

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: 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.

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: “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.

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: 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.

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: 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.

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 2:25 pm – 3:35 pm

CHOOSE ONE: B-4 or B-5

B-4: 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. Enjoy Teresa's favorites and learn new ways to use captivating children's literature to accomplish a variety of goals with your students in-person and online!

B-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.

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

CHOOSE ONE: C-2 or C-3

C-2: Rejuvenate Your SLP Effectiveness, Efficiency and Joy! – *Teresa Farnham*

We can easily lose sight of successes while juggling urgent tasks such as paperwork, assessments, report writing, scheduling and rescheduling, shifting educational models, and more. Reactivate your joy as an SLP, while refreshing your skills and gaining new tips for assessment, therapy planning, documentation, and plan implementation. Establish meaningful priorities and implement timesaving practices. Realistically evaluate all facets of your work, get refreshed and be ready for whatever challenges lie ahead!

C-3: 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.

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

CHOOSE ONE: C-4 or C-5

C-4: Remediating Persistent and Resistant Speech Sound Errors

– *Teresa Farnham*

Any “lifers” on your speech sound caseload? Do you have students for whom failure to “graduate” from speech has become a pattern? Spark up your therapy with easy-to-use tools that you may not even realize you have in your toolbox. Simplify elicitation of difficult speech sounds and promote multiple levels of successful speech sound production. Learn how to get the success train going for your students who have persistent speech sound disorders!

C-5: 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!

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

Comprehensive SLP Resource Handbook

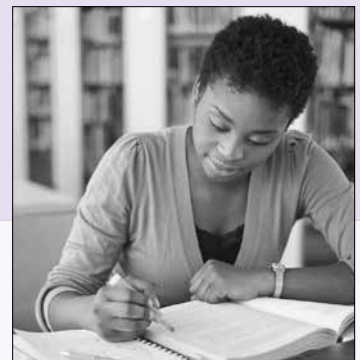
You will receive an extensive digital resource handbook, specifically designed for this conference. Included in the handbook are resource materials for ALL conference sessions, even those you don’t attend. These materials include:

- 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



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

Conference Locations & Hotel Accommodations



ROCHESTER

While in Rochester, you can enjoy a myriad of nearby shopping and dining opportunities. As well as a wide variety of cultural and recreational activities.

Conference Location and Overnight Accommodations:

Hyatt Regency
(585) 546-1234

Mention you are attending this BER conference prior to October 29, 2021 to receive the special rate of \$135 (Single/Double), rates subject to availability.



BOSTON

Many sightseeing opportunities including the world renowned Museum of Fine Arts, the Isabella Stewart Museum, the Freedom Trail through Boston's historic sites, or a boat cruise on the Charles River.

Conference Location and Overnight Accommodations:

Four Points By Sheraton - Wakefield
(781) 245-9300

Mention you are attending this BER conference prior to October 28, 2021 to receive the special rate of \$109 (Single/Double), rates subject to availability. Book online at <http://bit.ly/3ed6ER4>

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: Time-Efficient, Powerful Strategies for Writing Reality-Based Goals and Objectives – Teresa Farnham

Is there a time-efficient, flexible strategy for measuring language progress across semantics, syntax, pragmatics, and phonology? Yes! Learn how to simplify your assessment and progress-monitoring using a readily available data collection method that is inexpensive, fast, accurate, research-based, and that won't interrupt the flow of your therapy sessions. Gain a genuine, meaningful measure of your students' acquisition of all aspects of language.

D-2: 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.

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: RTI for Speech Sound Errors

– Teresa Farnham

Every school has students with one or two misarticulations whose academic strengths 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: 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-6: 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.