

# Day One

## Keynote • 9:00 – 9:30 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!

## 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: 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 9:40 – 10:50 am

#### CHOOSE ONE: A-2 or A-3

#### A-2: 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.

#### A-3: 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.

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

#### 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: 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.

### Lunch break • 12:10 – 1:10 pm

“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 Lynn, SLP



### 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](http://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: 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 1:10 – 2:20 pm

##### **CHOOSE ONE: B-2 or B-3**

#### **B-2: 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.

#### **B-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 70-Minute Afternoon Sessions 2:30 – 3:40 pm

##### **CHOOSE ONE: B-4 or B-5**

#### **B-4: 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.

#### **B-5: 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!

#### **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](http://www.ber.org/online)

# 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: 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-3: 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.

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

#### **CHOOSE ONE: C-4 or C-5**

#### **C-4: 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-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.

### 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



*“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 Makhlina-Eckstein, SLP

*“Lots of useful information I can implement in therapy!”* – *Jessie Engledow, SLP*

# 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: 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.

##### **D-2: Effective Remediation of Persistent and Resistant Speech Sound Disorders – Margo Kinzer Courter**

Are you challenged by students with unmistakable, persistent speech sound errors well into upper elementary and beyond? While they may have only one or two sounds in error, these few errors are anything but “simple and easy” to remediate. That “R” and those distorted “S” and “Z” sounds are frustratingly resistant to therapy! Let’s delve into quick, easy assessments to determine intervention and the most current approaches to finally remediate those persistent and resistant SSDs!

##### **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 2:05 – 3:20 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: 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.

##### **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.

## 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](http://www.ber.org/onsite) or call 877-857-8964 to speak with an On-Site Training PD Consultant.



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