

# 2024 Neurodiversity Summit

## Friday, February 23, 2024

Join us to collaborate and learn with other SLPS and more!



**COURSE DESCRIPTION:** The North Carolina Speech, Hearing & Language Association (NCSHLA) is proud to present its first ever Neurodiversity Summit. This one-day virtual symposium will focus on ethical considerations for neurodiverse populations, sensory strategies to improve regulation and communication, emotional regulation for neurodiverse populations, and neurodiversity affirming social strategies. 6.5 Professional Development Hours (PDH) and 0.65 ASHA CEUs will be offered. Courses will be focused at an intermediate level and will ensure that participants have strategies that can be implemented immediately upon course completion.

**Location:** Offered virtually - All attendees will receive the link for attending virtually through email the week of the event.

**Date & Time:** Friday, February 23, 2024  
7:45 – 3:45

**Registration:**  
Registration is open on NCSHLA’s homepage  
[www.ncshla.org](http://www.ncshla.org)

### Course Learning Objectives

Upon completion of this course, participants will be able to:

- Discuss ethical principles commonly impacting neurodiverse populations,
- List sensory strategies to improve regulation and communication,
- Name key strategies commonly used in successful friendships of neurodivergent adults

### REGISTRATION INFORMATION

#### Early Bird Registration Price Until February 16, 2024

\$70 NCSHLA members  
\$120 NCSHLA non-members  
\$35 NCSHLA student members

#### Registration Price After February 16, 2024

\$100 NCSHLA members  
\$150 NCSHLA non-members  
\$50 NCSHLA student members

[CLICK HERE](#) to register.

If you are not a NCSHLA member, enter your email address under the “New User” line. You will be redirected to the registration page for non-NCSHLA members.

### PROGRAM COMPLETION REQUIREMENTS

This course is being offered for 0.65 ASHA CEUs or 6.5 PDHs. No partial ASHA CEUs will be provided for this course; therefore, to earn ASHA CEUs, the attendee must attend the entire course. To receive credit and earn PDHs, ASHA CEUs, or receive verification of attendance, attendees must satisfactorily complete a Learning Objective Assessment. This will include written responses to 3 open ended questions and attestation of session attendance. This is the link to the Learning Objective Assessment [here](#).

This form will open on February 23, 2024, and must be completed by March 8, 2024, 11:59 PM EST.

Participants will be notified if they have not met these satisfactory completion requirements within 2 weeks of course completion.

If you have any questions about ASHA CEUs or encounter difficulty submitting your Learning Objective Assessment Form, please contact [ljohn169@nccu.edu](mailto:ljohn169@nccu.edu).

## COURSE AGENDA

### **7:45 - 8:00 Symposium Link Opens**

### **8:00 - 9:30 Ethical Considerations For Neurodivergent Pediatric Populations → Jessie Mewshaw M.S. CCC-SLP (0.15 ASHA CEUs, 1.5 PDH)**

This presentation will provide a deep-dive review of our Code of Ethics & how they relate to our need to provide speech-language services that respect the unique cultures of our neurodivergent clients. We'll explore the neurodiversity movement, autistic culture & the approaches that align with culturally-responsive & ethical practice.

Upon completion of this session, participants will be able to:

1. Identify at least five non-pathologizing characteristics often associated with autistic culture.
2. Describe how understanding & respecting autistic culture relates to ASHA's Code of Ethics.
3. Apply at least two ethical therapeutic approaches to their neurodivergent pediatric clients following this presentation.

### **9:30 - 9:45 Break**

### **9:45 - 11:45 Sensory & Communication In All Settings: Strategies to Increase Regulation and Communication in Clinics, Schools, and Home Based Therapy → Melanie Weber M.S. CCC-SLP (0.2 ASHA CEUs, 2 PDH)**

In this 2 hour presentation, Melanie will establish the importance of neurodiversity affirming therapy and why SLPs should understand sensory needs when working with their autistic clients. Melanie will explore the role sensory plays in communication, the SLP's role in using sensory strategies in their speech sessions, and the best way to implement and establish sensory-based speech sessions in a variety of settings including early intervention, clinics, and the school setting. Emphasis will be placed on actionable sensory strategies that SLPs can use in their sessions immediately following the presentation.

Upon completion of this session, participants will be able to:

1. Explain the vital role sensory plays in communication.
2. Learn how SLPs can use sensory strategies in their sessions.
3. Identify how to implement sensory strategies in a variety of sessions.

### **11:45 - 12:30 Lunch**

### **12:30 - 1:30 Beyond Social Skills: Friendship Formation and Neurodivergent Youth → Danai Kasambira Fannin, PhD, CCC-SLP (0.1 ASHA CEUs, 1 PDH)**

Although Speech-Language Pathologists (SLP) are among school and clinical personnel who administer social skills programs, there are aspects of some programs that are not neurodiversity affirming. Furthermore, some autistic people excel in social skills programs but have difficulty applying the principles to real-life settings. If making friends is a goal of the autistic person, SLPs are trained in the language domain of pragmatics and might be instrumental in helping the person reach this goal. In this session, we will discuss autism-friendly ways to enhance social communication, as well as describe what SLPs are doing beyond the social skills programs to facilitate development of true friendships.

Upon completion of this session, participants will be able to:

1. Describe social skills interventions, as well as the pros and cons when considering neurodiversity.
2. Define co-occurring conditions in neurodivergent individuals that might hinder independent formation of friendships.
3. Discuss strategies for SLPs and other professional team members to assist in the cultivation of friendships.

**1:30 - 1:45 Break**

**1:45 - 3:45 Neurodiversity and Emotional Regulation: Rethinking how We Teach Emotions, Regulation, and Problems → Janelle Fenwick M.S CCC-SLP (0.2 ASHA CEUs, 2 PDH)**

The overwhelming majority of emotional regulation curriculums and resources are created with a neurotypical (NT) lens. However, these resources are then marketed for use with neurodivergent (ND) populations. As a result, instead of teaching emotional understanding and supportive regulatory strategies, we're instead teaching 'masking', emotional suppression, and compliance. Let's explore how to truly support ND individuals by supporting increased awareness of internal sensations (interoception), considering the 'build up' of problems, modeling affirming regulatory strategies, and empowering students to advocate for their needs.

Upon completion of this session, participants will be able to:

1. Describe elements needed to provide neurodiversity affirming lessons related to emotional and energy regulation.
2. Analyze current curriculums and/or resources and determine whether or not these materials require students to mask.
3. List at least three strategies they can implement moving forward to empower and support neurodivergent students.

### TARGET AUDIENCE

This course is intended for Education and Clinical professionals, including Speech-language Pathologists, Occupational Therapists & Assistants, Physical Therapists & Assistants, Social Workers, Special Education Teachers, and Educators. There are no specified prerequisites.

### PLANNING COMMITTEE

Erica Altamirano, Kellyn Hall, Leslie Johnson, Rachel Meinel, Leigh Odom

### PRESENTER INFORMATION



#### Jessie Mewshaw, M.S CCC-SLP

Jessie is a pediatric speech-language therapist serving neurodivergent populations in Chapel Hill, NC & surrounding areas. Jessie has previously worked as an SLP in community-based settings, NC Public Schools & clinical setting. She has experience working with children 18-months through young adulthood. Prior to becoming an SLP, Jessie worked with disabled and non-disabled children & adults in the U.S., South America, and Australia. Jessie is dedicated to providing therapeutic services, consultative services, & training/education that support the neurodiversity movement, foster acceptance, & advocate for inclusive support throughout the community. She also happens to be neurodivergent herself! Jessie currently contracts with Triumph Therapy Services & Therafriends Community Partnership, & owns a consultative business, Diverge Services.

#### *Disclosures:*

Nonfinancial: Jessie is a strong supporter of the Neurodiversity Movement. As a late-diagnosed ADHDer, she is also a member of the neurodivergent community. She does not have any financial relationships to disclose.



**Melanie Weber, M.S CCC-SLP**

Melanie is a Sensory Trained and NLA Trained SLP who is passionate about providing neurodiversity affirming practices to her clients. She has been an SLP for 8 years and has worked in a variety of settings including Early Intervention, Home Health, Clinics, Charter Schools, Daycares and HeadStarts. She's also the mom to a 5 year old sensory seeker who continues to expand her sensory knowledge everyday.

***Disclosures:***

Melanie receives a salary for her work at Inside Out which is a company which provides free and paid continuing education to SLPs in the realm of sensory and ND affirming therapy. She has no nonfinancial relationships to disclose.



**Dr. Kasambira Fannin, PhD, CCC-SLP**

Dr. Kasambira Fannin is an associate professor and licensed speech-language pathologist. Her research interests include appropriate services for culturally and linguistically diverse people, interdisciplinary communication intervention for children with developmental disabilities, and determinants of access to autism services for children in underserved areas.

***Disclosures:***

Dr. Fannin receives salary as an associate professor at North Carolina Central University. Dr. Fannin is a paid consultant on two autism studies. She is a NCCU Research Collaborator for Research Center in Minority Institutions Center for Health Disparities Research, Community Engagement Core Duke Center for Autism and Brain Development Community Engagement Advisory Board member, Adjunct Associate Professor, Duke University Dept. of Head & Neck Surgery & Communication Sciences, ASHA SIG 14 Editor for Perspectives journal. Nonfinancial: Dr. Fannin has two autistic children.



**Janelle Fenwick, M.S CCC-SLP**

Janelle Fenwick is a speech-language pathologist who specializes in working with neurodivergent children and those labeled as 'behaviorally challenging'. She works in private practice and has over 13 years experience supporting children, schools, and families. Janelle works to promote greater understanding and acceptance of neurodivergent individuals, while advocating for the creation of more inclusive environments and systems.

***Disclosures:***

Janelle Fenwick is the owner of Express Yourself, NC. She has no nonfinancial relationships to disclose.

## ASHA CEU INFORMATION



**ASHA CE**  
**APPROVED PROVIDER**

**North Carolina Speech, Hearing  
and Language Association**

Intermediate Level

0.65 ASHA CEUs

This program is offered for 0.65 ASHA CEUs (Intermediate level, Professional area)

## ADDITIONAL INFORMATION

No refunds are offered for this course if registration is canceled by the participant. No refunds are offered for this course if the program is canceled or rescheduled by NCSHLA.

Complaints related to this course offering should be directed to the Chair of the 2024 NCSHLA Neurodiversity Summit, Rachel Meinel, [rachel.meinel20@gmail.com](mailto:rachel.meinel20@gmail.com)

Please request any needed auditory or visual accommodations in writing by 2/13/24 [rachel.meinel20@gmail.com](mailto:rachel.meinel20@gmail.com)

Recordings of these sessions are not offered for ASHA CEUs at this time. Only those who attend the live sessions in their entirety are eligible for ASHA CEUs.