

Day One

Keynote • 8:30 - 9:05 am

“SLPs: Getting Your Groove Back in a Duty-Driven Work Life” – Sarah James

As SLPs we are called to be both leaders and team players, make critical decisions, keep current on the most meaningful research, provide high impact services, complete paperwork on time AND remain flexible through it all - with a positive attitude ... whew! Let's begin our two wonderful days together with fresh and positive ideas to help us **refocus, recalibrate** and **reignite** our drive and passion to help bring pleasure and meaningful purpose to our professional lives as SLPs.

MORNING SESSIONS • 9:15 - 11:50 am

Choose **ONE** Full Morning Session OR **TWO** 70-Minute Sessions • *One mid-morning break*

Full Morning Session • 9:15 – 11:50 am

A-1: Childhood Apraxia of Speech: A Motor Planning and Multisensory Approach to Remediation – Margo Kinzer Courter

Childhood Apraxia of Speech (CAS) is a neurological speech disorder that requires a different set of tools than other speech disorders. Learn how to effectively evaluate and treat this disorder.

70-Minute Sessions • 9:15 – 10:25 am

CHOOSE ONE: A-2 or A-3

A-2: Auditory Processing Disorders 101 for SLPs – Suzanne Foley

SLPs often suspect auditory processing disorders as a contributing factor in the communication profile of their students. Evaluations for APDs are not always readily available for students. Learn how to screen for APD, identify symptoms of APD and other comorbid conditions, and use APD screening methods available in your current setting. Understand the specific skills related to APD and learn about the testing process for APD.

A-3: Dyslexia: Activities and Resources Tailor-Made for the SLP – Sarah James

Updated research, updated laws and updated ideas! For years we've heard about dyslexia and may have known about the similarities between speech-language impairments and dyslexia, but not addressed it specifically as part of an evaluation or in our treatment. Gain practical information about the SLP's potential role, brain research to support it, resources, screening and intervention tools, as well as easy-to-implement, applicable, everyday direct services activities.

70-Minute Sessions • 10:40 – 11:50 am

CHOOSE ONE: A-4 or A-5

A-4: Memory Skills: Short Term, Long Term, Working, Visual, Auditory – Treatment Options for SLPs – Suzanne Foley

Auditory and working memory deficits are often confused with auditory processing disorders. Their critical role in communication and academic skills is well documented. Several communication and development disorders negatively affect a student's memory skills and ability to learn. Explore the most current, practical ways to identify and treat different types of memory deficits. Discover communication, classroom and therapy activities designed to target different types of memory skills. Receive handouts you can share with parents and teachers.

A-5: Using Free Google Tools to Kick It Up a Notch – Sarah James

Would you like to harness the newest and best online tools to add alternative dimensions to your speech-language program? This fast-paced session will provide a concise overview of the most SLP user-friendly and high impact FREE Google Tools, plus how to use them efficiently and effectively.

Lunch break on your own • 11:50 am – 1:05 pm (A great time to network with colleagues!)



*“Outstanding conference!
Most helpful in-depth
training I have attended in
my 10+ years as an SLP.”*

– Alicia Dillingham,
Speech-Language Pathologist



*“I gained a huge amount
of very useful information
from this 2-day conference
for SLPs! Thank you!”*

– Joan Gehrts,
Speech-Language Pathologist



Team Discount

ONE DAY

One Person: \$269

BOTH DAYS

One person: \$449

**Team of 3+: \$429 per person
when enrolled at the same time**

... “Wonderful” “Engaging” “Effective” “Informative” ...

Day One

AFTERNOON SESSIONS • 1:05 - 3:35 pm

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

Full Afternoon Session • 1:05 – 3:35 pm

B-1: Speech Pathology Therapy Goals and Activities for Auditory Processing Disorders

– *Suzanne Foley*

SLPs are often the primary therapy providers for children with auditory processing disorders, but do not have adequate resources to develop therapy goals and activities. Specific types of auditory processing deficits will be discussed along with specific, practical therapy interventions to use in therapy sessions.

First 70–Minute Afternoon Sessions

1:05 – 2:15 pm

CHOOSE ONE: B-2 or B-3

B-2: Vocabulary Framework: Build a Big Bang for Your Buck

– *Sarah James*

As SLPs we know that words matter! We know that there are over 1 million words in the English language. We also know it is critical that we choose and focus on high-impact vocabulary and strategies to build meaning. This session will provide research, strategies, activities, digital tools, and online resources to help you maximize student success through the paramount decisions you make.

B-3: A Language Processing Disorder: What It Is and How to Treat It – *Margo Kinzer Courter*

The term “language processing” is often used by speech-language pathologists, psychologists and special education teachers to describe the characteristics of certain students we serve. Learn the profile associated with a language processing disorder and add effective treatment strategies to your toolbox.

Second 70–Minute Afternoon Sessions

2:25 – 3:35 pm

CHOOSE ONE: B-4 or B-5

B-4: Writing Development and the SLP: How and Why We Have a Role in Using Language to Build Writing Skills in Our Students

– *Sarah James*

Have you asked yourself if SLPs have a role in writing development? Oral language and writing have a reciprocal relationship and therefore, SLPs have a role if they choose. We will explore six areas of writing development along with connections to specific language skills that you can use to specifically target and strengthen those areas. Additionally, we will also explore instructionally-based differentiated writing options.

B-5: Executive Function: From External Supports to Internal Strategies

– *Margo Kinzer Courter*

Executive function skills develop into the early 20s. While preschoolers and young children require external support to manage their day, by late elementary, middle and high school, students are expected to internally manage executive functions. Explore strategies for all ages to enhance planning, organizing, time-management, working memory, response inhibition, emotional control, task initiation, flexibility and goal-directed persistence.



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/onlinelearning



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 Option:

Related Online Course

A related On Demand Video-Based Online Learning course, *Timesaving Strategies to Integrate Your SLP Interventions into Classrooms: Moving from a Caseload to a Workload Approach*, for Grades P-12, is available for immediate registration.

To enroll, visit www.ber.org/onlinelearning

Day Two

MORNING SESSIONS • 8:30 – 11:15 am

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

Full Morning Session • 8:30 – 11:15 am

C-1: Reading Development and the SLP: How and Why We Have a Role in Using Language to Build Reading Skills in Our Students – Sarah James

Have you ever asked yourself if SLPs have a role in reading development? Join this session to examine the most important research-based areas of reading instruction. Learn powerful connections between specific language skills that help build those areas of reading. We will focus on the five Essential Components of the Reading First Initiative as they relate to SLPs, as well as related strategies, activities, digital tools, and online resources.

First 75-Minute Morning Sessions 8:30 – 9:45 am

CHOOSE ONE: C-2 or C-3

C-2: “Johnny Doesn’t Listen!” Is it Attention Deficit or Auditory Processing? – Suzanne Foley

Student behaviors consistent with attention deficit and auditory processing are very similar. The evaluation process for these disorders may not always be available. Learn practical strategies, behavior analyses and evaluation patterns to help you differentiate between auditory processing and attention deficit. Discover highly-effective treatment interventions for children with both disorders.

C-3: Working Successfully with English Language Learners on Language Disorders – Margo Kinzer Courter

English Language Learners that also have a language disorder require a therapy approach that is unique to this population. Explore therapy strategies to treat language disorders for the English Language Learner. This session will address therapy strategies for morphology, phonology, syntax, and semantics.

Second 75-Minute Morning Sessions 10:00 – 11:15 am

CHOOSE ONE: C-4 or C-5

C-4: Language Processing vs. Auditory Processing: How to Identify and Treat – Suzanne Foley

The terms “Language Processing” and “Auditory Processing” are often used interchangeably in discussing students. However, they are two distinct disorders. Specific diagnostic criteria can help differentiate between the two. An appropriate diagnosis is critical to maximizing the benefits of therapy interventions. Practical ways to differentially diagnose the two disorders will be discussed as well as treatment approaches for both disorders.

C-5: Can’t Remediate That /R/: Try This Technique – Margo Kinzer Courter

Most of us have a late elementary, middle school or high school student with that stubborn /r/ distortion. Could it be a mild childhood apraxia of speech? Learn a new approach to remediate that /r/.



Comprehensive Resource Handbook

You will receive an extensive 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:

- Powerful, current strategies for speech-language pathologists supported by the latest research and best practices in school settings
- Treatment strategies every SLP should know
- The latest in technology resources designed for SLPs and language development

“I loved that this conference provided functional activities/ strategies that I can start using immediately! Thank you!”

– Jill Wright, SLP



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

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.

Conference Locations & Hotel Accommodations



Albany

Visit the Downtown Empire State Plaza featuring reflecting pools, an underground shopping concourse, and other beautiful attractions in the heart of the New York state capital.

Conference Location and Overnight Accommodations:

Red Lion – Airport
(518) 458-7250

Mention you are attending this BER conference prior to June 10, 2019 to receive the special rate of \$89 (Single/Double), rates subject to availability.



Cherry Hill

Join us in the Philadelphia suburb and visit the city or local attractions such as the Cherry Hill Mall, Historic Croft Farms, and other historic sites.

Conference Location:

Mansion on Main Street – Voorhees
(856) 751-1717

Overnight Accommodations:

SpringHill Suites – Voorhees
(856) 782-2555

Mention you are attending this BER conference to receive the special rate of \$129 (Single/Double), rates subject to availability.

Day Two

AFTERNOON SESSIONS • 12:30 - 3:10 pm

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

First 75-Minute Afternoon Sessions 12:30 -1:45 pm

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

D-1: Technology Options in the Treatment of Auditory Processing Disorders and Hearing Loss

– *Suzanne Foley*

In addition to traditional speech and language therapy, there are many technology options available to use in the classroom, therapy sessions and in home programming that are beneficial in remediating and accommodating students with auditory and language disorders. We will explore computer-based programs, apps, FM systems, and technology options for classroom instruction and academic accommodations.

D-2: Executive Function Skills & Multiple Intelligences: Best, Most Current Strategies for SLPs

– *Sarah James*

It is essential that we apply the most current strategies emerging from these two bodies of research to help our students thrive in today's busy and fast-paced learning environments. Explore how both executive function skills and multiple intelligences directly relate to the services we provide and discover practical, research-based differentiation, modification and adaptation ideas you can use with your students.

D-3: Dynamic Ways to Increase Storage and Retrieval of Vocabulary – From Basic Concepts to Curriculum-Based Vocabulary – *Margo Kinzer Courter*

There is a significant gap between the vocabulary skills of those performing at the top of their class and fellow classmates. Since vocabulary is a building block for reading success, we will explore strategies ranging from basic concepts to curriculum-based vocabulary, and how to assist your students in quickly retrieving vocabulary that they know.

Second 75-Minute Afternoon Sessions 1:55 – 3:10 pm

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

D-4: Classroom Therapy Strategies for Students with Auditory Processing Disorders, Auditory Memory, ADD and Language Processing

– *Suzanne Foley*

SLPs are often the primary resource for school-based personnel regarding auditory processing and similarly presenting disorders. However, training options are limited in terms of classroom strategies and academic accommodations for students with APD and other communication disorders. Specific training materials for in-services on each disorder will be provided as well as practical classroom and academic strategies.

D-5: Using Social Media and Multimedia as Motivating and Functional Teaching Tools for Strengthening Social Skills, Pragmatics and Abstract Language

– *Sarah James*

Personal, social and educational use of technology continues to increase in both breadth and depth. You may be surprised about what the latest research, applied to our work as SLPs signals, suggests and offers. Discover updated findings, fresh resources and lots of innovative and practical activities to engage all learning styles and address social skills, pragmatics and abstract language.

D-6: Pragmatic Group: Project Based Activities for Late Elementary, Middle and High School

– *Margo Kinzer Courter*

Discover how to use a project-based approach to increase students' pragmatic language. This session will also include strategies for enhancing reading comprehension, vocabulary analysis and written summary strategies while working on these projects.