

Professional Development



Unlocking Literacy for Multilingual Learners:

Understanding Language, Reading, and Access in Education

Hosted by: UF Health Jacksonville – CARD &
UF Health Jacksonville – FDLRS-MDC

About the Presenter

Dr. Monica Oganés has an education specialist degree in school psychology and a clinical psychology degree with a neuropsychology concentration. She worked as bilingual school psychologist in the public schools for a decade, where she served as MTSS and assessment trainer serving the multilingual population. She also worked in hospital settings providing assessment and cognitive rehabilitation of multilingual children. In leadership, she served as President, Diversity Chair, and School Neuropsychology Chair of the Florida Association of School Psychologists, and as the Latino Co-Chair of the National Association of School Psychologists (NASP) Multicultural Affairs Committee. She currently serves as Florida Delegate for NASP and Team Leader for the Multilingual Interest Group, providing training on multilingual issues. Currently in private practice, Dr. Oganés provides training to school districts, associations, and international organizations focusing on instruction and assessment of multilingual learners. She has expertise on trauma and immigration in her forensic work. Dr. Oganés has authored book chapters on school neuropsychological assessment, working with immigrant children and families, and other publications focused on multilingual and multicultural issues.

Training Description

Join us for a dynamic full-day workshop designed for educators, school psychologists, instructional coaches, and clinical professionals. This training delves into the complexities of language development, acquisition, and bilingual literacy, exploring how the multilingual brain learns to read. Gain practical strategies for distinguishing between typical language learning challenges and learning disabilities, understanding the role of orthography, and implementing effective instruction within an MTSS framework. We'll also address critical considerations for immigrant students, legal obligations in service provision, and when to make referrals for specialized instruction. Equip yourself with the knowledge to support diverse learners and ensure equitable access to education.

Target Audience:

Teachers, Instructional Coaches, School Psychologists, Clinical Professionals

Training Objectives

By the end of this session, participants will be able to:

- Distinguish between language development, language acquisition, and literacy and their roles in multilingual learning.
- Analyze differences in orthography between a student's first and second languages to identify common errors versus indicators of learning disabilities.
- Apply an MTSS framework to design and monitor tiered instruction that addresses both literacy and oral language proficiency.
- Recognize the impact of immigrant students' backgrounds on educational progress and tailor instruction accordingly.
- Identify legal requirements for equitable service provision and appropriate criteria for referrals to specialized instruction.

Date:

January 15, 2025
9:00 am – 4:00 pm

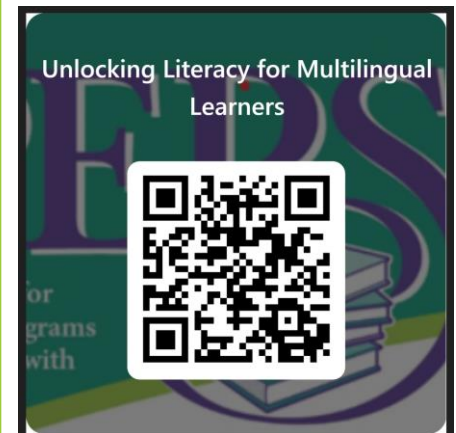
Location:

Schultz Center
4019 Boulevard Center Drive
Jacksonville, FL 32207
[Click for directions](#)

Registration Deadline:

January 14, 2025, 5:00 pm

Scan QR code to register:



Or

[Click to Register](#)

For more information contact:

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Contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service points.



Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.