

Day One

Keynote • 8:30 – 9:05 am

“SLP is My Superpower” – Margo Kinzer Courter

SLPs are Superheroes! As exceptionally skilled communication experts, we possess many superpowers! Armed with many SLP gadgets, we're amazingly creative, with strong intuition, compassion, enthusiasm, and a great sense of humor. If only we could teleport and time travel, too! Our keen discernment, problem-solving skills, and insightfulness help us fight the good fight of serving our students. Let's kick off a great two-day conference exploring the great superpowers we possess as amazing SLPs!

“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

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: When and When Not to Dismiss Students From Your Caseload – Courtney Seidel

Deciding when to dismiss a student from speech-language services is a complex, challenging process that involves balancing legal compliance, student needs, and team collaboration. Gain the knowledge and tools to make informed, confident dismissal decisions aligned with federal guidelines. Apply 10 best practices for dismissal and access a comprehensive dismissal portfolio filled with rubrics, surveys, checklists, progress monitoring tools, and much more! Navigate the dismissal process with greater clarity and confidence, facilitating smooth, successful transitions.

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

CHOOSE ONE: A-2 or A-3

A-2: 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.

A-3: School Collaboration: Keeping Cool When Things Get Hot – Nancy Friday

Effective collaboration is part of every SLP's day. Explore great ways to sharpen your own pragmatic strengths as you navigate interactions with parents, advocates, teachers, lawyers, and all the members of your IEP teams. Boost your communication skills for moments when you find yourself in the “hot seat!” Learn tips and strategies for better handling difficult conversations. Enhance your collaboration skills, strengthening your mentoring, leadership and successful supervision of interns, SLPAs, and clinical fellows.

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

CHOOSE ONE: A-4 or A-5

A-4: What is the Main Idea: Language and Reading Comprehension Strategies – 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.

A-5: Identify and Accommodate Your Students' Regulation Needs – Nancy Friday

Anxiety, trauma, sensory sensitivity, and emotional dysregulation can all pose learning challenges. Discover practical ways you can help students participate in therapy sessions in a more calm, attentive and engaged state. Develop a library of options for better supporting all the students on your caseload. While there's no such thing as a “one size fits all” level of support, explore effective, moment-by-moment methods you can use immediately.

Team Discount

ONE DAY

One Person: \$325

BOTH DAYS

One Person: \$595

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

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

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

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: Games are Motivation Magic! – *Nancy Friday*

Utilize highly engaging games in your therapy sessions to build student motivation and progress. Get even your most resistant students connected to their learning with fun, easy-to-produce games. Sharpen your skills at adapting any game to support all your groups, including your most challenging students. Find new ways to use the games you already have. Add to your toolbox with low- to no-prep games you can use again and again.

First 70-Minute Afternoon Sessions 1:05 – 2:15 pm

CHOOSE ONE: B-2 or B-3

B-2: A Language Processing Disorder: The Perceptual, Linguistic, and Cognitive/Communication Connection – *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.

B-3: Make Every Therapy Move Count to Fast-Track Student Progress – *Courtney Seidel*

Explore purposeful, powerful approaches for crafting sessions applicable to all areas of treatment. Fine-tune prompting hierarchies and gradually fade support for maximum student progress. Gain clarity on whether you're remediating a deficit or teaching compensatory strategies – and feel confident in that choice. Learn how to map out your clinical strategies in advance using a structured treatment plan template, accelerating results and guiding success with long-term goals. Refresh your toolbox and keep your practice sharp!

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

CHOOSE ONE: B-4 or B-5

B-4: Myths, Facts, Assessment, and Goals - Developmental Language Disorder – *Margo Kinzer Courter*

DLD is a neurodevelopmental communication disorder affecting ~1 in every 14 students, which interferes with listening, speaking, reading, and writing. Examine the signs and symptoms of DLD, including diagnostic criteria, comorbid diagnosis such as ADHD, specific learning impairment, and autism. DLD is diagnosed when assessment findings indicate persistent language difficulties with a significant impact on everyday interactions and/or school learning. Address the symptoms and develop a goal bank for students with DLD.

B-5: Strategies for Strengthening Your Classroom Observations and Eligibility Decisions – *Courtney Seidel*

Classroom observations are a critical component of speech-language evaluations, yet they often rely on qualitative descriptions that lack the data needed to clearly support eligibility decisions. How can we ensure our observations provide concrete, defensible evidence? Discover five data-driven observation techniques and structured observation tools that link qualitative insights to measurable data, greatly enhancing how you conduct and document observations. Leave with practical strategies for collecting objective, defensible data that supports confident and well-substantiated eligibility determinations.

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: 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 8:30 – 9:45 am

CHOOSE ONE: C-2 or C-3

C-2: Supporting ELLs in Therapy: Targeting Specific Skills to Support Growth – *Nancy Friday*

Multilingual learners with an identified language delay are a special population. Help ELLs develop specific skills in therapy to solidify communicative competence. Target specific areas of need with innovative therapy tasks to enhance progress with students who are both language delayed and multilingual learners. Tap into digital and up-to-date therapy ideas you can use immediately in your next session to develop specific skills and strengthen language acquisition and academic development.

C-3: Identifying and Assessing Word-Finding Disorder in Students – *Courtney Seidel*

Word-finding disorder can significantly impact students' academic performance, yet it often goes unrecognized. Gain essential knowledge for identifying Word-Finding Disorder (WFD), a cognitive-linguistic deficit affecting up to 50% of students with learning disabilities and 25% of those with language impairments. Explore research-backed assessment tools and strategies tailored for school-based settings. See video examples with real-life applications of assessment strategies and learn how to analyze student responses. Ensure students get the recognition and resources they need.

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

CHOOSE ONE: C-4 or C-5

C-4: Writing Pragmatic Language Goals: The Link Between Assessment and Application – *Nancy Friday*

Have you ever heard, "I just want my child to tell me what happened at school?" Pragmatic language deficits extend from missing social cues and facial nuances to not understanding abstract language. Explore ways to better support students' conversations and social language development. Utilize effective pragmatic assessments and checklists to help define what foundational skills are present. Learn practical ways to translate results of functional assessments into goal areas within the school setting.

C-5: Practical, Evidence-Based Interventions for Word-Finding Disorder – *Courtney Seidel*

Explore effective evidence-based strategies to help students overcome word-finding difficulties and strengthen overall communication skills. Learn how to implement practical, targeted techniques in your school-based therapy to support students. Receive treatment plan templates, goal banks, rubrics for progress monitoring, and much more – so you can start this work immediately. Gain ready-to-use intervention tools that will boost student confidence, enhance expressive language, and lead to meaningful progress in the classroom and beyond.

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.



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

– Alysia Lynn, Speech Therapist

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



In **ROCHESTER**, enjoy beautiful Lake Ontario and visit a myriad of shopping and dining opportunities, as well as a wide variety of cultural and recreational activities.

Conference Location and Overnight Accommodations:

R.I.T. Inn & Conference Center -
West Henrietta
(585) 359-1800

\$119 (Standard room) plus tax, based on availability. Book your overnight accommodations by November 17, 2025 to receive this rate. For reservations call 585-359-1800 and mention you are attending this BER conference, or book online at www.ritinn.com with Group Attendee Code: 251208BERS.



The greater **LONG ISLAND** area offers several attractions, including the Long Island Maritime Museum, the Long Island Aquarium, as well as numerous dining and entertainment options.

Conference Location and Overnight Accommodations:

Holiday Inn - Holtsville
(631) 758-2900

\$109 (Standard room) plus tax, based on availability. For reservations call 631-758-2900 and mention you are attending this conference, or book online at: <https://at.ber.org/BERConference-SLP>

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: 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 into 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-2: Elevate Your ELL Assessments: Solve the Puzzle of Difference vs. Disorder – Nancy Friday

Multilingual students comprise over 10% of the U.S. student population and we're expected as SLPs to have the skills for determining whether a student is following the path of typical second language acquisition or experiencing a language disorder. Add the latest strategies to your site-based speech evaluation toolbox. Explore principles to improve how you gather and interpret skill-based data. Examine effective methods for evaluating English language learners, while reducing potential bias using dynamic assessment.

D-3: Using Literacy-Based Intervention to Maximize Language Growth – Courtney Seidel

Discover a structured, evidence- and literacy-based intervention approach for using books as the foundation for language therapy. Simplify your planning, increase student engagement, and improve language skills in vocabulary, grammar, phonological awareness, narration, pragmatics, and conversation. Maximize therapy outcomes while reducing planning time. Learn how to use books strategically to structure intervention, align with curriculum demands, and target multiple language skills – all while staying true to evidence-based practices.

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

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

D-4: Meet Julia! - A Longitudinal Case Study for Developmental Language Disorder – Margo Kinzer Courter

In this case study, meet Julia! In kindergarten, she was diagnosed with a language impairment. Fast forward – she's now a 9th grader. Gain an overview of DLD and explore small group activities, goals and effective treatment strategies that support both language and learning. DLD is 50 times more prevalent than hearing impairment and five times more prevalent than autism (McGregor, 2020). There is no cure for DLD and appropriate intervention is the key!

D-5: Morphology: A Skill Your Students Need Today – Nancy Friday

We know the importance of morphology for developing students' vocabulary. Discover the direct link between morphology and reading, writing, and spelling success. Provide the spark your students need to advance their literacy skills. Help your students grow in their understanding of word building to make more explicit, direct connections with what they're learning in the classroom. Explore practical strategies to add morphological principles to all your therapy sessions.

D-6: Enhance Your Language Therapy With the Power of Visualization – Courtney Seidel

Visualization is a critical, yet often overlooked skill that's key to language development, comprehension, memory, and overall communication success. However, for many students with language impairments, visualization does not come naturally and must be explicitly taught. Gain practical strategies for integrating visualization techniques into your therapy sessions, helping students strengthen their social communication, vocabulary, semantics, expressive and written language, auditory memory, and listening comprehension. Leave with innovative, evidence-based techniques you can use immediately.