FACULTY

Barbara J. Ehren, EdD, CCC-SLP, BCS-CL, is a professor at the University of Central Florida and director of a doctoral program that focuses on language and literacy for learners who struggle. Prior to this position, she was a research scientist with the University of Kansas Center for Research on Learning (KUCRL), where her emphasis was on strategic reading for adolescents, collaboration among professionals in schools, and school-wide literacy initiatives in secondary schools, including Response-to-Intervention/Multi-Tiered Systems of Support (RTI/MTSS). Her experience includes many years in public schools as an SLP, teacher, and district administrator. She serves on numerous committees and editorial boards, including the ASHA Advisory Board on School Issues. She has been awarded ASHA Fellow and Honors of the Association. She has a special interest in helping school systems build more effective literacy programs for diverse learners at the school level. A recurrent theme of her work is shared responsibility for literacy acquisition. She is a frequent consultant to states, school districts, and professional associations and has authored many publications related to language, literacy, and collaborative school practice.

Financial Disclosures:
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Nonfinancial Disclosures:
- No nonfinancial relationships to the content of this presentation

Sam Goldstein, PhD, ABPdN, is an adjunct assistant professor at the University of Utah School of Medicine. He is clinical director of the Neurology Learning and Behavior Center. Goldstein has authored more than 50 books as well as more than 30 book chapters and 30 research articles. He has also co-authored eight psychological tests. He currently serves as Editor in Chief of the Journal of Attention Disorders and sits on the editorial boards of six peer reviewed journals.

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Kim Murza, PhD, CCC-SLP, received her doctorate in Communication Sciences and Disorders from the University of Central Florida, where she specialized in language and literacy with a focus on autism spectrum disorder (ASD). She is currently an associate professor in the Department of Audiology and Speech-Language Sciences at the University of Northern Colorado, teaching undergraduate and graduate courses in language and literacy, evidence-based practice, and phonetics. Murza has worked privately and in the public school system as a speech-language pathologist with children and adolescents in preschool through high school, and more recently with adults with
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autism spectrum disorder. She is currently the University of Northern Colorado Scottish Rite Program Director and a member of the Colorado Department of Education Speech-Language Advisory Committee. Murza has participated in numerous research projects and co-authored peer-reviewed journal articles and presentations. She has been an invited author and presenter for several topics, including autism spectrum disorder and adolescent language and literacy. Her main research area is pragmatic language intervention and vocational support for individuals with high-functioning forms of autism spectrum disorder. Additional research interests include systematic review and meta-analysis, strategic learning, inference generation, disciplinary literacy, and the delivery of high-quality professional development.

Financial Disclosures:
- Employee of University of Northern Colorado
- Will receive royalties from MedBridge for four online courses, some on the topic of ASD, once they are launched
- Received financial compensation from ASHA for this presentation

Nonfinancial Disclosures:
- Member of the Colorado Department of Education Speech-Language Advisory Committee
- Member of the ASHA School Issues Advisory Board

Kristine Noel, PhD, CCC-SLP, is a speech-language pathologist and educational consultant who has worked as a coordinator of special education and as a clinician in public schools, clinics, hospitals, Head Start programs, and juvenile justice settings. She has collaborated extensively with teachers, learning communities, administrators, and related service staff to increase students’ academic achievement and behavioral competence, and to create safe, caring, and positive learning environments. Her professional and research interests include language, literacy, and behavior intervention with high-risk adolescents. Currently she is the Hawaii Director with EBS Healthcare and lives in Pupukea, Hawaii.

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- Employee of EBS Healthcare
- May receive royalties from Cognitive Press for Social Problem Solving
- Co-author of Conversations Framework: A Program for Adolescents and Young Adults
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Gloria Soto, PhD, completed her doctorate in special education with a concentration in augmentative and alternative communication (AAC) in 1994 at Purdue University. She has been on the SFSU faculty since 1995. Her areas of interests include language development and intervention through AAC, provision of AAC services in school settings, professional attitudes toward the use of AAC, and the provision of AAC services to children from culturally and linguistically diverse backgrounds. Among Soto’s numerous publications are two books, Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs, co-edited with Carole Zangari, and AAC in the Schools: Best Practices for Interventions, coauthored with Nancy Robinson.

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