

Day One

Keynote • 8:30 - 9:05 am

“The Life of a School-Based Speech Language Pathologist”

– *Margo Kinzer Courter*

Speech-language pathologists play such an integral and vital role in the lives of the students we are so fortunate to serve. We have a wealth of knowledge, expertise, talents, and treasures to offer our students to increase their communication and academic skills. This keynote is to make you smile, laugh, ponder, and enjoy a little speech-language pathology humor as we begin our two days together. The next two days are for you to reflect on the students you serve, gather new ideas and therapy strategies as well as add new tools to your speech-language toolbox.

MORNING SESSIONS • 9:15 - 11:50 am

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

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

A-1: Accelerating Intelligibility with Severe Speech Sound Disorders – Teresa Farnham

The number of PreK and kindergarten children with severely impaired speech intelligibility seems to be increasing, but that need not mean indefinite enrollment in speech and language therapy. Learn how reexamining diagnostic data in light of “learnability theory” can revolutionize and accelerate your students’ progress from unintelligible to easy-to-understand, even within the course of a single school year!

70-Minute Sessions • 9:15 – 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 to your toolbox.

A-3: Auditory Processing Disorders 101 for SLPs – Suzanne Foley

SLPs often suspect auditory processing disorders as a contributing factor in the communication profile of their students. Evaluations for APDs are not always readily available for students. Learn how to screen for APD, identify symptoms of APD and other comorbid conditions, and use APD screening methods available in your current setting. Understand the specific skills related to APD and learn about the testing process for APD.

70-Minute Sessions • 10:40 – 11:50 am

CHOOSE ONE: A-4 or A-5

A-4: Language Disorders vs. Language Differences for English Language Learners

– *Margo Kinzer Courter*

We are often called upon to determine if a student whose second language is English may also have a language disorder that is inhibiting language acquisition and learning. Explore typical second language acquisition and how to assess for language disorders versus a language difference. Gain therapy treatment strategies for morphology, phonology, syntax, and semantics – specifically for the English Language Learner who is also exhibiting a language disorder.

A-5: “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 treatment interventions, therapy and classroom suggestions specific to each disorder.

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



“Best conference I have been to in a long time! So many resources, ideas and strategies to add to my toolbox!”

– Leslie Galamb, SLP



“Excellent conference! The information I gained can apply to every student on my caseload.”

– Billie Higheagle, SLP



Team Discount

ONE DAY

One Person: \$289

BOTH DAYS

One person: \$479

Team of 3+: \$459 per person when enrolled at the same time

“I gained a huge amount of very useful information from this 2-day conference!”

Day One

AFTERNOON SESSIONS • 1:05 - 3:35 pm

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

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

B-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 will have time to try out these new strategies, preparing you to implement this approach in your next therapy session.

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

CHOOSE ONE: B-2 or B-3

B-2: The Student's SGD Has Arrived – Now What? – *Teresa Farnham*

Learn how to get the communication ball rolling for your AAC users and their communication partners by leveraging existing situations and activities, and developing an active AAC team. Explore ways to assess environments and facilitate communication messages that are vital to the child, whether he/she is using a single switch or a sophisticated, dynamic device. Help ensure every student has a voice!

B-3: Speech Pathology Therapy Goals and Activities for Auditory Processing Disorders – *Suzanne Foley*

SLPs are often the primary therapy providers for children with auditory processing disorders, but do not have adequate resources to develop therapy goals and activities. Types of auditory processing deficits will be discussed along with specific, practical therapy interventions to use in therapy sessions.

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

CHOOSE ONE: B-4 or B-5

B-4: Re-Energize Your Therapy Sessions in a Flash with Video Models – *Teresa Farnham*

Video modeling is a well-documented tool for teaching social pragmatic skills to students with autism, but also works great for students with language delays, AAC users, or older students with significant intellectual disabilities. Learn how surprisingly adaptable and easy to use this powerful, broadly applicable tool is! We'll learn the steps to quickly produce a video with subtitles and narration. Bring your phone or tablet and get hands-on practice, too!

B-5: Memory Skills: Short Term, Long Term, Working, Visual, Auditory – Treatment Options for SLPs – *Suzanne Foley*

Auditory and working memory deficits are often confused with auditory processing disorders. Their critical role in communication and academic skills is well documented. Several communication and development disorders negatively affect a student's memory skills and ability to learn. Explore the most current, practical ways to identify and treat different types of memory deficits. Discover communication, classroom and therapy activities designed to target different types of memory skills. Review handouts you can share with teachers and parents.



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



Can't Attend? Online Professional Development Option:

Related 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* (available November 2019), are available for immediate registration. To enroll, visit www.ber.org/online

Day Two

MORNING SESSIONS • 8:30 – 11:15 am

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

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

C-1: 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.

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

CHOOSE ONE: C-2 or C-3

C-2: Speech Sound Disorders and the Impact on Phonological Awareness Skills and Literacy – *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. We’ll 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.

C-3: So Many Books, So Little Time: Children’s Literature Favorites for Therapy – *Teresa Farnham*

Illustrated children’s books provide a wonderful context for meaningful language instruction. Rich vocabulary, concept development, social interaction, comprehension, syntax usage - they’re all there in children’s books! Engage your students’ minds and emotions while they learn the language skills they need. Discover Teresa’s favorites and how you can use them!

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

CHOOSE ONE: C-4 or C-5

C-4: Figurative Language and Humor: Treatment Through the Five Domains of Language – *Margo Kinzer Courter*

Students with language disorders often experience challenges including difficulty in communicating with peers and teachers, classroom participation and reading comprehension. They frequently struggle with understanding figurative language and humor, which are often based on manipulation of morphology, phonology, syntax, and semantics. Discover ways to address figurative language and humor through the five domains of language. Gain effective approaches you can use in your therapy based on how the language is manipulated.

C-5: Are You Making the Most of Each Therapy Session? – *Teresa Farnham*

Maximizing correct response rates is a proven way to accelerate student improvement, but how can we generate 150+ correct responses per session? How do we counteract the limited time, sporadic sessions and interruptions that are part of every day? Discover what questions you should be asking when planning that will allow you to stay focused on successful student responses, and to provide your students with many more opportunities to respond correctly.

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

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.



Comprehensive SLP Resource Handbook

You will receive an extensive 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 love having all the conference sessions in one book!”

– Nachele Jannetti, SLP



“BER conferences are my favorite!”

Conference Locations & Hotel Accommodations



Rochester

Visit a wide variety of cultural and recreational activities. Ride the RVA Trolley or visit the 100-acre Maymont Park.

Conference Location and Overnight Accommodations:

Hyatt Regency
(585) 546-1234

Mention you are attending this BER conference prior to October 21, 2019 to receive the special rate of \$135, rates subject to availability.



Detroit

A diverse array of entertainment and sightseeing opportunities, including Renaissance Center, Comerica Park, Motown Museum, and the Detroit Riverfront.

Conference Location and Overnight Accommodations:

Delta by Marriott – Airport
(734) 721-3315

Mention you are attending this “BER Speech-Language Therapist Conference” prior to October 28, 2019 to receive the special rate of \$99 (Standard Room), rates subject to availability.

Day Two

AFTERNOON SESSIONS • 12:30 - 3:10 pm

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

First 75-Minute Afternoon Sessions 12:30 - 1:45 pm

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

D-1: Therapy Strategies and Approaches to Childhood Apraxia of Speech: A Motor Planning and Multisensory Approach to Remediation – *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.

D-2: Speech Intelligibility Factors for Primary Students with Other Disabilities – *Teresa Farnham*

Families of children with intellectual disabilities or conditions such as Down Syndrome will often request that you teach specific speech sounds to help the child be understood, yet such instruction may not advance speech intelligibility. Learn the core skills - including, but not limited to, speech sound production - that heavily influence intelligibility in young children, and how to capitalize on them to support your students' progress.

D-3: Classroom Therapy Strategies for Students with Auditory Processing Disorders, Auditory Memory, ADD 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 are limited in terms of classroom strategies and academic accommodations for students with APD and other communication disorders. Specific training materials for inservices will be provided as well as practical classroom and academic strategies.

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

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

D-4: Integrating Language Strategies into STEM/STEAM and Other Classroom Projects – *Margo Kinzer Courter*

Many of our students experience social pragmatic language challenges such as perspective-taking, flexibility, attention to task, response inhibition, and background knowledge, and difficulties in language areas such as semantics and syntax that can pose challenges with project-based learning. Discover strategies that will support these language areas while helping your students better understand and participate in projects. Learn effective ways to integrate your goals into these classroom projects to increase your students' overall success.

D-5: RTI for Speech Sound Errors – *Teresa Farnham*

Every school has some of these: students who have one or two misarticulations but are outstanding academically, so it doesn't seem possible to “qualify” them for IEP services, even though we know that a persistent single sound error may have a negative impact on first impressions, college and job interviews, etc. Implementation of multiple tiers of intervention, varying in frequency, dosage, and intensity, can speed these children on their way to clear, precise speech without ever being enrolled in IEP services. The steps are easy, and the results are great!

D-6: Technology Use in the Treatment of Auditory Processing, Language Processing and Auditory Memory – *Suzanne Foley*

In addition to traditional speech and language therapy, there are many technology options available to use in classroom, therapy sessions and home programming that are beneficial in remediating and accommodating students with auditory and language disorders. We will explore computer-based programs, apps, FM systems, and classroom technology options.