

A Unique Two-Day In-Person Conference

Conference for School-Based Speech-Language Pathologists



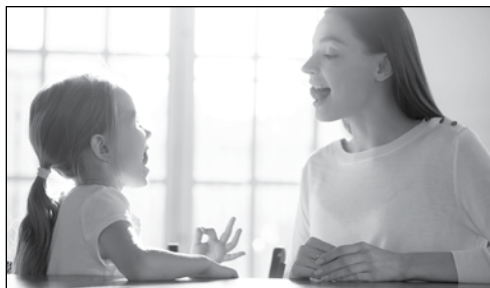
Chicago (Alsip), IL

December 5 and 6

CEUs and Graduate Credits Available

See page 7 for details

Choose from 21 Strategy-Packed Conference Sessions



Hands-On Options • SLP Resources • Hundreds of Practical Strategies

Highly Effective Strategies You Can Use Tomorrow!



Meet Your Team of Expert Instructors

TERESA FARNHAM, MA, CCC-SLP is a highly experienced PreK-12 school-based SLP. She is passionate about sharing practical solutions, strategies, and ideas designed to help SLPs maximize their effectiveness. Teresa is a popular presenter at regional, state, and national levels on a variety of subjects including phonological disorders, augmentative communication, assistive technology, language and literacy, and practical, best-practice therapy strategies.

Financial: Presenter for the Bureau of Education & Research and receives honorarium compensation. Teresa is a vendor at [TeachersPayTeachers.com](https://www.teacherspayteachers.com).

Nonfinancial: No relevant nonfinancial relationships exist.

SUZANNE M. FOLEY, MS, AuD, CCC-A is a dynamic, clinical audiologist who works extensively with schools and speech-language pathologists. Dr. Foley specializes in the diagnosis and treatment of auditory processing disorders (APD). She collaborates with speech-language pathologists and other professionals in the diagnosis and subsequent treatment plans for students with auditory processing and related communication disorders.

Financial: Presenter for the Bureau of Education & Research and receives honorarium compensation.

Nonfinancial: No relevant nonfinancial relationships exist.

MARIBETH PLANKERS, MS, CCC-SLP, ATP is an outstanding national presenter and highly experienced school-based speech-language pathologist and assistive technology professional. She brings years of school-based experience, working with students of all ages and ability levels. MariBeth has provided services in public and private school settings, in-person and via telehealth/distance learning. Her sessions are fast paced, engaging, highly practical, and filled with ideas you can use tomorrow in your therapy.

Financial: Presenter for the Bureau of Education & Research and receives honorarium compensation.

Nonfinancial: No relevant nonfinancial relationships exist.

Who Should Attend

School-Based Speech-Language Pathologists serving grades PK-12



ASHA CEUs Available



**ASHA CE
APPROVED PROVIDER**

Bureau of Education & Research

Intermediate Level
1.0 ASHA CEUs

ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

This course is offered for up to 1.0 ASHA CEUs (Intermediate level, Professional area).

**Please bring your ASHA Account Number to the conference
if you will be completing paperwork for the ASHA CE Registry.**

Day One

Keynote • 8:30 am – 9:05 am

“The SLP’s Role in Helping Students Become Expert Learners for Life”

– MariBeth Plankers

We are uniquely positioned as SLPs to help our students learn to be expert learners who are resourceful, knowledgeable, strategic, and goal-directed. We can help increase students’ motivation and knowledge in the face of challenges across varied settings and situations. We can help build students’ self-confidence and leadership qualities. Let’s kick off a great two days together exploring the power we have as SLPs to guide our students toward becoming expert learners for life!

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 for 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 70–Minute Morning Sessions 9:15 am – 10:25 am

CHOOSE ONE: A-2 or A-3

A-2: Critical Early Intervention for Auditory and Language Skill Development – Suzanne Foley

Since cognitive and language skills develop most dramatically from birth to age five, SLPs can play a critical role in providing effective early interventions. Parents and teachers can also significantly impact young children’s development but often don’t understand their importance or know daily activities to use. Train and equip teachers and parents to powerfully extend your therapy effectiveness. Explore practical early intervention activities to improve auditory and language development in young children in therapy, the classroom and at home.

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 10:40 am – 11:50 am

CHOOSE ONE: A-4 or A-5

A-4: Self-Advocacy Instruction: Increasing Generalization and Student Success – Suzanne Foley

Despite our best interventions, many students with auditory and language disorders struggle to utilize and apply their skills outside our therapy. Learn how intensified self-advocacy instruction can help make a major difference for students with communication disorders. Explore developmentally appropriate advocacy activities perfect for intervention programs. Gain practical self-advocacy ideas, skills, and activities you can use in therapy and ways to provide training for students, teachers, and parents.

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!

“Great conference! The handbook is always an amazing resource.”

– Danielle Graves, SLP



Team Discount

ONE DAY

One Person: \$289

BOTH DAYS

One person: \$489

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

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

“It was great having so many different topics to choose from.” – Jessica Cieslak, 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: "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 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: 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.

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

CHOOSE ONE: B-4 or B-5

B-4: 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!

B-5: A Digital Narrative Intervention Toolkit for SLPs – MariBeth Plankers

Assemble a powerful digital narrative toolkit that works across communication caseloads, age ranges, and diverse students' needs. Discover the best expressive and receptive digital tools that target and align with your state standards. Increase your students' communicative success and the generalization of their narrative skills. Participate in this interactive session and explore a wealth of practical, easy-to-implement and cost-effective digital intervention tools and resources you can use with all your learners.

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

CHOOSE ONE: C-2 or C-3

C-2: RTI for Speech Sound Errors

– *Teresa Farnham*

One or two misarticulations for students whose academic strengths may prevent them from receiving IEP services can still have a negative impact on first impressions, college and job interviews, etc. Looking for a highly effective way of remediating such errors? Learn how multiple tiers of intervention offered with variations 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!

C-3: 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 to remediate and support 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.

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: 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.

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

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

A printed copy of the resource handbook will be available to registrants at the conference site as long as their registration is received in the BER office at least 15 calendar days before the event.

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.



"I loved all the practical treatment activities and strategies provided." – Sarah Baldino, SLP

Conference Location & Hotel Accommodations



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
Book your overnight accommodations for \$134 per night (standard room) using the corporate account 5600013159 under special rates, subject to availability. For reservations please call 1-800-222-8733 or book online at www.chicagoalsip.doubletree.com

ABOUT BER CONFERENCES

Outstanding Instructors

All programs are led by outstanding, top-rated BER national trainers

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 45 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 • 12:30 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: 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!

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.

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

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

D-4: Writing Realistic Goals for Therapy and Meaningfully Measuring Progress – *Teresa Farnham*

Is there a time-efficient, flexible strategy for measuring language progress across semantics, syntax, pragmatics, and phonology? Yes! Streamline assessment and progress-monitoring by tracking progress with a readily available data collection method that is fast, accurate, research-based, and that won't interrupt the flow of your therapy sessions. Write goals and measure your students' acquisition of all aspects of language with meaningful, dynamic assessment. Discover how timesaving and powerful a 5-minute language sample can be. It's easier than you think!

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: 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.

Conference for School-Based Speech-Language Pathologists

Registration (N9G3F1)

Chicago (Alsip), IL

Both days:

☐ December 5 and 6, 2022

One day only:

☐ December 5, 2022

☐ December 6, 2022

FIRST NAME M.I. LAST NAME

POSITION, SUBJECT TAUGHT GRADE LEVEL

SCHOOL NAME

SCHOOL MAILING ADDRESS

CITY & STATE ZIP CODE

SCHOOL PHONE NUMBER HOME PHONE NUMBER
() ()

Registration confirmations and login details are sent via e-mail

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT)

HOME MAILING ADDRESS

CITY & STATE ZIP CODE

PRIORITY ID CODE: EN9G3F1

METHOD OF PAYMENT

Payment is due prior to the program. No cash please.

One day only, **\$289**; both days, **\$489**; **\$469** per person for groups of three or more registering at the same time for both days.

☐ A check (payable to **Bureau of Education & Research**) is attached

☐ A purchase order is attached, P.O. # _____
(Be sure to include priority ID code on the P.O.)

☐ Charge my: ☐ MasterCard ☐ VISA ☐ Discover

Account # _____ Exp. Date: _____ MO/YR

Billing Zip Code: _____ 3 Digit CVV Code: _____
(Found on back of card)

Please print name as it appears on card

Earn One to Four Graduate Semester Credits



University of
Massachusetts
Global
A nonprofit
affiliate

Up to four graduate level professional development credits are available with an additional fee and completion of follow up practicum activities. Details may be found at www.ber.org/credit

Meet Inservice Requirements / Earn State CEUs

Participants can receive a certificate of participation that may be used to verify continuing education hours. In addition, state CEUs are available. For details, visit www.ber.org/ceus

Registration Fee

The fee for the first or second day registration only is \$289 per person. If a person registers for both days, the registration fee is discounted to \$489 per person; \$469 per person for groups of three or more registering at the same time for both days. Registration fees are **due prior to the program**. No cash please.

Fee includes conference registration, a certificate of daily attendance and an extensive digital resource handbook with materials for all sessions – even those you don't attend.

A printed copy of the resource handbook will be available to registrants at the conference site as long as their registration is received in the BER office at least 15 calendar days before the event.

FIVE EASY WAYS TO REGISTER



REGISTER ONLINE at:
www.ber.org



EMAIL this form to:
register@ber.org



PHONE toll-free:
1-800-735-3503
(Weekdays 5:30 am - 5:00 pm Pacific Time)



FAX this form to:
1-425-453-1134



MAIL this form to:
Bureau of Education & Research
915 118th Avenue SE • PO Box 96068
Bellevue, WA 98009-9668

Session Preferences: Session Numbers Required

DAY 1

☐ One Full Morning Session: A-1

- OR -

☐ Two 70-Minute Morning Sessions

A- _____ – and – A- _____
(A-2 or A-3) (A-4 or A-5)

☐ One Full Afternoon Session: B-1

- OR -

☐ Two 70-Minute Afternoon Sessions

B- _____ – and – B- _____
(B-2 or B-3) (B-4 or B-5)

DAY 2

☐ One Full Morning Session: C-1

- OR -

☐ Two 75-Minute Morning Sessions

C- _____ – and – C- _____
(C-2 or C-3) (C-4 or C-5)

☐ Two 75-Minute Afternoon Sessions

D- _____ (D-1, D-2 or D-3)

- AND -

D- _____ (D-4, D-5 or D-6)

Cancellation/Substitutions

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the conference. Late cancellations made prior to the conference date will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.



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Conference for School-Based Speech-Language Pathologists December 2022

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- **21 Strategy-Packed Sessions From Which to Choose**
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