

# School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners



A Unique One-Day Live Online Seminar Presented by

**Nancy Friday, M.S., CCC-SLP**

Outstanding Educator and Presenter

**Specifically Designed for School-Based  
Speech-Language Pathologists Working With Students  
Grades K-12**

Learn brain-based techniques to **improve language acquisition outcomes** for your English Learners

Sharpen your testing methods for distinguishing **language differences vs. language disorders**

Help English Learners on your caseload **improve their academic language acquisition**

**Boost your home-school connection** with non-English speaking families

## LIVE ONLINE SEMINARS

**October 24**

**9 AM Central**, 8 AM Mountain,  
7 AM Pacific, 10 AM Eastern

**October 29**

**9 AM Eastern**, 8 AM Central,  
7 AM Mountain, 6 AM Pacific

**November 3**

**9 AM Mountain, 8 AM Pacific,**  
11 AM Eastern, 10 AM Central

## ASHA CEUs Available

CEUs and Graduate Credit Available  
See page 6 for details

## CAN'T ATTEND?

Order the recorded version  
and take the seminar online at  
your convenience (see page 6)

# Ten Key Benefits of Attending

*"Nancy is a very engaging instructor and gave us tons of information! Lots of good resources to use."*

– ANNA MORRIS,  
SPEECH-LANGUAGE  
PATHOLOGIST



## Who Should Attend

School-Based  
Speech-Language  
Pathologists Working With  
Students Grades K-12

### 1. Explore Linguistic Differences While Establishing if a Language Disorder is Present ... Practical Strategies That Apply to In-Person and Teletherapy Models

Specific, clear methods for defining typical language acquisition variances vs. a disorder in ELs ... Discover new ways to bridge the gap during the assessment process and establish a stronger foundation when therapy is recommended

### 2. Refine Your Definition of a Language Difference Versus a Language Disorder

Learn valuable assessment strategies to better define and explain language differences vs. language disorders ... Discover the benefits of dynamic assessment techniques to support the complex challenge of assessing and supporting your English Learners

### 3. Broaden Your Scope of Practice to Include More Effective, Non-Standardized Assessment Techniques

As SLPs, we are faced with the challenge of using standardized measures that are rarely normed on EL students ... Expanding your toolbox of non-standardized assessment techniques can provide a more effective approach to assessment

### 4. Explore the Benefits of Intervention Supports Prior to Speech-Language Assessments for English Learners

Response to Intervention (RTI) support can be an important method for making initial connections with EL students ... Learn how to use this process to help determine if a language assessment is necessary

### 5. Boost Your Speech-Language Strategies for Engaging EL Students

Discover tips and tricks to enhance overall engagement and active participation to establish a solid foundation for language-based therapy and teletherapy

### 6. Build Your Students' Confidence With Expressive Language in Your Therapy and Teletherapy Sessions

Learn innovative, research-based methods for building language skills for English language learners and practical strategies you can use tomorrow

### 7. Expand Your Intervention Strategies to Heighten Engagement During Language Sessions

Develop methods to effectively challenge students to process and use language throughout your language sessions and beyond ... Maximize your use of visual support and tactile connections to enhance your therapy and teletherapy lessons

### 8. Increase Your Students' Language Acquisition and Overall Success

Our role as SLPs reaches beyond language intervention ... Boost student success by infusing positive self-talk and recognition of the skills students have acquired in the school environment beyond language expression

### 9. Improve School-Based Supports for the English Learners on Your SLP Therapy and Teletherapy Caseload

Examine the connection between Basic Interpersonal Communication Skills (BICS) and the impact BICS can have on student development of semantic and pragmatic skills

### 10. Receive an Extensive Digital Resource Handbook for School-Based SLPs ... Language Disorders vs. Language Differences for English Language Learners Grades K-12

Each participant will receive an extensive Speech-Language Pathologist digital resource handbook specifically designed to give you quick access to strategies for assessment and support of all the English Language Learners on your caseload

# Outstanding Strategies You Can Use Immediately

## What You Will Learn ...

- Updated information to support **what SLPs need to know** about distinguishing language differences and disorders for all the English language learners on your caseload
- **Warning signs that indicate a language disorder** as opposed differences related to acquiring English
- **Myths vs. facts** regarding second language acquisition
- Examples of accommodations **to support English learners in the classroom setting**
- **Language building activities** to increase Cognitive Academic Language Proficiency (CALP)
- Embracing cultural diversity and the impact it has on the **confidence of ELs in the classroom**
- Recognizing how teaching morphology **supports English acquisition**
- Visual supports for **supporting engagement** during language therapy
- Powerful **syntax strategies to increase your support** of language proficiency
- Strategies used during Response to Intervention support to help **determine if a language assessment is necessary**
- How to use **Basic Interpersonal Communication Skills (BICS)** to develop semantics and pragmatic language
- **Methods to embrace** the whole child and support language confidence with ELs
- New ways to use observation to **evaluate a language disorder** and establish treatment for an English language learner



*"Wonderful and applicable information."*

– EMILY ZACHMANN, SPEECH-LANGUAGE PATHOLOGIST

## Practical Ideas and Strategies

Establishing if an English Learner is experiencing a language difference or a disorder is an ongoing discussion in schools. This seminar will leave you with many NEW and practical strategies to distinguish between a language difference vs. a language disorder. **NANCY FRIDAY**, an experienced Speech-Language Pathologist, will share her innovative ideas to expand your knowledge base for assessing and serving your English Learner (EL) students. Discover strategies to support ELs in their process for developing phonology, morphology, semantics, syntax, grammar, and pragmatic skills. Establish techniques to improve your impact with EL students in 1:1 therapy and teletherapy sessions and small groups. Step out of the seminar and into your therapy room with fresh strategies to determine language differences vs. language disorders as well as updated delivery systems you can use immediately.



# A Message From Seminar Leader, Nancy Friday



## Uniquely Qualified Instructor

**NANCY FRIDAY** is an outstanding presenter and a highly skilled Speech-Language Pathologist. Nancy has worked with children ranging from preschool to high school for more than two decades. Her SLP experience includes serving students in the mild-moderate setting as well as in self-contained classes. She has also worked as a peer mentor for interns, clinical fellows and SLP colleagues for the past ten years. Nancy is passionate about developing a strong network of collaboration between teachers, SLPs, and families. She is an outstanding provider of trainings for SLPs and school-based peers working with English Learners, educators, and families. She is also the author of *School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners*, the extensive digital resource handbook each participant will receive.

Dear Colleague:

Establishing whether a student has a language difference vs. a language disorder is one of the most complex assessments we are faced with as SLPs. When completing assessments with English language learners, we are tasked with determining if a student's path of language development is typical or necessitates special education support. As a school-based SLP, I have found that these evaluations require an extra set of tools. The extra tools that I use have helped me refine my expertise when making recommendations at the IEP table and have helped improve my outcomes for English Learner students on my caseload.

My experience working with large, diverse populations has helped me develop a collection of techniques that serve as my foundation for supporting my English Learner students. I have learned that the most critical part is developing a solid assessment process. At the heart of this assessment process is a deep interest in learning more about the culture and language of the student I am assessing. Building rapport is critical not only for the assessment process but also for any therapy plan that is developed after the IEP is completed. I am excited to help expand your therapy and teletherapy to include the foundational aspects and specific elements related to identifying a language difference vs. a disorder.

Please join me for a fast-paced, productive day, focused on specific ways you can assess and serve English Learners regardless of your therapy setting. My goal is to extend your knowledge base and empower you with fresh ideas on how to better evaluate and serve your English Learner population.

Sincerely,

Nancy Friday, M.S., CCC-SLP

**P.S.** The emphasis of this seminar will be on **practical strategies, techniques, ideas, and methods** proven to be successful in unraveling the complex issue of distinguishing a language difference from a language disorder.

*"I am excited to help expand your therapy and teletherapy practice to include the foundational aspects and specific elements related to identifying a language difference vs. a disorder."*

# What Your Colleagues Say About Nancy Friday

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*"**Very informative** with so many new resources to try!"*

– Sheila McNelis, Speech-Language Pathologist

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*"Nancy was **very knowledgeable and knew her audience** and their background!"*

– Kelly Friesen, SLP Assessment Team

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*"**Loved all that she had to say** and that she took time to listen to our specific questions."*

– Mylisa Jacobson, Speech-Language Pathologist

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*"This was a well-run presentation. **I learned so much about identification, assessment, and treatment recommendations.** Thank you!"*

– Erin Kirby, Speech-Language Pathologist

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*"Loved what I learned! **Lots of great information.**"*

– Megan Smith, Speech-Language Pathologist



## About BER Seminars

### Outstanding Instructors

All programs are led by outstanding, top-rated BER national trainers.

### Extensive Digital Resource Handbook

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

### Highly Interactive

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

### Program Guarantee

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



# Special Benefits of Attending



"Nancy was well informed, and the content was useful and educational."

– AARON ALLSOP,  
SPEECH-LANGUAGE  
PATHOLOGIST

## On-Site Training

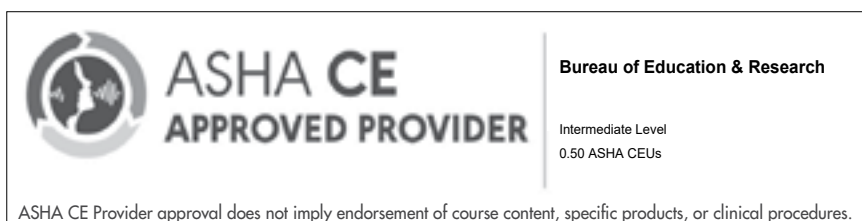
Most BER seminars can be brought to your school or district in-person or online. See the options at [www.ber.org/onsite](http://www.ber.org/onsite) or call 877-857-8964 to speak to one of our On-Site Training Consultants.

## Extensive Digital Resource Handbook

Each participant will receive an extensive Speech-Language Pathologist digital resource handbook specifically designed to give you quick access to strategies that support your English Language Learners. The digital handbook includes:

- Specific, clear methods for defining typical language acquisition variances vs. a disorder in ELs
- Resources to support gathering information and alternative assessment options
- Developmental norms for language acquisition and practical, language therapy techniques
- Ready-to-use visual supports for therapy sessions, classroom use, and teletherapy

## ASHA CEUs Available



ASHA-Required Disclosure Statement for Nancy Friday:  
Presenter for the Bureau of Education & Research and receives honorarium compensation.  
No relevant nonfinancial relationships exist.

You will be required to fully attend the program, actively participate, and complete a program evaluation.  
Have your ASHA Account Number available at the seminar if you will be completing forms for the ASHA CE Registry.

## Meet Inservice Requirements / Earn State CEUs

Participants of Live Online Seminars and those completing the Recorded Version online can receive a certificate of participation that may be used to verify five continuing education hours. For details about state CEUs available, visit [www.ber.org/ceus](http://www.ber.org/ceus)

## Earn One to Four Graduate Semester Credits



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](http://www.ber.org/credit)

## Can't Attend?

### Other Professional Development Options:



#### Recorded Version of the Seminar

Order the recorded version of this seminar to take online at your convenience. You'll have 90-day access to the entire course and to the extensive digital resource handbook. To enroll, see registration form on page 7, and for optional CEUs and graduate credit, please visit [www.ber.org/credit](http://www.ber.org/credit)



#### Related On-Demand Online Courses

Related On-Demand Video-Based Online Learning courses, *SLP: Language Disorders vs Language Differences for ELL*, for Grades P-12, *SLPs: Enhance Therapy Effectiveness for Auditory Processing Disorder, Memory Deficits, Attention Deficit Disorder, and Language Processing*, for Grades K-12, and other related courses are available for immediate registration. To enroll, visit [www.ber.org/online](http://www.ber.org/online)

# School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners

## Registration (XD56F1)

- ☐ 1. **October 24, 2025** (Start time: 9 AM Central)
- ☐ 2. **October 29, 2025** (Start time: 9 AM Eastern)
- ☐ 3. **November 3, 2025** (Start time: 9 AM Mountain, 8 AM Pacific)  
— or —
- ☐ 4. **I'd like to order the recorded version of this seminar**

FIRST NAME M.I. LAST NAME

POSITION, SUBJECT TAUGHT GRADE LEVEL

SEMINAR NUMBER: \_\_\_\_\_ (Please see list above)

### List additional registrants on a copy of this form

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

## IMPORTANT – PRIORITY ID CODE: EXD56F1

### METHOD OF PAYMENT – Team Discount Available

The registration fee is \$295 per person, for teams of three or more registering at the same time, the fee is \$275 per person. **Payment is due prior to the program.** No cash, please.


- ☐ 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

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(Found on back of card)

Please print name as it appears on card

## FIVE EASY WAYS TO REGISTER:


 **SCAN QR code or visit:**  
**at.ber.org/regXD5**



 **EMAIL this form to: register@ber.org**

 **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**  
915 118th Avenue SE • PO Box 96068  
Bellevue, WA 98009-9668

## Program Hours

All Live Online Seminars are scheduled 9:00 AM – 3:30 PM or 8:00 AM – 2:30 PM in the time zone indicated. Check in 15 minutes prior. Registrants will be sent login information by email four days before their Live Online Seminar.

## Fee

The registration fee is \$295 per person, \$275 per person for groups of three or more registering at the same time. Call us at 1-800-735-3503 for groups of ten or more. **Payment is due prior to the program.**

Fee includes seminar registration, a certificate of participation and an extensive digital resource handbook. The fee is the same for Live Online Seminars or Recorded Seminars.

## 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 seminar. Late cancellations made prior to the event 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.

## Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at **www.ber.org**



XD56F1

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An outstanding one-day Live Online Seminar

Includes an extensive digital Resource Handbook

Can't Attend Live? Order the Recorded Version to  
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## SLPs: Language Disorders vs. Language Differences for ELL Students (ASHA CEUs Available)

XD56F1



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## School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners

ASHA  
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Live Online Seminar  
or Recorded Version

**A Unique One-Day Live Online Seminar**  
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Presented by

**Nancy Friday, M.S., CCC-SLP**

Outstanding Educator and Presenter

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