

School-Based SLPs: A Language Processing Disorder – What It Is and How to Treat It



A Unique One-Day In-Person Seminar
Presented by

Margo Kinzer Courter,
MA, CCC-SLP, BCS-CL

Speech Language Pathologist, Author and National Presenter

**Specifically Designed for Speech-Language Pathologists
Serving Grades K-12**

Powerful, current strategies for SLPs to address a Language Processing Disorder (LPD), using the latest research and best practices in school and online settings

Dozens of practical intervention strategies designed to increase students' language processing skills in the classroom, through teletherapy, and in their everyday environment

Innovative techniques to address the linguistic, cognitive and perceptual features of language processing to increase overall understanding and production of complex language

Receive an extensive LPD resource handbook filled with techniques, ideas and key strategies you can use immediately to treat a Language Processing Disorder

New Jersey

Cherry Hill – January 14
(Mt. Laurel)

Long Branch (Freehold) – January 13
Newark – January 11
(West Orange)

New York

Albany (Troy) – February 8
Long Island (Plainview) – February 9
White Plains – January 10
(Tarrytown)

Ohio

Cincinnati – February 10
Columbus – February 11

Pennsylvania

Harrisburg – January 12
(Camp Hill)

Rhode Island

Providence (Warwick) – February 7

ASHA CEUs Available at All Locations
State CEUs and Graduate Credit Available
See page 6 for details

Ten Key Benefits of Attending

"Practical strategies and tools that I can start using tomorrow! This was a spectacular seminar!"

– TARA ROOF, SLP



Who Should Attend

Speech-Language Pathologists Serving Grades K-12

- 1. Determine the Difference Between Auditory and Language Processing**
Auditory and language processing are not the same thing ... Discover the distinction between the two and where they overlap
- 2. Highly Effective and Engaging Language Processing Intervention Strategies for Multiple Therapy Models Including Teletherapy, Push-In, and Pull-Out Therapy**
Discover numerous ready-to-use therapy materials, including games, mind maps and computer/IPAD-based intervention strategies to promote students' language processing skills and academic success that can be used in online therapy and in the classroom
- 3. Explore Assessment Instruments to Find Specific Language Processing Deficits**
Align your evaluation and ongoing clinical assessment with specific assessment tools that allow you to pinpoint a Language Processing Disorder
- 4. Align Your Therapy Intervention with the Linguistic, Cognitive and Perceptual Areas of a Language Processing Disorder**
Discover how specific areas of language can be impacted by a Language Processing Disorder: linguistic (syntax, semantic retrieval, pragmatics, and supralinguistic skills), cognitive (working memory, processing time, and executive function) and perceptual (central auditory processing, phonemic awareness, and word discrimination)
- 5. Connect Your Language Processing Therapy with Literacy Instruction and Academic Standards**
Learn powerful techniques to improve phonemic awareness that are necessary to discriminate sounds correctly for literacy development ... Incorporate the academic standards into your therapy and know which concepts to emphasize in order to increase students' academic success
- 6. Implement Powerful Vocabulary and Retrieval Strategies for Classroom and Curriculum-Based Vocabulary**
Increase students' ability to retrieve vocabulary in context ... Highly effective strategies to enhance vocabulary development and retrieval in words and discourse
- 7. Analyze Other Areas that Will Impact Students' Language Processing**
Explore other diagnoses that may also be present with a Language Processing Disorder ... Discover how executive functions such as attention and working memory impact language processing
- 8. Expand Your Intervention Strategies to Support Students Who Struggle with Written Language Expression Due to a Language Processing Disorder**
Proven methods and therapy techniques to support students who struggle with written language expression ... Specific ways to support written language skills and help your students be more successful with their written expression
- 9. Increase Collaboration Between SLPs, Classroom Teachers, Resource Teachers, and Other Staff**
Specific strategies to build a collaborative partnership with staff to support students with a Language Processing Disorder ... Many practical and effective ways to help you incorporate your interventions into a variety of school settings and academic subjects
- 10. Receive an Extensive Language Therapy Resource Handbook**
You'll leave with a detailed language therapy resource handbook packed with step-by-step activities, materials and resources designed to make your language therapy program more efficient and effective

Outstanding Strategies You Can Use Immediately

What You Will Learn ...

- **Gather strategies for increased student language processing** that can be used in the classroom as well as through teletherapy
- **Determine a concise definition of a Language Processing Disorder**, including a working diagnosis of LPD characteristics and auditory processing, where the two overlap, and where they are different
- **Analyze signs and symptoms of a Language Processing Disorder** – determine a profile of IQ and achievement often seen as a Language Processing Disorder
- **Utilize Bloom’s Taxonomy to promote higher-order thinking** and learn how it is often used to describe language processing skills
- **Develop an assessment protocol** that evaluates the linguistic, cognitive and perceptual components of language processing skills
- **Identify linguistic skills impacted by a Language Processing Disorder** – determine how syntax, semantic retrieval, social language, and supralinguistic skills are impacted
- **Determine cognitive difficulties associated with a Language Processing Disorder** – identify the lag in language processing time and executive function skills including short-term working memory often diagnosed as part of a Language Processing Disorder
- **Analyze the perceptual features of a Language Processing Disorder** – determine how phonemic discrimination and auditory processing may be included as part of a Language Processing Disorder
- **Utilize innovative and easy-to-use therapy ideas for treating a Language Processing Disorder** – target linguistic, cognitive and perceptual activities – whether working with students at school or online
- **Identify concomitant diagnoses** – determine associated diagnoses such as attention deficit disorder, central auditory processing disorder and receptive/expressive language disorder
- **Motivating ways to expand your vocabulary development and retrieval intervention** to target basic concepts and curriculum-based vocabulary retrieval with a Language Processing Disorder



Practical Ideas and Strategies

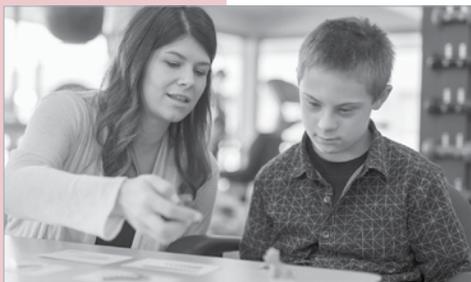
For SLPs, the term a “Language Processing Disorder” is often unclear because there is not yet an official diagnosis through ASHA. SLPs are typically left to their own interpretations based on observable characteristics to determine what underlying difficulties are leading to receptive and expressive language disorders, and resulting academic difficulties.

What is a Language Processing Disorder, and how can we as school-based SLPs best support and intervene? Often a student who has difficulty with expressive language and/or receptive language is described as having a Language Processing Disorder. A student with a Language Processing Disorder often has difficulty gaining meaning from spoken language due to short-term memory deficits or discrimination difficulties. The student often demonstrates poor written output due to difficulty with syntax and semantics. Reading comprehension is often impacted due to higher-order language impairment. The student shows difficulty expressing thoughts in verbal form due to difficulty retrieving thoughts. These difficulties are due to the linguistic, cognitive and perceptual components of a Language Processing Disorder.

In this seminar, experienced Speech-Language Pathologist and national presenter, **MARGO KINZER COURTER**, will help you build your toolbox of ways to identify and treat a Language Processing Disorder in students with whom you work. **The emphasis will be on the most current, research-based, practical strategies and interventions you can implement immediately in your therapy.**



A Message From Seminar Leader, Margo Kinzer Courter



Uniquely Qualified Instructor

MARGO KINZER COURTER is a national expert and presenter on topics related to language and academic success, who is passionate about helping school-based SLPs treat students with a Language Processing Disorder. Margo has worked in a variety of settings in her over 33 years of practice with children, ranging from preschool to high school. She served as the Director of Curriculum and Instruction in a school for students with learning disabilities. She provides direct intervention and consultations for children with language-based learning disabilities due to language processing and other language disorders. Margo is the author of *Here's How Children Learn Speech and Language: A Text on Different Learning Strategies* from Plural Publishing. She is the author of *Collaborating Among Teachers and Speech-Language Pathologists* and *See It & Say It Visual Phonic Program* through Courter Communications. She is also the author of *A Language Processing Disorder – What It Is and How to Treat It*, the extensive resource handbook you will receive. **Join Margo for this idea-packed seminar, filled with numerous, practical strategies and interventions for students with a Language Processing Disorder.**

Dear Colleague:

I am sure you would agree that a key to academic success is students' expressive and receptive language ability. The development of language processing skills is vital in giving students a strong academic start in school and is necessary for success in life. When students struggle because of a processing disorder, their success in school can be delayed or jeopardized. As SLPs, we can play a vital role in helping students with a Language Processing Disorder and in ensuring their academic growth and success.

In a Language Processing Disorder, receptive and expressive language are weaker than IQ would predict. Higher-order, abstract oral comprehension is particularly problematic. When language is removed from a task, the student does much better. For example, he can categorize visually but not verbally. Oral reading speed usually is problematic too, but appears to be a retrieval rather than a phonics issue. Also, short-term visual memory may be stronger than short-term verbal memory.

I have had the privilege to work with students who struggle with a Language Processing Disorder for many years. I have developed an extensive repertoire of time-efficient, practical therapy techniques that are effective to use in the classroom and in teletherapy. It is my goal to help you expand your language therapy and instructional options in numerous ways. I want to share proven methods you can use to address and strengthen the linguistic, cognitive and perceptual difficulties often seen in students with a Language Processing Disorder.

Please join me for a fast-paced, productive day, focused on specific ways you can improve students' language development in the therapy room, in the classroom setting and in online therapy. I promise, you will leave with an expanded toolkit of ideas and a fresh perspective on how to better serve students who are struggling with a Language Processing Disorder.

Sincerely,

Margo Kinzer Courter, MA, CCC-SLP, BCS-CL

P.S. This seminar is filled with a variety of quick and easy-to-implement ideas that will help you to be a hands-on, interactive SLP – ideas you will be able to use immediately in your therapy.

"I want to share proven methods you can use to address and strengthen the linguistic, cognitive and perceptual difficulties often seen in students with a Language Processing Disorder."

What Your Colleagues Say About Margo Kinzer Courter

"Great examples of practical language therapy solutions. Hoping to use many this school year ... Wish I would have had them sooner! Thanks, Margo!"

Kelly D., SLP

"Lots of great strategies to use tomorrow. Margo was friendly and readily available for questions now or later. Engaging! The day flew by!"

Julie Current, SLP

"Excellent presenter and resource handbook. Very organized presentation, nice pacing and many practical therapeutic applications."

Rita Weissman, SLP

"Lots of valuable resources and suggestions. Margo is very knowledgeable about the subject matter."

Amy Kathryn Taylor, Speech Therapist

"Great information! I can't wait to take the ideas I heard today back to my school."

Amy Whitsett, SLP



"This seminar is extremely informative and Margo held my attention throughout the day! Excellent learning experience!"

Susan Golden, SLP

"Great presentation and a lot of applicable materials. Margo is very knowledgeable and offers great examples."

Connie Rader, Speech Therapist

"I can't wait to try these new strategies at school!"

Sarah Buening, SLP

"Margo is so knowledgeable and gave us so many practical ideas/strategies. Thank you!"

Sheila Gensler, SLP

"Great presentation! Loved the strategy ideas and techniques!"

Kathleen Loftus, SLP

Special Benefits of Attending



"I enjoyed the interactive nature of this seminar. Margo was engaging and easy to listen to."

MELISSA WILSON, SLP

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 or call 877-857-8964 to speak to one of our On-Site Training Consultants.

Extensive Language Therapy Resource Handbook

You will receive an extensive digital Language Processing Disorder resource handbook giving you access to countless strategies. The handbook includes:

- Evidence-based strategies you can use immediately to assess and treat a Language Processing Disorder – whether you are providing in-person or online therapy
- Dynamic, fun and interactive intervention activities to address students' communication challenges
- Special access to Margo's website for additional downloads and resources

For in-person seminars, registrants will also receive a printed copy of the resource handbook as long as their registration is received in the BER office at least 15 calendar days before the event.

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 Margo Kinzer Courter:

Financial: Presenter for the Bureau of Education & Research and receives honorarium compensation. She is the owner and has intellectual property rights within MK Courter Communications, LLC and receives financial benefit from book sales.

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 In-Person Seminars can receive a certificate of participation that may be used to verify five continuing education hours. For details about state CEUs available, visit www.ber.org/ceus

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 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:



Related On-Demand Online Courses

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*, and other related courses are available for immediate registration. To enroll, visit www.ber.org/online

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Registration (XYV2W1)

- 1. **Albany** (Troy), **NY** – February 8, 2022
- 2. **Cherry Hill** (Mt. Laurel), **NJ** – January 14, 2022
- 3. **Cincinnati**, **OH** – February 10, 2022
- 4. **Columbus**, **OH** – February 11, 2022
- 5. **Harrisburg** (Camp Hill), **PA** – January 12, 2022
- 6. **Long Branch** (Freehold), **NJ** – January 13, 2022
- 7. **Long Island** (Plainview), **NY** – February 9, 2022
- 8. **Newark** (West Orange), **NJ** – January 11, 2022
- 9. **Providence** (Warwick), **RI** – February 7, 2022
- 10. **White Plains** (Tarrytown), **NY** – January 10, 2022

FIRST NAME	M.I.	LAST NAME
<hr/>		
POSITION, SUBJECT TAUGHT	GRADE LEVEL	
<hr/>		
SEMINAR LOCATION NUMBER: _____ (Please see list above)		

List additional registrants on a copy of this form

SCHOOL NAME	
<hr/>	
SCHOOL MAILING ADDRESS	
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CITY & STATE	ZIP CODE
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SCHOOL PHONE NUMBER	HOME PHONE NUMBER
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Registration confirmations and login details are sent via e-mail

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT)	
<hr/>	
HOME MAILING ADDRESS	
<hr/>	
CITY & STATE	ZIP CODE
<hr/>	

IMPORTANT – PRIORITY ID CODE: EXYV2W1

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
 - A purchase order is attached, P.O. # _____ (Be sure to include priority ID code on the P.O.)
 - Charge my: MasterCard VISA Discover
- Account # _____ Exp. Date: _____ MO/YR
- Billing Zip Code: _____ 3 Digit CVV Code: _____ (Found on back of card)

Please print name as it appears on card

FIVE EASY WAYS TO REGISTER:

 **REGISTER ONLINE at: www.ber.org**

 **EMAIL this form to: register@ber.org**

 **PHONE toll-free: 1-800-735-3503**
(Weekdays 5:30 am - 5:30 pm Pacific Time)

 **FAX this form to: 1-425-453-1134**

 **MAIL this form to: Bureau of Education & Research**
915 118th Avenue SE • PO Box 96068
Bellevue, WA 98009-9668

Program Hours

All In-Person Seminars are scheduled 8:30 a.m. – 3:15 p.m.
Check-in is 8:00 a.m. – 8:30 a.m.

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.

For in-person seminars, registrants will also receive a printed copy of the resource handbook as long as their registration is received in the BER office at least 15 calendar days before the event.

Meeting Sites and Hotel Accommodations

Seminars will be held at the following sites:

- Albany: Hilton Garden Inn – Troy, (518) 272-1700
- Cherry Hill: Aloft Hotel – Mt. Laurel, (856) 234-1880
- Cincinnati: Holiday Inn & Suites Eastgate, (513) 752-4400
- Columbus: Crowne Plaza North, (614) 885-1885
- Harrisburg: Radisson – Camp Hill, (717) 763-7117
- Long Branch: American Hotel – Freehold, (732) 431-3220
- Long Island: Holiday Inn – Plainview, (516) 349-7400
- Newark: The Wilshire Grand Hotel – West Orange, (973) 731-7007
- Providence: Radisson – Airport, (401) 739-3000
- White Plains: Sleepy Hollow Hotel & Conference Center – Tarrytown, (914) 631-5700

If needed, please make your own hotel reservations by calling the appropriate hotel listed above.

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.

Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at www.ber.org

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.

XYV2W1

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An outstanding one-day In-Person Seminar,
Coming to a Location Near You

Includes an extensive Resource Handbook

ASHA CEUs Available



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