## Time Ordered Agenda

**Tuesday, July 2, 2019**

<table>
<thead>
<tr>
<th>TIME</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00-8:15 AM</td>
<td>Registration/Continental Breakfast <em>(1st Floor, Caribbean Ballroom)</em></td>
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| 8:15 – 8:30 AM        | Welcome/Purpose/Overview
  
  **Vivian Sisskin, Research Symposium Co-Chair, University of Maryland** |
| 8:30 – 10:30 AM       | **Recognizing Neurological Differences as Invaluable Aspects of Human Diversity: Learning from the Neurodiversity Movement How to Promote Effective Communication and Alleviate Stigma**
  
  **Kristen Gillespie-Lynch, PhD, CUNY**
  
  **Virtual co-authors:** Steven K Kapp, University of Exeter; Bella Kofner, Allison Jordan, & Nicholas Tricarico, College of Staten Island |
| 10:30 – 10:40 AM      | Break/Transition                                                                         |
| 10:45 – 11:45 AM      | Discussion Groups: *(See break-out group room assignments)*
  
  *(2nd Floor, Hall of Cities)* |
| 11:45 – 1:00 PM       | Lunch on your own                                                                         |
| 1:00 – 2:30 PM        | **Notes from a Disability Studies Scholar:**
  
  **How my Study of Passing, Disability Studies, and Disability Activism Reframed my Stuttering**
  
  **Jeff Brune, PhD, Gallaudet University** |
| 2:30 – 2:45 PM        | Break/Transition                                                                         |
| 2:45-4:15 PM          | **Why the Stuttering Community needs Disability Studies; Why Disability Studies needs Dysfluency**
  
  **Joshua St. Pierre, PhD, University of Alberta** |
| 4:15 – 5:00 PM        | Discussion Groups: *(See break-out group room assignments)*
  
  *(2nd Floor, Hall of Cities)* |
| 5:00 – 6:00 PM        | NSA Sponsored Cocktail & Appetizer Hour *(Ocean IV Ballroom)*                             |
## Wednesday, July 3, 2019

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<tr>
<td>8:00 - 8:15 AM</td>
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| 8:15 –9:00 AM | Summary and Discussion  
Group facilitators and speakers from Tuesday |
| 9:00 – 10:30 AM | **Neurodiversity:**  
I. The Origins of the Idea  
II. Current Controversies within the Movement; Implications for Stuttering  
*Judy Singer, Sociologist* |
| 10:30 – 10:40 AM | Break/Transition |
| 10:45 –11:45 AM | Discussion Groups: (See break-out group room assignments) *(2nd Floor, Hall of Cities)* |
| 11:45 –1:00 PM | Lunch on your own |
| 1:00 – 2:30 PM | Learn to Value Stuttering  
*Christopher Constantino, PhD, CCC-SLP, Florida State University* |
| 2:30 – 3:30 PM | Discussion Groups: (See break-out group room assignments) *(2nd Floor, Hall of Cities)* |
| 3:30 - 3:40 PM | Break/Transition |
| 3:45 – 5:00 PM | Discussion: Group/Individual/Panel comments and contributions |

This course is offered for up to 1.4 ASHA CEUs *(Advanced level, Professional area)*
LEARNING OBJECTIVES Upon completion of this event participants will be able to:

- Distinguish between the curative and critical approaches to disability.
- Describe the difference between stuttering “acceptance” and stuttering “pride.”
- Identify 2 ways that speech-language therapy might respond to the challenges posed by disability rights and disability empowerment.
- List 3 strategies for collaboratively developing supports to help neurodiverse people communicate and engage in self-advocacy or alleviate stigma.

Titles, Bios, Abstracts, Financial Disclosures

Vivian Sisskin, M.S., CCC-SLP, BCS-F
Research Symposium Co-Chair

Financial: Travel expense from NSA, receives salary from UMD, owner of Sisskin Stuttering Center. Nonfinancial: Past Board Member of NSA; Professional Advisory Board of the Stuttering Foundation

Christopher Constantino, PhD, CCC-SLP, Research Symposium Co-Chair

Title: Learn to Value Stuttering

Abstract: For almost a century, people who stutter have known that when they allow themselves to stutter their speech is easier and less effortful. Nonetheless, as long as society devalues stuttering, and disability in general, people who stutter will continue to struggle with their speech. This talk will discuss how we can value stuttering at the individual and societal levels.

Bio: Christopher Constantino, PhD, CCC-SLP lives in Tallahassee, Florida where he is a speech-language pathologist and assistant professor in communication science and disorders at Florida State University. He teaches classes on counseling and stuttering. He researches the lived experience of stuttering and how this experience interacts with culture and society. Chris enjoys making and eating ice cream.

Financial: Travel expense from NSA, speaker stipend, salary from FSU. Non-financial: None to Disclose
Jeff Brune, PhD

Title: Notes from a Disability Studies Scholar: How my Study of Passing, Disability Studies, and Disability Activism Reframed my Stuttering

Abstract: Jeff Brune is disability studies scholar who has published a book on disability and passing, which in its most simple form often means to cover a disability and attempt to “pass” as normal. He discusses how his work on passing led him to reframe own experience growing up as a stutterer and going through speech therapy (unsuccessfully). He also talks about how his exposure to deaf politics and disability rights now influence his thinking on speech therapy, stuttering, and disability identity.

Bio: Jeff Brune, PhD, is an Associate Professor of History at Gallaudet University in Washington, D.C., the national university for deaf students. He has stuttered throughout his life, abandoned speech therapy in college, and regularly gives academic lectures. He is the co-editor of the first major study of disability and passing, Blurring the Lines: Disability, Race, Gender and Passing in Modern America. He is now working on his second book, under contract with Cambridge University Press, about how the fear of welfare fraud rose to the fore of American political culture in the late nineteenth century.

Financial: Travel expense from NSA, speaker stipend, salary from Gallaudet University of Washington, DC. Non-financial: Royalties from Cambridge University Press

Kristen Gillespie-Lynch, PhD

Virtual co-authors: Steven K Kapp, University of Exeter; Bella Kofner, Allison Jordan, & Nicholas Tricarico, College of Staten Island.

Title: Recognizing Neurological Differences as Invaluable Aspects of Human Diversity: Learning from the Neurodiversity Movement How to Promote Effective Communication and Alleviate Stigma

Abstract: "It makes me different, and being different is a gift, I would say. It also makes me see things from outside the box." Greta Thunberg, teenage activist and Nobel Prize nominee reflects on being autistic. Would she have helped spark a global movement if people close to her had tried to make her more “normal” rather than valuing the ways she is different? Strategies for helping people with disabilities communicate more effectively are often rooted in the medical model, wherein neurological conditions are viewed as inherently limiting and the goal of treatment is to ameliorate symptoms in order to make people with disabilities appear more “normal.” In contrast, the neurodiversity movement accepts and often celebrates neurological differences, recognizing them as valuable aspects of human diversity and asserting that all people, irrespective of disability status, are neurologically unique.
Neurodiversity advocates reframe neurological conditions as minority identities, highlighting that many of the challenges associated with having a neurological condition arise from societal responses to that condition, particularly stigma, rather than to qualities inherent in people with that condition. In this talk, we will share the process through which we, a team of autistic and non-autistic students, scholars and clinicians, have collaboratively developed strategies to promote effective communication and self-advocacy among neurodiverse people while working to alleviate stigma associated with neurodiversity in the broader community.

Bio: Kristen Gillespie-Lynch received her PhD in Developmental Psychology from UCLA. She is an Assistant Professor of Psychology at CUNY. Guided by collaborations with autistic people, she co-constructs and evaluates interventions to empower autistic adolescents and adults and reduce stigma. She developed and directs a participatory mentorship program for autistic college students, Building Bridges Project REACH. Given that many of the challenges autistic people face arise from misconceptions about autism, she develops and evaluates autism trainings internationally. She applies insights gained from studying misconceptions about autism across cultures to teach educators how to better support neurodiverse students.

Financial: Travel expense from NSA, speaker stipend, salary from CUNY. Non-financial: None to disclose

Judy Singer, Sociologist

Title: Neurodiversity; The Origins of the Idea

Abstract: Many of us would concur that the term Neurodiversity is representative of the fact that differences in neurology should be recognized and respected as a social category, similar to ethnicity, socioeconomic class, sexual orientation, gender, or disability. But most don’t know that Judy Singer, an Australian sociologist, first used the term Neurodiversity in her sociology honors thesis in 1996-1998 (and formally presented the paper in 1998). US writer Harvey Blume, with whom Singer corresponded with about their mutual interest in Autism, further popularized the word in a 1998 issue of The Atlantic, stating, “Neurodiversity may be every bit as crucial for the human race as biodiversity is for life in general. Who can say what form of wiring will prove best at any given moment? Cybernetics and computer culture, for example, may favor a somewhat autistic cast of mind.”

Bio: Judy Singer identifies as being “in the middle of 3 generations of women somewhere on the Autistic Spectrum”. In 1998 she produced an Honors thesis which was the first sociological study theorizing the rise of this then new type of disability. In it she foresaw the rise of a “Politics of Neurodiversity”. Judy then moved from academic work to grassroots organizing around her family’s urgent support needs in an environment overwhelmingly ignorant of AS. She founded an online support group for people who had been raised by autistic parents, then co-founded ASteen, Sydney’s only non-institutional social club for Asperger teenagers.
Joshua St. Pierre PhD

**Title:** Why the Stuttering Community Needs Disability Studies; Why Disability Studies Needs Dysfluency

**Abstract:** Although the stuttering community has only recently arrived to the 40-year movement of Disability Studies and disability activism, we have much to gain. Drawing upon both my own experience of stuttering and the histories of Disability Studies and activism, this talk will show how the stuttering community is greatly enriched by Disability Studies perspectives, which seek the “root” of disability oppression. This enrichment requires shifts in (especially client-patient) power dynamics. Second, we will consider how Disability Studies itself benefits by thinking seriously about the role of disabled speech and communication in this information age. By the end of this talk, I hope to show that Disability Studies is an important ally and resource.

**Bio:** Joshua holds a PhD in philosophy from the University of Alberta. He specializes in critical disability theory at the intersection of contemporary political, feminist, and communication theory. The overarching theme of his research is a critique of fluency: those technologies that seek to make information flow unimpeded across material bodies. He has numerous academic publications on speech disabilities, the history of Speech-Language Pathology, eugenics, and feminist theory. Joshua is also a co-founder of the Did I Stutter project, a knowledge-translation and activist community created by and for stutterers to embrace dysfluent voices and raise awareness of speech discrimination.

Financial: Travel expense from NSA, speaker stipend salary from University of Alberta. Non-financial: Co-founder of Did I Stutter website