BUREAU OF EDUCATION & RESEARCH

ASHA CEUs Available

A Unique Two-Day Live Online Conference



2027 Conference for School-Based Speech-Language Pathologists

March 3 and 4

Start Time: **9 AM Eastern**
(8 AM Central, 7 AM Mountain, 6 AM Pacific)

ASHA CEUs Available

CEUs and Graduate Credits Available
See page 7 for details

Choose From 21 Strategy-Packed Conference Sessions







Speech-Language Therapy Resources • Hundreds of Practical Strategies

Highly Effective, Use-Tomorrow Therapy Strategies!



Meet Your Team of Expert Instructors

CHRISTINA BRADBURN, PhD, CCC-SLP is an experienced school-based SLP and outstanding national presenter. Christina is known for her highly practical approach and for sharing a wealth of proven intervention strategies and resources. Her sessions are fast paced, enjoyable and full of useful ideas you can immediately implement in your own speech-language program.

Presenter for the Bureau of Education & Research and receives honorarium compensation.

Employment relationship with Butler University and receives a salary.

MARGO KINZER COURTER, MA, CCC-SLP, BCS-CL is an experienced school-based SLP, national presenter and author with 40 years of experience practicing in diverse PreK-12 settings. She specializes in speech-language disorders that affect student learning. Margo is the author of *Here's How Children Learn Speech and Language* (Plural Publishing), *Collaboration Among Teachers and Speech-Language Pathologists, and See It & Say It Visual Phonics.* She is a board-certified specialist in child language and language disorders.

Presenter for Bureau of Education & Research and receives honorarium compensation. Owner of MK Courter Communications, LLC, and receives consulting and speaking fees. Publisher of *Collaboration Among Teachers and Speech-Language Pathologists and See It & Say It Visual Phonics* (program and materials) and receives royalty payments.

No relevant nonfinancial relationships exist.

SARAH JAMES, MS, CCC-SLP is an experienced school-based speech-language pathologist and an outstanding national presenter. Sarah specializes in connecting speech-language skills and literacy development. She has comprehensive training and experience working with students on literacy development, both inside and outside the general education classroom.

Presenter for the Bureau of Education & Research and receives honorarium compensation.

No relevant nonfinancial relationships exist.

Who Should Attend

School-Based Speech-Language Pathologists Serving Grades PreK-12

ASHA CEUs Available

ASHA CE APPROVED PROVIDER

Bureau of Education & Research

Intermediate Level
1.0 ASHA CEUs

This course is offered for up to 1.0 ASHA CEUs (Intermediate level, Professional area).

You will be required to fully attend the conference, actively participate, and complete a self-assessment and program evaluation.

"Fantastic information and great takeaways!" – Diane Bloom, SLP

Keynote • 9:00 – 9:30 am

"Have You Filled Your Bucket Today?" – *Margo Kinzer Courter*

As school-based SLPs, there are so many facets of our days – therapy, advocacy, collaborating, writing reports, attending meetings, billing, and more. What an amazing job we have! We give so much of ourselves every day to the students and the team and yet compassion fatigue can be real. Let's kick off a great two-day conference exploring how we let our brilliance shine each day and keep burnout and compassion fatigue away!

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: Integrating Timesaving SLP Interventions Into Classrooms – *Christina Bradburn*

Are your therapy sessions going great, but carryover seems impossible? Explore timesaving strategies to implement your SLP interventions into the classroom while still providing highly effective services to your students. This requires only a change in your mindset, not a change in your skill set. Leave with use-tomorrow strategies to try with one student or with all, without ever having to copy or laminate a single thing!

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

CHOOSE ONE: A-2 or A-3

A-2: The Quickest and Most Efficient Ways to Remediate Speech Sound Disorders – *Margo Kinzer Courter*

"No more lifers" is always at the forefront of our thoughts as we work to remediate speech sound disorders (SSD). Our goal in treating SSD is the quickest remediation, avoiding a disorder that becomes persistent and resistant. This session focuses on proven intervention such as phonological processes and motor planning. Let's examine moving from a traditional articulation approach to the quickest, most effective therapy to reach our goal of "No more lifers."

A-3: Canva for SLPs: Free, Fast, and Functional Therapy Materials – *Sarah James*

Did you know every school-based SLP has FREE access to Canva's premium features through Canva for Education? Learn to design custom therapy materials, visual schedules, social stories, data sheets, and parent handouts – in minutes, no design experience required, using Canva's templates, Magic Design, and built-in AI tools. Leave with ready-to-use templates specific to speech-language therapy and strategies to cut prep time, so you can spend less time designing and more time treating.

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

CHOOSE ONE: A-4 or A-5

A-4: Childhood Apraxia of Speech: Therapy Strategies and Techniques That Work – *Margo Kinzer Courter*

Childhood Apraxia of Speech (CAS) is a neurological speech disorder that requires a different set of tools than other developmental speech disorders such as articulation or phonological processing. Learn proven approaches to assess and remediate CAS and new strategies for multisensory cueing. Learn more about a therapy approach for motor planning disorder for the quickest remediation of CAS.

A-5: The Executive Function Connection: Strategies SLPs Can Use Today – *Sarah James*

Executive function (EF) and language share a deep connection, shaping how students follow directions, process information, and communicate. Though planning, organization, working memory, flexible thinking, and self-regulation play a role, EF is often treated as a separate skill, leaving a gap in how we support students. Explore how EF and communication skills overlap with therapy goals you're already targeting. Leave with ready-to-use strategies, activities, visual supports, and digital tools to reinforce these skills between sessions.

Lunch Break • 12:10 – 1:10 pm

"Great PD opportunity – very relevant to daily SLP practices in the school setting. I feel ready to immediately apply what I learned today to therapy"

– Megan Cole, SLP



"I always enjoy attending the BER conferences. The instructors are highly knowledgeable and I can take the information and immediately apply it to my work/caseload."

– Melissa Eagles, SLP



"Lots of useful tools to implement immediately." – *Sarah Babcox, SLP*

Who is BER?

The Bureau of Education & Research is North America's leading provider 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, *A Language Processing Disorder: What It Is and How to Treat It,* for Grades K-12, *SLP: Language Disorders vs Language Differences for ELL,* for Grades PreK-12, and other 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: Vocabulary in Action: Tiers, Types, and Tech-Powered Strategies for Student Success – *Sarah James*

Listening, speaking, reading, and writing are the keys to building a successful framework for our students. Vocabulary is critical for reading comprehension, understanding new content, expressing oneself, writing, and more. Discover the best, most current research, strategies, activities, digital tools, and online resources to help you build vocabulary and maximize student success. Learn how to use Canva to design engaging, visual vocabulary materials and AI tools to streamline planning, generate differentiated activities, and personalize instruction.

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

CHOOSE ONE: B-2 or B-3

B-2: Intervention vs. Instruction – How to "Para-Proof" Yourself in the Classroom – *Christina Bradburn*

As an SLP, if you walk into a classroom without a plan, you will instantly become a paraprofessional rather than a highly trained interventionist. We will examine visual and video examples of how to use the curriculum and provide intervention, including the necessity of pre-teaching and re-teaching skills. Co-teaching and whole classroom-based interventions will also be highlighted. Gain many use-tomorrow strategies!

B-3: Processing Language Effectively: Integration of Language and Cognitive/Communication Skills – *Margo Kinzer Courter*

The term "language processing" is often used by SLPs, psychologists and teachers to describe the characteristics of certain students we serve. We often hear comments like, "he can't follow directions in the classroom – it must be language processing." Explore the difference between auditory and language processing, and where they overlap. Learn the three-prong profile (perceptual, linguistic, and cognitive-communication) associated with a language processing disorder and effective treatment strategies you can use immediately.

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

CHOOSE ONE: B-4 or B-5

B-4: Quick Artic – Implementation Strategies for Classroom Integration – *Christina Bradburn*

Research indicates that "Burst Therapy" or therapy in shorter durations with increased frequency is more effective for long-term changes in behavior. We know this, but application in our school-based settings can be difficult while using school curricula to guide our sessions. This session will help you implement the quick artic model of services in practical and highly effective ways, with "in-action" video examples.

B-5: Auditory and Reading Comprehension: Where They Intersect – *Margo Kinzer Courter*

Effective communication requires extensive vocabulary, knowledge of how words make sentences, and information about the world. Students need strong language structure (morphosyntax, phonology, semantics, and pragmatic skills), verbal reasoning, and background knowledge for language and reading comprehension. Students may require additional compensatory strategies for reading comprehension. Explore strategies for increasing overall language comprehension which will in turn support reading comprehension. Gain proven reading comprehension strategies to further support essential language skill development.

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

"Great, creative ideas for engaging our students! Thank you!" – Andrea Mishou, SLP

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: Can't Remediate That /R/: Try This Technique – *Margo Kinzer Courter*

There are those tried-and-true therapy strategies for articulation that work for most students, but sometimes we have a late elementary, middle school or high school student with that /r/ that just won't remediate. This half-day session will focus on targeting the many /r/ sounds through a motor planning approach. A step-by-step process to finally remediate that /r/ will be introduced. We'll try out these new strategies, preparing you to implement this approach in your next therapy session.

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

CHOOSE ONE: C-2 or C-3

C-2: Using Curricular Materials in Therapy to Impact Educational Performance AND Save Time – *Christina Bradburn*

Using curricular materials instead of commercially available or SLP-created materials can improve student progress while saving you valuable time. Monitor progress and performance from direct speech intervention data and from students' classroom performance. View video and photo examples of how to adapt any curricular material to fit any therapy session. See how everyone wins when SLPs shift from materials prep to adapting curriculum to target: modeling, prompting, guided responding, chaining, shaping, time delay strategies, guided repetition, and home programming.

C-3: AI in Action: Unlocking the Power of AI Tools for School-Based SLPs for Real-World Impact – *Sarah James*

Artificial Intelligence isn't the future – it's your new best tool for managing caseloads, personalizing therapy, and saving time. Discover how school-based SLPs are using AI tools to supercharge their workflows and boost student outcomes. Explore real examples, ethical considerations, and hands-on strategies for using AI to tackle documentation, therapy prep, and collaboration with ease. Work smarter – not harder and leave with ready-to-use strategies that will boost your efficiency, creativity, and clinical impact.

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

CHOOSE ONE: C-4 or C-5

C-4: Flexible Service Delivery: Maximize Your Impact Without Filling Every Minute – *Christina Bradburn*

A packed therapy schedule doesn't always lead to the best student outcomes. Discover how flexible service delivery models can create space for collaboration, classroom support, progress monitoring, and intervention that promote meaningful generalization. Learn practical scheduling strategies, IEP language that supports flexible services, and easy-to-use technology tools – including QR code data collection – to streamline documentation and make every minute of your day count.

C-5: Literacy, Language and Dyslexia: An SLP's Role Toward Increasing Progress and Success – *Sarah James*

As SLPs we're often called upon as leaders of language and literacy. Discover practical information about our role with reading development including direct connections to speech-language skills. Explore factors of influence, the trio of processing and the role of executive functions with literacy growth and development. Leave with easy-to-implement, applicable, everyday direct services activities.

Lunch Break • 11:40 am – 12:40 pm

Comprehensive Digital Resource Handbook

You will receive an extensive digital resource handbook, specifically designed for this conference. Included in the handbook are resource materials for ALL conference sessions, even those you don't attend. These materials include:

- 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

"Each instructor was very knowledgeable and engaging. They had a lot to share! Great materials and resources!"
– Kassandra Marin-Luna, SLP



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.





Team Discount

ONE DAY

One Person: $325

BOTH DAYS

One Person: $595

Team of 3+: $565 per person when enrolled at the same time

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: Communication That Changes Behavior: Practical Strategies for SLPs Across School Settings – *Christina Bradburn*

When communication barriers drive challenging behaviors, students miss valuable opportunities to participate, learn, and benefit from intervention. Discover practical, evidence-informed strategies that help SLPs proactively support communication, self-regulation, executive functioning, and positive behavior across speech sessions, general education classrooms, special education settings, and small-group instruction. Learn how to embed naturalistic language opportunities into everyday routines, reducing behaviors that interfere with learning, while increasing engagement, access to meaningful communication, and academic participation.

D-2: Sequence, Organize, and Plan: Language Processing and Executive Function – *Margo Kinzer Courter*

Students with language processing disorders present with difficulties in very specific areas like auditory perceptual skills, morphosyntax, retrieval, and supralinguistic skills. Executive function skills are also vital for language processing, and are needed for working memory, sustained attention, sequencing information, and planning/organizing thoughts to hold in memory and formulate a response. Explore the connection between language processing and executive function. Gain practical strategies for each of these executive function areas to support language processing.

D-3: Say It, Write It, Grow It: Connecting Spoken and Written Language for Maximum Progress – *Sarah James*

The spoken-written language connection offers SLPs a powerful, research-based approach for supporting progress across communication and literacy skills. Learn how to help students develop richer spoken utterances alongside stronger written sentences by adding detail, specific information, and next-level vocabulary. Explore an easy-to-use, concrete framework for expanding language and differentiated writing options that support skill development and carryover. Leave with practical, ready-to-use strategies you can seamlessly incorporate into speech-language sessions – no extra prep and no separate writing block required.

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

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

D-4: Making Visuals and Promoting Classroom Strategies That Teachers Will Actually Use – *Christina Bradburn*

We've all crafted incredible visual supports for teachers only to find them sitting in the same place on their desk weeks later. We are intervention superstars! Explore a terrific tool for visuals creation and ways to ensure that implementation of these visuals will happen throughout the school day. See videos of this approach in action and learn how we as SLPs can best support differentiation in classrooms.

D-5: What Do Speech Sound Disorders Have to Do with Literacy? – *Margo Kinzer Courter*

Developmental speech sound disorders are often remediated by second grade. But why are students still struggling with literacy development in the classroom? Research explains this! Students with speech sound disorders score lower on assessments of morphology and phonology than their peers. Explore the connection between speech sound disorders and the form of language including morphology and phonology. Gain strategies specifically for targeting speech sound errors and strengthen these language skills.

D-6: Innovative Digital Tools for Articulation, Literacy, and Vocabulary – *Sarah James*

Discover fresh digital resources and many innovative, practical, SLP-friendly activities paired with high impact, FREE Google tools – perfect for use across service delivery models. Explore options to engage all learning styles and address articulation, literacy, vocabulary and more! Implement state-of-the-art strategies, materials, and technologies without spending more money. Learn trailblazing ideas you'll be excited to use to create custom-made, individualized materials quickly.

2027 Conference for School-Based Speech-Language Pathologists

Registration (N997S1)

(Please copy this registration form for additional registrants)

MARCH 3 and 4, 2027 (Start time: 9 AM Eastern)

Both days: ☐ March 3 and 4, 2027
Day One only: ☐ March 3, 2027
Day Two only: ☐ March 4, 2027

FIRST NAME M.I. LAST NAME

POSITION, SUBJECT TAUGHT GRADE LEVEL

SCHOOL NAME

SCHOOL MAILING ADDRESS

CITY & STATE ZIP CODE

SCHOOL PHONE NUMBER ( ) HOME PHONE NUMBER ( )

Registration confirmations and login details are sent via e-mail

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT)

HOME MAILING ADDRESS

CITY & STATE ZIP CODE

PRIORITY ID CODE: EN997S1

METHOD OF PAYMENT – Group Discount Available

Payment is due prior to the program. No cash, please.
One day only, **$325**; both days, **$595;**
$565 per person for groups of three or more registering at the same time for both days.

☐ A check (payable to **Bureau of Education & Research**) is attached

☐ A purchase order is attached, P.O. #_____
(Be sure to include priority ID code on the P.O.)

Cards accepted: MasterCard, VISA, Discover, AMEX

Account # _____ Exp. Date: _____ MO/YR

Billing Zip Code: _____ 3 Digit CVV Code: _____ (Found on back of card)

_____
Please print name as it appears on card

Earn One to Four Graduate Semester Credits

University of Massachusetts Global A nonprofit affiliate

Up to four graduate-level professional development credits are available with an additional fee and completion of follow up practicum activities. Details may be found at www.ber.org/credit

Meet Inservice Requirements / Earn State CEUs

Participants can receive a certificate of participation that may be used to verify continuing education hours. In addition, state CEUs are available. For details, visit www.ber.org/ceus

Registration Fee

The fee for the first or second day registration only is $325 per person. If a person registers for both days, the registration fee is discounted to $595 per person; $565 per person for groups of three or more registering at the same time for both days. **Registration fees are due prior to the program. No cash, please.**

Fee includes conference registration, a certificate of daily attendance and an extensive digital resource handbook with materials for all sessions – even those you don't attend.

WA residents: visit www.dor.wa.gov/TaxRateLookup to find your required WA sales tax rate.

FIVE EASY WAYS TO REGISTER:

SCAN QR code or visit:
at.ber.org/regN99

PHONE toll-free:
1-800-735-3503
(Weekdays 5:30 am - 5:00 pm Pacific Time)

FAX this form to:
1-425-453-1134

MAIL this form to:
Bureau of Education & Research
3000 Northup Way
Bellevue, WA 98004

EMAIL this form to:
register@ber.org

Session Preferences: Session Numbers Required

DAY 1

❑ **One Full Morning Session: A-1**

– OR –

❑ **Two 70-Minute Morning Sessions**

A- _____ (A-2 or A-3) ***– and –*** **A-** _____ (A-4 or A-5)

❑ **One Full Afternoon Session: B-1**

– OR –

❑ **Two 70-Minute Afternoon Sessions**

B- _____ (B-2 or B-3) ***– and –*** **B-** _____ (B-4 or B-5)

DAY 2

❑ **One Full Morning Session: C-1**

– OR –

❑ **Two 75-Minute Morning Sessions**

C- _____ (C-2 or C-3) ***– and –*** **C-** _____ (C-4 or C-5)

❑ **Two 75-Minute Afternoon Sessions**

D- _____ (D-1, D-2 or D-3)

– AND –

D- _____ (D-4, D-5 or D-6)

Cancellation/Substitutions

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the conference. Late cancellations made prior to the conference date will be refunded less a $15 service fee. Substitutions may be made at any time without charge.

Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.

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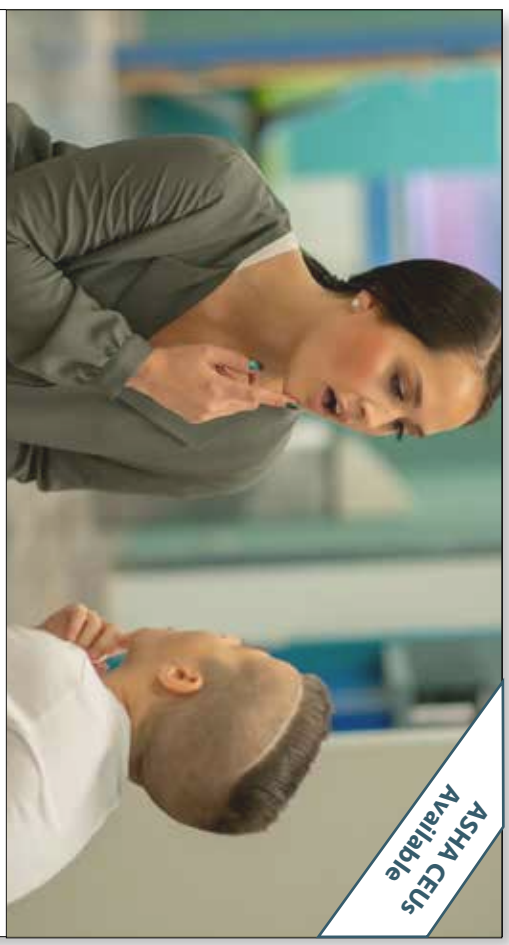
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N997S1



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