

Communication is Central: A Professional Learning Event Series

Presents:

Implications of Variability in Morphological Instruction

Friday, January 16, 2026 ~ 3:30 - 5:00 p.m. EST • FREE Event • Held Virtually

Course Description:

This presentation examines how 4th and 5th graders recalled polymorphemic words under three conditions: affix-centric matrix, base-centric matrix, and a control list. Students in either the affix or base-centric conditions performed similarly at time one, but the base-centric condition yielded significantly higher results than either the affix or list conditions at time two.

Presenters:



Gal Kaldes, Ph.D., CCC-SLP is a postdoctoral fellow at the Adult Literacy Research Center at Georgia State University and a member of the Structured Word Inquiry Research Vanguard (SWIRV). Her research currently focuses on adults who require literacy support across various educational contexts, including adult foundational education and post-secondary education.

Relevant Disclosures - Founding member of Structured Word Inquiry Research Vanguard.



Katie Squires, Ph.D., CCC-SLP, BCS-CL is a Professor at Central Michigan University and founding member of the Structured Word Inquiry Research Vanguard (SWIRV). She teaches courses in language development, preschool and school-age language disorders, speech-sound disorders, and literacy disorders. She supervises the evaluation and treatment of dyslexia.

Relevant Disclosures - Founding member of Structured Word Inquiry Research Vanguard.



Abbie Olszewski, Ph.D., CCC-SLP is an Associate Professor in the Department of Speech Pathology and Audiology at the University of Nevada, Reno and a founding member of the Structured Word Inquiry Research Vanguard (SWIRV). In addition to teaching and 25 years of clinical experience, her research interests include scholarship of teaching and learning, language/literacy disorders, and trans voice and communication.

Relevant Disclosures - Founding member of Structured Word Inquiry Research Vanguard.



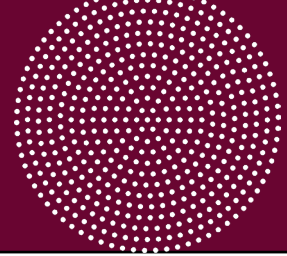
Heather Ramsdell, Ph.D., CCC-SLP is an Associate Professor at Idaho State University, owner/clinician at Once Upon a Time LLC, and a founding member of the Structured Word Inquiry Research Vanguard (SWIRV). Her teaching, research, and clinical interests include infant vocal development, phonetics, phonology, multisensory structured language intervention, literacy, SWI, spelling, and dyslexia.

Relevant Disclosures - Founding member of Structured Word Inquiry Research Vanguard.



Kimberly Murphy, Ph.D., CCC-SLP is the Clinical Director at the Scottish Rite Childhood Language Center at Richmond, Inc. and a founding member of the Structured Word Inquiry Research Vanguard (SWIRV). She has extensive clinical experience working primarily with school-aged children with language and literacy disorders. Her research focuses on the connections between language and literacy and improving services for children with, or at risk for, language and literacy disorders.

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Ginger Collins, Ph.D., CCC-SLP is a Professor and Program Director in the School of Speech, Language, Hearing, and Occupational Sciences at the University of Montana. Her teaching and research focuses on literacy intervention, especially with adolescents, postsecondary transition planning, and stuttering. Dr. Collins is a founding member of the Structured Word Inquiry Research Vanguard (SWIRV).

Relevant Disclosures - Founding member of Structured Word Inquiry Research Vanguard.



Jana Parker, SLPD, CCC-SLP is a Clinical Associate Professor at Baylor University and founding member of the Structured Word Inquiry Research Vanguard (SWIRV) She teaches language development and literacy intervention courses, serves as a clinical educator, and directs the reading clinic in the Baylor University Language and Literacy Clinic.

Relevant Disclosures - Founding member of Structured Word Inquiry Research Vanguard.



Anya Maloney, M.S., CCC-SLP is a founding member of the Structured Word Inquiry Research Vanguard (SWIRV). She has specialized training in spoken and written language development and disorders and clinical experience working with school-age children in various settings, including schools, outpatient hospital clinics, and private practice.

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Agenda:

3:30-3:35 p.m.	Introductions
3:35-3:45 p.m.	Explain the morphophonemic nature of English orthography
3:45-3:55 p.m.	Variability in instruction and presentation
3:55-4:00 p.m.	Review prior research
4:00- 4:10 p.m.	Current study participants and methods
4:10-4:25 p.m.	Current study results and discussion
4:25-4:50 p.m.	Implications for instruction
4:50-5:00 p.m.	Conclusions and questions

Course completion:

To satisfactorily complete this course the learner must complete the post-course survey.

Register Today at: <https://bit.ly/43LdG8J>

Free Event - (Registration closes on 1/11/2026)

The link for the virtual Professional Learning Event Series will be sent to your email address prior to the event.

Continuing Education:



ASHA CE
APPROVED PROVIDER

Central Michigan University
 Department of Communication
 Sciences and Disorders

Intermediate Level
 0.15 ASHA CEUs