audience/Track: Academic, Leadership
Experience Level: All
Presenter: Evan Haney

Beyond the superficial features of Direct Instruction programs, there is a complex set of instructional design principles. Because of these design principles, when DI is properly delivered, student outcomes will surpass the outcomes of other forms of instruction. In this session, participants will gain insight into what those design principles are and how the program designers apply them to a variety of skill sets.

F3) DI for Students Diagnosed with Autism Spectrum Disorder

Intended Audience: Open
Experience Level: All
Presenter: Faun Hyde-Oliveira

NEW SESSION! This session will focus on meeting the needs of students diagnosed with Autism Spectrum Disorder. Adaptations and extra scaffolding will be explained, and participants will view excerpts of students in various programs. Program progressions will be discussed, and information on curriculum decisions will be included.

INSTITUTES

All Day Monday–Friday

Direct Instruction Coaching Institute

Intended Audience: Lead, mentor or master teachers and consultants who serve as a staff development resource

Experience Level: Experienced

Presenter: Ginger Herrman and Cheri Gerrein

Whether you're an instructional coach, peer coach, or administrator responsible for improving student performance, one of the most critical roles in a successful Direct Instruction implementation is the coach. With good, careful coaching, teachers will become more skilled and proficient in teaching the DI programs, and students will excel with improved instruction.

In an implementation that does not incorporate high-quality coaching, some teachers will become stars, but others may demonstrate little to no improvement, keeping the implementation as a whole from achieving a high level of success. With effective coaching, staff development, and strong leadership, teachers using Direct Instruction will improve dramatically, and students will progress farther and faster than they ever have before.

This Institute will equip building and district-level instructional coaches, peer coaches, lead teachers and mentor teachers with critical coaching and support skills.

Participants will learn how to:

- Gain meaningful information from lesson progress and in-program mastery data.
- Model how to improve written records.
- Conduct supportive classroom observations and demonstrations aimed at increasing student success.
- Provide effective oral and written feedback to instructors to directly impact student performance.
- Design and deliver effective, on-going professional development sessions.
- Facilitate rehearsal sessions.
- Determine the appropriate intervention based on data and observation.
- Facilitate Data Analysis Team meetings to find and solve student performance problems in a timely manner.

“If I could write every word said, I would. Everything is inspirational and informative.”



Institutes Continued All Day Monday–Friday

Becoming an Effective Direct Instruction Trainer

Intended Audience: Staff Development Specialists and Experienced DI Instructors

Experience Level: Experienced

Presenters: Tamara Bressi, Rochelle Davisson

Has your district received training and on-site coaching support for implementing Direct Instruction (DI) and is now looking for ways of maintaining the implementation with a high level of fidelity? The Institute on Becoming an Effective DI Trainer can help your school or district expand its capacity for providing training and support to the DI implementation by developing on-site trainers.

The institute provides training for teachers, coaches, and building coordinators who already have substantial DI experience and are ready to become trainers. Over the course of five days, participants are introduced to the main steps for developing a program training for teachers new to Direct Instruction, which includes:

- creating a training outline;
- designing materials for a training packet;
- identifying critical program formats; and
- articulating the rationale for the program's design.

Participants pre-select a program and level to train, develop an outline for training teachers in the program, and then deliver a presentation to the other participants. Trainees spend approximately half their time with the course leaders and half their time observing and assisting in actual program training sessions at the conference.

Participation in the institute requires extensive experience with Direct Instruction programs. A prerequisite to being admitted to the institute is a minimum of two full years of experience teaching a level of:

- *Reading Mastery (Signature or Transformations)*
- *Connecting Math Concepts*
- *Corrective Reading Decoding or Comprehension*
- Other DI programs

The institute does not provide program training—it assumes that applicants have already been trained in their pre-selected program and have substantial first-hand experience teaching the program. The focus of the institute is on effective training techniques and the content that needs to be included in training. Other sessions at the conference provide program-specific training.

Prospective participants must complete a separate application form for admission into the institute (see page 20). Enrollment is limited. **Please complete and return your application by June 2, 2023.** Notification of acceptance will be made by June 16, 2023.

Pre-Pay for Lunch!

Purchase your meal ticket in advance for the popular patio lunch offerings during the conference. Save time waiting in line and the hassle of receipts.

*Monday–Friday: \$95.00
Tuesday–Friday: \$80.00*

Institutes Continued All Day Monday–Friday

Administrator Leadership Institute: Effective Implementation of DI for All Students

Intended Audience: District and building-level administrators and supervisors

Experience Level: All

Presenters: Kurt Engelmann and Tara Davis

A successful Direct Instruction (DI) implementation requires the active participation of a fully engaged administrative team. The role of these individuals is to ensure student achievement by setting up the implementation for success, providing ongoing support to teachers and paraprofessionals, monitoring the effectiveness of instruction and solving implementation problems as they arise. This intensive five-day session provides a deeper understanding of the rationale for the comprehensive DI schoolwide model as it guides administrators through the practical and proven steps that promote student learning. The afternoon of the final day will include an optional consultation time, allowing participants the opportunity to meet with the trainers individually, or in small groups. During the consultation the trainers will address concerns or questions related to the participants' specific needs.



The goal of the Administrator Institute is for participants to become familiar with 1) what steps are needed to ensure that DI is implemented effectively for all students and 2) when these steps should be taken. The institute is structured around a calendar that provides a month-by-month breakdown of the major actions to take for a successful implementation of DI. Year-to-year changes that need to occur in order to build the school's capacity to provide effective implementation support will also be discussed. In addition, the session addresses how to avoid some of the pitfalls that can hamper a schoolwide implementation of DI and prevent schools from maximizing student achievement.

The session references DI Senior Author Siegfried Engelmann's guidelines for the full implementation of Direct Instruction curricula as it addresses the following questions:

- What results can schools expect from the comprehensive Direct Instruction schoolwide model?
- How do the design features of the Direct Instruction curricula lead to improved student outcomes?
- What are the advantages of implementing Direct Instruction schoolwide?
- How can instruction be adjusted to meet different student needs through DI?

Participants engage in several activities that simulate specific actions to be taken in schools, including conducting observations of videos of actual classroom instruction. A particular emphasis of the session is on analyzing student performance data on student placement, mastery and lesson progress for a wide range of instructional levels and classroom situations. Participants learn how to utilize these data to guide adjustments in instruction as a means of improving outcomes for all students.

This session is appropriate for both school administrators who are new and those who are experienced with DI.

“This conference always gives me that ‘shot in the arm’ that I need to get ready for the school year!”

REGISTRATION INFORMATION

Where and When

The Graduate Eugene, 66 East 6th Avenue in downtown Eugene, Oregon. Institutes and preconference sessions begin at 9:00 am on Monday, July 24. Conference begins on Tuesday, July 25 at 8:30 am. All sessions conclude at 3:00 pm on Friday, July 28.

How to Register

1. Complete the registration form or register online at <http://www.nifdi.org/national-di-conference>.
2. Enclose registration form with credit card information, check, or institutional purchase order for the proper fee.
3. Send completed form and fee to the National Institute for Direct Instruction, PO Box 11248, Eugene, OR 97440.

A confirmation will be emailed for all registrations received by July 1, 2023. Space may be limited in each session, so be sure to register early!

Refunds and Cancellations

A 100% refund will be issued if a written request is postmarked by July 6, 2023. Cancellations after that date will not be refunded; however, we do allow substitutions. A written request must be received in our office before any refunds will be made.

Travel

NIFDI recommends using Direct Travel of Eugene for your travel arrangements. Their highly qualified staff will be able to assist you in making air and car reservations. Call 541.686-1234 and ask for Kathy Rise. If you are making your own arrangements, you would fly into Eugene, airport code EUG.

Lodging

NIFDI has negotiated a special \$148 rate with Graduate Eugene (conference headquarters). If the Graduate Eugene property fills, other lodging options may be added. See www.nifdi.org or call us for any updates. Rates do not include room tax (10.5%). Be sure to use code **072323NIFD** to receive the discounted room rates. The Graduate Eugene is holding a limited number of rooms at these discounted rates until June 22. After that date, they may not be able to honor the discounted rates. Make your reservation early.

Hotel	Single/Double	Upgrade
Graduate Eugene 66 East 6th Avenue Eugene, OR 97401 541.342.2000 or 1.800.937.6660	\$148.00	\$20.00/person

Fees and Discounts

Please note: The member and group discounts cannot be used together. Choose the discount that will benefit you or your group the most. Fee includes all training material, coffee each morning, an afternoon snack, and the Block Party on Tuesday.

Status	Savings	Fee
<i>Non-Member</i>		
Conference Only		\$800.00
Conference and Preconference		\$850.00
Conference Institute		\$875.00
<i>Members (see page 23 for membership information)</i>		
Conference Only	\$50.00	\$750.00
Conference and Preconference	\$75.00	\$775.00
Conference Institute	\$75.00	\$800.00
<i>Student Members</i>		
Conference	\$175.00	\$625.00
Conference and Preconference	\$200.00	\$650.00
Conference Institute	\$200.00	\$675.00
<i>Group Rates</i>		
Group 11–20	15%	varies
Group 21+	Call NIFDI	varies

“This training gave me the support I need to provide proficient instruction to my students.”

49TH ANNUAL NATIONAL DIRECT INSTRUCTION CONFERENCE & INSTITUTES

REGISTRATION FORM

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Phone _____ WORK CELL HOME

Email _____

Position _____ Agency or School Affiliation _____

Session Selections (CIRCLE CHOICES)

Monday Preconference

P1 P2 P3 P4

Tuesday–Friday Mornings (select one session for all four mornings)

A1 A2 A3 A4 A5
A6 A7 A8 A9 A10

OR B/C Sessions (select one B and one C session)

B1 B2 B3 C1 C2

Tuesday–Friday Afternoons (select one session for all four afternoons)

D1 D2 D3 D4 D5
D6 D7 D8 D9 D10

OR E/F Sessions (select one E and one F session)

E1 E2 F1 F2 F3

Monday–Friday Institutes

DI Coaching Institute
Administrator Leadership Institute
Becoming an Effective DI Trainer*

**Admission to the Becoming an Effective DI Trainer Institute is by approved application only. See page 22 to apply.*

Please send completed registration forms and payments to:
National DI Training Conference
Attn: Bryan Wickman
PO Box 11248
Eugene, OR 97440
Or register online at <http://www.nifdi.org/national-di-conference>

Fees

Registration Fee (see chart on page 20)	_____
Sessions with Additional Fees:	
A10 Strategies for Teaching Students with Low Incidence Disabilities (\$25.00)	_____
D9 CHAMPS (\$45.00)	_____
P1 Foundations of Explicit Instruction (\$25)	_____
Membership Fee (Optional; see page 23)	_____
Lunch Ticket (Optional; Mon-Fri \$95.00 OR Tues-Fri \$80.00)	_____
Registration Fee + Optional Fees = TOTAL DUE	_____

Payment

NOTE: All conference fees are due prior to the start of the event.

Credit Card

VISA

Master Card

American Express

Card # _____

Expiration _____

Security Code (3 digits in signature panel) _____

Signature _____

Billing Zip _____

Purchase Order # _____

School or Accounting Department Fax # _____

Check (Payable to NIFDI)

BECOMING AN EFFECTIVE DI TRAINER

APPLICATION

Please complete and return this form by June 2, 2023. Enrollment is limited. Applicants will be selected by the session leaders, and not all applicants may be accepted. Notification will be made by June 16, 2023.

Name

Mailing Address

City

State

Zip

Phone

Cell or Work Phone

Email

Position

Agency or School Affiliation

Please indicate the program, level, year trained (if applicable) and number of years you have taught *Reading Mastery Signature Edition (RMSE)*, *Reading Mastery Transformations (RMT)*, *Connecting Math Concepts: Comprehensive Edition (CMCCE)*, or *Corrective Reading Decoding and/or Comprehension* or any other DI programs. If you've taught two programs during one school year, please use .5 for each.

Program name and level

Year you were trained

Years taught

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

On a separate sheet of paper, please answer the following questions:

Why are you interested in this session?

How do you plan on using this training in your work situation?

Please fill out this application completely and send to:

Becoming an Effective DI Trainer
National Institute for Direct Instruction (NIFDI)
PO Box 11248 • Eugene, OR 97440
institutes@nifdi.org • Fax 541.236.9137

MEMBERSHIP INFORMATION

Stretch your staff development dollars by becoming a member of NIFDI!!

As the premier provider of DI information and training, NIFDI offers a membership feature to serve DI users. Members will enjoy the following benefits:

Regular Membership

Members Only document section of website
Advance access to additional web resources
Member discount on NIFDI sponsored events and publications

Student Membership

Members Only document section of website
Advance access to additional web resources
Discounts on NIFDI sponsored events
Member discount on NIFDI publications

Institutional Membership

Regular Membership benefits for five staff people

Members of NIFDI have exclusive access to several print and video resources such as a 5-part video sequence where Zig Engelmann gives us his take on topics such as individual learning styles, the role of rote teaching, individualizing instruction and more. There is also an excellent interview with Jean Osborn and Elaine "Cookie" Bruner, co-authors of *Reading Mastery* and *Language for Learning*, on the early days of Direct Instruction development and the Bereiter-Engelmann Preschool.

In the Members Only document section, there are several useful forms as well as suggestions for independent work, details on how to implement duet reading, assessment guidelines for students placing in *Corrective Reading* and other interesting, useful material related to Direct Instruction.

Sign up using the registration form below or online at www.nifdi.org/join.

Send completed registration form
and payment to:

National Institute for Direct Instruction
Attn: Membership Services
PO Box 11248
Eugene, OR 97440

Questions? Call us! Toll-Free 877.485.1973

NIFDI is a 501(c)(3) charitable organization.
Payments to NIFDI may be tax deductible.



MEMBERSHIP REGISTRATION

Please enroll me for the following membership (billed annually):

- Regular (\$50.00/yr) Student (\$30.00/yr) Institutional (\$250.00/yr)

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Phone _____

Email _____

Position _____

Agency or School Affiliation _____

- Credit Card
- VISA
 - Master Card
 - American Express

Card # _____

Expiration _____

Security Code (3 digits in signature panel) _____

Signature _____

- Purchase Order # _____
School or Accounting Department Fax # _____
- Check (Payable to NIFDI)



About the National Institute for Direct Instruction

The Gold Standard in Direct Instruction.™

The National Institute for Direct Instruction (NIFDI) is a non-profit organization dedicated to:

1. Providing continuous administrative and curricular support to schools and districts as they implement Direct Instruction (DI) programs.
2. Conducting, promoting, and publicizing high-quality research on the effects of DI implementations.

NIFDI has vast experience providing training and on-site support for DI implementations in 160 schools located in 19 states, the territory of Guam, and Australia (Queensland and the Northern Territory). NIFDI has provided large-scale program training including:

- Australia (570 teachers, 103 administrators from 2012 to 2018)
- Connecticut (130 teachers and administrators in 2014)
- Georgia (250 teachers in 2009)
- Guam (750 teachers and 50 administrators in 2004)
- Maryland (over 450 teachers and 40 administrators in 1999)
- Nebraska (350 teachers and 55 administrators in 2007)
- New York (200 teachers and administrators in 2014)
- Oregon (350 teachers and administrators in 2015)
- Texas (1,830 teachers and 100 administrators from 2011 to 2021)
- Washington, D.C. (80 teachers and administrators in 2014)

NIFDI's approach to training is based on the same Direct Instruction principles that lie at the core of the DI approach to teaching: step-by-step breakdown of critical skills, clear explanations, frequent and explicit responses from participants and mastery of skills before introducing more advanced material.

*Want to learn more about NIFDI? **Contact Us!***

PO Box 11248 • Eugene, OR 97440
info@nifdi.org • 877.485.1973 • www.nifdi.org