



**Cultural Humility Virtual Conference**  
**National Black Association for Speech-Language and Hearing**  
**October 14, 2023: 10am-5pm EST**

**Overall Conference 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 Communication Sciences and Disorders.

**Time Ordered Agenda:**

10:00-10:30am Opening Session

10:30-11:30 Keynote Speaker, Dr. Kyomi Gregory-Martin

11:30-11:45 Fifteen Minute Break

11:45-12:15 Concurrent Synchronous Sessions

12:15-12:45 Concurrent Synchronous Sessions

12:45-1:15 Concurrent Synchronous Sessions

1:15-2:00 Panel Discussion

2:00-2:30 Thirty-minute lunch break

2:30-3:00 Concurrent Synchronous Sessions

3:00-3:30 Concurrent Synchronous Sessions

3:30-3:45 Concurrent "Lightning Round" Pre-Recorded Sessions

3:45-4:00 Fifteen-minute break

4:00-4:45 Panel Discussion

4:45-5:00 Closing session

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## **10:00-10:30: Opening Session**

### **Session 01: *Cultural Humility: From Self-Reflection to Lifelong Learning***

#### **Session Description:**

- Welcome Remarks from the NBASLH Chair, Brittani Hightower
- Welcome Remarks from the Cultural Humility Task Force and Co-Chair, Amy Hobek
- An introduction to cultural humility definitions and pillars

#### **Learning Outcomes:**

At the culmination of the session the participant will be able to:

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

#### **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.

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## **10:30-11:30: KEYNOTE ADDRESS Dr. Kyomi Gregory-Martin**

### **Session 02: *Evolving beyond Cultural Competence: Understanding Intersectionality and Cultural Capability within the Field of Speech, Language, and Hearing Sciences***

**Session Description:** Clinicians are required to plan support, improve, and deliver services in a culturally respectful and appropriate manner. Cultural capability refers to an ongoing process of learning that encompasses cultural awareness, cultural competence, and an appreciation of culture in clinical decision making. Clinicians charged with evaluating and treating must take the client's culture into account. As the demographics of our caseloads continue to diversify, there is an ever-widening gap between workplace demands and the cultural-linguistic backgrounds, interests, and needs of our clients. This presentation will include discussion on various terminology centered around the concept of 'culture', various -isms, identifying inequities, and how to become advocates for equity in provision of assessment and treatment to clientele and working with students within the profession.

#### **Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Define cultural responsiveness and capability.
2. Define intersectionality and be aware of your points of oppression and points of privilege that may hinder the assessment and treatment process.
3. Identify the impact of -isms in your clinical practice, department, college, and university

## Presenter Information:



Dr. Kyomi Gregory-Martin is a Speech-Language Pathologist, an Associate Professor in the Communication Sciences and Disorders department, and the Co-Coordinator for Anti-Racist Education (ARE) at Pace University. She received her Ph.D. from Louisiana State University, master's degree in Speech-Language Pathology from University at Buffalo, and her Bachelor of Arts degree in Communication Sciences and Disorders from SUNY-New Paltz with a minor in Black Studies and Linguistics. She has been a practicing clinician for the last 16 years working with both children and adults. Dr. Gregory-Martin worked for the New York City Board of Education in Brooklyn, New York prior to entering her PhD program. Her research interests include child language acquisition and assessment in culturally and linguistically diverse populations, parent/teacher training and prevention models in speech-language pathology, inter-professional education, and regional dialect differences. She also holds several service roles as the Associate Coordinator for the coordinating committee for the American Speech-Language Hearing Association Special Interest Group (SIG) 1, Language Learning and Education. In addition, she was the inaugural chair for the Cultural Humility Task Force, an active member of the National Black Association of Speech-Language Hearing (NBASLH), member of ASHA's Multicultural Issues Board, and is the topic area expert in non-mainstream dialects, cultural humility, and awareness for The Informed SLP.

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## 11:30-11:45: Fifteen Minute Break

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## 11:45-12:15: Concurrent Synchronous Sessions

### ***Session 03: Re-humanizing the field through Reciprocal Empowerment: benefits and challenges in the implementation of the NSF-Research Experience for Undergraduate Sites Intersection of Linguistics, Language & Culture***

**Session Description:** 'Reciprocal Empowerment' is a mentoring approach implemented in a Research Experience for Undergraduate site focused on increasing diversity in the field. According to this approach, the exchange between the students and faculty members goes in both directions. Mentors contribute to the training of their mentees by enabling them to turn an idea into an actual research project while mentees enable their mentors to expand the scope of their research by contributing their knowledge of a minoritized culture and language. The program has been successful in recruiting students from under-represented groups, positively impacting their educational journey and increasing diversity in research.

### **Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Define Reciprocal Empowerment and how this mentoring approach relates to 'student' funds of knowledge' (Marquez Kiyama & Rios-Aguilar, 2018), 'Cultural Competence and Humility' (Gregory, 2020) and the application of Critical Race Theory to Linguistics (e.g. Hudley, Mallinson & Bucholtz, 2020).
2. Name two ways that the implementation of 'Reciprocal Empowerment' diversifies the field.
3. Name one challenge that may impede the success of Reciprocal Empowerment.
4. Explain how Reciprocal Empowerment can be applied to two other educational contexts beyond the Research Experience for Undergraduates for which it was developed.

## **Presenter Information**

Dr. Isabelle Barrière is an Associate Professor in Communication Sciences and Disorders at Molloy University, Long Island and Doctoral Faculty member at CUNY Graduate Center

Dr. Johathan Nissenbaum is the director of the Linguistics program at CUNY Brooklyn College

Dr. Margaret Lafontant is an Assistant Professor in Education at CUNY Queens College.

### ***Session 04: Introduction to Cultural Competemility in Speech-Language Pathology: Strategies for Creating Harmonious Relationships with Diverse Populations***

**Session Description:** Cultural Competemility combines cultural competency and cultural humility. In the field of speech-language pathology, it refers to the skill of utilizing our evidence-based knowledge of diverse cultures in our work while also having a genuine desire to learn and grow our understanding of different backgrounds. Campinha-Bacote (2018) describes cultural competemility as a continuous process of both becoming and being. As professionals and researchers, it is essential for us to incorporate cultural competemility into our practices, as it enables us to foster positive relationships and achieve favorable treatment outcomes with our colleagues, clients, and their families.

#### **Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Identify the critical role cultural awareness plays in building relationships with clients and colleagues.
2. Define the ASHA Code of Ethics (2023) principles concerning cultural competemility in speech pathology.
3. Recognize ways cultural competence and cultural humility coincide.
4. Discuss at least 3 ways cultural competemility can be practiced in our field.

#### **Presenter Information:**

Melanie Y. Evans, M.S. CCC-SLP, a bilingual SLP and entrepreneur, strives to promote cultural competemility in speech pathology. Committed to empowering BIPOC and LGBTQIA+ communities, she founded Legacy Culturally Responsive Therapy Services. Melanie passionately serves underserved populations, including Black and Latinx children, domestic violence survivors, and transgender youth.

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## **12:15-12:45: Concurrent Synchronous Sessions**

### ***Session 05: Becoming culturally responsive: The development of a curriculum for teaching about cultural and linguistic diversity in communication sciences and disorders***

**Session Description:** CSD instructors in a recent nationwide survey cited a lack of pedagogical resources as one of their biggest challenges to incorporating information about cultural and linguistic diversity (CLD) in their courses. The authors introduce a new website containing a full curriculum for a dedicated CLD course using open access materials. Importantly, the curriculum integrates cultural humility and cultural responsivity, as well as critical sociocultural linguistics literacy. The content modules include self-reflections and discussion prompts, multimedia, and activities. The site also includes guidelines for two class projects and an in-course book club.

#### **Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Identify current challenges to training students in communication sciences and disorders about cultural and linguistic diversity.
2. Describe different approaches to teaching about cultural and linguistic diversity.
3. Access a newly developed website containing an entire curriculum for a dedicated course on cultural and linguistic diversity.

**Presenter Information:**

Dr. Eve Higby is an Assistant Professor of Speech, Language, and Hearing Sciences at California State University, East Bay. Her research focuses on bi-/multilingualism across the lifespan and the teaching of topics related to cultural and linguistic diversity.

Chelsea Miller is a graduate student in Speech-Language Pathology at California State University, East Bay. Her interests include life participation and community-centered approaches.

Dr. Claudia Holguín Mendoza is an Associate Professor of Spanish linguistics at the University of California, Riverside. She specializes in the sociolinguistics of race in the Mexican borderlands and Greater Mexico as well as critical pedagogies for the teaching of Spanish as a heritage language.

**Session 06: *Providing Care with Cultural Humility***

This presentation will 1) describe what is Cultural Humility, 2) highlight the importance of incorporating this concept into daily clinical practice, 3) discuss how to incorporate Cultural Humility at the university or work setting, and 4) provide opportunities to practice Cultural Humility.

**Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Describe what is Cultural Humility in Clinical Care.
2. Explain the importance of understanding Cultural Humility.
3. Identify at least one way they can incorporate Cultural Humility into their clinical practice.

**Presenter Information:**

Crystal Garcia is a bilingual Speech Language Pathologist at Children's Hospital Los Angeles. She has specialized in working with Acquired Brain Injuries and supporting Diversity Equity and Inclusion efforts.

Sharon Her is a multilingual Certified Child Life Specialist in at Children's Hospital Los Angeles. Sharon is dedicated to interdisciplinary teamwork and providing family-centered care.

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**12:45-1:15: Concurrent Synchronous Sessions****Session 07: *The Power of Cultural Humility as a Remedy for Ritual Desecration***

**Session Description:** In the tradition of social constructionism, we will explore the power of cultural humility as a remedy for "ritual desecration." "Ritual desecration," which is a sociological term we have coined, occurs when specific members of a community are discriminated, bullied, or marginalized by others. Consequently, the challenges, obstacles, and sufferings they experience are internalized whereby they are not only "strangers" to their own community but also to themselves. The consequences of ritual desecration can be deadly (e.g., suicide statistics among LGBTQIA community). Thus, we will explore how cultural humility can become a starting point for social and personal healing and well-being.

**Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Define and describe the central tenets of social constructivism and how they apply to the field of speech-language pathology.
2. List three impacts of ritual desecration on CLD populations in speech-language pathology.
3. Identify ways to integrate cultural humility as a remedy for ritual desecration.

**Presenter Information:**

Paul R. Shockley, Ph.D., is a philosopher at Stephen F. Austin State University. He is also a lecturer of religious studies at the University of Miami. His areas of interest include aesthetics, ethics, religious studies, & sociology.

Raul F. Prezas, Ph.D., CCC-SLP, is an associate professor at Lamar University. His areas of interest include speech sound disorders and multicultural populations.

**Session 08: *Primary Progressive Aphasia: Where are all our BIPOC Folx?***

**Session Description:** This session will review health disparities literature on primary progressive aphasia and dementia within minoritized groups, present results of a study examining descriptive statistics of a Southeastern cohort of people diagnosed with PPA at an academic medical center, and open discussion on potential barriers to PPA diagnosis and care.

**Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Describe threats to timely and accurate PPA diagnosis, and their disproportionate impact within minoritized groups.
2. Summarize cultural norms that have been documented in some minoritized groups around dementia and aging that differ from the mainstream attitudes toward dementia and aging.
3. Posit at least one culturally responsive and respectful idea for increased community outreach.

**Presenter Information:**

Kiiya Shibata, M.S., CCC-SLP received her Master of Science in communicative disorders from San Francisco State University in 2015. She practiced clinically in adult neurogenic communication disorders, with a focus on primary progressive aphasia, until 2021 when she entered the PhD program at Vanderbilt University in The Department of Hearing and Speech Sciences. Her research focuses on culturally responsive diagnostic measures for frontotemporal dementia spectrum disorders.

Michael de Riesthal, Ph.D., CCC-SLP is an Associate Professor in the Department of Hearing and Speech Sciences at Vanderbilt University Medical Center, and Director of the Pi Beta Phi Rehabilitation Institute. Dr. de Riesthal's clinical and research interests include the management of neurologic speech, language, and cognitive disorders.

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**1:15-2:00 Panel Discussion**

**Session 09: *What makes a good clinician? Evaluating student competency while unlearning unconscious bias in CSD.***

**Session Description:** This panel discussion will outline steps to dismantle the long-reach of colonialism within academic programs, clinical placements, and the field of speech-language pathology and

audiology. The discussion will detail the ways in which academic programs continue to unconsciously create barriers for both admission and completion of CSD programs for individuals from minoritized backgrounds, as well as examples of inequity within the curriculum and the clinical experience. We will review ways programs can address bias within programs and slowly dismantle areas that are problematic, as well as learning how to identify areas of bias that may come to light in future.

**Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Identify five areas that can immediately be addressed to dismantle barriers for minoritized groups.
2. Understand factors that have been shown to undermine or support diverse student admission, retention, and success.
3. Learn how to identify examples of inequity and bias within CSD programs.

**Presenter Information:**

Dr. Taryn Malcolm, PhD, Assistant Professor at Mercy College, studied bilingualism in aphasia and is a trusted advisor to the CSD student-led DEI Task Force.

Dawn Cotter-Jenkins, Clinical Director at Mercy College, is dedicated to student support and success through the NSSLHA Raw Conversation, NBASLH and ASHA STEP mentoring programs.

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**2:00-2:30 Thirty-minute lunch break**

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**2:30-3:00 Concurrent Synchronous Sessions**

**Session 10: *Self-Reported Perspectives on Cultural Competence Education in Speech-Language Pathology***

**Session Description:** This research presentation documents the knowledge and lived experiences of SLPs from cross-cultural perspectives to meaningfully critique and evolve teaching and learning in cultural competence education.

**Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Describe the past and present socio-cultural-historical context of the profession.
2. Explain the value of qualitative methodology to legitimize innovation in cultural competence education and research.
3. Identify major themes that may provide an empirical base for innovating teaching and learning approaches to cultural competence education.

**Presenter Information:**

Monica Hudnall, EdD, CCC-SLP is a school-based clinician in California. She has experience teaching graduate level coursework and in clinical supervision. Her doctoral research on cultural competence was designated as a Meritorious Poster Submission by the 2020 Convention Program Committee of American Speech Language Hearing Association (ASHA).

**Session 11: *C.R.E.A.M.: Culture Rules Everything Around Me***

**Session Description:** Due to the inherent cultural biases found within traditional, standardized assessments, participants will discuss the importance of utilizing a dynamic and inclusive assessment approach when assessing culturally and linguistically diverse (CLD) populations. Additionally, presenters will examine how implicit biases impact overall assessment practices in the field of speech-language pathology. This session will analyze various laws, regulations, and guidelines at the state and national levels related to working with individuals from CLD populations and multilingual learners. Participants will learn about a variety of evidence-based speech-language assessment practices and the application of both standardized and non-standardized testing measures to evaluate minoritized individuals.

**Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Identify current demographics and issues related to diversity in the speech-language pathology (SLP) field.
1. Define implicit bias, microaggressions, and other barriers students of color face when pursuing an SLP career.
2. Discuss actionable steps to increase diversity in the field.

**Presenter Information:**

Christina Royster, EdD, CCC-SLP, BCS-CL is a Speech-Language Pathologist and Board-Certified Specialist in Child Language. Dr. Royster works in the public school setting, serving students with complex communication needs and those using augmentative and alternative communication. Dr. Royster is also the owner/founder of Play on Words Therapy, a private practice in Maryland. Dr. Royster is passionate about increasing diversity in the speech-language pathology field. She is co-creator of DiverCity SLP and Diverse AAC.

Ana-Maria Jaramillo, SLPD, CCC-SLP is a bilingual pediatric speech-language pathologist and the owner of Voz Speech Therapy in Washington, DC. When she isn't treating patients, Dr. Jaramillo serves as an adjunct professor at George Washington University and actively speaks on ways to diversify and combat racism in the field through her organization, DiverCity SLP.

Courtney Overton, EdD, CCC-SLP is the Founder & CEO of Speech of Cake, a private practice in Alexandria, Virginia that specializes in treating speech sound disorders and dyslexia. With a passion for shaping future clinicians, Dr. Overton also serves as a Clinical Professor at the University of Maryland. Dr. Overton continues to advocate for neurodivergent students and students of color by providing workshops through her organizations, DiverCity SLP and The SLP Guide to Dyslexia.

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### **3:00-3:30: Concurrent Synchronous Sessions**

#### ***Session 12: Creating a Culturally Responsive Professional Experience: Strategies for Recruiting, Hiring, and Creating an Inclusive Environment for the SLP/AUD***

**Program Description:** This session will offer ideas, suggestions, strategies, and engage you in a thoughtful discussion on what must be done to create a culturally responsive professional experience for recruiting, hiring, and creating an inclusive environment for the SLP/AUD. We will address inclusive hiring practices that aim to level the playing field for all applicants in order to fight against recruitment bias and any form of discrimination. We will then focus on strategies to enhance inclusive hiring that recognizes diversity and various perspectives that candidates bring to an organization. Lastly, we will discuss ways of creating a truly inclusive workplace culture.

**Learning Outcomes:**



At the culmination of the session the participant will be able to:

1. Define the significance of promoting diversity, equity, inclusion as it pertains to creating a culturally responsive professional practice.
2. Discuss tools and strategies to improve inclusive recruiting and hiring practices in order to diversify the fields of Speech Language Pathology and Audiology.
3. Explore and identify opportunities to create an inclusive environment to enhance employee engagement.
4. Identify and develop strategies for future inclusive policies and practices to ensure that there is a diversity of perspectives that informs professional practice and decision making.

**Presenter Information:**

Adanna Burrell, M.S. CCC-SLP, is the owner and CEO of Speak It Therapy Solutions, in Dallas, TX. She received her bachelor's and master's degree in Speech-Language Pathology from Southern University and A&M College. Adanna is a clinician, mentor, and has presented on leadership, supervision, and culturally responsive practices.

**Session 13: AfroLatines: An Underrepresented and Misunderstood Population**

**Session Description:** Speakers will provide a brief introduction to the history of racism in America and its impact on cultural identity in the United States. The presentation will conclude with considerations for clinicians and other professionals to take into account when interacting with this population.

**Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Learners will define Afrolatinidad.
2. Learners will identify 3 issues that are unique to the AfroLatine community.
3. Learners will name at least 3 steps they can take to minimize bias within assessment of AfroLatines.

**Presenter Information:**

Jackie Rodriguez (she/her/ella) is a bilingual speech language pathologist based in Atlanta, Georgia. Over the course of her career, Jackie has had a broad range of experiences working across the lifespan in both medical and educational settings as well as in travel therapy. She currently works full PRN in a variety of medical settings. Jackie is multicultural. Jackie's mother is African American and her father is Afro Puerto Rican. She is a sequential L1 English and L2 Spanish speaker.

Amanda Pericles (she/her/ella) is a bilingual speech language pathologist and certified breastfeeding specialist located in Charlotte, NC. She is an early career professional working in a private practice where a large majority of her caseload is Black or Non Black Hispanic. Amanda is a Black Dominican-American daughter of immigrant parents and a simultaneous Spanish-English bilingual.

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**3:30-3:45 Lightning Round Pre-Record Sessions**

**Session 14: *Managing Across the Generations: How to promote a more functional multi-generational healthcare team***

**Session Description:** As speech-language and hearing specialists transition from clinical to management roles, they may be tasked with leading multigenerational workforces. This presentation will give the

healthcare manager an understanding of the facilitators and hinderers of a functional multigenerational healthcare team.

**Learning Outcomes:**

At the culmination of this session the participant will be able to:

1. List the four generational cohorts present in many of today's workforce.
2. Describe the shared experiences of each cohort and how these experiences may contribute to current workplace values.
3. Identify at least two strategies to promote communication and knowledge sharing between the generations.
4. Describe the difference between mentoring and reverse mentoring and how each of these tools can be used to improve cross-generational communication and development.

**Presenter Information:**

Shavonne is a speech-language pathologist with over 13 years of experience treating adults and geriatric populations. She received her MS degree from the University of South Florida. Shavonne is the owner of Proclaim Communication and Rehabilitation Services and an MBA candidate with West Texas A&M University concentrating in Healthcare Management.

**Session 15: *Cultural Humility in Times of Crisis: Unveiling Perspectives about Jamaican Creole through CBPR and Qualitative Analysis amidst the COVID-19 Pandemic***

**Session Description:** The misdiagnosis of communication disorders in multilingual children is a multifaceted and persistent issue in the field of speech-language pathology. This is particularly true for children who speak understudied language pairs such as Jamaican Creole and English. This challenge was exacerbated by the COVID-19 pandemic, which made partnering with community members for research purposes increasingly difficult. This presentation will review how the Jamaican Creole Language Project was able to address these challenges through longstanding relationships established on the principles of community-based participatory research (CBPR) with data analyzed through qualitative analysis.

**Learning Objectives:**

At the culmination of the session the participant will be able to:

1. Describe the continuum of CBPR and its connection to cultural humility.
2. Discuss how CBPR can help address power dynamics in research.
3. Describe how qualitative analyses can mitigate bias by centering the voices of community members for informing evidence.

**Presenter Information:**

Leslie E. Kokotek is a research associate at the University of Cincinnati. Her research focuses on functional communication for children from diverse backgrounds.

Karla Washington is Assoc/Professor at the University of Toronto and founder of the Jamaican Creole Language Project. Her research considers typical and disordered speech-language in mono/multilingual preschoolers.

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**3:45-4:00 Participant Break (15 minutes)**

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## 4:00-4:45 Panel Discussion

### **Presentation 16: *Advocating for Awareness of Diverse Languages and Dialects***

**Session Description:** This presentation will provide an overview of the current policies regarding aware different linguistic systems and dialects, as well as the provision of culturally responsive therapeutic services. Related case studies will be discussed.

#### **Learning Outcomes:**

At the culmination of the session the participant will be able to:

1. Describe the American Speech-Language-Hearing Association's DEI policy priorities.
2. Describe current government policies related to linguistic awareness.
3. Describe methods of advocacy for awareness of different linguistic systems.

#### **Presenter Information:**

The NBASLH Government Affairs and Public Policy (GAPP) Committee focuses on government advocacy for legislative issues that impact the Black individuals with communication disorders and differences, as well as Black professionals in audiology and speech-language pathology. The GAPP Committee aims to empower students and professionals to engage in advocacy efforts that will advance issues related to the profession and the Black community.

**Keena Seward**, Chair of the NBASLH GAPP Committee

**Pamela Rowe, MA, CCC-SLP**

**Charlene Miott-Jones, MS, SLP**

**Brittany S. Martin, M.A, CCC-SLP**

**Kimiko Pears, SLPD, CCC-SLP**

**Natasha Carby-Joseph MA, CCC-SLP**

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## 4:45-5:00 Closing Session

### **Session 17: *Cultural Humility: A Commitment to Lifelong Learning***

**Session Description:** This closing session will bring the discussion back to the cultural humility pillar of lifelong learning, as the session highlights and presentations will be used as examples of lifelong learning. The session will encourage participants to begin their own self-reflection on their own future actions that will contribute to their continued journey of cultural humility.

#### **Learning Outcomes:**

At the culmination of the session the participant will be able to:

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.