

INFORMATION

Institute Information:

Contact (662) 915-7271 or email
fall.institute@speechandhearingcenter.org

LEARNING OUTCOMES

LEVEL—Intermediate

Participants will be able to:

- Name and describe the factors that influence word-level reading and spelling
- Describe optimal assessment strategies for word-level reading and spelling
- Tailor instructional methods to optimally meet individual needs in word-level reading and spelling
- Describe the role of and connections between word-level and text-level literacy skills

CONTINUING EDUCATION

APPROVED PROVIDER



University of Mississippi
Department of Communication
Sciences and Disorders is
approved by the Continuing
Education Board of the
American Speech-Language-
Hearing Association (ASHA) to
provide continuing education

activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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

The Mississippi Department of Education will
award 1.0 CEUs of credit for this course.

AL, AR, LA, MO, and TN must gain district
approval for Continuing Education Credit.

The University of Mississippi

OLE MISS FALL INSTITUTE
Department of Communication Sciences and Disorders
P.O. Box 1848
University, Ms 38677-1848

Ole Miss Fall Institute 2011



THE UNIVERSITY OF
MISSISSIPPI

October 20-21, 2011

IT'S ALL ABOUT WORD STUDY: A MULTI-LINGUISTIC APPROACH TO LITERACY INSTRUCTION

Dr. Kenn Apel, Ph.D., CCC-SLP
ASHA Fellow
Professor and Director
The Florida State University
School of Communication Sciences and
Disorders

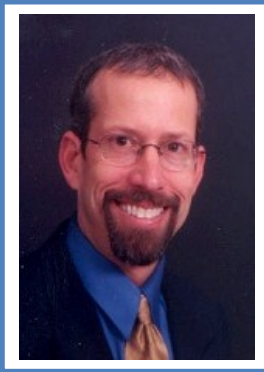
Sponsored by

- UM NSSLHA Chapter
- Department of Communication Sciences
and Disorders

Speaker

Dr. Kenn Apel, Ph.D.
CCC-SLP, ASHA Fellow

- Co-author of *SPELL-2, 2nd Edition, Spelling Performance Evaluation of Language and Literacy*
- Professor and Director of Communication Science and Disorders at The Florida State University, Tallahassee, FL
- Former Editor-in-Chief for *Language, Speech, and Hearing Services in the Schools* (2007-2009).
- Fellow and certified member of the American Speech-Language-Hearing Association (ASHA).
- Dr. Apel has more than 20 years of experience conducting research and teaching classes on language learning and working with children, adolescents, and adults with language problems and language-based learning deficits.
- His research focus is on the underlying linguistic components that support the development of reading and spelling—specifically, how children develop orthographic knowledge (i.e., knowledge regarding the systematic manner in which spoken language is represented in writing) as well as the mental images of written words (i.e., mental graphemic representations).
- He also is studying other linguistic skills that support literacy development (e.g., morphological awareness) and how best to assess and instruct children in the development of spelling.
- Ph.D., University of Memphis, 1986
- M.A., San Diego State University, 1983
- B.A., San Diego State University, 1981



Schedule

The Inn at Ole Miss
The University of Mississippi
Oxford, MS

Thursday, October 20

- 7:15 – 8:00 Registration, Packet pickup
- 8:00 – 9:45 Word-level Literacy Development
- Linguistic factors that underlie word-level literacy skills (Phonemic awareness, orthographic pattern awareness, morphological awareness, semantic awareness, and mental graphemic representation)
- 9:45 – 10:00 Break
- 10:00 – 11:30 Word- level Literacy Development (cont.)
- Implications of developmental theory on practice
- 11:30 – 1:00 Lunch
- 1:00 – 2:30 Assessment
- Norm-referenced measures, criterion-referenced measures, prescriptive assessment, miscue analysis, multi-linguistic analysis
- 2:30 – 2:45 Break
- 2:45 – 4:30 Instruction/Intervention
- General principles of instruction/intervention for word-level literacy, word study principles, strategies for improving phonemic awareness, strategies for improving orthographic pattern awareness

Friday, October 21

- 8:00 – 9:30 Instruction/Intervention (cont.)
- Strategies for improving morphological and semantic awareness, strategies for improving mental graphemic representations, examples of successful Intervention
- 9:30 – 9:45 Break
- 9:45 – 11:45 The SLP and Literacy
- The role of the SLP in literacy development, assessment, and intervention, links between word-level and text-level literacy
- Questions and answers
- 11:45 Dismissal

Registration Form

Complete the registration form and mail with your check to:
OLE MISS FALL INSTITUTE
Department of Communication Sciences and Disorders
P.O. Box 1848, University, MS 38677-1848

SEATING LIMITED; PLEASE REGISTER EARLY!

Name: _____
Address: _____
Phone: _____
Email: _____

Off-Campus Supervisor?*

Yes No, but interested No

*Supervisors of record serving an Ole Miss student during the calendar year of 2011 may deduct \$25.00 from the registration fee.

	<u>Institute Cost</u>
Pre-Registration: (Deadline to pre-register: September 19, 2011)	\$180.00
Standard Registration: (September 20, 2011 through October 19, 2011)	\$200.00
On-site Registration:	\$220.00
Students:	\$50.00
Parents:	\$75.00
	(Limited number of student seats available)
Amount enclosed:	\$ _____

- Special needs: Please list any special assistance required on your registration form (i.e., physical disability, vision, hearing, etc.).
- Refunds of 100% will be made to all individuals registered for this conference if the course is canceled by the sponsor.
- Refunds of 80% will be offered to individuals who cancel by October 8, 2011. No refund will be made beyond that date.
- The Inn at Ole Miss has a limited number of rooms at a special group rate for this conference for those who book by September 19. Call 1-888-486-7666 or visit www.theinnatolemiss.com for more information.
- Follow us on Facebook for the latest information, and check out our NSSLHA website at <http://www.olemiss.edu/orgs/nsslha/index.htm>.
- Please bring your challenging clinical questions and/or client examples to generate discussion during questions and answers, prior to conference dismissal.