Conference for School-Based Speech-Language Pathologists

Minneapolis (Bloomington), MN • December 4 and 5
St. Louis (Clayton), MO • December 6 and 7

ASHA, State CEUs and Graduate Credit Available

Choose from 21 Therapy-Based Conference Sessions

SLP Teacher Resources • Hundreds of Practical Strategies
In a word: What participants say ...

CHAR BOSHART is a practicing speech-language pathologist with many years of experience working in schools. Char is a prolific author who has presented hundreds of well-received seminars throughout the country. Her presentation style is infectious and exhilarating as she offers highly effective, practical ideas and methods you can use immediately in your own work.

Financial: Consultant for the Bureau of Education & Research and receives honorarium compensation, ASHA CEU Administrator for the Bureau of Education & Research for which she receives compensation. Char is the owner of Speech Dynamics Incorporated from which she receives salary compensation.

Nonfinancial: No relevant nonfinancial relationships exist.

SUZANNE M. FOLEY is a sought-after audiologist who works extensively with schools and Speech-Language Pathologists. She is one of the few audiologists in her home state who specializes in the diagnosis and treatment of Auditory Processing Disorders (APD). She has worked with numerous Speech-Language Pathologists in the diagnosis of children with APD and subsequent treatment plans for those students. In addition to providing evaluations and treatment of auditory processing disorders in her private practice, Suzanne also teaches about APD in auditory disorder distance learning programs and at local and state conferences.

Financial: Consultant for the Bureau of Education & Research and receives honorarium compensation.

Nonfinancial: No relevant nonfinancial relationships exist.

SARAH JAMES is an experienced school-based speech-language pathologist and an outstanding presenter. Sarah specializes in connecting speech-language skills and literacy development. She has comprehensive training and experience working with students on literacy development, both in and out of the regular education classroom. Sarah maintains a private practice offering direct speech, language, literacy, and consultative services.

Financial: Consultant for the Bureau of Education & Research and receives honorarium compensation.

Nonfinancial: No relevant nonfinancial relationships exist.

Who Should Attend
School-Based Speech-Language Pathologists serving Grades K-12.

ASHA CEUs Available
The Bureau of Education & Research is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

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

Please bring your ASHA Account Number to the conference if you will be completing paperwork for the ASHA CE Registry.
**Day One**

**Keynote • 8:30 - 9:05 am**

**Turn-Off, Tune-In, and TALK! – Char Boshart**

Is it just me, or are little-ones coming into school with less interactive tolerance and play-skills, diminished attention spans, decreased work-focus and stamina, difficulty in handling emotional situations, not to mention compromised verbal and non-verbal communication abilities? I like technology just as much as the next person; however, is there such a thing as TOO MUCH of it and TOO LITTLE personal interaction? The word “BALANCE” comes to mind … What do you think?

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**MORNING SESSIONS • 9:15 - 11:50 am**

Choose ONE Full Morning Session OR TWO 70-Minute Sessions • *One mid-morning break*

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**Full Morning Session • 9:15 – 11:50 am**

**A-1: Reading Development and the SLP: How and Why We Have a Role in Using Language to Build Reading Skills in Our Students – Sarah James**

Have you ever asked yourself if SLPs have a role in reading development? Join this session to examine the most important research-based areas of reading instruction. Learn powerful connections between specific language skills that help build those areas of reading. We will focus on the five Essential Components of the Reading First Initiative as they relate to SLPs, as well as related strategies, activities, digital tools, and online resources.

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**70–Minute Sessions • 9:15 – 10:25 am**

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

**A-2: The Lingual Frenum: Authentic Assessment and Therapy – Char Boshart**

The lingual frenum has been a source of confusion over the years. We will dispel some of those myths, and clarify essential analysis and therapy methods. How do you know when there is ample lingual range of movement for comfortable speech contacts? When is a lingual frenectomy appropriate? Learn the answers to these and many other essential questions. Plus, you’ll discover effective techniques that will actually stretch the frenum.

**A-3: Language Processing vs. 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. Specific diagnostic criteria can help differentiate between the two. An appropriate diagnosis is critical to maximizing the benefits of therapy interventions. Practical ways to differentially diagnose the two disorders will be discussed as well as treatment approaches for both disorders.

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**70–Minute Sessions • 10:40 – 11:50 am**

**CHOOSE ONE: A-4 or A-5**

**A-4: “S” Remediation Therapy – Char Boshart**

Receive a complete methods-map of successful strategies for “s” … At first glance, frontals and laterals seem so different from one another. Therapeutically, however, there are some important similarities that really help us nail down and establish good productions. Liven up your therapy with practical and effective ways to stimulate a good, clean /s/ and achieve generalization (without pulling out your hair!).

**A-5: Help! I Want to Screen for Auditory Processing Disorders as a SLP! – Suzanne Foley**

SLPs often suspect auditory processing disorders as a contributing factor in the communication profile of their students. Evaluations for APDs are not always readily available for a differential diagnosis. Discover APD screening options, including actual screening methods. Evaluate current speech-language pathology and psychoeducational evaluations for auditory processing deficits. Gain valuable treatment planning and implementation strategies you can use in daily therapy, based on screening results.

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**Lunch break on your own • 11:50 am – 1:00 pm (A great time to network with colleagues!)**

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*“I gained a huge amount of very useful information from this 2-day conference for SLPs! Thank you!”*  
– Joan Gehrts, SLP

*“Outstanding conference! Most helpful in-depth training I have attended in my 10+ years as an SLP.”*  
– Alicia Dillingham, Speech-Language Pathologist

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**Team Discount**

**ONE DAY**  
One Person: $259

**BOTH DAYS**  
One person: $425  
Team of 3+: $399 per person

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…”Excellent” “Applicable” “Practical” “Relevant” …
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 as well as Scheduled Instructor-Led courses. You also may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/onlinelearning.

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.

Day One
AFTERNOON SESSIONS • 1:05 - 3:35 pm

Full Afternoon Session • 1:05 – 3:35 pm

B-1: Core Speech Therapy Principles and Procedures: Nine Essential Elements
– Char Boshart
Learn the nine core elements of speech production and how to powerfully embed them into your day-to-day therapy to facilitate oral capability development and speech production. Therapy becomes so much easier, more effective and more fun when there is a paradigm core-of-principles on which to base our therapy choices and techniques.

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

CHOOSE ONE: B-2 or B-3

B-2: Memory Skills: Short Term, Long Term, Working, Visual, Auditory
– Treatment Options for SLPs
– Suzanne Foley
Auditory and working memory deficits are often confused with auditory processing disorders. Their critical role in communication and academic skills is well documented. Several communication and development disorders negatively affect a student’s memory skills and ability to learn. Explore the most current, practical ways to identify and treat different types of memory deficits. Discover communication, classroom and therapy activities designed to target different types of memory skills. Receive handouts you can share with parents and teachers.

B-3: Using Free Google Tools to Kick It Up a Notch
– Sarah James
Would you like to harness the newest and best online tools to add alternative dimensions to your speech-language program? This fast-paced session will provide a concise overview of the most SLP user-friendly and high impact FREE Google Tools, plus how to use them efficiently and effectively.

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

CHOOSE ONE: B-4 or B-5

B-4: Technology Options in the Treatment of Auditory Processing Disorders and Hearing Loss
– Suzanne Foley
In addition to traditional speech and language therapy, there are many technology options available to use in the classroom, therapy sessions and in home programming that are beneficial in remediating and accommodating students with auditory and language disorders. We will explore computer-based programs, apps, FM systems, and technology options for classroom instruction and academic accommodation.

B-5: Differentiation: It’s Not Just Best for Kids - It’s the Law!
– Sarah James
SLPs are “master differentiators” because it is an integral part of our everyday, all day work with students. Discover how to turn Bloom’s Taxonomy into a systematic and concrete differentiation machine! Leave with a structure from which to create instructionally-based differentiation opportunities for your students versus the typical time and quantity modifications on most IEPs. We will also explore how to use Bloom’s as a goals and objectives writing template.

Can’t Attend?
Online Professional Development Option:

Related Online Course
A related On Demand Video-Based Online Learning course, *Timesaving Strategies to Integrate Your SLP Interventions into Classrooms: Moving from a Caseload to a Workload Approach*, for Grades P-12, is available for immediate registration. To enroll, visit www.ber.org/onlinelearning.
Can’t Attend?
Audio Professional Development Option:

A related BER seminar, Current, Best Strategies to Help SPEECH-LANGUAGE PATHOLOGISTS Better Meet Student Needs (Grades K-12), presented by another speech-language pathologist, Linda Eve Seth, is available on CDs with a comprehensive resource handbook at a cost of $99.00 plus $9.00 shipping and handling. To order, call toll-free 1-800-735-3503 (Stock #A-XPS-2116) or use the order form on page 7. Please visit www.berproducts.org/audio-seminars.html for more information.

PLEASE NOTE: ASHA CEUs are not available with audio seminar programs.

\[ “… ‘Refreshing’ ‘Current’ ‘Awesome’ ‘Helpful’ …” \]
Day Two

AFTERNOON SESSIONS • 12:30 pm - 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: Practical Oral Exam Techniques and Compensatory Therapy Methods – Char Boshart

Looking at the mouth provides personal keys of what to do in therapy … Can you get a good hissy ‘s’ with a narrow palatal vault? Maybe, but it does depend on several other factors. Join Char as she unfolds these critical features and lays out step-by-step oral exam procedures. Explore how and why specific oral differences of the hard palate, dental arch, dentition, jaw, and lips can impact the selection of strategies you use in therapy.

D-2: “Johnny Doesn’t Listen!” Is it Attention Deficit or Auditory Processing? – Suzanne Foley

Student behaviors consistent with attention deficit and auditory processing are very similar. The evaluation process for these disorders may not always be available. Learn practical strategies, behavior analyses and evaluation patterns to help you differentiate between auditory processing and attention deficit. Discover highly effective interventions for children with both disorders.

D-3: Vocabulary Framework: Build a Big Bang for Your Buck – Sarah James

As SLPs, we know that words matter! We know that there are over 1 million words in the English language. We also know it is critical that we choose and focus on high-impact vocabulary and strategies to build meaning. This session will provide research, strategies, activities, digital tools, and online resources to help you maximize student success through the paramount decisions you make.

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

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

D-4: Severe Cases: Methods to Get the Mouth Moving – Char Boshart

Discover sensational and effective, new ways to work with severely impaired children. Do you work with children that have limited speech, or are basically nonverbal? Acquire many hands-on methods to generate oral awareness and facilitate oral capability of the jaw, lips, and tongue. Receive the best, most current strategies for stimulating mouth movement and speech sounds in your most difficult cases.

D-5: Classroom Therapy Strategies for Students with Auditory Processing Disorders – Suzanne Foley

SLPs are often the primary resource for school-based personnel regarding auditory processing disorders. However, training options are limited in terms of classroom strategies and academic accommodations that are appropriate for students with auditory processing disorders. Specific training materials for in-services will be provided as well as practical classroom and academic strategies.

D-6: Executive Function Skills & Multiple Intelligences: Research to Application – Sarah James

Both Executive Function Skills and Multiple Intelligences research have been around since the ‘80’s, but its application is making a resurgence in 21st century education practices. Learn how to apply the most current strategies emerging from these two bodies of research in order to help students thrive in busy and fast-paced learning environments. Explore a user-friendly guide for everyday differentiation, modifications and adaptations.
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 will be available at this program.

Meet Inservice Requirements
Participants will receive a certificate of participation that may be used to verify continuing education hours.

CEUs Available:

- **Minnesota**
  - MN Clock Hours Available, SD Clock Hours Verification Available

- **Missouri**
  - MO Inservice Credit Available with Prior District Approval, 5 IL PD Clock Hours Available Per Day, IN Verification of Attendance Available, KY Professional Development Verification Available, TN Credit Available with Prior District Approval

**FIVE EASY WAYS TO REGISTER:**

- **PHONE toll-free:** 1-800-735-3503
  - (Weekdays 6 am - 6 pm Pacific Time)
- **FAX this form to:** 1-425-453-1134
- **REGISTER ONLINE at:** www.ber.org
- **MAIL this form to:** Bureau of Education & Research
  - 915 118th Avenue SE * PO Box 96068
  - Bellevue, WA  98009-9668
- **EMAIL:** info@ber.org

**Session Preferences: Session Numbers Required**

**DAY 1**

- One Full Morning Session: A-1
  - OR –  Two 70-Minute Morning Sessions A-2 – and – A-3
- One Full Afternoon Session: B-1
  - OR –  Two 75-Minute Afternoon Sessions B-2 – and – B-3

**DAY 2**

- One Full Morning Session: C-1
  - OR –  Two 75-Minute Morning Sessions C-2 – and – C-3
- Two 75-Minute Afternoon Sessions D-1, D-2 or D-3
  - AND –  D4, 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 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.
School-Based SLP Conference (December 2017)

Choose from 21 Highly-Practical Conference Sessions

ASHA, State CEUs and Graduate Credit Available

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Speech-Language Pathologists Conference for School-Based

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