
With Liberty and Social Justice for All, Part 2

SIG 1

INTRODUCTION

The purpose of this SIG 1 forum is to provide clinicians with specific steps that they can take to promote social justice within the field of speech-language pathology by exploring cultural flexibility and applying principles of culturally-responsive practice to the selection of assessment and intervention materials. In the first article, the “culture flex” is introduced as a mindset shift to enable clinicians to center culture, engage in self-reflection, and become empowered to enact social justice. The second article leads the reader in identifying less biased early language assessments for young preterm Black children. In the third article, the authors provide a tutorial for evaluating ideologies of “good” languaging in children’s books, and they discuss how to have conversations about these ideologies in ways that promote justice and lead to humanizing and affirming learning spaces for children.

LEARNING OUTCOMES

You will be able to:

- Describe the “culture flex” as it relates to the promotion of social justice within the field of speech-language pathology.
- Describe potential early nonverbal communication differences and the relationship between the outcomes of a direct assessment (CSBS) and a parent questionnaire (CDI) between very preterm Black and White children.
- Explain at least one possible impact of language ideologies on children’s linguistic self-perceptions.

CONTENTS

Introduction to the Forum: With Liberty and Social Justice for All: Part 2 by R. Danielle Scott

The Culture Flex: Advancing Social Justice in Educational Speech-Language Practices by R. Danielle Scott and Megan Mahowald

Testing Very Preterm Black Children to Examine Potential Bias in Two Language Tests by Lauren Prather, Nancy Creaghead, Jennifer Vannest, Lisa Hunter, Amy Hobek, Tamika Odum, Mekibib Altaye, and Juanita Lackey

Strangeness in the Looking Glass: A Tutorial for Interrogating Ideologies of “Good” Languaging in Children’s Picture Books by María Rosa Brea-Spahn, Xigríd Soto-Boykin, Kat Pérez, Shakira M. Pérez, Nemesis Salguero Pérez, Mridula Anandhakrishnan, and Erica Saldivar Garcia

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: April 15, 2025

End date: April 15, 2030

To earn continuing education credit, you must complete the learning assessment on or before **April 15, 2030**.



This course is offered for 0.35 ASHA CEUs (Intermediate level, Professional area).