



2026 Conference

## ANNIE DIVELLO, M.S. CCC-SLP; M.Ed.

Annie graduated from West Virginia University with a Master of Science in Speech-Language Pathology in 2007. Hungry to learn more about behavior, personality, the mind, and mental health, she went on to complete her M.Ed. with a focus on school psychology at Rivier University in 2022. She is also honored to be one of 87 clinicians around the world certified in PCIT-SM. Though Annie has worked with many populations, her particular area of clinical passion is selective mutism. She is licensed in ME, MA, NH, and VT and enjoys working closely with school teams in those states to create a collaborative “round table” model of support for students with SM. Some of the school-based supports that Annie provides include school-based evaluations, 504/IEP goal writing & implementation, and consultative support. She loves helping teams bring their students’ brave voices to school and feel that the ability to communicate is a beautiful gift and the foundation of the human connection.

In addition to offering school-based supports, Annie is one of ASHA’s Continuing Education Providers and is privileged to lead a variety of ASHA approved CEU trainings on the topic of selective mutism for school teams around the world. She serves as the Selective Mutism Association (SMA) State Coordinator for NH, MA, and ME.

Annie lives with her husband, Gary, their daughter, Elizabeth, and their rescue pups, Abby and Chloe, in Kennebunk Maine. In her free time, Annie enjoys reading books on mindfulness and self-compassion, practicing yoga, hiking, and spending time with her friends and family.



# ANNIE DIVELLO, M.S. CCC-SLP; M.Ed.: Beyond Silence: Understanding and Treating Selective Mutism

## Description

Many SLPs feel at a loss supporting students with selective mutism. This engaging, evidence-based, training equips school-based & private practice clinicians with scalable strategies to build brave voice muscles—from one-to-one, to the classroom and beyond. Through modeled interventions and guided practice, attendees will gain strategies to support measurable progress and expanded communication.

## Objectives

By the end of this session, participants will be able to:

- Explain SM in your own words
- Clarify the need for an initial evaluation
- State ASHA's position on SLP's diagnosing selective mutism
- In your own words, describe the goal of SM interventions in the school setting
- In your own words, describe the goal of SM interventions in the private practice setting
- Characterize the "fade-in" technique
- Summarize "shaping"
- Illuminate the need for monitoring progress monthly
- Defend why SM interventions are a can-do process

Thursday October 22 AM Presentation

ANNIE DIVELLO, M.S. CCC-SLP; M.Ed.

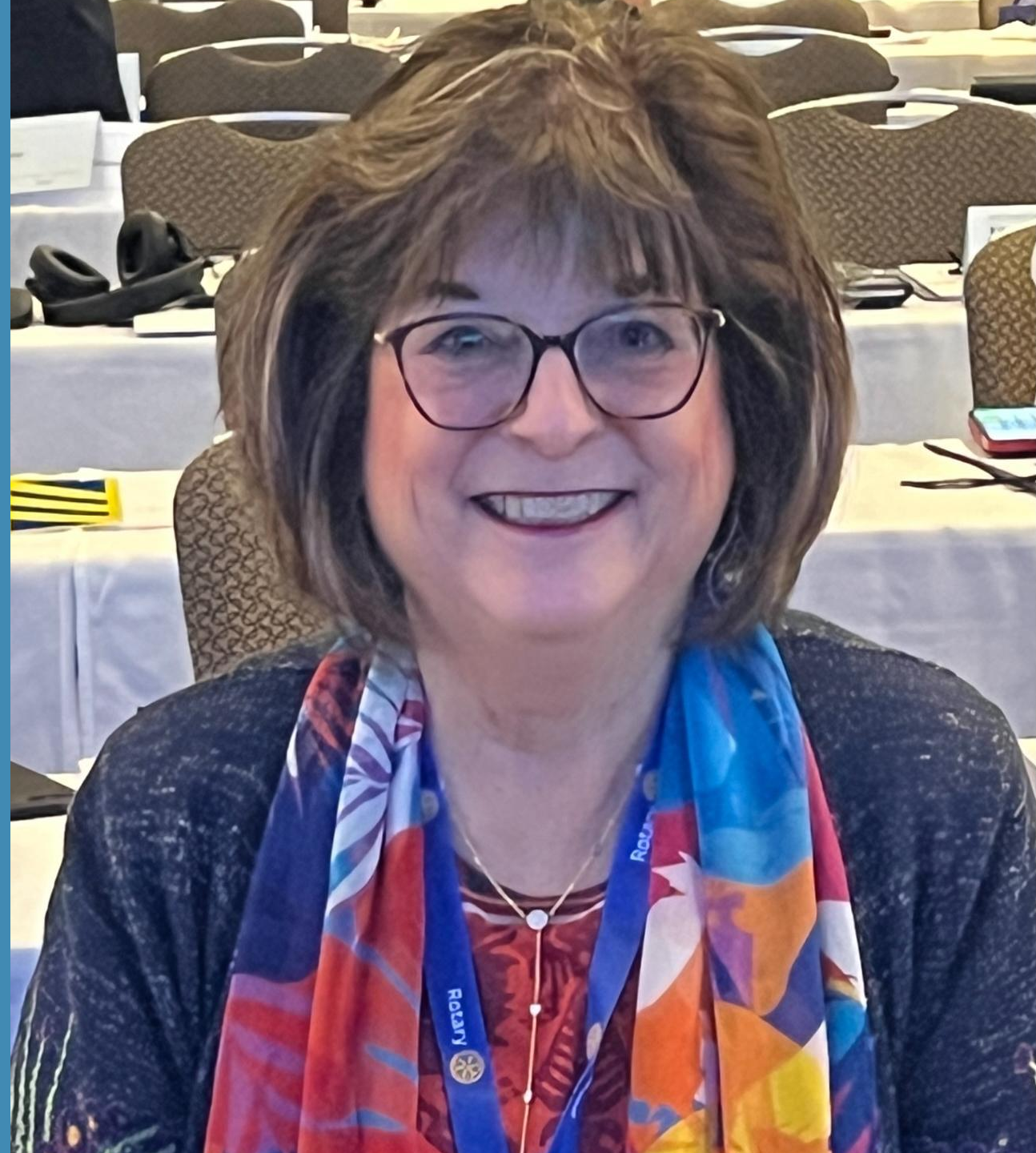
Disclosures

- Founder of Our Brave Voices, LLC
  - Receives a portion of paid presentation fees
- Co-leading the 2026-2027 PCIT-SM Certification Training
- Has an ASHA cooperative offering with Kurtz Psychology on PCIT-SM



## JOAN KELLY ARSENAULT, MA, CCC-SLP, BCS-S

Joan is the CEO and Managing Owner of MassTex Imaging, LLC. She is a Speech Language Pathologist with over 40 years of experience in dysphagia management with infants, children and adults including MBSS and FEES. Joan is a Board Certified Specialist in Swallowing and Swallowing Disorders. Joan has developed adult and pediatric dysphagia programs in acute care hospitals, rehabilitation hospitals, and outpatient settings. She has worked on interdisciplinary pediatric feeding teams, worked closely with ENT and prosthodontists for improved swallowing outcomes for head and neck cancer, and collaborated directly with numerous radiologists and GI physicians to implement and develop MBSS programs. She has worked in a variety of settings including acute care, skilled nursing facilities, home care, and outpatient clinics. Joan has taught dysphagia courses at the graduate level and is an adjunct professor to several Boston area graduate programs. She is licensed to practice in Massachusetts, Connecticut, Maine, New Hampshire and Rhode Island.



## MICHAEL STEVENS, MD

Dr. Stevens joined MassTex Imaging in 2012 and serves as Medical Director. He is a graduate of Tufts University School of Medicine and the Tufts/New England Medical Center Family Medicine Residency, where he served as Academic Chief Resident. Following five years of private practice primary care, Dr. Stevens shifted his clinical focus to swallowing disorders. He has over 20 years experience in MBSS, and dysphagia management with a focus on the geriatric population. Dr. Stevens has held teaching positions at Tufts University School of Medicine and Boston University School of Medicine.

PHOTO COMING SOON

JOAN KELLY ARSENAULT, MA, CCC-SLP, BCS-S  
and MICHAEL STEVENS, MD:  
Findings in the Food Chute: Exploring Esophageal Dysphagia

**Description**

Esophageal disorders are a significant contributor to swallowing complaints and can greatly influence dysphagia management. Presented by a speech-language pathologist and physician, this session offers an interdisciplinary perspective on esophageal dysphagia and its impact on assessment and treatment. Participants will examine normal esophageal anatomy and physiology, common esophageal conditions, the impact of medications on esophageal function and health, and clinical signs that may indicate an esophageal source of dysphagia. The presentation will examine the relationship between oropharyngeal and esophageal dysfunction, review current diagnostic approaches, emphasize the importance of interdisciplinary collaboration, and work through case studies to apply clinical concepts and enhance patient care.

**Objectives**

1. Describe the basic anatomy and physiology of the esophagus
2. Delineate the effects of esophageal disorders on swallow function
3. State why assessment of the esophagus is integral when treating oropharyngeal dysphagia
4. Describe the impact that medications may have on the esophageal function

Thursday October 22 AM & PM Presentation

JOAN KELLY ARSENAULT, MA, CCC-SLP, BCS-S  
and MICHAEL STEVENS, MD

- Financial Disclosures:
  - Joan is an owner of MassTex Imaging, LLC and receives a salary.
  - Dr. Michael Stevens receives a salary from MassTex Imaging, LLC
- Non-Financial Disclosures: None



## KATE GLENNON M.S. CCC-SLP, Certified Nature Educator, she/her

Kate Glennon, M.S., CCC-SLP, is a board-certified speech-language pathologist, certified nature educator, speaker, and founder of The Outdoorsy SLP, a nature-based private practice serving children and families throughout Maine and New Hampshire. With more than 15 years of experience across schools, clinics, private practice, and outdoor education settings, Kate has developed an innovative service model that integrates evidence-based speech-language intervention with nature-based pedagogy and outdoor learning environments.

As the founder of The Outdoorsy SLP, Kate provides speech-language evaluations, intervention, family coaching, literacy support, and professional development. Her work focuses on creating meaningful, sensory-rich opportunities for communication, social-emotional growth, executive function learning, and literacy through engagement with the natural world.

Kate is passionate about helping clinicians, educators, and families rethink where and how learning happens. She regularly presents on nature-based speech-language therapy, outdoor learning, language facilitation, communication development, and integrating nature into educational and therapeutic practices. She serves on the Maine Early Childhood Outdoors Steering Committee and is committed to expanding access to outdoor learning opportunities for children and professionals alike.

Through her teaching, consulting, and speaking engagements, Kate empowers professionals to create engaging, relationship-centered learning environments that foster communication, resilience, curiosity, and connection. Her mission is to bridge speech-language pathology, education, and nature-based learning to support the whole child while inspiring practitioners to think beyond the walls of traditional service delivery.



**KATE GLENNON M.S. CCC-SLP,  
Certified Nature Educator, she/her:  
Nature's Edge: Integrating Outdoor, Nature Based Practices  
for SLP and Client Well-being**

**Description**

Let's reimagine where and how care happens, expanding speech-language pathology beyond traditional settings. Participants will explore the rationale, framework, and practical tools for delivering effective outdoor therapy. Integrating principles from nature-based learning, outdoor education, and occupational therapy, this model supports pediatric clients by promoting resilience, self-regulation, and reduced stress. The session also highlights benefits for clinician well-being. Attendees will learn how to assess readiness, select locations and materials, manage risk, and implement safety protocols while maintaining evidence-based practices. Practical strategies for adapting assessment and intervention outdoors will empower clinicians to innovate, enhance outcomes, and sustain their own professional resilience.

**Objectives**

1. Describe the psychological and physiological benefits of outdoor nature-based intervention for speech-language pathology clients and practitioners, supported by current research
2. Discuss practical clinical techniques for evaluation and treatment, gear requirements, and location considerations for successfully transitioning a speech-language pathology practice or session to an outdoor setting
3. List three barriers for clients and clinicians working outdoors and provide resolution to each barrier

**THURSDAY OCTOBER 22 PM PRESENTATION**

KATE GLENNON M.S. CCC-SLP,  
Certified Nature Educator, she/her

- Financial Disclosures: I am the owner of Outdoorsy SLP. I benefit financially from the sale of my course, Make it Outdoorsy and various speaking engagements.
- Non-Financial Disclosures: None

## BETH-ANNE KANECKE, MS, CCC-SLP

Beth-Anne Kanecke brings nearly 20 years of clinical experience in the assessment and treatment of speech, feeding, and orofacial myofunctional disorders (OMDs). She earned her undergraduate degree in Linguistics from the University of Southern Maine and completed her graduate training in Communication Sciences at Hunter College–CUNY, where she graduated Summa Cum Laude. Her clinical background includes work in public and private schools throughout New York City, community health settings including Coney Island Hospital, and her current private practice.

Beth-Anne's interest in OMDs developed through her clinical experience treating persistent speech sound disorders. She found that addressing underlying orofacial function was often the missing link in achieving therapeutic goals. This insight led her to specialize in orofacial myofunctional therapy, which she integrates into her clinical practice to provide a more comprehensive, whole-client approach to treatment.

She has received multiple ASHA ACE Awards for Continuing Education and has completed advanced trainings, including through the International Association of Orofacial Myology, Feed the Peds: The Foundations of Pediatric Feeding and Swallowing, Beckman Oral Motor Assessment and Intervention, and TalkTools Functional Treatment of Tethered Oral Tissues, along with ongoing continuing education in myofunctional therapy.

Beth-Anne is passionate about advancing clinical understanding of the connection between oral function and speech and feeding development and has provided in-service trainings on OMDs to colleagues across related service disciplines, supporting clinician education and the integration of myofunctional principles into clinical practice.

PHOTO COMING SOON

## BETH-ANNE KANECKE, MS, CCC-SLP: Orofacial Myofunctional Disorders in Children: What to Look For, What to Do Next

### Description

Orofacial myofunctional disorders commonly co-occur with speech sound disorders, making it important for SLPs to recognize their clinical signs. This introductory three-hour course provides a practical, evidence-informed overview of pediatric OMDs, including oral resting posture, mouth breathing, oral-phase dysphagia and oral habits, and their relationship to speech, feeding and swallowing. Participants will gain confidence in identifying red flags and determining appropriate referrals and next steps in clinical care.

### Objectives

As a result of this course, participants will be able to:

1. Describe the characteristics and clinical signs of pediatric orofacial myofunctional disorders (OMDs). Identify common indicators of OMDs during a speech-language evaluation, including atypical oral resting posture, mouth breathing, tongue thrust, and persistent oral habits.
2. Explain the relationship between pediatric OMDs and speech sound disorders, feeding, swallowing, and craniofacial development.
3. Differentiate children who may benefit from additional OMD assessment or interdisciplinary referral from those demonstrating typical orofacial development.
4. Determine appropriate next steps, including referral and collaboration with other professionals, when OMDs are suspected.

FRIDAY OCTOBER 23 AM PRESENTATION



BETH-ANNE KANECKE, MS, CCC-SLP

- Financial Disclosures: The speaker is receiving an honorarium for this presentation.
- Nonfinancial Disclosures: The speaker has a clinical service relationship with a family member of an association member relevant to the conference audience.

## Brooke Hallowell, Ph.D., CCC-SLP, ASHA Fellow and Honors

Brooke Hallowell, Ph.D., CCC-SLP, ASHA Fellow and Honors, is President of Brain Empowerment, LLC, a global clinical consulting and research entity fostering empowering approaches to aphasia, dementia, and age-related aspects of communication and other communication challenges. She also serves as Director of Research for Aphasia Recovery Connection, Consulting Editor for Plural Publishing, a member of the Board of Directors for Aphasia Access, a member of the Professional Advisory Council for the National Aphasia Association, a representative to the World Health Organization (WHO)'s World Rehabilitation Alliance, and an active WHO consultant.

Through over 25 years of higher education, healthcare, and nonprofit leadership, she has served as president of a national professional organization, dean, founding director of three large multi-campus interdisciplinary institutes, school director, administrator of two revenue-generating clinics, and leader of many multinational projects and community-based programs.

Hallowell formerly served as dean and professor at Springfield College, professor at Ohio University, and President of the Council of Academic Programs in Communication Sciences and Disorders. She is the author of Aphasia and other acquired neurogenic language disorders: A guide for clinical excellence, 14 books published by the National Science Foundation, and over 175 articles and book chapters. A pioneer in using eye tracking and pupillometry to study cognition and language, she holds US and international patents on related technology.

A deep personal history with selective mutism shapes her clinical insights. Fortifying her scientific expertise, she is a practitioner of relationship empowerment, appreciative inquiry, restorative practices, hypnosis, and applied improvisation.

Hallowell's expertise in global partnerships supports collaborative leadership and consulting highlighting ethics and anticoloniality, especially in underserved regions. She has held appointments China, Korea, Malaysia, and Honduras and engaged in academic collaboration in Brazil, Cambodia, Honduras, India, Iran, the Philippines, Russia, Thailand, and Vietnam. She led the first-ever Global Summit on Higher Education in Communication Sciences and Disorders and chaired the American Speech-Language-Hearing Association's (ASHA's) committee on ethics in global engagement and ASHA's International Issues Board.



# Brooke Hallowell, Ph.D., CCC-SLP, ASHA Fellow and Honors: Promoting Life Participation for People with Aphasia

## Description

We will explore a person-centered framework that prioritizes restoration of meaningful activities and community engagement over isolated language skill remediation for people with aphasia. How can we shift our focus from impairment-level treatment to enhancing quality of life and social participation for people with aphasia and the people who care about them? How can we build upon each person's unique strengths, preferences, and valued life roles? What are common assessment challenges, and how can we address them? Practical examples of life participation opportunities will be provided across diverse contexts. Attendees will have the opportunity to develop practical strategies for implementing the life participation approach to aphasia (LPAA) in their own practice settings.

## Objectives

1. Describe the key elements of the WHO International Classification of Functioning and Disability and their relevance to aphasia
2. Recommend at least three strategies to address assessment challenges when identifying strengths in people with aphasia
3. List at least five ways to facilitate life participation for people with aphasia

FRIDAY OCTOBER 23 AM PRESENTATION

Brooke Hallowell, Ph.D., CCC-SLP,  
ASHA Fellow and Honors

- Financial Disclosures: I am the author of a textbook on aphasia. I receive a small honorarium and travel expenses are reimbursed for my participation in this conference.
- Non-Financial: I am a board member of the Aphasia Recovery Connection and of Aphasia Access.

## AMANDA WARREN, MS, CCC-SLP (she/her)

Amanda is a medical Speech-Language Pathologist and practices intermittently in the city of Boston, MA. She has extensive experience in outpatient, acute care, rehabilitative care, skilled nursing and home care environments. She has a special interest in palliative dysphagia management, augmentative communication at the end of life, and patient-family advocacy and education. Her current focus is graduate admissions, academic advising, and student success. Her role as academic advisor is rooted in her commitment to empower adult learners. Her advising philosophy centers on supporting their navigation through their educational journey, leveraging their individual drive and experience, and maximizing their learning and eventually their careers.





# AMANDA WARREN, MS, CCC-SLP (she/her): The Last Swallow: Ethical Courage and Palliative Dysphagia Across the Lifespan

## Description

When the clinical goal shifts from recovery to comfort, the SLP's role transforms. This workshop addresses the critical need for palliative dysphagia management in modern clinical landscapes. While the focus is on end-of-life and hospice care, the ethical frameworks discussed – autonomy, informed risk feeding, and complex counseling—apply across the continuum of care, from medically fragile pediatrics to geriatric settings. Participants will engage in case-based problem solving to navigate legal obligations and ethical dilemmas, particularly in resource-limited environments. Furthermore, we explore how integrating graduate students and Clinical Fellows into these gray areas can mitigate clinician burnout and foster professional resilience. This session provides the soft skills and legal grounding necessary to advocate for patient quality of life with confidence and clinical grace.

## Objectives

1. Analyze and apply ethical frameworks (autonomy, beneficence, and non-maleficence) to complex dysphagia case studies involving end-of-life, hospice, or palliative care across the lifespan.
2. Evaluate the legal and clinical implications of "informed risk-feeding" and "pleasure feeding," and demonstrate the ability to document these decisions to meet both ethical obligations and medical-legal standards.
3. Identify communication and counseling strategies to facilitate difficult conversations with families and interdisciplinary teams, including techniques to mitigate clinician burnout and moral distress in resource-limited settings.

FRIDAY OCTOBER 23 PM PRESENTATION

## AMANDA WARREN, MS, CCC-SLP (she/her)

- Financial Disclosures: Amanda Warren receives salary for full-time employment as an Associate Director in the Department of Communication Sciences and Disorders at Emerson College. She is receiving compensation from MSLHA for this presentation.
- Non-Financial Disclosures: Amanda Warren is a member of ASHA, SIG13 and SIG11. She is a member of the National Academic Advising Association (NACADA). She is also an active participant in the CAPCSD Admissions Summit Community.

## DESI PEÑA, MA, CCC-SLP (she/her/ella)

Desi Peña, MA, CCC-SLP (she/her/ella) is a Spanish-bilingual speech-language pathologist who specializes in multilingual speech and language development, culturally responsive practices, and augmentative & alternative communication (AAC). In 2024, she earned the Advanced Certificate in bilingual speech-language pathology from Teachers College at Columbia University. She was recognized by the American Speech-Language-Hearing Association (ASHA) as Distinguished Early Career Professional in 2022. She is the owner of Panorama Speech, which supports schools and agencies in New England with specialized multilingual evaluations and consultation. Through her business, Desi also partners with educational entities to design and deliver professional development offerings on the topics of AAC, multilingualism, and related topics such as translanguageing and second language acquisition. She has been a keynote speaker for statewide conferences, presented at the ASHA Convention, and provided professional development to SLPs through podcasts, online summits and courses, and regional conferences. She centers her professional work on engaging educators and SLPs to empower multilingual students with speech, language, AAC, and literacy needs.



## DESI PEÑA, MA, CCC-SLP (she/her/ella): Culturally Responsive AAC for Multilingual Children: Assessment and Intervention Strategies

### Description

Augmentative and alternative communication (AAC) selection and successful implementation in more than one environment can be challenging for any child with complex communication needs. For multilingual children and families, there are additional barriers relating to language availability and access, relevant vocabulary, culturally appropriate symbols, and cultural/linguistic mismatch with their therapeutic team, among other obstacles. This presentation will provide participants a cultural and linguistic framework to consider in their clinical practice for ethical AAC assessment and treatment of multilingual children. Participants will learn about clinical strategies to reduce bias and uplift child, family, and community strengths. AAC feature-matching and implementation will be discussed, with a particular focus on school-based issues. A hands-on activity will provide participants with an opportunity to apply knowledge of culturally responsive practices and clinical decision-making in order to tailor culturally responsive assessment and treatment.

### Objectives:

1. Learners will state at least two cultural and linguistic considerations when engaging with multilingual families with children with complex communication needs
2. Learners will summarize clinical strategies for collaborating with families in the AAC feature matching process, including gathering information and learning from family and child preferences
3. Learners will apply knowledge of culturally responsive practices in order to counsel and collaborate with multilingual families

FRIDAY OCTOBER 23 PM PRESENTATION

## DESI PEÑA, MA, CCC-SLP (she/her/ella)

- Financial Disclosures: Desi Peña is the owner of Panorama Speech Therapy, LLC. She is receiving an honorarium for this presentation. She receives payment for consultation and speaking as part of her business. She is one of the hosts of the Bold SLP podcast.
- Non-Financial Disclosures: Desi Peña has no non-financial relationships to disclose.