

SLPs: Practical Therapy Techniques for Persistent and Resistant Speech Sound Errors



A Unique One-Day Live Online Seminar

Teresa Farnham, MA, CCC-SLP

Outstanding Speech-Language Pathologist and National Presenter

Specifically Designed for Speech-Language Pathologists
Serving Students in Grades PreK-12

Implement articulation therapy techniques and strategies that promote maximal student progress and move students toward conversational speech in the shortest amount of time, even for persistent speech sound errors

When and how to address specific phonemes according to current research

Dozens of practical and effective therapy approaches for distorted "R," "L," and their associated vowels, plus best practice strategies to elicit correct "R," "L," "S," and fricative consonants

Receive a detailed articulation therapy digital resource handbook to support your immediate use of the therapy processes you'll learn in this seminar

ASHA CEUs AVAILABLE

LIVE ONLINE SEMINARS

April 6

9 AM Eastern, 8 AM Central,
7 AM Mountain, 6 AM Pacific

April 19

9 AM Central, 8 AM Mountain,
7 AM Pacific, 10 AM Eastern

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CEUs and Graduate Credit Available
See page 6 for details

CAN'T ATTEND?

Order the recorded version
and take the seminar online at
your convenience (see page 6)

Ten Key Benefits of Attending

"Thank you so much for this groundbreaking information!"

– SYLVIA HAW, SLP



Who Should Attend

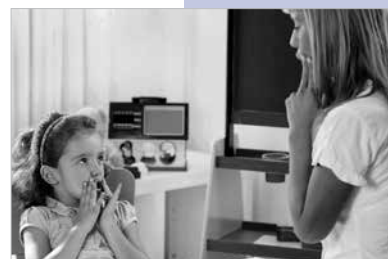
Speech-Language
Pathologists Serving
Students in Grades PreK-12

- 1. Maximize Your Students' Productivity While Minimizing Their Time in Treatment for Persistent Articulation Errors**
Utilize proven methods to facilitate a correct "R," "L," "S," "Z," "Sh," "Ch," "J," and R- and L-controlled vowels at all levels of difficulty
- 2. Strategically Apply Your Phonetic Knowledge to Elicit Correct Sound Production**
Provide effective cognitive-linguistic links to enable your students to use their current understanding and use of speech sounds to produce new, correct speech sounds
- 3. Promote Rapid Speech Sound Mastery Among Your Students**
Developmental norms for acquisition of speech sounds have changed with new research ... Find out what this means for your practice, and use this information to accelerate your students' progress
- 4. Manage Stubborn Articulation Cases More Effectively**
Learn proven methods to remediate your most challenging cases involving "R," frontal lisp or lateral lisp ... Reduce therapy time, increase students' rate of progress, decrease out-of-class time and feel more in control of your schedule
- 5. Use Multiple Levels of Difficulty Throughout the Therapy Process to Enhance Student Acquisition and Carryover of Target Sounds**
Ensure success by incorporating varying levels of difficulty to keep students engaged, challenged and successful from the start
- 6. Apply Carefully Selected Implementation Models to Diminish Articulation Errors Before They Become "Articulation Problems"**
Adapt implementation practices to reduce the overall duration of therapy, while providing greater intensity or "dosage" early in the process ... Learn how strategic, timely intervention can prevent speech sound errors from becoming "persistent and resistant"
- 7. Plan for Dismissal from R (or Any Other Sound) Therapy From the Very First Day**
Utilize intervention techniques, electronic tools, and targeted linguistic elicitation strategies to rapidly move your student from "oo" to "R" in practice and in conversation
- 8. Teach Your Students to More Accurately Evaluate Their Own Sound Production**
Learn about tools available at little or no cost that provide visual feedback, so your students can quickly learn to self-monitor accurately, resulting in more rapid carry-over of sounds to conversation
- 9. Use the Power of Communication and Word Meanings to Spark Your Students' Desire to Excel**
Every child is motivated to communicate ... Capitalize on this motivation to enhance your students' production and use of target sounds using meaning to inspire engagement at every step of the therapy process
- 10. Receive a Detailed Articulation Therapy Digital Resource Handbook**
You will receive an extensive Articulation Therapy digital resource handbook, filled with therapy tools and materials, strategies, and scores of elicitation techniques for "R," "L," "S," "Z," "CH," "J," and R- and L-controlled vowels ... Gain new word lists, sentence elicitation and practice ideas, and materials that use meaning to reinforce correct production, plus much more

Outstanding Strategies You Can Use Immediately

What You Will Learn ...

- **Reduce the amount of time children are in therapy** ... In most cases, long-term therapy (more than 1-2 school years) can become a thing of the past if the right interventions are in place from the beginning
- **Use meaning to motivate change for the “R” and “L” sounds** ... Learn when, how, and why to challenge your students to modify their production of R and L to communicate clearly and precisely
- **Determine what students are doing and not doing when they produce a distorted “R”** and techniques to personalize the shaping of their production into a correct “R”
- **How to build oral awareness** to generate consistent placement for “R,” as well “S,” “Z,” “Sh,” “Ch,” and “J”
- **Learn how to solidify and generalize the new, correct “R” and other target sounds** ... Use therapy routines that promote generalization from the start
- **Help students analyze their own “S” production using visual tools** and learn to evaluate “S” and “Z” correctly at all levels of difficulty (isolation, words, sentences, conversation)
- **Discover how to intervene early, directly and indirectly to reduce the number of children who have speech sound errors that require extensive therapy** ... Discover what speech Rtl levels look like in a successful intervention program
- **Master screening and periodic intervention techniques that can save hours** of therapy over the long haul
- **Learn language-based techniques to improve multiple speech sound errors simultaneously** ... Provide fast, targeted intervention for typical speech sound errors and for consonant cluster errors



“Very engaging and usable information. One of the best seminars I’ve attended.”

– JENNIFER SAWYER, SLP

Practical Ideas and Strategies

As an SLP, are you challenged by students who have unmistakable and persistent speech sound errors well into the later elementary years and beyond? While these children may have only one or two sounds in error, these few errors are anything but “simple and easy” to remediate. Distorted S and Z sounds, particularly lateral distortions, are frustratingly resistant to therapy, as are distorted Rs. In this seminar, outstanding speech-language pathologist and national presenter **TERESA FARNHAM** shares a variety of highly effective strategies to help reduce frustration and increase success in therapy with your most challenging speech sound cases, in part by reducing the number of “challenging cases” as early and rapidly as possible. Learn how to facilitate correct sound production through use of meaning and concurrent task sequencing across multiple levels of difficulty. Discover free and/or inexpensive electronic tools that can accelerate your students’ progress by teaching them to independently monitor their sound production. Receive a wealth of information and techniques to support student success and enhance the effectiveness of therapy, even for “R” distortions and other challenging speech sound errors. Learn how to decrease your caseload by moving children to correct conversational speech sound production quickly, making your students feel more successful simply because they are! ***You’ll leave with an array of new ideas to strengthen your speech sound therapy program.***



A Message From Seminar Leader, Teresa Farnham



Uniquely Qualified Instructor

TERESA FARNHAM brings years of PreK-12 experience as a school-based SLP and state SLP leader. She is passionate about developing practical solutions, strategies and ideas designed to help fellow school-based SLPs maximize their effectiveness. Teresa is a popular presenter at regional, state and national levels on articulation therapy, phonological disorders, language and literacy, and practical, best-practice therapy strategies. Teresa's extensive school-based experience uniquely qualifies her to understand the challenges facing SLPs today. She authored her state's Guidelines for School-Based SLPs for Articulation and Phonology. She is also the author of *SLPs: Practical Therapy Techniques for Persistent and Resistant Speech Sound Errors*, the extensive articulation therapy digital resource handbook you will receive at the seminar. **Join Teresa for a fast-paced, fun and informative day filled with powerful approaches to help you propel your students who have persistent speech sound errors to communication success!**

Dear Colleague:

During my career as a school-based SLP, most years I've had at least one student whose speech sound errors steadfastly resisted improvement. Often, one of those errors was the difficult-to-elicite [r] sound. My turning point was the year that 20 sixth graders arrived in middle school needing therapy for [s, z, r, l or ə]. There were not enough free minutes in their day to possibly see them all on a traditional schedule! I wondered, how could so many students still need therapy for 1-2 speech sound errors at their age? What was missing in their earlier program?

This began my quest for better understanding the constituent elements of effective therapy for speech sounds. What I found surprised me. It challenged my ideas of how to conduct a therapy session, got me thinking about frequency, intensity, and dosage as factors in student success, and spurred me on to try new and adapted approaches to treating speech sounds. I made it my personal goal to not send any students with "only" speech sound errors to the middle school. And I've been largely successful! My goal is to have no students beyond grade 2 on my caseload who have speech sound errors as their primary communication concern. In fact, now none of my students beyond grade 2 are working on any speech sounds!

How did I accomplish that? At this seminar, I want to share with you the best of what I have found to be successful based on all my research and years of implementation experiments. Together, we will explore the variety of solutions I use to reduce or eliminate speech sound errors. The topics we'll explore include:

- Techniques for successful elicitation of target sounds which build on the student's current phonetic understanding
- Using meaning as a motivator of speech sound change
- The effectiveness of different therapy models for single sound errors
- Therapy routines that enhance response rates
- Use of technology (some of it FREE!) to promote better self-monitoring by students and to help each student take ownership of his or her speech production
- Intervention models that have the potential to prevent persistent speech sound errors with relatively low time investment

Join me for a day full of sharing information with colleagues from all around your region and leave with many new tools and materials that you can use right away!

Sincerely,

Teresa Farnham, MA, CCC-SLP

P.S. The articulation therapy digital resource handbook you'll receive at my seminar is filled with new ideas and ready-to-duplicate materials you can use tomorrow!

What Your Colleagues Say About Teresa Farnham

“Very practical information presented in a dynamic way! I am leaving with great treatment ideas and renewed hope for my students.” – Karen Duda, SLP

“Wow! Teresa was **well organized and informative!**” – Diane Shelton, SLP

“I thoroughly enjoyed the day. **Extremely applicable and incredibly useful** to my daily work.” – Emily Faulkner, SLP

“So informative and practical. Information I can take with me and implement immediately.” – Teresa Brookman, SLP

“Very practical and useful. Can go right home and begin!” – Brooke O’Rourke, SLP

“Excellent! Lots of really good ideas! I can’t wait to try this in my speech groups! Thank you so much!” – Cynthia Mikesell, SLP

“Very engaging, novel approaches. Helpful stories of experiences with real students.” – Elizabeth Sturgill, SLP



About BER Seminars

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

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Special Benefits of Attending



"I am so excited!
I have several
students that
I can use this
information with
starting tomorrow!"

– KELLY TAYLOR, SLP

On-Site Training


Most BER seminars can be brought to your school or district in-person or online. See the options at www.ber.org/onsite or call 877-857-8964 to speak to one of our On-Site Training Consultants.

Extensive Articulation Therapy Digital Resource Handbook

You will receive an extensive digital resource handbook giving you access to countless strategies. The handbook includes:

- Step-by-step speech sound elicitation treatment techniques
- Resources for activities at multiple levels of perceived difficulty (isolation, syllables, words, sentences) for you to use from the very first day of intervention
- Materials that support student use of technology supports throughout the week to achieve correct sound practice even in your absence

ASHA CEUs Available

	ASHA CE APPROVED PROVIDER	Bureau of Education & Research Intermediate Level 0.50 ASHA CEUs
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ASHA-Required Disclosure Statement for Teresa Farnham:

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

Nonfinancial: No relevant nonfinancial relationships exist.

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

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Registration (XSE3S1)

1. **April 6, 2023** (Start time: 9 AM Eastern)
2. **April 19, 2023** (Start time: 9 AM Central)
- or—
3. **I'd like to order the recorded version of this seminar**

FIRST NAME _____ M.I. _____ LAST NAME _____

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SEMINAR LOCATION NUMBER: _____ (Please see list above)

List additional registrants on a copy of this form

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SCHOOL PHONE NUMBER _____ HOME PHONE NUMBER _____

() ()

Registration confirmations and login details are sent via e-mail

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT) _____

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CITY & STATE _____ ZIP CODE _____

IMPORTANT – PRIORITY ID CODE: EXSE3S1

METHOD OF PAYMENT – Team Discount Available

The registration fee is \$279 per person, for teams of three or more registering at the same time, the fee is \$259 per person. **Payment is due prior to the program.** No cash, please.

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

 MAIL this form to: **Bureau of Education & Research**
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Program Hours

All **Live Online** Seminars are scheduled 9:00 a.m. – 3:30 p.m. in the time zone indicated. Check in 15 minutes prior. Registrants will be sent login information by email four days before their Live Online Seminar.

Fee

The registration fee is \$279 per person, \$259 per person for groups of three or more registering at the same time. Call us at 1-800-735-3503 for groups of ten or more. **Payment is due prior to the program.**

Fee includes seminar registration, a certificate of participation and an extensive digital resource handbook. The fee is the same for Live Online Seminars or Recorded Seminars.

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 seminar. Late cancellations made prior to the event date will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at www.ber.org. The Bureau is North America's leading presenter of PD training for professional educators. Programs are based on sound research, are highly practical in content and consistently receive excellent evaluations.

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XSE3S1

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A Unique One-Day Live Online Seminar
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Presented by

Teresa Farnham, MA, CCC-SLP
Outstanding Speech-Language Pathologist
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