

Day One

Keynote • 8:30 am - 9:05 am

“Glancing Back and Looking Forward: Powerful, Current Strategies in Response to Unprecedented Times” – Margo Kinzer Courter

Over the past year, our world has definitely been full of challenges – including our best attempts at providing high quality services through teletherapy, in-person, hybrid and sometimes a back and forth among all! As we move more fully into the 2021-2022 school year, what are the current challenges standing in the way of our students’ success? And more importantly, what can we as SLPs do moving forward to help close the learning gaps that may have occurred during these unprecedented times.

“I received so many wonderful resources and guidance from assessment to treatment in every session. Absolutely wonderful!”

– Theresa Smith, SLP



MORNING SESSIONS • 9:15 am - 11:50 am

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

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

A-1: “Why Can’t Our Students Remember?” Memory Skills: Treatment Options for SLPs – Suzanne Foley

Auditory and working memory deficits are often confused with auditory processing disorders. SLPs have a critical role in identifying and treating auditory memory deficits. Auditory memory deficits are routinely unidentified and even if diagnosed, are not included in treatment and educational plans. Explore current communication, classroom and therapy activities designed to target different types of memory skills. Review handouts for teacher and parent training.

Team Discount

ONE DAY

One Person: \$289

BOTH DAYS

One person: \$489

**Team of 3+: \$469 per person
when enrolled at the
same time**

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

CHOOSE ONE: A-2 or A-3

A-2: A Language Processing Disorder: What It Is and How to Treat It – Margo Kinzer Courter

The term “language processing” is often used by speech-language pathologists, psychologists and special education teachers to describe the characteristics of certain students we serve. Learn the profile associated with a language processing disorder and add effective treatment strategies you can use to support the students you serve both in-person and via telepractice.

A-3: The Top 10 Interventions for Regulating Student Behavior – MariBeth Plankers

Self-regulation is critical for students who struggle with communication and behavior challenges to focus, control their emotions and adjust to changes. Explore MariBeth’s Top 10 interventions to shift students toward more positive, proactive behaviors, and to enhance their communicative success. Go from reactive to proactive. Gain practical approaches that help students acquire and generalize behavior management, communication, and self-regulation skills – whether you’re providing therapy in-person or online.

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

CHOOSE ONE: A-4 or A-5

A-4: 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 remediate CAS and new multisensory strategies for visual and tactile cueing. Explore how to remediate CAS via in-person and online therapy.

A-5: Engaging, Powerful Speech-Language Tools – On Any Device! – MariBeth Plankers

Explore highly engaging, powerful speech-language interventions accessible across devices and perfect for in-person or online therapy. Learn about the latest, best Chrome, iOS apps, extensions, and web-based resources for students of all ages and abilities. Make best use of flexible intervention tools including speech-to-text and text-to-speech. Strengthen word prediction, summarizing, organization, engagement, and more! Support students’ generalization of academic and functional skills related to reading comprehension, written language, and vocabulary development.

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

“I attend this conference yearly and find it so valuable.” – Amy Devencenzi, 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: Promoting Rapid Change for Children with Severe Phonological Disorders*, for Grades PreK-6, *SLPs: Enhance Therapy Effectiveness for Auditory Processing Disorder, Memory Deficits, Attention Deficit Disorder, and Language Processing*, 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 pm – 3:35 pm

Choose **ONE** Full Afternoon Session OR **TWO** 70-Minute Sessions
One mid-afternoon break

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

B-1: SLP Literacy Toolkit: Language, Reading and Written Communication, All in One! – *MariBeth Plankers*

Assemble a powerful literacy toolkit that works across caseloads, age ranges, diverse student needs, AND with in-person or online therapy. Discover the best expressive and receptive language tools that target and align with your state standards. Explore literacy tools and strategies that strengthen reading comprehension and written language skills. Gain timesaving assessment and intervention resources. Increase students' communicative success and support generalization across all settings of communication, reading and written language skills.

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

CHOOSE ONE: B-2 or B-3

B-2: 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-3: "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 analysis and evaluation patterns to help you differentiate between auditory processing and attention deficit. Discover highly effective therapy and IEP goals specific to each disorder. Valuable resources for teachers, parents and clinicians will be provided.

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

CHOOSE ONE: B-4 or B-5

B-4: Speech Sound Disorders and the Link to Literacy Development – *Margo Kinzer Courter*

Upon remediation of speech sounds in grades PreK-2, we discharge from services, but the research says these students are at great risk of delays in their development of phonological awareness and literacy skills. Explore the potential connection between speech sound disorders and phonological awareness skills to help you target both areas together. Gain strategies specifically for targeting speech sound errors through a phonological awareness approach to strengthen students' literacy development – whether you're providing in-person or online therapy.

B-5: Technology to Help Students with Communication Disorders – *Suzanne Foley*

In addition to traditional speech and language therapy, many technology options exist for use in the classroom, therapy sessions and home programming that are beneficial in remediating and accommodating students with auditory and language disorders. Technology can be used to supplement therapy to improve outcomes. We will explore computer-based programs, apps, FM systems, and classroom technology options to help students at school and at home.

Day Two

MORNING SESSIONS • 8:30 am – 11:15 am

Choose **ONE** Full Morning Session OR **TWO** 75-Minute Sessions
One mid-morning break

Full Morning Session • 8:30 am – 11:15 am

C-1: Can't Remediate that /R/: Try This Technique – *Margo Kinzer Courter*

Most of us 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 – whether in-person or online.

First 75-Minute Morning Sessions 8:30 am – 9:45 am

CHOOSE ONE: C-2 or C-3

C-2: Auditory, Language, Memory, Attention, Phonological Awareness: Where Do We Start? – *Suzanne Foley*

SLPs are often the “gatekeepers” for schools when students are “struggling academically.” When a standard language evaluation is average, what is the next step for speech language pathologists to determine the etiology of a student's difficulties? Screening options for SLPs will be discussed to help differentiate between several types of disorders such as auditory processing, phonological awareness, language processing, memory, and attention deficit.

C-3: Wordless Picture Books: Telling One's Story – *MariBeth Plankers*

Make best use of wordless picture books across disorder areas including receptive and expressive language, articulation, fluency, voice, and augmentative alternative communications. Allow students to become the author of their own story. Motivate students and address goals and objectives related to their narrative communication needs. Support engagement, problem solving, and higher order thinking. Learn how to find or make your own wordless picture books to engage your students and increase their language and learning!

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

CHOOSE ONE: C-4 or C-5

C-4: 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.

C-5: Teaming: How SLPs Can Maximize Their Effectiveness in the General Education Classroom – *MariBeth Plankers*

We know collaboration is critical but working effectively in the general education classroom, in-person or remotely, can be a real challenge for SLPs. Learn proven approaches, tools, and solutions to help you maximize your ability to meet students' needs and goals in the classroom setting while working collaboratively with teachers and related service providers. Help students realize greater success and generalization to other settings, situations, and environments.

Lunch Break • 11:15 am – 12:30 pm • Lunch Break (on your own)

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

Comprehensive 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 practice in school settings
- Treatment strategies every SLP should know
- The latest in technology resources designed for SLPs and language development

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.

“I always love BER conferences! Great speakers and a terrific Resource Handbook.”

– Tonya Smith, SLP



“Great resources and information relevant to school-based services.” – Alexandria Hagen, SLP

Conference Locations & Hotel Accommodations



NEWARK

Many sightseeing opportunities nearby include the Van Vleck House and Gardens, Thomas Edison National Historical Park and Turtle Back Zoo.

Conference Location and Overnight Accommodations:

Holiday Inn – Clark
(732) 574-0100

Mention you are attending this BER conference prior to October 30, 2021 to receive the special rate of \$109 (Single/Double), rates subject to availability. Book online at <https://bit.ly/SLPConf> (Block Code: BER)



LONG ISLAND

Whether you come alone, with family or colleagues, we hope you can join us for both days and enjoy all that Long Island has to offer!

Conference Location and Overnight Accommodations:

Holiday Inn – Holtsville
(631) 758-2900

Mention you are attending this BER conference by November 2, 2021 to receive the special rate of \$109, rates subject to availability. For reservations please call (631) 758-2900.

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 pm - 1:45 pm

CHOOSE ONE: D-1, D-2 or D-3

D-1: The Link Between L1 and L2: Supporting English Learners with Language Disorders – *Margo Kinzer Courter*

While English vocabulary is vital for English Learners (ELs) with language disorders, we can't forget about the other domains of language. By treating all areas of language through a systematic explicit approach, we can support learning and academic success for English Learners. Gain therapy treatment strategies for morphology, phonology, syntax, and semantics – specifically for ELs who also exhibit a language disorder.

D-2: Classroom Strategies and IEP Goals for Students with Auditory Processing Disorders, Auditory Memory, and Language Processing – *Suzanne Foley*

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

D-3: Supporting Friendships Through Sensory Regulation – *MariBeth Plankers*

When students struggle with receptive and expressive social communication skills, their sense of belonging and friendships may be in jeopardy. Not only our students on the autism spectrum, but also students with cognitive deficits may struggle socially. Help provide the experiences and practice opportunities students need to learn social communication expectations and to generalize those skills across a variety of settings. Gain expertise with engaging and motivating informal pragmatic assessment procedures and interventions.

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

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

D-4: Rethink and Revise: The Morphology Link to Phonology, Syntax and Semantics – *Margo Kinzer Courter*

In English, 60% of vocabulary our students are exposed to is morphologically complex. By understanding the meaning of affixes and roots, our students can figure out the meaning of words. What is the secret? Target morphology! This session will address inflectional and derivational morphology and link these strategies and skills to phonology, syntax, and semantics. Gain many new strategies to use this often-forgotten language domain in your therapy.

D-5: Therapy Goals and Activities for Auditory Processing Disorders – *Suzanne Foley*

SLPs are often the primary therapy providers for students with auditory processing disorders, but do not have adequate resources to develop therapy goals or to help develop educational supports for students. Review types of auditory processing deficits and explore practical therapy interventions for auditory processing. Discover ways to strengthen students' self-advocacy, and gain resources for home programming.

D-6: Games Rule! Motivating and Interactive Games for ALL Learners – *MariBeth Plankers*

Game on! Discover highly engaging, interactive games perfect for enhancing your interventions with your diverse students. Explore and experience a wealth of motivating games, ranging from no/low-tech to high-tech that may be used in-person or via teletherapy. Tap into the latest research supporting the use of games. Help students design, imagine, create, and test ideas as they strengthen collaboration, teamwork, and essential speech-language skills.

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 or call 877-857-8964 to speak with an On-Site Training PD Consultant.