

# Day One

**Keynote • 8:30 am - 9:05 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 face-to-face and online 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.

*“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: 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!

### **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: 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.

#### **A-3: 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.

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

### **CHOOSE ONE: A-4 or A-5**

#### **A-4: 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-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](http://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: 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.

#### **B-3: 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.

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

#### **CHOOSE ONE: B-4 or B-5**

#### **B-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.

#### **B-5: 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.

## 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](http://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: 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.

#### **C-3: 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!

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

##### **CHOOSE ONE: C-4 or C-5**

#### **C-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. Glean valuable insights from a nationally recognized, award-winning social group.

#### **C-5: 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.

### 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](http://www.ber.org/online)

### Comprehensive 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 practices 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



### MILWAUKEE

Enjoy beautiful Lake Michigan, surrounded by acclaimed restaurants and a look into Midwest history with museums and brewery tours.

#### Conference Location and Overnight Accommodations:

Four Points by Sheraton  
– Brown Deer • (414) 355-8585

Mention you are attending this BER conference prior to October 1, 2021 to receive the special rate of \$89 (Single/Double), rates subject to availability.



### CHICAGO

There are dozens of dining, sightseeing and shopping options for you to enjoy, including the Magnificent Mile, Water Tower Place, Navy Pier and much more!

#### Conference Location and Overnight Accommodations:

DoubleTree – Alsip  
(708) 371-7300

Mention you are attending this BER conference prior to October 12, 2021 to receive the special rate of \$132 (Standard Room), rates subject to availability. Book online at [www.chicagoalsip.doubletree.com](http://www.chicagoalsip.doubletree.com). Group code: BE7

# 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: 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: 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-3: 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.

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

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

##### D-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.

##### D-5: 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-6: 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.