

Focus on Faculty

department of communication disorders

Walking, Talking, Thinking . . . Falling

"Walking is so automatic," says Assistant Professor Julie Stierwalt, "but we can get distracted from it. Think of cell phones." The example resonates with anyone who has dodged a weaving, or suddenly stationary, cell talker on a sidewalk. Now consider distractions for a walker with Parkinson disease, already unsteady and vulnerable to falling.

That's one research focus of Stierwalt and collaborators at the Neurolinguistic and Neurocognitive Rehabilitation Research Center, a joint enterprise of Tallahassee Memorial HealthCare, FSU College of Medicine, and Communication Disorders. Preventing falls has personal and national impact: "Broken bones for these and elderly patients often mean long-term care . . . sometimes never going home. And the health care cost exceeds \$20 billion annually."

To examine the effects of "talking" (linguistic/cognitive load) on walking (gait and balance), Stierwalt's research design joined a simple task with ingenious technology. The Parkinson walkers and a control group undertook three graduated tasks: counting, subtracting by three's, and continuing a patterned sequence like 5g, 6h, 7i (a cognitive load indeed). Speaking was video and audio recorded, and a rather magical "gait mat" recorded pressure, stride length and width, and toe- or heel-walking, with the gait pattern appearing on a computer screen.

Of interest was that *all* subjects took shorter, slower strides during the complex task. "When you're doing two things and one gets harder," Stierwalt says, "everyone compensates for the concentration. But a telling marker for the impaired walkers was 'double support,' when both feet are firmly planted." The control group increased this

stabilization, but those with Parkinson's did not—or could not—leaving them more vulnerable to falls.

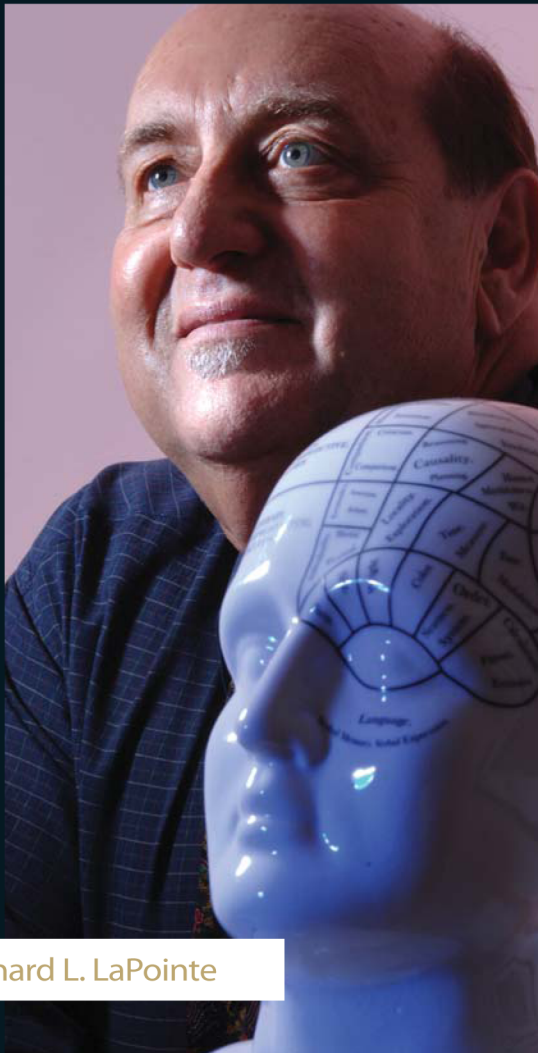
Stierwalt presented preliminary findings at the 2006 Inaugural World Congress on Parkinson Disease. The team is analyzing more data, including speech effects, but therapeutic applications appeared immediately. "In rehab centers," she says, "I often see therapists talking with patients while working on ambulation. Perhaps we shouldn't give so much information, not ask questions or engage in conversation that requires a lot of thinking. Already Tallahassee Memorial is taking a close look at therapists' behavior during gait training." Multitasking, Stierwalt has shown, may be perilous, not productive.



Can ordinary multitasking—walking and talking—affect therapy with Parkinson patients? Julie Stierwalt's research raises important questions.

Julie A.G. Stierwalt

department of communication disorders



Leonard L. LaPointe

Research with Parkinson's disease patients is making its way from a new interdisciplinary center to other countries—and bringing their clinicians and researchers to FSU.

Collaborating to Understand Distraction

The life of this scientist embodies multiple collaborations and intriguing journeys of discovery. Leonard (Chick) LaPointe, FSU's distinguished Francis Eppes Professor of Communication Disorders, is also an adjunct faculty member in the College of Medicine and co-director of the new Neurolinguistic and Neurocognitive Rehabilitation Research Center, a partnership between Florida State and Tallahassee Memorial Healthcare (TMH).

Internationally, LaPointe's appointments include universities in Australia, New Zealand, and Hong Kong. He is an ardent teacher, a prolific writer (five books, hundreds of articles and papers . . . and a mystery novel), and a groundbreaking clinician and researcher on brain disorders.

What excites this master of multitasking and collegiality? "Our pioneering efforts on the effects of competition, distraction, or interference on the cognitive and linguistic processing of people with brain damage," says LaPointe. "How does distraction affect memory, attention, talking? Our hottest topic now is our gait study in Parkinson's disease. Talking or doing a mental calculation increases unsteady walking—a major contributor to injurious falls."

We all perform less well when distracted, and we have intact nervous systems. LaPointe says that brain damaged accident survivors report, "I'm fine, back in school, but if someone even walks by during an exam, I lose focus." With an empathy as keen as his intellectual curiosity, he wants to discover and remediate the obstacles to a more full and communicative life: "It's a great reason to get up every morning." And he wants to do it globally: "Besides our professional exchanges with Australia, New Zealand, and Canada, a Japanese group is making its second trip to FSU this fall. International collaboration is productive, great for our students, and a good way to disseminate the bright burning of our university's 'three torches.'"

Distraction and competition may be his research focus, but LaPointe always returns to unity: "It may sound like scuffing home plate—'couldn't do it without the team'—but it's true. I'm very grateful for the support and contributions of my colleagues, the College, the FSU administration, the College of Medicine, and TMH. It's one thing that keeps me here."



¿Diferencia Lingüística o Desorden Lingüístico?



Language difference or language disorder? Answering that question, says speech-language pathologist Carla Wood Jackson, is essential for evaluating a bilingual child or English learner, and every year the urgency rises: “Hispanic Americans are the largest minority population with limited English proficiency in U.S. public schools. The American Speech-Language-Hearing Association [ASHA] recognizes the problem: too few speech-language pathologists are trained to work with culturally and linguistically diverse children.”

Amigos de los Niños/ Partners for Children. Jackson, an assistant professor in Communication Disorders who holds a bachelor’s degree in Spanish, is doing something about it: MCAT, the Multicultural/Multilingual Assessment Team. In MCAT, monolingual and bilingual graduate students partner to assess children’s skills in both English and Spanish. They are reaching the target North Florida population—children of migrant workers—through other partnerships: with the Panhandle Area Educational

Consortium (PAEC) Migrant Education Program and with Head Start.

“Some graduate students,” Jackson says, “are multilingual and want this experience for specialization. Students who are monolingual administer tests in English and gain valuable knowledge and skills in working with culturally and linguistically diverse populations. When they go into such settings, they’ll be ready for the challenges.” Judy De La Cruz, who learned English in school but spoke Spanish at home, says, “I had many bilingual teachers in Miami, but children here do not. I can relate to their struggles. MCAT has enhanced my skills as a bilingual clinician and also taught me needs of this population that may be overlooked.”

The ultimate goal, says Jackson, is to identify disorders much earlier, before children are failing in school. “Children with a different language may slip through the cracks, and may not be identified as having communication disorders. Our community partnerships are letting us reach more children, and teachers are recognizing red flags earlier.”

Sembrar Semillas/Planting Seeds. As their evaluations increased, the team became aware of the acute need for



“Too few speech-language pathologists are taught to work with culturally and linguistically diverse children.”
Dr. Carla Jackson



Reaching the children of migrant workers requires strong community partnerships.

SLP services. Jackson: “Children from high-poverty and culturally and linguistically diverse backgrounds are more at risk for delays in the development of language and literacy skills.” With seed funding from ASHA, Jackson and PAEC have launched clinical research. After shared reading with the children, the clinicians are comparing instructional methods to enhance bilingual vocabulary development. One group will have a home component, a “reading pack,” including an audio Spanish translation that parents will use for shared reading.

“We want this program to grow, to become long-term,” says Jackson. “The children need it, and so do our SLP students. It is a unique, valuable opportunity because it interweaves clinical research, clinical teaching, and service to address a community need.” *Es muy bueno para todos los amigos.* ■



“I had many bilingual teachers in Miami, but children here do not. I can relate to their struggles.”

— Judy De La Cruz



Nicole Meunier Ickes

“This position was exactly what I had been searching for.”

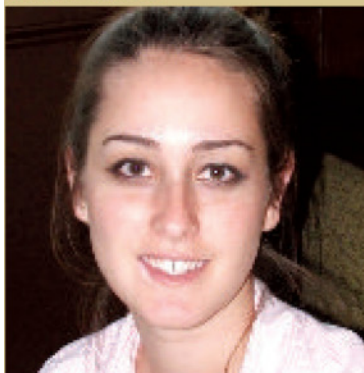
What Nicole Meunier Ickes, a 2001 master’s graduate, said about her first job at Florida Hospital could be echoed by Kate Dorsett, a 2006 graduate who joined Ickes there this fall. In another parallel, both cite their internships as pivotal in their specialized career paths: pediatric speech-language pathology.

Nicole Ickes is now Pediatric Supervisor for Speech-Language Pathology at Orlando’s Florida Hospital, a regional system of highly ranked hospitals and clinics treating one million patients each year. Drawn at FSU to infants’ feeding and swallowing problems (dysphagia), Ickes explains that clinical internships were not plentiful: “Dr. [Juliann] Woods was key in my getting a fabulous internship with Children’s Healthcare of Atlanta. The knowledge and confidence I gained paved the way for my future career.”

The dream-job offer from Florida Hospital emphasized dysphagia in adults and children, with a focus in the neonatal intensive care unit (NICU): “I have truly honed my skills toward becoming an NICU/pediatric feeding and swallowing specialist. I now supervise all SLPs, inpatient and outpatient, in their clinical pediatric skills. I also train them for our required certification on the Neonatal Oral Motor Assessment Scale.”

Kate Dorsett’s internship took her to the Celebration branch of Florida Hospital—her first clinical experience outside Tallahassee—primarily doing outpatient pediatric speech therapy: “I worked daily with children with speech, language, hearing, and swallowing disorders and especially learned from my supervisor, Jacquie Mullay.” Dorsett also seized the opportunity to study with Ickes in NICU, leading to her new job. She likes the “team-based model—all healthcare professionals working together for the benefit of the child.” Nicole Ickes, a professed “diehard Seminole” says, “I am so glad we hired Kate Dorsett to join our dynamic team.” Seminole spirit: alive and growing at Florida Hospital.

Kate Dorsett



Focus on Clinical Education

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Focus on Student Leadership



Dominique Wright, 2nd year

“I think a great aspect of our program here at Florida State is that we start in the clinic our first semester. While it can seem intimidating, it helps you transition from undergraduate to graduate school, putting research into practice. This program is definitely researched based. The faculty and clinical educators encourage students to learn techniques that are considered best practice in the field. I have learned to get to know each client and family as a first step to support them and improve their quality of life. I have had so many wonderful experiences clinically and with the ASSET project that I feel ready for anything! My advice for new students would be to be proactive... ask for opportunities. Be flexible, open minded, and manage your time. Get involved and get excited!”

Stacy Knudsen, 2nd year

“My clinical education opportunities have been really good. I was on the Adult Communication Enhancement (ACE) Team, School Community Advocacy Team (SCAT), and Communication Camps; then Tallahassee Memorial Acute Care and currently I am at DeSoto Trail Elementary School. Each has been really different and challenged me in a lot of ways... which is good. It taught be to be flexible and learn how to research the tools I need. Now I am going back home and will intern at Kansas University Medical Center. I would tell a future graduate student to not be afraid. You will find your weaknesses and strengths... just have fun with it!”



***Maya Callendar, 1st year
Combined Master's & Doctoral
Program***

“FSU offers great faculty and clinical experience all in one place. It is a rich learning environment. One of the things I really like is that the students work together as team members. Everyone wants to become the best SLP but the atmosphere is not competitive. It is professional and supportive. Whether your interests are adult or child, clinical or research, you have the opportunity to learn while doing.”



Department of Communication Disorders

Master's Degree in Communication Disorders

Communication Disorders students study the very essence of the human condition—communication. Communication disorders stem from an array of impairments in the speech, voice, resonance, fluency, swallowing, and language processes. Disorders of human communication affect millions of Americans and cut across the entire life span. An estimated 1 in 6 individuals will suffer from communication impairment in their lifetime. Speech-language pathologists (SLPs) identify, prevent, evaluate, and treat individuals with communication disorders. The growing number of people with communication impairments reflects a need for qualified SLPs to serve the populace.

Our program prepares individuals for a career in SLP in a variety of educational, hospital and private settings. Composed of 19 full-time faculty scholars and clinical educators, our department is also dedicated to clinical research, arguably the leading communication sciences and disorders program in the nation with this emphasis.

Our well-respected graduate program offers rigorous preparation of students to become Speech-Language Pathologists. Innovative clinical training is infused with an emphasis on Evidence Based Practice. Each fall, we typically accept about 35 students into our Master's Program in Speech-Language Pathology.

Program Structure:

- Minimum of 60 hours of coursework; usually requires 6 semesters to complete
- Research project or thesis option

Course Overview:

- Required Core Courses: 12 credits
- Selectives: 7 selectives courses (21) credits required; different selectives offered each semester to provide in-depth knowledge and skills in specialized areas.
- Clinical Courses: 4 credits
- Clinical Practicum: 23-27 credits
- See enclosed course sequence for additional information.

<http://comm.fsu.edu/CommDisDept/>

College of Communications / Department of Communication Disorders
Florida State University / P.O. Box 3061200 Tallahassee, FL 32306-1200 / 850.644.2238



Master's Program of Study Timeline

Semester	1: Fall	Cr	2: Spring	Cr	3: Summer	Cr
Required Theme Courses	5252: Speech and Swallowing Disorders 5460: Developmental Communication Disorders.	3 3	5254: Neuro-Based Communication Disorders 5462: School Age Issues	3 3		
Selectives					Selectives (choose 2 or 3)	6-9
Required Clinical Courses	5055: Professional Tools 1 5553: Seminar in Clinical Differential Diagnosis	1 1	5055: Professional Tools 2	1	5055: Professional Tools 3	1
Practicum			Diagnostic Practicum* (5526L, 5528L, 5350)	1	Diagnostic Practicum* (5526L, 5528L, 5350)	1
Total:	5505: Clinical Practicum	2	5505: Clinical Practicum	1	5505: Clinical Practicum	1-2
		10		9-10		9-12

*Diagnostics (Child-5526L, Adult-5528L, or Audiology-5350 offered each semester; need 1 each to graduate)

Semester	4: Fall	Cr	5: Spring	Cr	6: Summer	Cr
Selectives	Selectives (choose 2 or 3) 6930: Praxis Prep	6-9 1	Selectives (choose 2 or 3) [ASHA Praxis Exam (January)]	6-9	Internship	10
Practicum	5500: Schools Practicum (or Spring term if in community) 5505: Community Practicum	3-6 2-3	5500: Schools Practicum (or Fall term if in community) 5505: Community Practicum	3-6 2-3		
Total:	Diagnostic Practicum* (5526, 5528, 5350)	1				10-12
		12-15		11-15		10-12

Selectives: 7 selective courses (21 credits) required; different selectives offered each semester depending on instructor/student interest.

- 5204 Artic & Phonological Disorders
- 5211: Voice Disorders
- 5225: Fluency Disorders
- 5230: Motor Speech Disorders
- 5322: Advanced Aural Rehab
- 5403: LLD in School-Aged Children
- 5401: Comm. Intervention: Infants & Preschoolers
- 5432: Autism & Severe Comm. Disorders
- 5554: Counseling in SLP
- 5559: Augmentative Comm. Systems

- 5564: Communication & Aging
- 5565: Seminar in Dysphagia
- 5646: Speech & Lang. of Hearing Impaired
- 6231: Seminar in Neuropathology
- 6825: Seminar in Speech Pathology
- 6930: Special Topics Seminar
 - Multicultural Issues
 - Dementia
 - Advanced Aphasia
 - Praxis Prep (1 credit)

- Theme courses: 12
- Selectives: 21
- Clinical courses: 4
- Clinical practicum: 23-27
- + Passing Grade on Praxis Exam
- + KASA Portfolio
- + Accomplished Practices
- + 400 Clock hours (includes 25 observation hours)



Department of Communication Disorders

L.L. Schendel Speech and Hearing Clinic

Our on-campus clinic serves as a training, service and research facility for our students and faculty. Students are welcome to a highly respected comprehensive evaluation and treatment program for individuals of all ages and communication needs. As essential team members, student clinicians learn to diagnose, plan intervention, educate caregivers, and provide support and advocacy under the direction of licensed and certified SLP's. In addition to our clinic teams, each student participates in community training assignments as a part of the individualized clinical training sequence. For more information, review the enclosed "Focus on Clinical Education" document.



FSU NSSLHA Chapter:

The Florida State University chapter of NSSLHA provides opportunities for students and professors in the department of communication disorders to network and socialize. The FSU chapter holds monthly meetings addressing current issues relevant to the fields of speech-language pathology and audiology. If you are interested in becoming involved with our NSSLHA chapter, have any questions, or suggestions please contact Dr. Julie Stierwalt, (jstierwalt@fsu.edu), our faculty advisor.

What is NSSLHA?

The National Student Speech-Language Hearing Association, founded in 1972, serves as the national organization for undergraduate and graduate students interested in the study of normal and disordered human communication. It is the only official national student association recognized by the American Speech-Language Hearing Association (<http://asha.org/>). National NSSLHA has approximately 11,000 members with chapters in over 294 colleges and universities. More information is available at <http://www.nsslha.org/>.



<http://comm.fsu.edu/CommDisDept/>

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Department of Communication Disorders

Departmental Funding:

Students are eligible for financial awards from the Department of Communication Disorders and from Florida State University. Department financial aid is normally awarded during the admissions process. We also encourage students to seek external funding. All domestic students should complete a FAFSA form at fafsa.ed.gov early in the application process to apply for federal funding.

Please explore the following websites to learn more about funding options at the university level.

-Office of Graduate Studies

408 Westcott Building
Florida State University
Tallahassee, FL 32306-1410
(850) 644-3500
www.gradstudies.fsu.edu

-Office of Financial Aid

4400A University Center
Florida State University
Tallahassee, FL 32306-1023
(850) 644-5716
www.finaid.fsu.edu

International students should also explore opportunities listed with the International Center.

-International Center

945 Learning Way
Florida State University
Tallahassee, FL 32306-4240
(850) 644-1702

lc.fsu.edu/currentstudents/financialassistance.cfm

State of Florida In-State Tuition Programs:

-Academic Common Market: The Academic Common Market is a tuition-savings program for college students living in the southeast.

<http://www.sreb.org/programs/acm/acmindex.asp>

-Latin American-Caribbean (LAC) Scholarship: The LAC Scholarship program is a tuition-savings program for college students who are citizens from Latin America and the Caribbean.

<http://gradstudies.fsu.edu/latin.html>

-Florida Linkage Institutes: The Florida Linkage Institutes provides tuition-savings programs for select international college students.

<http://www.international.fsu.edu/Types/Linkage/Linkage.htm>

Grant Funding:

There are currently three personnel preparation projects available that provide financial aid in the department, Language and Literacy (L & L), Autism Spectrum Specialization, Education and Training (ASSET), and Traineeship in Interdisciplinary Early Intervention in Severe Disabilities (TIES). Please see additional information and application guidelines in this packet.

Graduate Interdisciplinary Preparation of Special Education Personnel to Serve Children and Youth with Autism

The Florida State University (CFDA 84.325A)

Florida State University is pleased to announce a collaborative program of studies between the Departments of Communication Disorders and Department of Childhood Education, Reading and Disability Services and the FSU Center for Autism and Related Disabilities (CARD) to support preservice training of special education teachers and speech-language pathologists in the area of autism. This program will provide the specialized training needed for Florida's newly developed endorsement in autism and support graduate level personnel seeking knowledge and skills for identifying and serving individuals with autism spectrum disorder.

Research-validated practices will be integrated into the program curricula to produce personnel with highly specialized skills and knowledge to provide services to students with autism. Specialists trained in this interdisciplinary program will be equipped to function in the wide variety of settings and roles needed for school programs serving children and youth with autism. The competency based model will include the broad-based skills essential for educators facing the challenges of working with students with autism and the curriculum content areas identified for the endorsement in autism to include:

- characteristics and nature of autism and severe communication disorders;*
- assessment and intervention strategies including appropriate learning goals, functional curriculum, individualized programming, and inclusion strategies;*
- functional assessment and positive behavior support for challenging behaviors;*
- use of assistive technology, alternative and augmentative communication systems;*
- interdisciplinary teaming and consultative service-delivery models.*

Unique aspects of this project are: 1) each student will be mentored by a family of a child with autism and a CARD staff member or community provider, 2) family members, individuals with autism, and community providers will be active participants in the practica/seminars, 3) students will have opportunities to integrate evidence-based practices into home, school, and community settings, and 4) students will learn to function as a consultant, supporting families, professionals from regular and special education, and paraprofessionals who often provide direct intervention in classroom settings and as an advocate for individuals with autism.

Stipends (\$2500 per semester) and tuition waivers (9 graduate credits per semester) will be available. Trainees must meet departmental requirements for a master's degree in speech-language pathology or special education and for teacher certification in Florida and other states. Students should be aware that stipends and tuition waivers are considered forgivable loans as per the U.S. Department of Education. Forgivable loans can be repaid through training-related work whereby trainees perform full-time work related to their preparation in a setting serving children with special needs for a period of two years for every year of financial assistance.

Interested students should submit an application (see following page) to:

Juliann Woods, Dept of Communication Disorders, Florida State University, Tallahassee, FL 32306-1200

E-mail: jwoods@fsu.edu

Application Process for Autism Specialization Grant

The Florida State University (CFDA 84.325A)

We anticipate the availability of approximately **5** new competitive traineeships for **Fall - 2009**. Interested students admitted to the Departments of Communication Disorders or Department of Childhood Education, Reading, and Disability Services at Florida State University are invited to submit an application for a traineeship. Applications will be reviewed by project personnel and initial decisions about traineeships will be made at the latest by **May 1st**. Your traineeship will begin **Fall** semester, will be renewed each semester based on satisfactory progress in completion of coursework and project competencies, and can continue for up to 3 semesters contingent on availability of funding.

The application should include your name and contact information (mail, phone, and email), two names and contact information of previous or current faculty who have agreed to serve as references, and three brief essays in response to the following three queries. Your application **DOES** matter.

1. Describe your own experiences or interests that draw you to this training project.
2. Autism spectrum disorders provide both challenges and opportunities for individuals diagnosed with the disability, their families, intervention and education team members, community members and society as a whole. Identify a question or a concern that you feel should be studied or a program that could be developed that would enhance the quality of life for individuals with ASD and their families or improve the service delivery system. Provide a rationale for the importance of your identified topic and what benefits could be offered as a result of the study or model project.
3. Participation in this project obligates you to employment in a school, early intervention program or other agency that serves children with special needs. What would you be looking for in your ideal job when you graduate?

Interested students should submit application to:

Juliann Woods, Dept of Communication Disorders, Florida State University, Tallahassee, FL 32306-1200

E-mail: jwoods@fsu.edu

For additional information contact:

Shubha Kashinath, Dept of Communication Disorders, Florida State University, Tallahassee, FL 32306-1200

E-mail: skashinath@fsu.edu

ASSET Website: <http://asset.fsu.edu>



Improving Language & Literacy Outcomes for Children with Communication Disorders in High Poverty Communities: A Personnel Preparation Grant

The U.S. Department of Education, Office of Special Education and Rehabilitative Services, has funded a new project at Florida State University: *Improving Language and Literacy Outcomes for Children with Communication Disorders in High Poverty Communities*. Trainees will develop in-depth knowledge and skills in:

- 📖 Language and literacy development and evidence-based practices for populations at high risk for and with disabilities
- 📖 The influences of family, culture, linguistic diversity, and poverty on education and society
- 📖 Evidence-based assessment and intervention methods appropriate for children from diverse cultural and linguistic backgrounds
- 📖 Interdisciplinary teamwork and collaborative consultation models for effective service delivery within natural environments

Trainees will be collaborating weekly with public school personnel in Professional Development School (PDS) partnerships or in early intervention agencies targeting high poverty communities to facilitate integration of research-validated practices into everyday educational practice. They will be mentored by project faculty members, doctoral students, and professionals from a community with an underrepresented population. Trainees will have multiple opportunities to integrate evidence-based practices into school, home, and community settings.

Trainees must meet departmental requirements for a master's degree in speech-language pathology and for teacher certification in Florida and other states. Trainees must agree to fulfill the department research project requirement by completing a master's thesis. Coursework and clinical experiences are provided to provide specialized training in the areas identified above. An example of a projected plan of studies is appended.

Stipends (\$4000 per semester) and tuition waivers (for 9 graduate credits per semester) will be available for 4 trainees. Trainees also will be eligible for travel fund to attend and present at state and national conferences. Trainees should be aware that stipends and tuition waivers are considered forgivable loans as per the U.S. Department of Education. Forgivable loans can be repaid through training-related work whereby trainees perform full-time work related to their preparation in a setting serving children with special needs anywhere in the U.S. for a period of two years for every year of financial assistance.

Interested students should submit an application (see following page) to Jade Coston, Dept of Communication Disorders, Florida State University, Tallahassee, FL 32306-1200. E-mail: jcoston@fsu.edu

Additional information available at the following website: <http://pds.fsu.edu>



Application Process for Language & Literacy Grant

Interested students admitted to the Department of Communication Disorders at Florida State University are invited to submit an application for a traineeship by March 15th. Applications will be reviewed by project personnel and initial decisions about traineeships will be made by April 1st.

The application should include your name and contact information (mail, phone, and email), and three brief essays in response to the following three queries.

1. Describe your own experiences or interests that draw you to this training project.
2. In a true partnership, we are soliciting ideas from all participants. Select **one** of the goals below and describe one or two creative strategies that might advance that goal.

Four goals underlie our involvement in Professional Development School partnerships:

- 📖 Improved preparation of graduate student trainees
- 📖 Professional development opportunities for school personnel
- 📖 Action research as a basis for problem-solving and systems change
- 📖 Improved student outcomes

3. Participation in this project obligates you to employment in a school or other agency that serves children with special needs. What would you be looking for in your ideal job when you graduate?



Project TIES: A Traineeship in Early Intervention

What is Project TIES?

TIES is an interdisciplinary traineeship of the FSU Department of Communication Disorders funded by the Department of Education. This project is designed to support trainees who are graduate students in speech-language pathology as they complete specialized coursework and practicum experiences that will help them gain important skills to assess and address the needs of young children with disabilities and their families. Project TIES specializes in severe disabilities and cultural and linguistic diversity.

What are trainees required to do?

Grant Trainees complete:

- Graduate-level coursework specializing in serving young children and their families.
- Practicum: Trainees spend 5-7 hours each week working with early interventionists, therapists, and other professionals in assessing or providing intervention to young children.
- Family practicum: Grant trainees are partnered with a family of a child with a disability to spend 2-3 hours each week joining in their daily routines and activities.

Application

Thanks for your interest in applying for the TIES traineeship. Please respond to the following questions to help us determine if TIES is a good match for you.

1. Please describe any previous experience with young children and/or children with disabilities.

2. What does *family-centeredness* mean to you?



Project TIES: A Traineeship in Early Intervention

- 3. What research question(s) are you interested in that may relate to the TIES project?**

- 4. Participation in the TIES project obligates you to future employment in a setting that serves young children (0-6 years) with special needs. How does this project relate to your professional aspirations?**

- 5. Briefly describe your strengths in oral & written communication. Also, indicate if you have basic skills or fluency in another language or communication mode other than spoken English (e.g. Spanish, American Sign Language, Signed English, Signing Exact English, etc).**

Please provide contact information (phone & email) of two references.

Mail or fax your application to:

Carla Wood Jackson
Communication Disorders Department
Florida State University
127 Honors Way
Tallahassee, FL 32306-1200
(850) 644-8994

Thanks for your interest in Project TIES!