

Day One

Keynote • 9:00 - 9:30 am

“SLPs: Getting Your Groove Back in a Duty-Driven Work Life and Ever-Changing Landscape” – Sarah James

As SLPs we are called to be leaders and team players, critical decision makers, current research-based practitioners, high-impact service providers, on-time paperwork completers, AND flex-ers between online and face-to-face therapy – all with a positive attitude! Let’s begin our two wonderful days together with fresh and positive ideas to help us rebuild, refocus, recalibrate and reignite our drive and passion to help bring pleasure and meaningful purpose to our professional lives as SLPs.

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: 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 Morning Sessions
9:40 – 10:50 am

CHOOSE ONE: A-2 or A-3

A-2: 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 the questions you should ask when planning that will keep you focused on successful student responses. Gain easy-to-use strategies for in-person and teletherapy that give your students many more opportunities to respond correctly.

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: Thinking BIG for Speech and Language in Students with Multiple Disabilities – Teresa Farnham

What are the core skills – including, but not limited to, speech sound production – that heavily influence intelligibility in children? Help students with multiple disabilities make broad-based independent growth (BIG)! Learn strategies that promote self-evaluation of communication at each in-person or online therapy session, and that effectively address the communication needs of older students with severe disabilities while keeping them (and you) actively engaged.

A-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 and situations, including online and physical environments.

Lunch break on your own • 12:10 – 1:10 pm (A great time to network with colleagues!)



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 for SLPs! Thank you!”

– Joan Gehrts, SLP

ABOUT BER LIVE ONLINE CONFERENCES

With the current health challenges, all BER in-person PD events are currently being presented in a Live Online format:

Outstanding Instructors

All programs are led by outstanding BER national trainers

Extensive Digital Resource Handbooks

You'll have access to an extensive digital resource handbook before, during and after your conference

Highly Interactive

You'll be able to ask questions in real time and interact with the instructor and other participants

Program Guarantee

As we have for 43 years, we guarantee the high quality of our programs. If you are not satisfied, we'll give you a 100% refund.



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: What Can a Language Sample Do For You? – *Teresa Farnham*

"I don't have the time or resources!" This is often why school-based SLPs miss out on a powerful tool for assessment and progress monitoring for many speech-language disorders. But transcribing and analyzing a language sample need not be daunting! Discover readily available, free or low-cost tools for quickly analyzing MLU, vocabulary use and fluency. Simplify baseline data collection and progress monitoring using language sample analysis – a dynamic, research-based tool for your in-person or online assessment, therapy and progress-monitoring.

B-3: Executive Functioning: 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, including distance learning. Explore how executive functioning directly relates to the services we provide and discover practical, research-based differentiation, modification and adaptation ideas you can use with your students.

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

CHOOSE ONE: B-4 or B-5

B-4: 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, while enlisting the aid of support staff and teachers. 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 – whether learning in-school or online!

B-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 social skills, pragmatics, and abstract language. These activities and resources are easily adaptable to online service delivery models.

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: 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! See actual face-to-face and teletherapy sessions implementing this approach.

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

CHOOSE ONE: C-2 or C-3

C-2: Dyslexia: Activities and Resources Tailor-Made for the SLP – *Sarah James*

Updated research, updated laws and updated ideas! For years we've heard about dyslexia and may have known about the similarities between speech-language impairments and dyslexia, but not addressed it specifically as part of an evaluation or in our treatment. Gain practical information about the SLP's potential role, brain research to support it, resources, screening, and intervention tools, as well as easy-to-implement, applicable, everyday direct services activities for in-person and online service delivery.

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: Reading Development and the SLP: Our Role in Building Reading Skills Through Language Fundamentals – *Sarah James*

SLPs have a direct connection and role in reading development since language is the core building block of reading. Examine research-based areas for reading instruction and specific language skills that help build those areas of reading. The five aspects of Reading First as they relate to SLPs will be the focus of this session as well as related strategies, activities, digital tools, and online resources for in-person and online intervention.

C-5: 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.

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



Can't Attend? Online Professional Development Options:



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

11:40 am – 12:40 pm • Lunch Break (on your own)

Day Two

AFTERNOON SESSIONS • 12:40 - 3:20 pm

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

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



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.

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.

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

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

D-1: 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 with your students in-person and online!

D-2: Writing Development and the SLP: Our Role in Building Writing Skills Through Language Fundamentals – *Sarah James*

SLPs have a direct connection and role in writing development since oral language and writing have a reciprocal relationship. Explore six areas of writing development with connections to specific language skills that help to build those areas. Learn ways to help students increase length and complexity through adding details and specific information. Several instructionally based differentiated writing options will be explored for use in face-to-face and online therapy.

D-3: AT Resources to Develop Communication Systems for AAC Users – *MariBeth Plankers*

Explore outstanding Assistive Technology (AT) resources that are purposeful, engaging and applicable in developing a supportive communication system – whether working with students in-person or online. Explore assessment tools that help the IEP Team determine AT ranging from no-tech to a level of technology that addresses the functional communication needs of the AAC User. Develop multiple modes of communication supports to increase social opportunities across situations and settings for all AAC Users.

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

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

D-4: RTI for Speech Sound Errors – *Teresa Farnham*

Every school has students with one or two misarticulations who are academically strong, which may prevent them from receiving IEP services. But we know persistent single sound errors can negatively impact first impressions, college and job interviews, etc. Implementation of multiple tiers of intervention in-person or online, varying in frequency, dosage and intensity, can speed these students toward clear, precise speech without ever being enrolled in IEP services. The steps are easy, and the results are great!

D-5: Building Academic and Instructional 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-6: Comics: Supporting Lifelong Skills for Communicators with Social Needs – *MariBeth Plankers*

Learn how to make best use of comics, allowing your students of all ages to choose their own adventure. Discover how to develop students' social skills related to problem solving. Build resilience through cognitive behavioral techniques. Did you know comics can also improve students' overall mental health? Explore higher order thinking and creativity skills you can unlock using comics to strengthen social skills in your in-person or online therapy.