

3rd Annual Cultural Humility Virtual Conference

Saturday, October 11th, 9am-5pm

Overall Course Description: One of the major pillars of cultural humility is lifelong learning, accompanied by critical self-reflection and evaluation. The Cultural Humility Conference will feature a variety of scholarly presentations on the topic of Cultural Humility in Speech, Language and Hearing Sciences.

Instructional Level: Introductory

Time Ordered Agenda:

9:00 - 9:15 Opening Session on Cultural Humility

9:15 - 10:15 Keynote Speaker

10:15-10:30 Break

10:30-11:15 Three concurrent Sessions

11:15 - 12:00 Three Concurrent Sessions

12:00 - 1:00 Supervision Highlighted Session

12:00-12:45 Two Concurrent Synchronous Sessions

1:00 - 1:30 Lunch Break

1:30 - 2:30 Ethics Highlighted Session

1:30-2:15 Two concurrent Sessions

2:30 - 3:00 Three Concurrent Sessions

3:00 - 3:15 Break

3:15 - 4:00 Three Concurrent Sessions

4:00 - 4:45 Three Concurrent Panel Discussion Sessions

4:45-5:00 Closing Remarks–Reflecting on Cultural Humility

Total possible CEUs available: 7.0

Individual Sessions Learning Outcomes/Presenter Details Below:

9:00am-9:15am:

Opening Session: Aligning Cultural Humility and This Year's Theme: "Justice for All: Unpacking the Myth and Mobilizing for Change"

Learning Outcomes:

1. Define cultural humility
2. Identify the four pillars of cultural humility
3. Define each of the four pillars of cultural humility

Presenter Information:

R. Danielle Scott, Ph.D., CCC-SLP (she/her) is an Associate Clinical Professor at Northeastern University Charlotte in the Communication Sciences & Disorders Program. Dr. Scott is deeply committed to the work of justice, belonging, and liberation. Dr. Scott is a Northeastern University Center for Advancing Teaching and Learning Through Research (CATLR) Innovative Teaching Excellence Fellow for her work around inclusive, anti-oppressive teaching practices. Her research and scholarship pertain to cultural humility, therapeutic relationships, and social justice.

9:15-10:15am:

Keynote Address: *From Silence to Expression: Unpacking the Myth of Justice for All* with Jerrald Jackson, MA, CCC-SLP

**Session Description**

The phrase “justice for all” is often recited as a national promise, yet lived experiences reveal that this ideal is far from realized. Too often, marginalized voices are silenced, inequities are normalized, and justice remains more myth than reality. This keynote session challenges participants to critically examine the gap between promise and practice, while offering pathways toward transformation. Drawing on a framework of self-reflection that can lead into community action, participants will explore how “justice” can be mobilized in professional practice and daily life. Each element will provide a lens for disrupting inequities, cultivating belonging, and fostering intentional action. Through personal narrative, applied examples, and reflective prompts, attendees will be guided to move beyond passive critique toward practical change. By the end of this session, participants will leave with renewed awareness, actionable strategies, and a deeper commitment to building communities where justice is not an aspiration but a lived reality.

Learning Outcomes:

1. Identify the systemic factors that contribute to the persistence of the “justice for all” myth in education, healthcare, and community contexts.
2. Analyze the elements of a reflective and community-oriented framework as strategies for advancing equity and justice in professional practice.

3. Reflect on personal and organizational blind spots that may perpetuate inequities and develop at least one action step to disrupt these patterns.
4. Apply principles of agency and community-building to develop approaches that mobilize collective change toward more just and inclusive outcomes.

Presenter Information:

Jerrold Jackson, MA, CCC-SLP, is CEO and founder of the Roundtree Group, PLLC, and an advocate for culturally responsive practices. Mr. Jackson is a consultant and adjunct professor at three institutions across the US. Jerrold is an active professional volunteer with ASHA, NBASLH (where he serves on the Board of Directors), and the Praxis National Advisory Council for SLP – all of which have led to advancements in the speech-language-hearing sciences.

10:15:10:30 BREAK

10:30-11:15am: Three Concurrent Sessions

Literacy for All? Reclaiming Black Literary Traditions through The Genius Society

Session Description: The Genius Society reimagines literacy as liberation. Inspired by the legacy of 19th-century Black literary societies, this justice-centered program confronts today's persistent literacy inequities in Black communities. Grounded in cultural humility, it weaves the four pillars of historically and culturally responsive teaching: self-identity, intellectualism, skills, and criticality into speech-language practices, offering a powerful, evidence-based model that emphasizes cultural wealth. Participants will discover how culturally and historically responsive interventions can dismantle inequitable systems, honor community knowledge, and transform outcomes for historically marginalized learners. The Genius Society invites clinicians to move beyond competency toward true community-engaged practice that sparks lasting educational justice.

Learning Outcomes:

1. Describe the historical significance of Black literary societies and their relevance to contemporary culturally responsive practice in speech-language pathology.
2. Identify the four pillars of The Genius Society framework and explain how each component operationalizes cultural humility in clinical settings.
3. Analyze how traditional deficit-based approaches to serving Black children perpetuate inequities and contrast these with strengths-based alternatives.
4. Apply specific strategies for community engagement that position families and community members as partners rather than passive recipients of services.
5. Evaluate their own cultural assumptions and develop action plans for implementing culturally humble practices in their clinical settings.

Presenter Information:

Brandy Jernigan, SLPD, CCC-SLP is an Assistant Clinical Professor at Northeastern University, specializing in communication sciences and disorders. With over two decades of experience across pediatric and adult settings, Dr. Jernigan focuses on cultural and linguistic diversity, evidence-based practice, and clinical education.

R. Danielle Scott, Ph.D., CCC-SLP (she/her) is an Associate Clinical Professor at Northeastern University Charlotte in the Communication Sciences & Disorders Program. Dr. Scott is deeply committed to the work of justice, belonging, and liberation. Dr. Scott is a Northeastern University Center for Advancing Teaching and Learning Through Research (CATLR) Innovative Teaching Excellence Fellow for her work around inclusive, anti-oppressive teaching practices. Her

research and scholarship pertains to cultural humility, therapeutic relationships, and social justice.

Tanya Wilson, Ed.D, CCC-SLP is an Assistant Clinical Professor and off-campus clinical coordinator at Northeastern University Charlotte. With 24 years as an SLP in public schools and private practice and eight years in higher education, Dr. Wilson founded MINORITY SPEAKS, a nonprofit promoting diversity in speech pathology through mentorship. Dr. Wilson is affiliated with multiple professional organizations and serves as a site visitor for the Council on Academic Accreditation (CAA).

Fostering Cultural Humility in IEP Meetings: Strengthening Parent Engagement Across Diverse Communities

Session Description: IEP meetings are intended to be collaborative, yet many families- particularly those from racially, ethnically, and linguistically diverse communities- report feeling unheard, marginalized, or mistrustful of school teams. These experiences are not incidental; they are rooted in historical inequities, implicit bias, and systemic barriers that continue to influence special education practices today. This session invites speech-language pathologists and related service providers to examine and disrupt these patterns by engaging in culturally humble, equity-driven approaches to family engagement during the IEP process. The purpose of this presentation is to move cultural humility from theory to practice, offering frameworks and tools that foster authentic, trust-based partnerships. While “parent engagement” is commonly upheld as a best practice, many IEP teams still approach it through a procedural or compliance-based lens, often missing opportunities to build meaningful, reciprocal relationships with families. This session challenges that paradigm by presenting a vision for engagement rooted in relational trust, shared power, and cultural responsiveness. Attendees will explore five key principles of equitable family engagement within the IEP context: 1. Honor Family Voice and Expertise, 2. Acknowledge Historical and Systemic Inequities, 3. Use Accessible and Affirming Communication, 4. Practice Ongoing Cultural Humility, and 5. Create Trust-Based Relationships. Through interactive case studies, sample scripts, and customizable tools (e.g., strength-based IEP statement templates, pre-meeting planning guides), participants will learn practical strategies to embed these principles in their daily practice. Guided reflections will also support professionals in examining their own positionality, privilege, and communication patterns as they work to better serve families across diverse communities.

Learning Outcomes:

1. Describe systemic barriers that impact the engagement of racially, ethnically, and linguistically diverse families in the IEP process.
2. Apply culturally humble communication strategies to foster inclusion and trust in IEP meetings.
3. Identify tools that support strength-based, collaborative IEP development across diverse cultural contexts.

Presenter Information:

Jennifer Brooks, M.S., CCC-SLP is a certified speech-language pathologist and founder of Unlimited Expressions, PLLC. She specializes in culturally responsive care, advocacy coaching, and equitable service delivery for diverse learners and their families. Her work centers inclusion, voice empowerment, and partnership-driven intervention across clinical and educational spaces.

Dismantling the Myth of Justice for All in Aphasia Care Through Mutual Partnerships and Institutional Accountability

Session Description: Using the People Living with Aphasia Network (PLAN) as a case study, this session examines how the pillars of cultural humility—particularly institutional accountability and mutual partnerships—can work to dismantle inequities in aphasia care. We will unpack how entrenched medical models and narrow evidence hierarchies uphold the myth of “justice for all,” especially for BIPOC and other minoritized communities with aphasia. Participants will learn about PLAN’s origins, mission, operations and goals organized through the lens of cultural humility. The session will mobilize attendees to reimagine care systems that center lived experience, redistribute power, and advance justice-oriented, community-led solutions.

Learning Outcomes:

1. Identify Inequities – Recognize at least two institutional practices in aphasia care that perpetuate inequities for BIPOC and other minoritized communities.
2. Describe Power-Sharing – Explain how mutual partnerships can shift decision-making power from institutions to communities.
3. Connect idea to Action – Outline one concrete way that the PLAN framework challenges institution-affiliated participants (e.g., SLPs) to participate in sustained life-long learning and self-reflection.

Presenter Information:

Kiiya Shibata, M.S., CCC-SLP, is a Ph.D. candidate in Hearing & Speech Sciences at Vanderbilt University whose research focuses on primary progressive aphasia and frontotemporal degeneration. As a clinician, educator, and advocate, she develops culturally responsive interventions and community programs to advance equity in diagnosis, care, and autonomy for people with neurogenic communication disorders.

Gary Delgado, Ph.D., founder of Race Forward, is a nationally recognized author, researcher, and racial justice leader. He went on to found the PLAN to organize and advocate for equitable aphasia care, challenging the medical model and demanding awareness, treatment options, and sustained support.

Channing Kennedy is a writer, educator and artist based in Oakland, California. Across two decades of experience in the field of multi-racial, multi-issue advocacy, he’s led initiatives spanning documentary filmmaking, community organizing, and inclusive arts festivals. He is Director of Technology for PLAN, and pursuing an interdisciplinary thesis major at UC Berkeley.

Craig Smith identifies as a person with aphasia (since 2004) and has been a community organizer for people with disabilities for over twenty years. “We need to be heard!” Prior to having the stroke that caused his aphasia, he worked as a Firm Administrator at a Business Immigration Law Firm.

11:15am-12:00pm: Three Concurrent Sessions

The Color of Resilience: Decolonizing Settler Logics of Black Parent Involvement

Session Description: A 35 minute presentation that will first discuss the “problem” of Black parent involvement (historical context and current challenges), then decolonize the knowledge

that produces deficit and damage centered narratives about Black parent involvement as it pertains to schooling. The presentation will share my research using decolonizing methodologies to re-name possibilities and highlight resistance of Black families surrounding education and schooling.

Learning Outcomes:

1. Define what decolonization IS and what it is NOT
2. Define and explain the goal of refusal
3. List and define at least 3 Indigenous concepts used to analyze and redefine Black parent involvement.

Presenter Information:

Dr. Chanel Wright James has served families for 25 years as an SLP in Winston-Salem, NC. She is the Clinical Director/Principal at The Speech Lady, PLLC, and is interested in future opportunities to teach and support service providers in better serving families, recognizing the value that Black parents bring to their children's education.

Shifting Narratives: Inclusive Curriculum and Clinical Practice in SLHS

Session Description: This session explores strategies to critically examine and reframe the Speech-Language-Hearing Sciences (SLHS) curriculum and clinical practices to better reflect global, culturally responsive perspectives. Participants will engage with concepts and case examples that highlight how traditional models may inadvertently center limited viewpoints, and how curriculum design, teaching methods, and clinical frameworks can be enriched through diverse linguistic, cultural, and historical lenses. Emphasis will be placed on practical approaches for integrating inclusive content into coursework, clinical education, and service delivery, ensuring students and practitioners are prepared to serve a wide range of communities effectively.

Learning Outcomes:

1. Identify areas within the SLHS curriculum and clinical training that may unintentionally perpetuate narrow or biased perspectives.
2. Apply practical strategies to integrate culturally and linguistically inclusive content into both academic and clinical education.
3. Advocate for curriculum and practice changes within their own institutions to prepare students for service delivery in diverse settings.

Presenter Information:

Afua Agyapong, Ph.D., CCC-SLP, is an Associate Professor at Augusta University specializing in voice disorders and dialectal differences. She is passionate about innovative teaching and enhancing student learning. Dr. Agyapong actively contributes to curriculum development and mentors students to foster clinical excellence and cultural competence.

Justice Begins with Families: Embedding Cultural Humility and Family Centered Practice in Early Intervention Training

Session Description: This session explores the critical importance of teaching both family-centered practice and cultural humility in early intervention training. While often conflated, these distinct frameworks are both essential for equitable, ethical, and effective service delivery, especially with historically marginalized and culturally and linguistically diverse families. Drawing on experiential learning models, caregiver partnerships, and recent shifts in CAA standards, the presenter shares a replicable course design that integrates didactic instruction and community-based clinical experiences. Participants will leave with concrete strategies to prepare graduate students to engage families with respect, reflection, and responsiveness in every interaction.

Learning Outcomes:

1. Differentiate between the principles of family-centered practice and cultural humility in early intervention settings.
2. Analyze how experiential, community-based learning can support graduate students in applying both frameworks with culturally and linguistically diverse families.
3. Identify evidence-based strategies to embed family-centered and culturally responsive practices into graduate coursework and clinical supervision.
4. Advocate for the continued inclusion of cultural humility in CSD training programs in response to recent changes in national accreditation standards.

Presenter Information:

Paula V. Pineda, SLPD, CCC-SLP, BCS-CL, is a bilingual speech-language pathologist and Chief Clinical Supervisor at Teachers College, Columbia University. A Board Certified Specialist in Child Language, she specializes in early intervention, caregiver coaching, and culturally responsive supervision to prepare future clinicians for equitable, family-centered practice in diverse communities.

12:00-12:45/1:00pm: Three Concurrent Sessions

****Highlighted Supervision Session (12:00-1:00pm):**

Not the Answer, Not Abandonment: Decolonizing Supervision in the Clinical Training of SLPs

Session Description: This session reimagines clinical supervision in speech-language pathology through a decolonial lens. Participants will examine how white institutional norms—such as compliance, perfectionism, and objectivity—shape supervision across roles. Centering relational accountability and cultural humility, the session offers practical strategies for students, supervisors, and academics to interrupt harmful patterns and co-create liberatory learning environments. Attendees will leave with language, tools, and frameworks to shift supervision from a site of control to one of shared growth and justice.

Learning Outcomes:

1. Recognize how white institutional norms (e.g., compliance, perfectionism, objectivity) shape clinical supervision across training roles.
2. Contrast traditional supervision approaches with relational, decolonial models that center shared authority and cultural humility.

3. Identify one actionable shift they can make—whether as a student, supervisor, or academic—to support liberatory, equity-driven clinical education.
4. Reflect on how their own role in supervision (giving or receiving) has been shaped by racialized expectations—and how to respond with relational accountability.

Presenter Information:

Kelly Ann Peña, M.S., CCC-SLP, CBIST (shey/they) is a bilingual speech-language pathologist, PhD student in Education Policy, and Assistant Clinic Director in Rutgers University's MSSLP Program. An MSLP alum ('13), former NSSLHA advisor, and past president of ASHA's Hispanic Caucus, Kelly's work has centered supervision, medical SLP, immigration, and institutional documentation.

12:00-12:45pm

Translanguaging Beyond Multilingualism: Critical Approaches to Research and Practice in Communication Sciences and So-Called Disorders (12:00-12:45pm)

Session Description: Incorporating multilingualism as a construct into SLP and related fields has advanced the field by recognizing multilingual speakers' fuller spoken language repertoires, but it still relies on dominant, colonialist language ideologies. This session critically examines the benefits and shortcomings of multilingualism as a construct, and applies translanguaging as a liberatory alternative. Beyond theory, we explore specific applications in research (e.g., community-led study design, mixed-methods approaches) and clinical practice (e.g., honoring all communicative modes, co-constructed interventions). Participants will engage in guided reflection on how a translanguaging framework promotes lifelong learning, mutual partnerships, and institutional accountability in our fields.

Learning Outcomes:

1. Define multilingualism and identify two clinical/research benefits the construct introduced.
2. Analyze two limitations of multilingualism and their impact on service access and study participation.
3. Describe translanguaging and apply it to one clinical example and one research example.
4. Identify two ways that translanguaging disrupts linguistic injustice in clinical and research practice
5. Explain how translanguaging is grounded within the pillars of cultural humility

Presenter Information:

Kiiya Shibata, M.S., CCC-SLP, is a Ph.D. candidate in Hearing and Speech Sciences at Vanderbilt University whose research focuses on primary progressive aphasia and frontotemporal degeneration. As a clinician, educator, and advocate, she develops culturally responsive interventions and community programs to advance equity in diagnosis, care, and participation for people with neurogenic communication disorders.

Nicola Phillips is a Ph.D. Candidate in Communication Sciences and Disorders at McGill University, Montreal, Canada. Her research focuses on the role of language input in

simultaneous language acquisition in early childhood as well as infant speech perception and phonological development. She is also interested in critical theories of language acquisition as well as the role of translanguaging as a theoretical lens in Communication Sciences and Disorders.

Building Inclusive Career Pathways for SLPAs: A Cultural Humility Approach (12:00-12:45pm)

Session Description: Support personnel such as SLPAs often face limited access to mentorship, leadership opportunities, and career advancement—barriers that disproportionately impact professionals from marginalized backgrounds. This session explores a cultural humility approach to building inclusive career pathways in SLHS. Participants will learn how to identify systemic gaps, design mentorship that honors cultural perspectives, and create measurable strategies for equity.

Learning Outcomes:

1. Define the relationship between cultural humility and professional confidence in SLHS settings.
2. Identify systemic barriers that limit self-advocacy for marginalized professionals.
3. Apply three culturally responsive strategies to build confidence without reinforcing power imbalances.

Presenter Information:

Alice L. Williams, B.A., SLPA, is the Creator of The SLPA Network and Awards & Scholarships Chair for NBASLH. With over seven years of experience, she empowers allied health support personnel through training, mentorship, and advocacy, focusing on confidence, collaboration, and culturally responsive care.

1:00-1:30 LUNCH BREAK

1:30-2:15/2:30pm: Three Concurrent Sessions

****Highlighted Ethics Session (1:30-2:15pm):**

The Ethics of Power: Cultural Humility as Resistance in Speech-Language Practices

Session Description: The conference theme “*Justice for All? Unpacking the Myth and Mobilizing for Change*” challenges us to examine how ethics in speech-language pathology are often reduced to compliance. Yet ethics is not neutral—decisions about services, language, and standards are tied to power. This session reframes ethics through cultural humility as resistance, emphasizing lifelong self-reflection, redressing imbalances, and institutional accountability. Using the ASHA Code of Ethics, case studies, and reflection, participants will explore the ethical dimensions of power and leave with tools to move from compliance to justice, reshaping ethical practice as a force for equity and liberation.

Learning Outcomes:

1. **Examine** how power and systemic inequities shape ethical dilemmas in speech-language practices, and apply the ASHA Code of Ethics through a cultural humility lens to reframe decision-making beyond compliance.

2. **Evaluate** traditional ethical models in relation to justice, equity, and power, highlighting where cultural humility offers a more just approach.
3. **Develop** strategies to integrate cultural humility as an ethical stance of resistance in clinical, supervisory, and educational practice.

Presenter Information:

R. Danielle Scott, Ph.D., CCC-SLP (she/her) is an Associate Clinical Professor at Northeastern University Charlotte in the Communication Sciences & Disorders Program. Dr. Scott is deeply committed to the work of justice, belonging, and liberation. Dr. Scott is a Northeastern University Center for Advancing Teaching and Learning Through Research (CATLR) Innovative Teaching Excellence Fellow for her work around inclusive, anti-oppressive teaching practices. Her research and scholarship pertains to cultural humility, therapeutic relationships, and social justice.

Promoting Inclusive Care: Jewish Religious, Cultural, and Feeding Accommodations in the Clinical Setting (1:30-2:15pm)

Session Description:

This session will explore Jewish cultural considerations from both the clinician's and the patient's perspectives. Attendees will gain insights into food/feeding preferences and traditions, religious dietary laws, Sabbath and holiday observances, and how these factors can impact therapy, scheduling, planning, rapport-building, and engagement in bi-directionally culturally responsive ways. Emphasizing "Other Orientation" and "Respectful Partnerships" as key principles of cultural humility, this session aims to broaden understanding of Jewish culture, highlight the experiences of Jewish SLPs and patients, and foster culturally responsive and collaborative relationships.

Learning Outcomes:

1. Identify key Jewish practices related to food/feeding considerations.
2. Recognize Jewish cultural practices related to holidays, Sabbath observance, modesty and physical boundaries.
3. Evaluate how Jewish religious and cultural practices can impact SLP therapy, scheduling, planning, and patient-provider engagement.

Presenter Information:

Irene Brettman, SLP.D., CCC-SLP, is an adult medical speech and language pathologist in Boston, MA, and an instructor in the MS and SLPD programs at the MGH Institute of Health Professions. A native of Moscow, Russia, she is a practicing Jewish clinician who deeply believes in the importance of cultural humility.

Victoria Littman, M.S., CCC-SLP, earned her degrees from Northeastern University. A native of Kyiv, Ukraine, she is fluent in Russian and English and is a practicing, Kosher-keeping Jewish clinician. She is a clinical educator and instructor at Bridgewater State University and is passionate about mentoring future SLPs through mindful, evidence-based, student-centered practice.

Depends on who you ask: A Mixed Methods Analysis of SLP's Subjectivity When Rating Written Narratives (1:30-2:15)

Session Description:

This session reviews a mixed methods study that examined how Black and White SLPs rated the written narratives of 2nd grade Black students. The SLP's race, the students' linguistic profile (i.e., African American English speaker vs. General American English speaker), and the type of narrative told (i.e., fictional narrative vs. personal narrative) were analyzed for differences in quality based on a holistic rating scale. Responses justifying why the participants rated the narratives the way they did were also analyzed. This session highlights key cultural considerations for evaluating written language samples and clinical implications surrounding SLP's involvement in written language.

Learning Outcomes:

1. Name at least 3 areas that have been highlighted as important when evaluating written narratives.
2. Compare and contrast study participants' preferences for students' written narratives, considering both the students' dialect and the narrative type.
3. Examine patterns in the justifications provided for rating students' written narratives across different narrative types and dialect variations.

Presenter Information:

Dr. Denisha Campbell is an African American woman, a speech language pathologist and a postdoctoral scholar for the Florida Center for Reading Research (FCRR). Her research interests include language and literacy for dialect speakers and the systemic integration of culturally responsive practice for SLPs.

Dr. Lakeisha Johnson is also an African American woman, speech language pathologist, and a literacy researcher with appointments at Florida State University's department of communication science and disorders and the Florida Center for Reading Research where her work focuses on research practice partnerships within the community.

2:30-3:00 Three Concurrent Breakout Discussions

Overlooked Developmental and Emotional Factors and Reflection Intrinsic to Cultural Humility: Preparing High-School Students for Clinical Careers

Session Description: Multiple factors contribute to cultural bias and humility, typically attributed to early life experiences, and influential messaging. Arguably, messages alone cannot account for attitudes to cultural practices that diverge from one's own. Developmental and emotional factors play a role; they influence the way one reasons about differences. Students need to learn about the mind and its cognitive and emotional functions. Practices will be presented from University Heights High School in New York City's South Bronx that address developmental objectives from UHHS's Stanford based, Piagetian influenced curriculum, relevant to social reasoning supportive of cultural humility in preparation of students for clinical careers.

Learning Outcomes:

1. Define cultural humility and languaging processes--Identify parameters of Piaget's stages of pre-operations, concrete operation, and formal operations and their relevance for practicing cultural humility by SLPs in clinical contexts.
2. Identify the role of "reflection" in promoting operational reasoning, the construction of complex semantic/syntactic relations, and the achievement and practice of cultural humility.
3. Explore evidence based educational objectives and related activities employed within a high school setting that promote operational reasoning, cultural humility, and prepare students for successful University admission.

Presenter Information:

Nelson Moses, Ph.D., CCC-SLP, is retired Professor and co-founder of Long Island University's Brooklyn Campus Department of Communication Sciences and Disorders, Graduate Program in Speech-Language Pathology, where he served as Department Chair and Director of the Speech-Language Personnel Development Center. Dr. Moses is co-author with Harriet Klein of books on Intervention Planning, and has published and presented on cognition, language disorders, literacy, and supervision.

Helena Hawkshawe, M.S., CCC-SLP, earned her Master of Arts in Speech-Language Pathology from New York University. She went on to be a practicing speech-language pathologist, specializing in treating and evaluating populations with Cerebral Palsy, Spina Bifida, ADHD, Hearing Loss, Speech Impairments and Learning Disabilities. She is currently Speech Supervisor for District 7 within the New York City Department of Education, and has been recognized for maintaining consistent staffing and supporting a high needs district with multilingual needs and neuro diversity. Ms. Hawkshawe has also served as Adjunct Assistant Professor and practicum field supervisor and mentor for Long Island University's, Brooklyn Campus, Graduate SLP Program.

Angela Carey Adams, M.S - CCC-SLP, is a recently retired Supervisor of Speech Services at the NYC Department of Education. She has served as an Adjunct Instructor in the Department of Communication Sciences and Disorders, teaching the Bilingual/Multicultural Foundation course to graduate students, as well as classes in the Bilingual English as a New Language Professional Development Center in the Department of Teaching, Learning and Leadership at Long Island University - Brooklyn. She's a member of the Cultural Humility Task Force of NBASLH and holds a Diversity and Inclusion Certificate from Cornell University.

SLP Perspectives on Communication Disorders in relation to the School-to-Prison Pipeline

Session Description: School-based SLPs are part of a team of professionals who can disrupt the school-to-prison pipeline. Yet it is likely that many SLPs lack information on identifying communication disorders that could underlie the behaviors that are often mislabeled as defiance. In this breakout session, participants will discuss preliminary findings from a Central Coast CA survey of SLPs, identify systemic barriers, and collaborate on cultural humility practices. Through an introduction to the terms, real case scenarios, role-play, and problem-solving prompts, attendees will reframe behavior through a language-equity lens, discuss advocacy pathways, and co-create actionable steps to dismantle and disrupt the school-to-prison pipeline.

Learning Outcomes:

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

- (1) Identify at least three ways that implicit bias and linguistic misunderstanding contribute to disproportionate discipline for Black and Indigenous students.
- (2) Relay one case scenario that shows the interaction between willful defiance and communication-related behaviors.
- (3) Restate the survey findings, and interpret them in light of the literature and their experiences.

Presenter Information:

Lisa LaSalle, Ph.D., CCC-SLP has published scholarly articles centering on the topics of preschoolers who stutter, cluttering, phonological complexity and pharmacological considerations for people who stutter. She is a NBASLH member and ally and attended the Long Beach CA conference in April 2025. She has taught, supervised in a university clinic, and mentored student research projects at the University of Redlands Communication Sciences and Disorders department for the past 11 years, and prior to that, at University of Wisconsin-Eau Claire for 18 years. Dr. LaSalle recently accepted a professor position at California State University-Monterey Bay beginning in January 2023 in their speech language pathology Masters degree program.

Irene Moreno Gutierrez is a second-year graduate student at California State University-Monterey Bay and is interested in practices regarding bilingualism, cultural humility and social and racial justice.

Julia Mueller is a second-year graduate student at California State University-Monterey Bay and is interested in practices regarding bilingualism, cultural humility and social and racial justice.

Ethnotraumatology™ in Practice: Advancing Cultural Humility, Responsiveness, and Competemility through the AIAER Model™

Session Description: This breakout discussion explores how Ethnotraumatology™ provides a biopsychosocial-spiritual framework for advancing cultural humility, responsiveness, and competemility in professional practice. Guided by the AIAER Model™ (Assess, Inform, Apply, Empower, Resilience), participants will engage in dialogue and problem-solving activities that examine how language, trauma, and cultural narratives shape care and communication. Together, we will reflect on case scenarios, identify harmful versus healing-centered language, and explore strategies to embed competemility into practice. The interactive format invites participants to co-create culturally rooted, trauma-informed approaches that move beyond theory into applied relevance for diverse communities.

Learning Outcomes:

1. Define cultural humility, cultural responsiveness, and cultural competemility, and explain how they intersect within the framework of Ethnotraumatology™.
2. Identify examples of harmful versus healing-centered language and discuss their impact on trauma, trust, and professional practice.
3. Apply the AIAER Model™ (Assess, Inform, Apply, Empower, Resilience) to a case scenario in order to demonstrate culturally responsive, trauma-informed problem-solving.
4. Develop at least one actionable strategy to embed competemility into their own professional or clinical practice.

Presenter Information:

Lisbeth London Global Consulting® and the University of Ethnotrauma Science & Research. She developed Ethnotraumatology™ and the AIAER Model™ (Assess, Inform, Apply, Empower, Resilience) to advance cultural humility and responsiveness, affirming competemility as vital when viewed through an ethnotraumatology lens.

3:00-3:15: 15 Minute Break

3:15-4:00pm: 3 Concurrent Sessions:

Diverse and Inclusive Augmentative and Alternative Communication (AAC)

Session Description:

This session will provide a brief overview of AAC, adapting both light tech and high tech supports to meet AAC user needs, and cultural considerations for AAC implementation. The session will discuss the importance of personalizing AAC (skin tone, cultural/religious vocabulary, language/dialect, etc.), review free and low-cost resources, and share current workarounds in the most commonly-used communication applications.

Learning Outcomes:

1. Learn about the types of Augmentative and Alternative Communication (AAC) and how to get started.
2. Describe cultural and linguistic considerations related to AAC users.
3. Understand the importance of representation within AAC devices and supports.
4. Demonstrate workaround strategies and resources to individualize AAC and prioritize inclusive practices.

Presenter Information:

Dr. Christina Royster, owner/founder of Play on Words Therapy, Inc., is a Board Certified Specialist in AAC and Child Language. With over 14 years of experience, she works across clinical settings, co-created Diverse AAC and DiverCity SLP, teaches graduate courses, and advocates for diversity in AAC and the SLP field.

If We Are to Serve All Communities: Addressing Representation Gaps in Speech-Language

Session Description: This session presents findings from an ongoing qualitative research study examining the barriers and facilitators to increasing representation in the field of speech-language pathology. Drawing from in-depth interviews with undergraduate and graduate students, faculty, and SLP professionals across diverse institutions and regions, the presenters will highlight systemic challenges, including admissions practices, mentorship gaps, and cultural isolation. Presenters will identify institutional practices that support the recruitment, retention, and success of individuals from historically marginalized and excluded backgrounds. The session will also offer actionable, data-driven recommendations for programs, departments, and professional organizations committed to building a more inclusive and representative SLP workforce.

Learning Outcomes:

1. Describe at least three systemic barriers that limit representation of historically marginalized individuals across the SLP pipeline.
2. Identify key facilitators that promote access, belonging, and success for students and professionals in SLP from diverse backgrounds.
3. Apply participant-informed strategies to their own academic or professional contexts to support recruitment, mentorship, and retention of underrepresented groups in SLP.

Presenter Information:

Genesis Arizmendi, PhD, CCC-SLP, is an Assistant Professor at the University of Arizona. As a frontera scholar, she advances equity in education and healthcare through community-centered, interdisciplinary research, bridging bilingualism, cognition, culture, and policy to challenge systemic inequities and reimagine practice for minoritized communities across speech-language pathology and the learning sciences. Ashley Mentor is a graduate student pursuing speech-language pathology at California State University, East Bay and a University of Arizona alumna. Her expansive undergraduate honors thesis on diversity in speech-language pathology continues post-graduation, examining systemic barriers and proposing strategies to build a more inclusive, representative field.

Ashley Mentor is a graduate student pursuing speech-language pathology at California State University, East Bay and a University of Arizona alumna. Her expansive undergraduate honors thesis on diversity in speech-language pathology continues post-graduation, examining systemic barriers and proposing strategies to build a more inclusive, representative field.

Teaching for Transformation: Justice-Centered Approaches in SLP

Session Description: This session will critically examine how justice-centered principles can reshape both academic and clinical education in SLP. We will explore innovative approaches including experiential and community-engaged learning, alternative grading models, and clinical education practices that center inclusion, equity, and accessibility. These strategies are not simply “add-ons”, but integral components of preparing future SLPs to engage ethically, compassionately, and effectively with diverse populations.

Learning Outcomes: Learning Outcomes:

1. Critically analyze current models of SLP education to identify ways in which they perpetuate or challenge inequities in access, representation, and outcomes.
2. Apply justice-centered frameworks to design or adapt academic and clinical education practices that promote inclusion, accessibility, and culturally responsive care.
3. Develop an actionable plan for integrating at least one new pedagogical or curricular strategy that advances equity and social justice within their own educational or clinical training context.

Presenter Information:

Tamika LeRay, M.S., CCC-SLP, is an Assistant Professor at Marymount University with nearly 15 years of experience as a Speech-Language Pathologist (SLP). She specializes in urban education, drawing from her professional work across New York, Boston, Washington, D.C., and the Caribbean. A graduate of the VT LEND program, Tamika gained advanced interdisciplinary training in leadership and advocacy for individuals with neurodevelopmental disabilities. Her research focuses on retaining special educators in the Caribbean. In her free time, she writes children's books that nurture early literacy and language skills.

Megan Mahowald, Ph.D. CCC-SLP (she/her) is a Professor and Program Director in the Speech-Language Pathology program at Marymount University and interim Associate Dean in the College of Health and Education. Dr. Mahowald has experience in developing coursework and programming to be equitable and inclusive and is socially justice oriented in the development of new programming. Her research is in literacy assessment and intervention, literacy programming and in justice work in teaching and learning.

4:00-4:45pm Three Concurrent Sessions:

Diverse Children's Literature: The Power of Representation in the Books We Use in Therapy

Session Description: Grounded in the "windows, mirrors, and sliding glass doors" framework (Bishop, 1990), this session highlights how representation in books validates children's identities, encourages perspective-taking, and enhances communicative competence. Participants will examine the impact of diverse children's literature on language development and its significance for educators and SLPs working with early childhood and school-age populations to address vocabulary acquisition, narrative skills, and pragmatic language use. By integrating diverse books into therapy and instruction in the context of evidence-based strategies, SLPs and educators can create more inclusive learning environments that support both language and social-emotional development. Participants will leave the session with practical strategies for choosing and using diverse literature in the work they do with their pediatric and adolescent clients.

Learning Outcomes:

1. Participants will be able to identify 3 criteria for selecting inclusive books to use with children with speech and language disabilities.
2. Explain 3 ways that using diverse literature positively impacts pediatric and adolescent children with communication disorders
3. Develop a list of at least 5 inclusive books with diverse characters to use in their work.

Presenter Information:

Beth Poss is an educational and technology consultant, accessibility and inclusion advocate, speech/language pathologist, former special education administrator, and former assistant principal. In addition to her independent consulting, she is the Director of Educational Programs for LessonPix. Beth is a Speech Language Pathologist passionate about designing educational environments that support all students in accessing a rigorous curriculum and meeting educational outcomes. She is one of the authors of *Inclusive Learning 365: EdTech Strategies for Every Day of the Year*, released in August 2021. Reading is her favorite hobby.

Tonya Williams-Walker is the coordinator of the Up County Early Childhood Center, a pre-k inclusion model program in the Division of Early Childhood for Montgomery County Public Schools in Maryland. As an SLP and administrator, she provides educational leadership that promotes culturally responsive teaching practices and makes learning accessible to under-resourced communities, disabled children, and English language learners. Mrs. Williams-Walker is also an adjunct professor in the Hearing and Speech Sciences Department at the University of Maryland at College Park, where she teaches the graduate course in Augmentative and Alternative Communication and Speech and Language Development in Children as part of the Hearing and Speech in the Evening (HESPIE) post-baccalaureate

program. Mrs. Williams-Walker is currently a doctoral student in the Educational Leadership Program at Bowie State University.

Alisa Bell serves as Special Educator and Assistive Technology Consultant with Montgomery County Public Schools in Maryland. She holds an undergraduate degree in Special Education and a master's degree in Early Childhood Education. Her professional expertise is further enriched by her personal experience as a mother to two neurodivergent children, one of whom has a communication disorder. In addition to her work in public education.

Swallowing Justice: Addressing Disparities and Building Culturally Responsive Dysphagia Care

Session Description: Dysphagia care is influenced by medical, cultural, and systemic factors that can create barriers for marginalized communities. This session addresses disparities in assessment and treatment while offering practical strategies to design culturally responsive patient and family education. Participants will learn how to integrate traditional foods, health beliefs, and language access into swallowing care, and how to advocate within interdisciplinary teams to ensure equitable access and improved outcomes for diverse populations.

Learning Outcomes:

1. Identify systemic barriers contributing to disparities in dysphagia assessment and treatment.
2. Develop culturally responsive patient and family education strategies that incorporate traditional foods and health beliefs.
3. Implement advocacy-based approaches to promote equitable access to dysphagia services across care settings.

Presenter Information:

Jenan Maaz, SLPD (she/her) is a Muslim, multiethnic, bilingual (English/Arabic) speech-language pathologist in a Level 1 trauma center and Level 3 NICU in California. She is an Assistant Professor at CSU Stanislaus and adjunct lecturer at CSU East Bay, specializing in dysphagia, feeding, and promoting diversity, equity, and inclusion in SLHS.

Uplifting Black Voices: Encouraging Community Involvement and Civic Action

Session Description: This session is for speech language and hearing professionals (SLHP) who seek to advocate for policy that impacts the clients they serve. The session aims to encourage SLPs on how they can identify and challenge policy that negatively effects service providers, students, and clients "You don't make progress by standing on the sidelines whimpering and complaining. You make progress by implementing ideas." –Shirley Chisholm

Learning Outcomes:

1. Define civic engagement.
2. Analyze the significance of local elections.
3. List three ways proposed policy changes may negatively impact the provision of speech-language pathology and audiology services.
4. Plan at least two actions to be civically engaged in their local community.

Presenter Information:

Iman Scott graduated with a B.S. in communicative disorders from Jackson State University in 2022. They hold a Master's in SLP from the University of the District of Columbia. Their research interests include multilingualism, CLD populations, literacy, language, and trauma-informed care. Iman has pursued these interests through fellowship and scholarship, such as the Culturally Smart Fellowship, Ronald E. McNair Scholars, and as a research assistant.

Tracy Camille Johnson is a Speech Language Pathologist, Pediatric Feeding Specialist, and Certified Lactation Counselor. Originally from Chicago, she now calls Austin, Texas home. She is the founder and CEO of Buttercup Therapy Services which services the greater Austin region across the lifespan for feeding, swallowing, and communication skills.

Tahira Gibson is a speech-language pathologist residing in Lubbock, TX. She is a 3rd year Ph.D. student at the Texas Tech University Health Sciences Center. Her research interests include speech sound disorders, child phonology, craniofacial disorders, and speech acoustics.

Brittney C. Ford-Webb, M.S., CF-SLP, is a recent graduate from the University of the District of Columbia. Her clinical interests are in dysphagia assessment and treatment, particularly within the veteran population. Brittney is passionate about improving care for individuals with swallowing disorders, focusing on the unique needs of veterans and those with complex medical histories. She is eager to explore the use of high-fidelity simulation to enhance clinical education and training in dysphagia management, aiming to improve clinical skills and patient outcomes through innovative research and practice.

Keena Seward, AuD, is a dual-certified audiologist and speech-language pathologist specializing in language and literacy disorders, auditory processing disorders, and hearing loss in children. She is currently pursuing a PhD in Literacy at SUNY University at Albany.

Daphne M. McDonald, a Christian, is the founder and CEO of Speaking Life Healthcare in Memphis, TN. She is pursuing a Doctorate in Strategic Leadership from Liberty University. Her research interests include ethics, leading organizational change, and executive coaching.

Presentation 23: Closing Session: Reflecting on Cultural Humility**Amy Hobek, PhD, CCC-SLP****Learning Outcomes**

1. Explain why lifelong learning is necessary in the field of Communication Sciences and Disorders (CSD)
2. Name examples of lifelong learning opportunities in the field of CSD
3. Self-reflect on which specific future actions would contribute to their own lifelong learning

Presenter Information:

Amy Hobek, PhD, CCC-SLP is an Associate Professor of Communication Sciences and Disorders at the University of Cincinnati. She is also a licensed speech language pathologist providing clinic supervision of graduate students in a culturally and linguistically diverse preschool setting on UC's campus. Her teaching and scholarship focus on child language and literacy development with an emphasis on valuing and legitimizing cultural and linguistic variations in these areas within individuals, families, and communities. She is the co-chair of the Cultural Humility Task Force of NBASLH.

