DEI, ETHICS AND SUPERVISION SESSIONS
Several of OSSPEAC's session offerings assist participants in obtaining credit in specific areas needed for licensure renewal. Please see the listing below for approved DEI, Ethics and Supervision sessions.

DIVERSITY, EQUITY, & INCLUSION (10.5 Hours; 1.05 ASHA Credit Available; 2 hours needed for renewal)

Monday, October 16
8:00 a.m.-12:00 p.m.
SESSION 1
(4 hours)

NOT THAT DIALECT THING AGAIN! PUTTING THE FUN BACK IN THE FUNDAMENTALS OF EVALUATION AND TREATMENT OF LINGUISTICALLY DIVERSE STUDENTS USING LINGUISTICALLY BASED STRATEGIES
Janice E. Jackson, PhD, CCC-SLP
This lively session will present key strategies/techniques to effectively discern difference from disorder in African-American English speaking children and other non-mainstream language varieties. Distinctions between linguistic varieties of English including morphosyntactic features often mistaken for impairment and cultural linguistic influences are reviewed. Evidence-based formal/informal assessment techniques, goal writing tips, and engaging treatment strategies are presented. Participants will learn concrete effective ways to navigate the mine fields that exist when writing reports and communicating with families/stakeholders within a diverse space. Participants will leave with a functional tool kit applicable for all students and a deeper understanding of language, variation, and impairment.
As a result of this session, the participant will be able to:
-Identify common grammatical features of AAE
-Compare and contrast features of English language difference and language disorder
-Employ techniques to help distinguish non-mainstream variety use from disorder
-Identify appropriate (and inappropriate) standardized instruments for use with dialect speaking children
-Identify AAE features not appropriate for remediation
-Formulate reports using appropriate non-biased/non-inflammatory language
Intermediate

Monday, October 16
8:30 - 10:00 a.m.
SESSION 6

REPEAT SESSION
Tuesday, October 17
10:15 - 11:45 a.m.
SESSION 52
(1.5 hours)

MORE THAN JUST BOOKS: MAKING AN IMPACT WITH LITERACY BASED THERAPY
Shontaye Glover Jones, MS, CCC-SLP
Children with language impairments are at high risk for difficulty in learning to read and write. SLPs can play an important role in literacy development which makes books powerful tools to use for intervention. Books have the power to improve skills and increase empathy; however, when we limit the types of books we use, we limit access to stories that represent their own lived experiences and reduce exposure to new experiences. This course will discuss selecting inclusive picture books and how to use diverse books to improve speech, language and literacy skills and how to explore emotions and different perspectives.
As a result of this session, the participant will be able to:
- Identify critical elements for book selection
- Understand the importance of a book audit
- Discuss how picture books can be used to target communication goals
- Explore books through the lens of identity while utilizing a literacy-based framework for intervention
Intermediate

Monday, October 16
10:15 am -12:15 p.m.
SESSION 11

REPEAT SESSION
3:15—5:15 p.m.
SESSION 28
(2 hours)

SUPPORTING NEURODIVERGENT STUDENTS IN ELEMENTARY SCHOOLS
Sara Peele, MA, CCC-SLP (she/they)
Neurodiversity affirming speech and language services are integral to the ethical treatment of our clients and students. Within school-based settings, limitations and requirements are not always supportive of being a neurodiversity affirming SLP. However, there are evidence-based strategies for conducting ETRs and providing IEP services to best support our neurodivergent students, affirm them, and set them up for succeeding as their truest selves.
As a result of this session, the participant will be able to:
-Define neurodiversity and identify how it relates to the IDEA categories for special education
-Describe and analyze the differences between ableist and neurodiversity affirming assessment and therapy procedures
-Identify outdated, ableist assessment and therapy procedures and their neurodiversity affirming alternatives
-Identify opportunities for interprofessional collaboration on school-based teams to support neurodivergent students
-Apply principles for neurodiversity affirming evaluation and therapy procedures to current caseloads
Intermediate

Tuesday, October 17
8:30 - 10:00 a.m.
SESSION 44
(1.5 hours)

DIVERSITY, EQUITY, AND INCLUSION IN COMMUNICATION SCIENCES AND DISORDERS: A LOOK AT WHERE WE ARE NOW AND WHERE WE ARE GOING
Myrita Wilhite, PhD, AuD, CCC-A
The composition of the population of the United States includes individuals who are ethnically, linguistically, racially, and culturally diverse. Many people view this diversity as a collective strength of our nation. The profession of CSD does not reflect the diversity of our country. Despite the initiatives that

have been implemented by academic programs, our profession and programs are not diverse.
The purpose of this seminar is to explore the diversity, equity, and inclusion (DEI) initiatives that are currently being implemented in academic programs across the country and to discuss the social and political landscape that may shape future initiatives.
As a result of this session, the participant will be able to:
-Identify barriers to implementing DEI programs in higher education
-Discuss the political and social climate that play a role in DEI outcomes
-List the 2023 standards for accreditation and certification by the CAA and ASHA and how they relate to DEI initiatives
Beginner

Tuesday, October 17
1:30 - 3:00 p.m.
Session 60
(1.5 Hours)

Anti-Fatness: How Implicit Bias Among Practitioners is Impacting Our Patients and Students
Laura Hvizd, MA, CCC-SLP; Amy O'Brien, MA, CCC-SLP
This presentation will introduce the concepts of anti-fatness, weight stigma, and the culture that perpetuates continued harm against those with communication disorders in healthcare and schools. Participants will be urged to privately examine their implicit bias and how it impacts their evaluation and treatment in addition to learning about allyship.
As a result of this session, the participant will be able to:
-Define and understand anti-fat bias, anti-fatness, and fat stigma
-Examine their own potential bias, its origins, and how it impacts their professional work
-Learn how to be an ally to those with communication disorders that are negatively impacted by anti-fat bias
Beginner

ETHICS (2 hours; 0.2 ASHA Credit Available; 2 hours needed for renewal)

Tuesday, October 17
10:15 am -12:15 p.m.
Session 46

REPEAT SESSION
1:30—3:30 p.m.
Session 55

Resolving Ethical Dilemmas - Best Practices for School-Based SLPs and AUDs
Gregg Thornton, Esq; Carrie L. Spangler, AuD, CCC-A
During this interactive presentation, several ethical dilemmas that can arise in the school setting will be explored. Using a web-based interactive platform, participants will have the opportunity to use their electronic devices to decide whether various scenarios pose any ethical dilemmas, and if so, how to appropriately respond in order to ensure appropriate service delivery to students. Participants will also receive updates on licensure matters. This presentation will meet the licensure board's two-hour of ethics continuing education requirement for the 2023-2024 practice biennium.
As a result of this session, the participant will be able to:
-Name and describe common ethical issues that practitioners encounter in the school setting
-Describe the steps/process to appropriately respond to ethical dilemmas or violations that should be reported
-State how the Code of Ethics under Ohio Administrative Code Chapter 4753-9 can be an effective resource to educate others to respect the practitioner's professional judgement when serving students with disabilities
Beginner

SUPERVISION (2 hours; 0.2 ASHA Credit Available; 2 hours needed for renewal)

Monday, October 16
3:15 - 5:15 p.m.
Session 29

REPEAT SESSION
Tuesday, October 17
1:30 - 3:30 p.m
Session 58

Why We Keep Coming Back for More: The Changing Roles of Clinical Supervision and Education Post-Pandemic
Brigette Wilson, MA, CCC-SLP, MPH
Each semester, graduate students in communication science and disorders (CSD) approach their new clinical experience with anticipation and enthusiasm. This is coupled with a layer of uncertainty and anxiety. COVID-19 pandemic has increased this level of anxiety with self-doubt and insecurity. As a result, clinical supervisors are presented with the unique challenge of teaching the clinical learning continuum along with social, communication, and coping skills needed to be successfully across the CSD curriculum and beyond. This session will offer a clinical model that addresses the unique needs of CSD students post-pandemic and moves them through the clinical learning continuum.
As a result of this session, the participant will be able to:
-Identify 4 characteristics of beginning clinicians
-Name 3 best practice supervisory strategies
-Learn 2 ways to develop an action plan for clinicians who are not meeting competencies
Beginner