

COLLOQUIUM SCHEDULE

7:30 - 8:00	Registration
8:00 - 8:15	Introduction Lori Rodriguez, Chief, Bureau of Student Achievement through Language Acquisition, Florida Department of Education
8:15 - 9:30	Dr. Kathryn Froelich Assistant Professor, Sitting Bull College
9:30 - 9:45	Break
9:45 - 11:00	Dr. Joyce Nutta Associate Professor, University of Central Florida
11:00 - 11:15	Break
11:15 - 12:45	Mr. Luis Riquelme Assistant Professor, New York Medical College
12:45 - 1:00	Closing
1:00 - 4:00	Meeting with Grant Recipients (CSD Conference Room)

CONTACT INFORMATION

For more information contact:
ProjectSLPELL@hotmail.com



Cohort I and II Grantees 2011-2012



University of Central Florida 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 0.4 CEU's (Intermediate Level, Related Areas). CEUs Cost: \$20 for Non-UCF Faculty/Student. Checks Only (Checks Payable to: NHSSLA) Onsite Registration.

*Fee waiver available for school district employees

The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, or veteran's status is prohibited.



The University of Central Florida
Department of
Communication Sciences and Disorders

Proudly presents

Preparing Speech-Language Pathologists to Serve English Language Learners with Communication Disorders Second Annual Colloquium



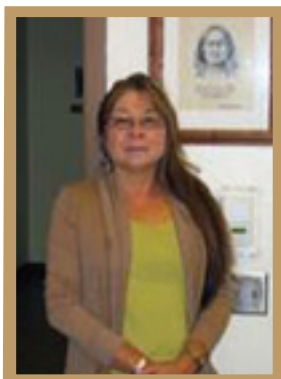
Friday, October 14, 2011
7:30am-1pm

University of Central Florida
Orlando Florida
Student Union, Cape Florida, Room 316

Grant # H325K090415



SPEAKERS



SERVING STUDENTS AT THE STANDING ROCK RESERVATION: THROUGH THE CULTURAL LENS OF THE SPEECH-LANGUAGE PATHOLOGIST

Kathryn Froelich, Ph.D.
Assistant Professor, Chairperson,
Sitting Bull College, Division of Education, Fort Yates,
North Dakota

Bio: Dr. Kathryn M. Froelich has been the Chairperson for the Division of Education at Sitting Bull College for the past seventeen years. She previously worked as a teacher for the Bureau of Indian Affairs and the Standing Rock Head Start Program located in Fort Yates, North Dakota. Sitting Bull College, Division of Education, has been a recipient of several USDOE, Office of Special Education grants and Office of Indian Education grants. Dr. Froelich has served as the Project Director for these grants whose major focus was to prepare personnel to obtain their Bachelor's degree in Education.

Dr. Froelich was a recipient of a research grant from the University of South Florida LASER Project (Linking Academic Scholars with Educational Resources). This research grant supported the completion of her dissertation at the University of North Dakota where she received her doctoral degree in Higher Education/Teaching and Learning from the University of North Dakota. Dr. Froelich is a member of the Three Affiliated Tribes located on the Fort Berthold Indian Reservation in North Dakota and maintains a close relationship with all nine Standing Rock k-12 school systems.

Outcomes: This presentation focuses on the Speech-Language Pathologists (SLPs) that serve children on the Standing Rock Indian Reservation. Focus group discussions with the SLPs address the following questions:

- What challenges and issues impact speech language services to Lakota and Dakota children?
- How does culture impact service delivery models for Lakota and Dakota children?
- What resources are available to speech-language pathologists?
- How does Sitting Bull College support the needs of the local education agencies?



POTLUCK OR BANQUET? BRINGING EVERYONE TO THE TABLE

Joyce Nutta, Ph.D.
Associate Professor,
University of Central Florida

Bio: Joyce W. Nutta is associate professor of English for Speakers of Other Languages (ESOL) the ESOL Endorsement and TESOL Ph.D. Track Coordinator of the College of Education. She teaches ESOL Education courses at the graduate level. She holds a bachelor's degree in Mass Communications, a master's degree in Applied Linguistics, and a Ph.D. in Second Language Acquisition/Instructional Technology. Her research interests include the use of technology to teach foreign/second languages, online learning for teacher education, and the integration of ESOL issues into teacher education curricula. Dr. Nutta has received over \$3,000,000 in research and training grants. Her research has been published in Foreign Language Annals, TESOL Journals, and CALICO Journal, among other international and national publications. She recently published "Teaching Science to English Language Learners" with Routledge Press. Her presentations are highly interactive and hands-on applications of research-based approaches to teaching English language learners.

Outcomes: Increasingly, professionals other than ESOL teachers impact the education of English learners. This presentation will explore a collaborative approach to educating English learners, including the roles of the Speech language professional, the ESOL specialist, and the mainstream classroom teacher. Applying this collaborative approach to supporting English learners learning in the content areas, the presenter will demonstrate instructional practices that increase comprehension for English learners of different proficiency levels in content instruction and assessment.



NEUROPHYSIOLOGY AND BILINGUALISM: ENOUGH EVIDENCE FOR CLINICAL PRACTICE?

Luis F. Riquelme, M.S., CCC-SLP, BRS-S
Assistant Professor, New York Medical College;
Director, Center for Swallowing & Speech-Language
Pathology, New York Methodist Hospital;
Director, Barrique Speech-Language Pathology, PC.

Bio: Luis F. Riquelme is currently employed as Asst. Professor in the Department of Speech-Language Pathology at New York Medical College. He is the owner and director of Barrique Speech-Language Pathology, PC, a small private practice that provides speech-language and dysphagia services to area nursing homes and acute care facilities. He obtained his B.A. from LIU/Brooklyn and M.S. from Columbia University. He is currently a Ph.D. candidate at The Graduate Center of the City University of New York.

Luis has presented locally and nationally on topics related to dysphagia, quality improvement, multiculturalism, bilingualism and leadership. He has also authored several articles on cultural competence, dysphagia, community education with healthy elders and on professional issues. He is Past President of NYSSLHA, Past Chair of ASHA's Multicultural Issues Board and currently sits on the NYS Licensure Board for the professions and on the ASHA PAC Board. He also chairs the Multicultural Task Force of the National Aphasia Association (NAA).

Outcomes: Advances in our understanding of the bilingual brain and its ability to change may be achieved with the investigation of neural plasticity principles and information processing models. This session will review what we know about cerebral organization in bilinguals. Current evidence of brain-behavior relationships in bilingualism will be introduced. Neuroimaging and electrophysiological data will be presented and incorporated into a discussion on functional neural subsystems and cerebral representation of more than one language system. Understanding the activation maps for several neural networks in bilinguals will lead to audience participation on clinical applications. Emphasis on relevant diagnostic and treatment protocols will be provided.