

Day One

Keynote • 9:00 – 9:30 am

“The Power of Positive Thinking: Developing A Growth Mindset” – MariBeth Plankers

A growth mindset thrives on challenge and sees failure not as a lack of success, but as a springboard for growth and stretching skills and abilities. As SLPs, when we model a “growth-mindset” for all our students, we can help them realize their full potential for growth and change. Explore the latest research surrounding the development of a growth mindset and take part in the best recommended practices for your in-person and online therapy sessions.

MORNING SESSIONS • 9:40 am – 12:10 pm

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

Full Morning Session • 9:40 am – 12:10 pm

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.

First 70–Minute Morning Sessions 9:40 – 10:50 am

CHOOSE ONE: A-2 or A-3

A-2: Flexible Scheduling – Go Where They Need You, When They Need You – Christina Bradburn

Quality suffers when direct services are scheduled back-to-back all day. Direct face-to-face time is not the only service our students need. Students benefit from teacher and SLP collaboration that is difficult to do with a traditional schedule. Explore flexible service delivery models and start scheduling your days for maximum impact. We’ll focus on tips for scheduling your day along with writing IEPs and using QR codes for data collection to support flexible services delivery.

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 11:00 am – 12:10 pm

CHOOSE ONE: A-4 or A-5

A-4: Early Intervention – What to Teach Our Youngest Students for Future Success in Therapy – Christina Bradburn

This session will focus on seven prerequisite skills for successful acquisition of interventions in a school setting. Our youngest students come to school missing the essential skills that will allow them to learn and make progress toward their speech and language goals. This session focuses on the skills that we, as SLPs, often forget to teach that will set our students on the path of success.

A-5: 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!

Team Discount

ONE DAY

One Person: \$289

BOTH DAYS

One person: \$489

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



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

– Theresa Smith, SLP

Lunch break • 12:10 – 1:10 pm

“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 • 1:10 – 3:40 pm

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

Full Afternoon Session • 1:10 – 3:40 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 1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

B-2: Intervention vs. Instruction – How to “Para-Proof” Yourself in the Classroom

– *Christina Bradburn*

As an SLP, if you walk into a classroom without a plan, you will instantly become a paraprofessional rather than a highly trained interventionist. We will examine visual and video examples of how to use the curriculum and provide intervention, including the necessity of pre-teaching and re-teaching skills. Co-teaching and whole classroom-based interventions will also be highlighted. Gain many use-tomorrow strategies.

B-3: 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.

Second 70-Minute Afternoon Sessions 2:30 – 3:40 pm

CHOOSE ONE: B-4 or B-5

B-4: Making Visuals and Promoting Classroom Strategies That Teachers Will Actually Use – *Christina Bradburn*

We've all crafted incredible visual supports for teachers only to find them sitting in the same place on their desk weeks later. We are intervention superstars! Explore a terrific tool for visuals creation and ways to ensure that implementation of these visuals will happen throughout the school day. See videos of this approach in action and learn how we as SLPs can best support differentiation in classrooms.

B-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.



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

Day Two

MORNING SESSIONS • 9:00 – 11:40 am

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

Full Morning Session • 9:00 – 11:40 am

C-1: Integrating Timesaving SLP Interventions into Classrooms – *Christina Bradburn*

Are your therapy sessions going great, but carryover seems impossible? Explore timesaving strategies to implement your SLP interventions into the classroom while still providing highly effective services to your students. This requires only a change in your mindset, not a change in your skill set. Leave with use-tomorrow strategies to try with one student or with all, without ever having to copy or laminate a single thing!

First 75–Minute Morning Sessions 9:00 – 10:15 am

CHOOSE ONE: C-2 or C-3

C-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 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.

C-3: 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.

Second 75–Minute Morning Sessions 10:25 – 11:40 am

CHOOSE ONE: C-4 or C-5

C-4: 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.

C-5: 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.

Comprehensive Digital 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

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

– Tonya Smith, SLP



Lunch Break • 11:40 am – 12:40 pm

“Great resources and information relevant to school-based services.”

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.



ABOUT BER CONFERENCES

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Extensive Digital Resource Handbook

You'll receive an extensive digital Resource Handbook full of practical strategies and resources.

Highly Interactive

You'll be able to ask questions, consult with the instructors, and share ideas with other participants

Program Guarantee

As we have for 44 years, we guarantee the high quality of our programs. If you are not satisfied, we'll give you a 100% refund.

Day Two

AFTERNOON SESSIONS • 12:40 – 3:20 pm

Choose **TWO** 75-Minute Afternoon Sessions
One mid-afternoon break

First 75-Minute Afternoon Sessions
12:40 -1:55 pm

Second 75-Minute Afternoon Sessions
2:05 – 3:20 pm

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

D-1: Quick Artic – Implementation Strategies for Classroom Integration – Christina Bradburn

Research indicates that “Burst Therapy” or therapy in shorter durations with increased frequency is more effective for long-term changes in behavior. We know this, but application in our school-based settings can be difficult while using school curricula to guide our sessions. This session will help you implement the quick artic model of services in practical and highly effective ways, with “in-action” video examples.

D-2: 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.

D-3: 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.

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

D-4: The Club – Daily Social Skills Groups for Pragmatic and Functional Academics – Christina Bradburn

Structuring naturalistic “social skills” groups often feels anything but “natural” when five students sit around a table talking about how to interact with each other. Explore highly effective ways to develop, implement and monitor daily social skills groups that facilitate incidental teaching of social/pragmatic language skills. Build students’ character development, grit, curiosity, and optimism. Gain valuable insights from a nationally recognized, award-winning social group.

D-5: 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-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.