

Day One

Keynote • 9:00 - 9:30 am

“The Art and Science of Resilience for SLPs” – Sarah James

In these unprecedented times, it seems that we have had quite THE year, or two, or even ten – depending on your perspective. Let’s kick off a great two days together! We’ll reflect on the habits and strategies that have helped us to keep on keepin’ on, ditch the unhelpful, and explore additional ideas that will help you – the school-based SLP – continue to thrive during life’s inevitable ebbs and flows.

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

– Danielle Graves, SLP



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: Build Your Play-Based SLP Therapy Toolkit – Allison Cloutier

Learn how to use one game or activity across a wide variety of student needs – one of the most effective ways to save time planning and implementing therapy activities! Explore engaging play-based games and activities as you create a reference sheet of how each can be used to address receptive and expressive language, social pragmatic language, written language, articulation, and AAC. Leave with an extensive list of play-based materials, websites, and resources that will enhance your therapy.

Team Discount

ONE DAY

One Person: \$289

BOTH DAYS

One Person: \$489

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

First 70–Minute Morning Sessions 9:40 – 10:50 am

CHOOSE ONE: A-2 or A-3

A-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.

A-3: 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 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. Gain ideas, materials, and resources backed by the latest brain research that address students’ social-emotional needs.

Second 70–Minute Morning Sessions 11:00 am – 12:10 pm

CHOOSE ONE: A-4 or A-5

A-4: Using Curricular Materials in Therapy to Impact Educational Performance AND Save Time

– Christina Bradburn

Using curricular materials instead of commercially available or SLP-created materials can improve student progress while saving you valuable time. Monitor progress and performance from direct speech intervention data and from students’ classroom performance. View video and photo examples of how to adapt any curricular material to fit any therapy session. See how everyone wins when SLPs shift from materials prep to adapting curriculum to target: modeling, prompting, guided responding, chaining, shaping, time delay strategies, guided repetition, and home programming.

A-5: Innovative Digital Tools for Articulation, Literacy, and Vocabulary – Sarah James

Discover fresh digital resources and many innovative, practical, SLP-friendly activities paired with high impact, FREE Google Tools – perfect for use across service delivery models. Explore options to engage all learning styles and address articulation, literacy, vocabulary and more! Implement state-of-the-art strategies, materials, and technologies without spending more money. Learn trailblazing ideas you’ll be excited to use to create custom-made, individualized materials, quickly.

Lunch break • 12:10 – 1:10 pm

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

Who is BER?

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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 • 1:10 - 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: 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!

First 70-Minute Afternoon Sessions 1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

B-2: Increasing Short- and Long-Term Student Success – *Allison Cloutier*

Expand your intervention strategies to support students who struggle with maintaining attention and engagement in therapy sessions. Gain tips, tricks, and strategies to engage students of all ages and to customize your speech and language sessions to meet diverse student needs. Explore outstanding ways to accommodate different learning styles, add movement into your sessions, make the most of multisensory approaches, harness the power of choice, and discover other strategies to engage our students to reach their highest potential.

B-3: The Art and Science of Resilience for Speech-Language Students

– *Sarah James*

In this session we'll focus on the application of resilience strategies with the students on your caseload. We know that tolerance for feedback and making changes based on that feedback are key to successful therapy. Gain ideas you can share with students, teachers and parents about tolerance and perseverance and their strong connection to successful goal achievement. Learn how teaching grit can cultivate stronger resilience, tolerance, and perseverance in your speech-language students.

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

CHOOSE ONE: B-4 or B-5

B-4: Top Ten Games and Activities for Speech-Language Therapy

– *Allison Cloutier*

Discover highly motivating games and activities you can use throughout your day and across diverse student needs to engage them in ways that lead to therapeutic success. Learn essential ways to embed therapy targets within a play-based learning format. Gain tips and tools for making best use of play- and project based learning with early childhood, elementary, middle, and high school students.

B-5: Making Best Use of Differentiation, Accommodations and Modifications

– *Sarah James*

SLPs are “master differentiators” because it's an integral part of our everyday work with students. Discover how to turn Bloom's Taxonomy and other research-based strategies into a systematic and concrete differentiation machine! Leave with a structure for creating instructionally-based differentiation opportunities for your students versus the typical time and quantity modifications found in most IEPs. Explore how to use Bloom's and other research-based strategies as a template to help you write goals and objectives.

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: Vocabulary: Constructing A Framework for Success – *Sarah James*

Understanding how to make the most of the three tiers and the four types of vocabulary: listening, speaking, reading, and writing is the key to building a successful framework for our students. Vocabulary is critical for reading comprehension, understanding new content, expressing oneself, writing and more. This session will provide the best, most current research, strategies, activities, digital tools, and online resources to help you build vocabulary and maximize student success.

First 75–Minute Morning Sessions 9:00 – 10:15 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: Level Up Your Social Skills Groups

– *Allison Cloutier*

Expand your toolkit of social pragmatic intervention strategies and learn great ways to pair social pragmatic techniques into high interest lesson plans. Explore engaging, interactive activities that promote conversational turn-taking, problem solving, engagement, perspective-taking, building authentic friendships and more! These hands-on, interactive activities are sure to engage your students in a new and exciting ways.

Second 75–Minute Morning Sessions 10:25 – 11:40 am

CHOOSE ONE: C-4 or C-5

C-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.

C-5: Kick It Up a Notch with Children’s Literature – *Allison Cloutier*

We all love using children’s books, but the same old books over and over again can get boring! Learn about NEW children and teen favorites to use in your therapy sessions. When students engage in literacy-based play and “act out” what they have read, they show significantly higher comprehension and language skills. We’ll not only review some of the newest favorites, but also explore games and activities that pair well with each book.

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



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.



Lunch Break • 11:40 am – 12:40 pm

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

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



ABOUT BER CONFERENCES

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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.

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

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

D-1: 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-2: Timesaving Cross-Curricular Strategies for Greater Student Success – *Allison Cloutier*

In a world with so many options and ways to support students, how do we as SLPs make the most efficient and effective use of our time? Gain proven strategies that will support your students across the curriculum and save you valuable time while also providing greater impact on student success. We'll explore cross-curricular vocabulary, test-taking techniques, self-advocacy goals, team approach IEP goals, classroom strategies for individual students, and more!

D-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 and are called upon to make the newest research understandable and actionable. Add your literacy and language knowledge to the updated 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, brain research to support it, and resources, screening, and intervention tools. Explore easy-to-implement, applicable, everyday direct services activities.

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

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

D-4: 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-5: Making Best Use of the Latest Online and Digital Materials – *Allison Cloutier*

From Pixar Shorts and TED Talks to YouTube and movie clips – come and explore great ways you can use online and digital materials in your therapy. Learn how to engage your students with these high interest digital materials while targeting articulation, language, and social pragmatic needs. Since technology tools are ever changing, this interactive session will help you stay current on the best, up-to-date tools you'll want to have right at your fingertips!

D-6: From Phonemes to Sentences: Strengthening Written Language Through Editing – *Sarah James*

"Go back, check it over, and edit" can be daunting words for our students who struggle with written language skills. Explore options for using spoken language to improve written language and vice versa. Discover fun and motivating ways to help students increase length and complexity, and instructionally based differentiated writing options perfect for your therapy. Leave with a list of concrete ideas for teaching students to listen, add, delete, and change to strengthen their written language.