

32nd Annual Joint Conference



**New Jersey
Speech-Language-Hearing
Association**

and



Promoting literacy through research, education, and advocacy.

**The New Jersey Branch
International
Dyslexia Association**

Present

**Speech-To-Print or
Print-To-Speech? We're
Asking the Wrong Question!**

*Part 1 - Wednesday, March 6, 2024,
6:30 pm - 8:35 pm EST*

*Part 2 - Wednesday, March 13, 2024,
6:30 pm - 8:35 pm EST*

Virtual Conference

**0.4 ASHA CEUs
4 Professional Development Hours**

Agenda

Part 1 – Wednesday, March 6, 2024

6:30 PM Welcome

Donna Spillman Kennedy, MS, CCC-SLP
President, NJSHA

Introduction of Speaker

Susan T. Andrews MA, LDT/C, OG-Th, SLDS

**6:35 PM How Do Printed Words
Represent Spoken Language?**

6:45 PM Morphology as the Framework

**7:30 PM Instructional Implications:
Misunderstood Words**

**7:50 PM Instructional Implications:
Vocabulary**

8:30 PM Questions and Discussion

8:35 PM Adjourn Part 1

Part 2 – Wednesday, March 13, 2024

6:30 PM Welcome

Dawn Dennis, MEd, MA, OG-TT, S-LDS
President, NJIDA

**Introduction of Mae Balaban
Scholarship Winners**

Georgette Dickman MA, C-SLDS, OG-ThT

**6:35 PM Productive Divergence Between
Speech and Print**

6:50 PM Signals of Identity in Spelling

**7:30 PM Instructional Implications: Oh,
Wow Words**

**7:50 PM Instructional Implications:
Anchored Words**

**8:10 PM Trustworthy Connections
Between Speech and Print**

8:25 PM Questions and Discussion

8:35 PM Adjourn Part 2

*SPEAKER HANDOUTS WILL BE AVAILABLE ONE WEEK PRIOR TO
THE CONFERENCE*

Abstract

Although effective literacy instruction builds on the oral language proficiencies that students bring to the classroom, many discussions on this topic miss the bigger picture of how spoken and written language interrelate. The key question is not whether the focus of instruction should be from speech-to-print or vice versa. Instead, it's this: if we want to develop literacy in all students as efficiently and deeply as possible, what do students and teachers need to know about written words? The answers to that question will help students and teachers develop a more nuanced understanding of how written language works and how it relates to spoken language, beginning with an awareness of the foundational role of morphology in English. It's also essential to know that not every letter in a word is a signal of pronunciation. There are many reasons for otherwise mysterious letters in written words, and knowing their functions will shed light on many spellings.

In this two-part presentation, we will discuss how an expanded understanding of English spelling benefits all, especially those in need of special support.

Learner Outcomes

After completing this course, participants will be able to:

1. Explain how morphological structures provide the framework for written words.
2. Describe three functions of letters in written words, including two that have no connection to pronunciation.
3. Explain why the question of speech-to-print or print-to-speech is focused at the wrong level of language.

Questions? Contact us at:

info@njsha.org

or 888-906-5742

Faculty

Sue Scibetta Hegland

Sue Scibetta Hegland is an author, educator and frequent speaker on topics related to spelling. She began her career doing research and instructional design, but her focus shifted in 2003, when she learned that one of her children is dyslexic. Trained in the Orton-Gillingham approach to literacy instruction, she has been studying and teaching about orthographic linguistics since 2014. Sue has served on the Board of Directors for the Upper Midwest Branch of the International Dyslexia Association (IDA) and on the Board of Education for the Brandon Valley School District. She is currently the Editor-in-Chief for the IDA’s Fact Sheet publications and is on the Advisory Council for the Upper Midwest Branch of the IDA. She is the founder of the website LearningAboutSpelling.com and author of the book *Beneath the Surface of Words: What English Spelling Reveals and Why It Matters*.

Disclosure Statement

Relevant Financial Relationships: Sue Hegland will be receiving an honorarium for her presentation.

Relevant Non-Financial Relationships: Sue Hegland is the Editor-in-Chief for the IDA’s Fact Sheet publications and is on the Advisory Council for the Upper Midwest Branch of the IDA. She is the founder of the website LearningAboutSpelling.com and author of the book *Beneath the Surface of Words: What English Spelling Reveals and Why It Matters*.

Continuing Education



ASHA CE
APPROVED
PROVIDER

New Jersey Speech-Language-Hearing
Association

Intermediate Level

0.4 ASHA CEUs

This course is offered for 4 Professional Development Hours.
Must attend both days. No partial credit given.

**Eligible for IMSLEC and IDA
Certification CEUs.**

Scholarships Available
Visit <https://nj.dyslexiaida.org> for Details

A limited number of scholarships are available to NJIDA and/or NJSHA members currently providing structured literacy education to individuals (preschool through adulthood), who are experiencing difficulty learning to read, spell and write. Those who apply for and are granted a scholarship will have the fee for this 2024 Conference waived. Visit <https://nj.dyslexiaida.org> for details.

**Space is Limited.
Register Early.**

Registration Information

DISCOUNT: School districts can send five teachers for the price of four. Please submit the five registration forms together.

For additional information or membership applications, please call:

NJSHA (888) 906-5742
NJIDA (908) 432-0193

Must attend both days. No partial credit given.



NJSHA empowers audiologists, speech-language pathologists, speech, language and hearing scientists and future professionals by providing resources and support to its members and those they serve through, Professional Development/Continuing Education; Advocacy; Public Awareness; and Networking and Mentoring.



The International Dyslexia Association is a non-profit Scientific and Education organization for the study and treatment of children with specific language disability (dyslexia). The New Jersey branch does not endorse any specific program; it supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age.

Registration Form

NJSHA/NJIDA Virtual Conference
March 6 & 13, 2024

Register Online with a
credit card at www.njscha.org

Name: _____

Address: _____

Job Title: _____

Phone: Cell () _____

Attendee Email: _____

Registration Fees
(Please check one)

Registration

NJSHA member ☐ \$99.00

NJIDA member ☐ \$99.00

Non-Member ☐ \$125.00

Group Rate \$ _____

Student
(provide proof) ☐ \$30.00

3% charge for credit card processing fee \$ _____

Total \$ _____

☐ Checks (payable to NJSHA)

☐ Visa ☐ MasterCard ☐ Discover ☐ Amex

Credit Card Number _____

Exp. date _____

Signature _____

☐ Purchase Orders

Registration form must include approved PO paperwork

Register Online with a credit card at www.njscha.org

Mail/fax/email registration form with payment option:

NJSHA
174 Nassau Street, Suite 337
Princeton, New Jersey 08542
Fax: 412-366-8804
Email: info@njscha.org

A refund less \$30 processing fee will be issued if received prior to 2/28/24. No refunds will be issued after 2/28/24. Send written cancellation requests to info@njscha.org or fax 412.366.8804. Cancellations will not be accepted by phone.