Convergence Diversity and Inclusion Sessions

3/30/23 11:00 AM—12:30 PM   MS#2303

From Surviving to Thriving as a Minority Speech-Language Pathologist

Authors: Barbara Fernandes

This presentation is designed to serve as inspiration for the minority speech-language pathology who find themselves struggling with a sense of belonging in this field. This session will explore available resources and strategies that underrepresented speech-language pathologists can utilize to heal from professional scars, discover their strengths and unique contributions to the field, recognize and create a professional network and thrive with joy. Lastly, it goes one final step further, asking much-needed, deep, and thought-provoking questions intended to push the field forward through compassion and diversity of thought. Racial/Ethnic and Linguistic Minority SLPs will learn that they are not alone and that there are others who have trod this path successfully.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

3/30/2023 11:00 AM—12:30 PM   MS#2308

Still Standing: Stories of Resilience in the Face of Barriers

Authors: Marcella McCollum, Robert Abarca, Myla Duane

This presentation will highlight real life experiences focused on resilience in graduate students of color who exist in spaces when they can't see themselves. Building on previous work (Fuse & Bergen, 2018; McCollum, 2022; Saenz, et al., 1998), several students will share their experiences finding their way to the field, deciding to apply to graduate programs, and entering programs where their demographics are not well reflected among the student or faculty population. Recommendations for creating belonging in CSD programs will be provided, as well as ideas for professional growth in the area of cultural and linguistic diversity.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

3/30/23 2:00 PM—3:30 PM   MS#2319

Ethical Decisions When Working with English Language Learners

Authors: Ashley Africa, Helen Li

The purpose of this presentation is to provide clinicians with tools and strategies in order to make ethical decisions when working with English Language Learners. This presentation provides a review of the state and federal legislature as well as the ASHA code of ethics pertaining to assessment and treatment of English Language Learners. The audience will learn to use effective strategies and resources when making informed ethical decisions in various school-based scenarios. Case studies will be used to facilitate discussions.

Instructional Level: Intermediate

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

3/30/23 2:00 PM—5:00 PM   SC#2321

Resources and Best Practices in Assessing & Treating Multilingual Students in California Schools

Authors: Kelly Arellano

This presentation discusses resources and best practices to assist SLPs who are completing assessments (and our SLPAs who help us) to differentiate between language difference vs. language disorder for multilingual students in California Schools. This presentation also discusses resources and best practices to assist SLPs and SLPAs with providing treatment to multilingual students.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

3/30/23 3:45 PM—5:15 PM   MS#2322

Maximizing SLP Involvement to Address the Multifaceted Needs of Complex Neuro Cases

Authors: Madison Fox, Julia Martin

The purpose of this session is to explore the critical thinking, counseling and advocacy skills involved in acute care of neurogenic patient populations, whose needs span multiple facets of a speech pathologist's scope of practice. We will use case-based learning to illustrate how SLPs address a variety of patient care needs as they change over the course of a hospital admission, with an emphasis on strategic timing of resource utilization, managing progressive and fluctuant dysphagia, addressing complex communication barriers for critically ill patients, and supporting

patient and family expectations and educational needs through multidisciplinary team involvement.

Instructional Level: Intermediate

Track: Medically-Based Disorders

3/31/23 9:00 AM—10:30 AM   SR#2347

An Exploratory Study of Underrepresentation and the Correlation to Pre-professional Identity

Authors: Rebecca Jones

"Diversity, Inclusion, and Culture" has been identified as one of two Priority Impacts by the CSHA Board of Directors, consistent with ASHA's commitment to "Diversity, Equity, and Inclusion." This study directly addresses these goals by examining the intersection between racial and ethnic identity, and the pre-professional identity of speech-language pathology students of color. Professional identity is conceptualized as an individual's internalization of beliefs, attitudes, and understanding of their profession's role and purview. For speech-language pathology students of color, the significance of establishing a strong professional identity in their academic careers is that they are more likely to experience a peaceful transition into a predominantly White field of professional practice. Through the exploration of dissimilarities in pre-professional identities, commonalities in experiences among students of color, and appropriate means of increasing cultural diversity and inclusion, this study emphasizes the importance of both recognizing and redressing racial inequity within communication sciences and disorders.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

3/31/23 1:30 PM—4:30 PM   SC#2367

Reflections on the Intersections Between Ableism & Racism in Communicative Sciences & Disorders

Authors: Betty Yu

Speech-Language Pathology and Audiology are fields built around disability but that understand little about it outside of a medicalized framing. In this session, we will examine why a sociocultural and sociopolitical understanding of disability matters for our pursuit of racial equity and the roles we, as a discipline and as professionals in the discipline, play in defining, maintaining and reinforcing norms around communicative behaviors. These insights carry tremendous implications for those who are minoritized for perceived differences along the dimensions of race, ability, and other social markers.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

3/31/2023 9:00 AM—12:00 PM   SC#2353

Resources & Strategies for Supporting Multilingual Children in Early Intervention Settings

Authors: Kelly Arellano

This presentation discusses resources and best practices to assist SLPs who are completing assessments to differentiate between language difference vs. language disorder for multilingual children in Early Intervention (0-3 years) settings, as well as resources and strategies to assist SLPs and SLPAs with providing culturally and linguistically affirming EI treatment and caregiver coaching.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

3/31/23 10:45 AM—12:15 PM   MS#2353

An Inclusive and Comprehensive Approach to Stuttering Assessment and Treatment

Authors: Hatun Zengin-Bolatkale, Ezra Lenhardt

This presentation will explore diversity and inclusion in the context of management of stuttering. We will present cultural and social models of disability and contrast them to the medical model of disability. We will review recent research and clinical perspectives regarding individual differences in the overall experience of stuttering. Further, recent discourse regarding the heavy emphasis on "fluency", the lack of inclusiveness of this term and its implications of stigma and ableism will be discussed. It is becoming increasingly more valuable that SLPs take into consideration the entirety of the stuttering condition. Therefore, the presentation will include practical tips regarding inclusive, comprehensive, and client-centered assessment methods including an overview of motivational interviewing and solution focused brief therapy. Further, we will discuss how to write inclusive and holistic goals, and share some tips regarding treatment practices.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

3/31/23 10:45 AM—12:15 PM   SR#2364

Underrepresented Student Experiences in Applying to Speech Language Pathology Graduate Schools

Authors: Jenna Maree Wong

This session will review SLP undergraduate seniors' experience applying to SLP graduate schools. Considering the field of speech pathology is 91% white and that a career in the field requires a graduate degree, it is crucial to examine the pipeline to the career starting at the level of undergraduate education to diversify the field. Students were sent three surveys over their senior year to share their experiences with the application process. This presentation will present insights into the barriers and forms of support for underrepresented students applying to graduate school. This study is essential to guiding policy revisions to the application processes for SLP graduate schools.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

/31/2023 1:45 PM—3:15 PM   MS#2386

Dual literacy in Spanish Bilingual learners: The Good, Bad, and Ugly of AAC features

Authors: Samantha Aguirre, Guadalupe Solis, Erica Ellis

Literacy is a multifaceted skill in the development of written and spoken language systems. This dynamic coordination of processes are often highly tested and measured throughout primary school years and beyond. For teachers and users of alternative, augmented communication (AAC) instruments, literacy development can be even more complex, with limited research. Specifically, there is a lack of research on the diversity of needs, the growth of technology, and other equipment-embedded tools' impact on AAC users. This seminar explores current research from the past 10 years relative to early literacy development of AAC users, through a bilingual Spanish-English lens. Consideration for use of keyboard word prediction features in common AAC applications to bridge biliteracy attainment for the complex, diverse learner will be discussed. Preliminary analysis will determine the good, bad and ugly of AAC features and the impact on clinical implementation.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

3/31/23 3:30 PM—5:00 PM   MS#2392

Nonbiased Assessment: Distinguishing Language Difference from Disorder in English Learners

Authors: Celeste Roseberry-McKibbin

Literature is replete with examples of overidentification of English Learners (ELs) with Developmental Language Disorder (DLD) when these students merely have language differences, not disorders. Standardized testing is very problematic for many reasons, and the field of speech-language pathology has been emphasizing culturally responsive, nonbiased alternative testing strategies. As we emerge from a global pandemic where many ELs missed learning opportunities, nonbiased testing is more important than ever. This mini seminar emphasizes practical, "Monday morning" suggestions for SLPs to implement nonbiased assessment strategies at their school sites. These strategies include assessment of EL students' working memory, rapid automatic naming skills, and motor behaviors that are associated with DLD. The use of these measures is explained and case examples are given.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

4/1/23 10:45 AM—12:15 PM   MS#23111

Quick Tools for Meaningful Assessment With Culturally and Linguistically Diverse Populations

Authors: Komal Sidhu

When conducting assessments, SLPs often encounter a variety of bilingual clients across different cultures. It takes skill and knowledge to accurately assess these special populations, and it is important to do so accurately to avoid both over- and under-identification of language impairment. Monolingual SLPs report a lack of confidence in assessing bilingual clients. Even bilingual SLPs experience this difficulty, as they do not always share the same language background as their clients. One of the main reasons assessing culturally and linguistically diverse populations can be so difficult is because many readily available assessments are not appropriate tools for these clients. Many common standardized assessments are biased against these populations, as they are normed on monolingual English speakers and do not account for cultural differences. This presentation aims to give SLPs quick assessment tools to avoid bias and effectively capture the needs of special populations.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)

4/1/2023 11:30 AM—1:00 PM   MS#23129

Enhancing Cultural Competence with Skills from Professional Counseling

Authors: Zachary McNiece

Despite greater attention in recent years, cultural competence remains an area of crucial development and focus in speech-language pathology and audiology. While the vast majority of ASHA's members identify as white, SLPs and audiologists increasingly work with diverse clients, who often report greater dissatisfaction with services.

One factor perpetuating these gaps in research and practice is that the pervading view of cultural competence within speech-language pathology is somewhat limited. The counseling profession, which has a long history of fostering a multidimensional understanding of cultural competence, can offer important skills and conceptual frameworks for enhancing the research, praxis and pedagogy of SLPs. This experiential presentation will include training and practice in interprofessional skills from professional counseling that are readily applicable to SLP and audiology practice.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

4/1/23 1:30 PM—3:00 PM   MS#23132

Asian American Pacific Islanders (AAPI) Raising Awareness in Speech-Language and Hearing Science

Authors: Yao Du, Jessica Tadokoro

The Asian American Pacific Islanders (AAPI) community face many challenges in Speech-Language Hearing Science (SLHS). In this presentation, we discuss an ongoing research study by two graduate students and a faculty mentor in the Department of Speech Language Pathology at Monmouth University, who all self-identified as AAPI individuals. The presentation will disseminate preliminary findings using counter stories, a methodology frequently used in critical race theory research, related to attitudes and perceptions about the AAPI community and the representation of the AAPI community within SLHS. Additionally, the presentation will show stories from AAPI members related to systemic racism and drawing illustrations to represent these stories from previous diversity training vignettes to increase the diversity, equity, and inclusion training in SLHS.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

4/1/2023 1:30 PM—3:00 PM   MS#23130

Integrating students into a culturally and linguistically responsive educational environment

Authors: Maria Centeno-Vázquez, Marlene Salas-Provance, Beatriz Barragan

Graduate programs in communication sciences and disorders must be intentional in training graduate students who are culturally responsive and can meet the communication and swallowing needs of underserved, ethnically and linguistically diverse, and socioeconomically disadvantaged populations. A framework that connects the areas of (1) concept formation, (2) people, (3) planning, and (4) implementation provides an ideal environment for this education. Specifically, participants can utilize aspects of the cultural growth profile presented in this session (Hyter & Salas-Provance, 2023) to help students expand their knowledge and skills.

Curriculum mapping for a two-year program will be presented to identify targeted activities in all aspects of research, pedagogy, clinical practice and service from a culturally responsive perspective. Finally, adaptations such as holistic admissions and orientation support modules, contribute to the plan implementation through a cultural growth mindset that is evident at all levels.

Instructional Level: Beginner

Track: Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)*

4/1/2023 1:30 PM—3:00 PM   MS#23145

Doing the Work: Coming Together to Support Black Students

Authors: Myla Duane, Angelica Vasquez, Amy Marshall

Conversations in the field of speech-language pathology have concurred that increasing diversity, equity, and inclusion (DEI) are undoubtedly essential. However, now the question is: how do we take this conversation and transform it into action and implementation? The purpose of this session is to urge participants to turn their advocacy into action by providing steps taken towards creating a prospective affiliate of the National Black Association for Speech-Language and Hearing (NBASLH) in the Bay Area and increasing DEI in our field. A brief history of DEI in the field of Speech-Language Pathology and of NBASLH will be provided, along with student accounts regarding the importance of representation and belonging. Participants will analyze the steps toward supporting Black, Indigenous, Latinx, Asian, and People of Color (BILAPOC) in our field and recognize the importance of organizations that contribute towards increasing representation.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

4/1/2023 1:30 PM—3:00 PM   MS#23151

Early Intervention After the NICU: Examining Diversity, Justice, Equity, and Inclusion

Authors: Alyson Ware

The purpose of this presentation is to discuss access to early intervention (EI) services in the context of diversity, justice, equity, and inclusion. Families of neonatal intensive care unit graduates face many barriers and challenges after discharge. Minority families have additional hurdles when navigating the EI system and are referred less and may receive lower quality of services. This presentation explores those barriers and gives suggestions for improving access to caregiver-centered, community-based services.

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

4/1/2023 3:15 PM—4:45 PM   MS#23157

How Diagnosing Developmental Language Disorder (DLD) May Help School-Based SLPs Support Children

Authors: Barbara Conboy, Alyson Abel, Gabriela Simon-Cereijido

Developmental Language Disorder (DLD) is a relatively new term that describes individuals who have previously been referred to as having "specific language impairment," "primary language impairment," or "receptive/expressive language disorder." It is a lifelong neurodevelopmental condition that is first noted in early childhood in the form of weaknesses in learning, understanding, and/or using spoken language, and later also affects reading and written language. In this presentation, California-based members of the US chapter of the Raising Awareness of Developmental Language Disorders (RADLD-US) group and the Asociación Hispanohablante para el Estudio del Trastorno del Lenguaje (AHITL) discuss how DLD presents across English and Spanish speakers, including bilingual children, and how the term DLD is being used internationally to improve service delivery and advocate for individuals with this condition. Speech-language pathologists who work in schools will learn strategies to support and advocate for children with DLD and their families.

Instructional Level: Intermediate

Track: Cultural & Linguistic Diversity (Client & Family Centered)

4/1/2023 3:15 PM—4:45 PM   MS#23165

Addressing Health Disparities and Equitable Speech-Language Services Within the Healthcare Setting

Authors: Tasha Ketphanh

Health disparities are preventable and yet many populations continue to struggle with health equity. As healthcare professionals it is our responsibility to address obstacles, or implicit biases we have, which can inadvertently contribute to health disparities. We become complacent in how things are done, get caught up in meeting productivity numbers, and struggle with the unrealistic expectations and responsibilities our facilities expect us to meet. How can SLPs make changes that help our patient's gain access to equitable healthcare and address health disparities? The first step is recognizing our implicit biases and how they may impact the quality of care we provide. The second step is taking a moment to not only address how we are providing equitable healthcare, but looking at our patient's healthcare team: is your patient receiving quality and equitable healthcare?

Instructional Level: Beginner

Track: Professional Issues (Includes Diversity, Inclusion & Culture*)

SPEAK Panel

Authors: Alan Mendoza, Michael Ortega, Ryan Hernandez

S. P. E. A. K. (Stuttering: People, Experiences, Awareness, and Knowledge) is a student organization at California State University, Los Angeles, dedicated to furthering the education and awareness of stuttering and its impact on one's life experience. In the spirit of a typical meeting, this panel will highlight the unique experiences of 3 people who stutter that share the common goal of pursuing a career in Speech-Language Pathology as well as providing an opportunity for Q&As.

Instructional Level: Beginner

Track: Cultural & Linguistic Diversity (Client & Family Centered)