

Day One

Keynote • 8:30 – 9:05 am

“Implementing Best Practices: Our Future As School-Based SLPs” – MariBeth Plankers

The future and field of speech language pathology are ever-changing. As school-based speech-language pathologists, we play a critical role in shaping our profession's future. Let's kick off two great days together! We'll examine how evidence-based educational resources, collaboration with teachers and other specialists, and thoughtful implementation of technological innovations are three keys to meeting our students' increasingly diverse communication needs, while addressing our professional workload.

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: Artificial Intelligence in Speech-Language Pathology: Unlocking Opportunities for Enhanced Communication – MariBeth Plankers

AI is revolutionizing the way we address communication challenges. Discover ways to leverage AI to better support students. From speech recognition to natural language processing, and voice assistance, explore myriad AI tools available to SLPs. Learn how these technologies mimic human intelligence, offering tailored solutions to enhance communication outcomes. Expand your knowledge and practical application of AI in your SLP practice and envision the transformative impact it can have on your students' learning.

First 70-Minute Morning Sessions
9:15 – 10:25 am

CHOOSE ONE: A-2 or A-3

A-2: The Club – How SLPs Can Support Positive Behaviors Through Daily Social Skills Groups – Christina Bradburn

Structuring naturalistic “social skills” groups often feels anything but “natural” when five students sit around a table talking about how to interact with each other. Explore a highly effective way to develop, implement and monitor daily social skills groups that facilitate incidental teaching of social/pragmatic language skills and positive behavior development. Build students' executive function skills while targeting pragmatic language and functional academic skills.

A-3: Language Processing or 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. An appropriate diagnosis is critical to maximizing effective therapy. Specific diagnostic criteria and practical ways to differentiate between the two disorders as well as treatment approaches will be discussed.

Second 70-Minute Morning Sessions
10:40 – 11:50 am

CHOOSE ONE: A-4 or A-5

A-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.

A-5: A Student is Struggling Academically: Where Do We Start? – Suzanne Foley

SLPs are often the “gatekeepers” and first stop for students who are not making progress in school. Explore how we as SLPs can efficiently and effectively plan the evaluation process to better identify skill areas that require remediation. Examine practical screening options that help SLPs differentiate between several types of disorders, including auditory processing, phonological awareness, language processing, memory, and attention-deficit / hyperactivity disorders.

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

“It is wonderful to attend a conference specific to SLPs working in education. Often we target skills that may not be addressed in clinical settings.”

– Jacqueline Brown, SLP



“All three presenters were very engaging and knowledgeable and provided wonderful resources I can use in therapy sessions.”

– Alysa Lyn, Speech Therapist



Team Discount

ONE DAY

One Person: \$325

BOTH DAYS

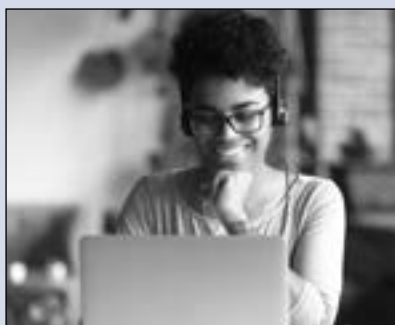
One Person: \$595

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

“Great materials, strategies, and ideas to use in the school setting!” – Jaime Lavallo, CCC-SLP 3

Who is BER?

The Bureau of Education & Research is North America's leading presenter of training for professional educators. Our goal is to provide high-quality PD programs, based on sound research, with an emphasis on practical strategies and techniques that can be immediately implemented.



Can't Attend? Online Professional Development Options: Related Online Courses

Related On-Demand Video-Based Online Learning courses, *SLP: Language Disorders vs Language Differences for ELL*, for Grades P-12, *SLPs: A Language Processing Disorder: What It Is and How to Treat It*, for Grades K-12, and other related courses, are available for immediate registration. To enroll, visit www.ber.org/online

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: 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 Afternoon Sessions 1:05 – 2:15 pm

CHOOSE ONE: B-2 or B-3

B-2: Auditory and Language Skills Therapy in Early Childhood – *Suzanne Foley*

Language development is the foundation for cognitive and academic skills, and brain neuroplasticity is greatest during the early childhood years. SLPs have an important opportunity to provide key resources to parents and other professionals for improving young children's language development in daily activities and in the classroom. Explore practical demonstrations and activities for early intervention with PreK and Kindergarten students. We will review important parent education materials and teacher training resources.

B-3: The Top 10 Interventions for Regulating Student Behavior – *MariBeth Plankers*

Self-regulation is critical for students who struggle with communication and behavior challenges to maintain their focus, adapt to change, and achieve regulation. Explore MariBeth's Top 10 interventions to shift students toward more positive, proactive behaviors, and to enhance their communicative success. Go from reactive to proactive. Gain practical approaches to help students communicate their thoughts, wants, needs, and ideas appropriately. Empower students with the self-regulation skills needed for positive interactions with others!

Second 70-Minute Afternoon Sessions 2:25 – 3:35 pm

CHOOSE ONE: B-4 or B-5

B-4: Maximize Therapy Effectiveness: Collaboration and Student Advocacy Strategies – *Suzanne Foley*

Despite our best interventions, many students with communication disorders struggle to utilize and apply their skills outside therapy. Identify effective ways to collaborate with other professionals to maximize therapy progress. Make a major difference for students using intensified self-advocacy instruction. Explore developmentally appropriate advocacy activities perfect for intervention programs. Gain practical self-advocacy ideas, skills, and activities for use in therapy — plus ways to train students of all ages, their teachers, and their parents.

B-5: Engaging, Powerful Speech-Language Tools – On Any Device! – *MariBeth Plankers*

Explore highly engaging, powerful speech-language interventions accessible across devices. Dive into the latest Chrome, iOS, and web-based resources, tailored for learners of all ages and abilities. Learn how flexible intervention tools, such as speech-to-text and text-to-speech, can strengthen skills in word prediction, summarizing, organization, and engagement. Discover how these tools support students in generalizing academic and functional skills related to comprehension, narrative language, written language, and vocabulary 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

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: “Why Can’t Our Students Remember?” Memory Skills: Treatment Options for SLPs – [Suzanne Foley](#)

Auditory and working memory deficits often co-exist with language delays, auditory deficits and attention-deficit / hyperactivity disorders. SLPs have a critical role in identifying and treating auditory memory deficits. Auditory memory deficits are not routinely evaluated or addressed in treatment and educational plans in schools. Explore current communication, classroom and therapy activities designed to target and improve different types of memory skills.

First 75-Minute Morning Sessions 8:30 – 9:45 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: Play-Based Therapy and Activities: Increase Student Motivation and Growth – [MariBeth Plankers](#)

No matter their age, students show greater willingness to engage when “play” is involved. Discover how to make the most of dramatic, constructive, and exploratory play in your speech-language therapy – across all ages of students! Learn about play-based therapy techniques you can use to target a wide range of speech and language needs in the natural setting. Support lifelong learning and greater generalization of social communication skills.

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

CHOOSE ONE: C-4 or C-5

C-4: 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!

C-5: Timesaving Tools to Better Address Accessibility for Students With Language and Literacy Challenges – [MariBeth Plankers](#)

Examine two evidence-based tools to help you better address accessibility. Explore how the Student Environment Task and Tools Framework (Joy Zabala) helps with determining methods and materials that best fit a student’s needs. Learn how the Universal Design for Learning Framework can help with customizing materials and methods to create flexible and adaptable language/literacy learning experiences. Gain practical no-tech, high-tech, and artificial intelligence ideas. Decrease learning barriers, while increasing success for your students.

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

A printed copy of the resource handbook will be available to registrants at the conference site as long as their registration is received in the BER office at least 15 calendar days before the event.

“I really appreciated the expertise, creativity, and openness of the presenters and found a lot of value in the ideas and strategies they shared.”

– Evan Makhlin-Eckstein, SLP



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

“Lots of useful information I can implement in therapy!” – [Jessie Engledow, SLP](#)

Conference Locations & Hotel Accommodations



MILWAUKEE

Enjoy beautiful Lake Michigan, surrounded by acclaimed restaurants and a look into Midwest history with museums and brewery tours.

Conference Location and Overnight Accommodations:

Hilton Garden Inn Park Place
(414) 359-9823

Mention you are attending this BER conference prior to November 18, 2025 to receive the special rate of \$109 (Single/Double), rates subject to availability. Book online at https://at.ber.org/Milwaukee_SLP



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

Conference Location and Overnight Accommodations:

DoubleTree - Alsip
(708) 371-7300

To receive the special rate of \$145 (Single/Double) please book online at <https://at.ber.org/DoubleTreeAlsip2025>. 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: 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.

D-2: Auditory-Based Therapy Options for SLPs – *Suzanne Foley*

Speech-language pathologists are often tasked with providing auditory-based therapy for students with phonological awareness, receptive language, and auditory processing disorders as well as hearing loss. Explore specific, practical therapy techniques for such students. Learn ways to enhance and supplement traditional speech and language therapy using computer programs and home programming to maximize student progress. Discover a wealth of auditory-based interventions for specific communication disorders.

D-3: Maximizing Your Impact as a SLP in the General Education Classroom – *MariBeth Plankers*

Unlock the secrets to effective collaboration and maximize your impact as a SLP in the general education classroom. Discover proven strategies, tools, and solutions to help you better address students’ diverse needs and goals while fostering collaboration with teachers and fellow service providers. Increase students’ success and generalization across various settings, situations, and environments. Leave with practical lesson plan ideas and tools to facilitate seamless teamwork and support learning across diverse contexts.

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

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

D-4: Let the Data Drive Your Therapy: Using QR Codes to Collect Authentic Data Across School Settings – *Christina Bradburn*

Data drives our therapy choices – when to change goals, to dismiss, or to back off supports. As SLPs, we’re often searching for that perfect, easy-to-use way to collect data that meets our requirements and allows us to monitor progress. You’ll leave with practical strategies that not only help you meet data collection and progress monitoring mandates, but also allow you to spend more time “teaching” rather than “testing” for your data points.

D-5: Classroom Strategies, IEP Goals and Technology for Students With Communication Disorders – *Suzanne Foley*

SLPs are often the primary resource for school-based personnel regarding a wide variety of communication disorders. In addition to therapy, academic accommodations and strategies are necessary to support our students in the classroom. Explore IEP goals, classroom strategies and technology to support the success of students with specific communication deficits and attention-deficit / hyperactivity disorders. In-service materials for teachers and other professionals will be provided.

D-6: Games Rule! Motivating and Interactive Games for ALL Learners – *MariBeth Plankers*

Discover highly engaging, interactive games perfect for leveling up your interventions with diverse age ranges, skills, and learner preferences. Explore and experience a wealth of motivating games, ranging from no- or low-tech to high-tech for use in your therapy. Tap into the latest research supporting the use and benefits of putting games into action. Help students design, imagine, create, and test ideas as they strengthen collaborative teamwork and essential speech-language skills. Game on!