

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: 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.

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: Executive Function: Best, Most Current Strategies for SLPs – Sarah James

Working memory, cognitive flexibility and self-regulation comprise three critical skill areas of intact executive functioning. Apply the latest strategies emerging from this body of research to help our students thrive in today’s busy and fast-paced learning environments. Explore how executive functions directly relate to the services we provide. Discover practical, research-based differentiation, modification, and adaptation ideas you can use with your students, plus strategies backed by the latest brain-based research for addressing social-emotional needs.

**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: Social Media, Multimedia and High Impact Tools: Creating Motivating and Functional Student Activities – Sarah James

Pair motivating digital literacy and FREE Google tools to increase students’ success. The latest research as applied to our work as SLPs may surprise you. Discover fresh resources and many innovative, practical, SLP-friendly activities paired with high impact, FREE Google Tools. Explore activities and tools to engage all learning styles and address pragmatics, abstract language, and social-emotional needs – backed by the latest brain research. Easily adapt these activities and resources to online service delivery models.

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: Telepractice: A Service Delivery Model for Success (Your How-To Guide)

– *Sarah James*

We've lived distance learning because we had to. Choose to use telepractice as a viable service delivery model for your school-age students because YOU WANT TO. Join Sarah, who has used telepractice for 15+ years and examine the **who, what, when, where, why** and most importantly: **how!** Explore considerations for equipment and platforms. Learn the most current regulations and requirements. Discover motivating and easy-to-use resources for activities and ask questions!

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

CHOOSE ONE: B-2 or B-3

B-2: 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.

B-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 Afternoon Sessions 2:25 pm – 3:35 pm

CHOOSE ONE: B-4 or B-5

B-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

B-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.

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.

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: Telepractice 2.0: Kick it Up a Notch! – *Sarah James*

Let's take your telepractice services to the next level, using tools and techniques in advanced and upgraded ways! Implement state-of-the-art strategies, materials, and technologies without spending more money. Learn trailblazing ideas for creating custom made, individualized materials, quickly. Watch Green Screen technology in action with access to hundreds of FREE, ready-to-use activities. Gain fresh ideas for modifying sessions to be more user friendly for your toughest customers. Plenty of time to ask questions!

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: Literacy, Language and Dyslexia: An SLP's Role Toward Increasing Progress and Success – *Sarah James*

SLPs have been identified as the new leaders of dyslexia in making the newest research understandable and actionable. Add to your literacy and language knowledge with the latest research identifying dyslexia as a language-based reading disability. Discuss important areas of reading development and their relationship with language skills. Gain practical information about the SLP's role with reading development, brain research to support it, resources, screening, intervention tools, and easy-to-implement, applicable, everyday direct services activities.

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

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



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

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

Conference Locations & Hotel Accommodations



ST. LOUIS

Wander through the St. Louis Art Museum, or visit the famous Gateway Arch. The city offers a wide variety of cultural and recreational activities.

Conference Location and Overnight Accommodations:

Clayton Plaza Hotel – Clayton
(314) 726-5400

Mention you are attending this BER conference prior to November 5, 2021 to receive the special rate of \$119 (Single/Double), rates subject to availability. Book online at <http://bit.ly/3b9HdhE>.



MINNEAPOLIS

Many top attractions include Target Field, Target Center and the theatres of Hennepin Avenue.

Conference Location and Overnight Accommodations:

Crowne Plaza AiRE Hotel & Suites
– Airport • (952) 854-9000

Mention you are attending this BER conference prior to November 16, 2021 to receive the special rate of \$109 (Single/Double), rates subject to availability.

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: 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.

D-2: Building Academic Vocabulary: A Framework for Success – *Sarah James*

How would you like to work on vocabulary and direction-following simultaneously? By targeting academic vocabulary, which includes both test taking and instructional vocabulary, you will accomplish just that! This session will provide the best, most current research, strategies, activities, digital tools, and online resources to help you build academic vocabulary and maximize student success – whether you are working with students via telepractice, face-to-face or in a hybrid model.

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: 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.

D-5: Increasing Length and Complexity in Spoken and Written Language

– *Sarah James*

As SLPs, the direct connection and reciprocal relationship between spoken and written language is well known. Explore activities specifically designed to address BOTH spoken and written language development. Gain strategies to help students increase length and complexity by adding details and specific information in fun and motivating ways. Explore up-to-date, instructionally based differentiated speaking and writing methods that can be adapted for in-person or online therapy sessions.

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.