

# School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners (Grades K-12)



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

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Explore techniques to **improve language acquisition outcomes** for your English Learners in-person or online

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Sharpen your definition of **language differences vs. language disorders**

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

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

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**ASHA CEUs AVAILABLE AT ALL LOCATIONS**

## Live Online Seminars

**March 18**

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

**March 19**

**9 AM Pacific**, 12 PM Eastern,  
11 AM Central, 10 AM Mountain

**April 8**

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

**April 9**

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

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### CAN'T ATTEND?

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

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**ASHA CEUs Available at all Locations**

State CEUs and Graduate Credit Available  
See page 6 for details

# Ten Key Benefits of Attending

*'Nancy answered my complex questions and helped me gain more insight about determining eligibility for English learners.'*



## 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 or 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 a useful method to help you with the complex challenge of assessing and supporting your English Learners
- 3. Broaden Your Scope of Practice to Include More Effective, Non-Standardized Assessment Techniques Whether You Are Working In-Person or Online**  
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 Both In-Person and Online**  
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**  
Examine the connection between Basic Interpersonal Communication Skills (BICS) and the impact BICS can have on student development of semantic and pragmatic skills ... Learn 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 Whether In-Person or Online**  
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**  
Learn innovative methods for building better partnerships with non-English speaking families with teaching staff to increase the academic and social success of your EL students
- 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 digital Speech-Language Pathologist Resource Handbook specifically designed to give you quick access to strategies that support your English Language Learners whether you are working in-person or online

# 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 English language learners, **whether you are working in-person or online**
- **Warning signs that indicate a language disorder** as opposed to a difference in acquiring English
- **Myths vs. facts** regarding second language acquisition
- Examples of classroom and distance learning accommodations to **support the five stages of second language acquisition**
- **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 the morphology of a student's first language** interplays with academic performance
- Visual supports for **supporting engagement** during language therapy
- **Learn to compare/contrast** phonological skills for the most common languages
- 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



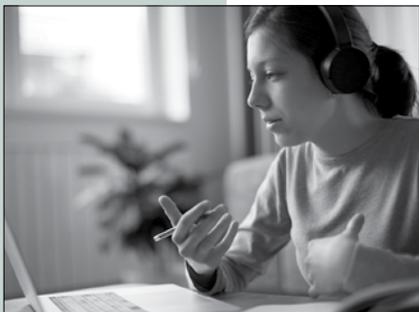
*'This seminar provided meaningful and relevant information that I will use immediately!'*

## Practical Ideas and Strategies

Establishing if an English learner is experiencing a language difference or a disorder is an ongoing discussion in schools. This **NEW** 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, small groups, and within the classroom or online setting. 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 with students ranging from elementary to high school. Nancy is passionate about developing a strong network of collaboration between teachers, SLPs, and families. She is an outstanding provider of trainings for SLP's and school-based colleagues working with English Learners, colleagues, 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. At times, 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. These extra tools allow me to feel more comfortable when making my recommendations at the IEP table and better equipped to support my English learner students when I am providing therapy, whether it is in-person or online.

My experience working with large, diverse populations has helped me develop a collection of techniques that serve as my foundation as I provide services for 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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*"Nancy explained in a very practical way how to better assess and help our English learner students."*

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*"This presenter is clearly skilled in speech language pathology and interpersonal communication. She has great, positive energy. **It's evident Nancy cares about the students she works with.**"*

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*"What a cohesive, well planned seminar. **Nancy really understands the unique needs of SLPs and what they face in the school setting.**"*

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*"Practical, ready-to-use information was shared. **Nancy, as always you are the ultimate in sharing innovation.**"*



## About BER Live Online Seminars

**With the current health challenges, all BER in-person PD events are currently being presented in a Live Online format:**

**Outstanding Instructors**

All programs are led by outstanding BER national trainers

**Extensive Resource Handbooks**

You'll have access to an extensive digital Resource Handbook before, during and after your seminar

**Highly Interactive**

You'll be able to ask questions in real time and interact with the instructor and other participants

**Program Guarantee**

As we have for 43 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's seminar was outstanding. Amazing set of materials. Thank you!"*

## 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 digital Speech-Language Pathologist resource handbook specifically designed to give you quick access to strategies that support your English Language Learners whether you are working in-person or online.

## 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 **0.50 ASHA CEUs (Intermediate level, Professional area).**

ASHA-Required Disclosure Statement for Nancy Friday Johnson

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

**Nonfinancial:** No relevant nonfinancial relationships exist.

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

## Meet Inservice Requirements / Earn State CEUs

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

## Earn One to Four Graduate Semester Credits



CHAPMAN UNIVERSITY SYSTEM

Up to four graduate level professional development credits are available with an additional fee and completion of follow-up practicum activities. Details for direct enrollment with Brandman University, part of the Chapman University system, will be available at this program.

## Can't Attend?

### Other Professional Development Options:



#### Recorded Version of the Seminar

This course will be video recorded and available to take online at your convenience. You'll have access to the entire course and to the extensive digital resource handbook. Optional CEUs and graduate credit available.

To enroll, see registration form on page 7.



#### Related On-Demand Online Courses

Two related On Demand Video-Based Online Learning courses, *Timesaving Strategies to Integrate Your SLP Interventions into Classrooms: Moving from a Caseload to a Workload Approach*, for Grades P-12, and *SLPs: Enhance Therapy Effectiveness for Auditory Processing Disorder, Memory Deficits, Attention Deficit Disorder, and Language Processing*, 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 (Grades K-12)

## Registration (XD51S1)

- 1. **March 18, 2021** (Start time: 9 AM Eastern)
- 2. **March 19, 2021** (Start time: 9 AM Pacific)
- 3. **April 8, 2021** (Start time: 9 AM Central)
- 4. **April 9, 2021** (Start time: 9 AM Eastern)
- or —
- 5. **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: EXD51S1

### METHOD OF PAYMENT – Team Discount Available

**The registration fee is \$279 per person,**  
for teams of three or more registering at the same time, the fee is \$259  
per person. **Payment is due prior to the program.** No cash please.

- A check (payable to **Bureau of Education & Research**) is attached
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## FOUR EASY WAYS TO REGISTER:

- REGISTER ONLINE** at: [www.ber.org](http://www.ber.org)
- FAX this form to: 1-425-453-1134**
- PHONE toll-free: 1-800-735-3503**  
(Weekdays 5:30 am - 4 pm Pacific Time)
- 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 start times are described on the cover
- Check-in 15 minutes prior to the seminar
- Live Online seminars are five hours in length plus breaks
- Registrants will receive login information by email four days before their Live Online seminar

## Fee

The registration fee is \$279 per person, \$259 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](http://www.ber.org). The Bureau is North America's leading presenter of PD training for professional educators. Programs are based on sound research, are highly practical in content and consistently receive excellent evaluations.



XD51S1

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An outstanding one-day Live Online Seminar

Includes an extensive Resource Handbook

Can't Attend? A Recorded Version is available  
to use online at your convenience

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## SLPs: Language Disorders vs. Language Differences for EL Students

***Practical PD, No Travel***

XD51S1



Bureau of Education & Research

## School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners (Grades K-12)

ASHA CEUs Available



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Explore techniques to **improve language acquisition outcomes** for  
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