

# PRACTICAL IDEAS FOR NEURODIVERSITY- AFFIRMING SERVICES



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

Pennsylvania  
Speech-Language-Hearing  
Association

Intermediate Level

.1 ASHA CEUs

This course meets the subject area requirement for ASHA Certification's Content Area 2 (formerly DEI)

**REED SENTER PHD, CCC-SLP, BCS-CL**

## **Learning Objectives:**

- Explain the key components of the World Health Organization's International Classification of Functioning, Disability, and Health (WHO-ICF framework), as well as the FOURC model of collaborative goal-setting
- Apply the WHO-ICF framework as an outline for neurodiversity-affirming assessment and service delivery
- Apply the FOURC model as a systematic approach to collaborative goal-setting with neurodivergent clients



## **Course Abstract**

Much of the conversation around neurodiversity addresses sets of principles, ideologies and terminology. While these principles are important, SLPs would also benefit from concrete strategies to implement neurodiversity-affirming services. In this session, we will discuss how SLPs can draw from two established frameworks. First, we will use the World Health Organization's International Classification of Functioning, Disability, and Health (WHO-ICF framework) as an outline for SLPs' assessment and services. Next, we will discuss the FOURC model of collaborative goal-setting, and explain how SLPs can adapt this as a neurodiversity-affirming procedure. Finally, we will share a case study from a client receiving services in our university clinic as an illustration of these tools in action.

## **Speaker Bio**

Reed Senter is an Assistant Professor of Speech-Language Pathology at DeSales University. He has worked as a school-based SLP, and now conducts research, teaching, and supervision in pediatric speech-language pathology. He is particularly interested in neurodiversity-affirming practices for autistic clients, as well as interdisciplinary collaboration and education. Reed is a licensed SLP, a Board Certified Specialist in Child Language, and earned a Ph.D. in Special Education from the University of Maryland.

## **Speaker Disclosures**

Reed is a faculty member at DeSales University, and will be reimbursed for his travel and conference attendance. Nonfinancial disclosures: Reed is neurodivergent, and his clinical philosophy is informed by his identity and experiences.