Janice Brown Parker, M.S., CCC-SLP

300 Bryant Street, NW
Washington, DC 20001
202 709 6292
janicebrown.parker@howard.edu

Education

MS – University of the District of Columbia, Washington, DC (1993), Speech Pathology
BA – South Carolina State College, Orangeburg, SC (1985), Speech Pathology

Professional Certification

2000 to Present – Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association (ASHA)

1987 to Present – Certified as a Speech-Language Pathologist, Office of the State Superintendent of Education (OSSE), District of Columbia

Professional Licensure

2012 to Present – Licensed as a Speech-Language Pathologist, Department of Health (DOH), District of Columbia

Professional Experience

1987 to Present – District of Columbia Public Schools, Washington, DC
Speech-Language Pathologist. Provide diagnostic evaluations and intervention services for the Office of Specialized Instruction to students in public and private schools in the District of Columbia. Actively promote the prevention of communication disorders and the identification of students at risk for later problems. Assess communication skills and evaluate results of comprehensive plans and document outcomes of intervention services. Collaborate with parents, teachers and other professionals, advocate for teaching practices, and participate in school-wide curriculum and literacy teams. Supervise graduate students and clinical fellows.

2013 to Present—Howard University, Department of Communication Sciences and Disorders, Speech and Hearing Clinic, Washington, DC Adjunct Professor of Communication Sciences and Disorders/ Clinical Supervisor. Supervise a variety of activities and behaviors specific to the needs, competencies, and expectations of the supervisor and supervisee, and the requirements of the practice setting. Facilitate the development of clinical competence in supervisees at all levels of practice, from undergraduate to graduate clinicians. Fulfill the legal requirements and ethical responsibilities associated with state, national, and professional standards for supervision.

Please see professional portfolio for past assignments and accomplishments.

2007 to 2017 – State Liaison, ASHA Special Interest Group 16: School-Based Issues.
Promote SIG 16, its mission, products and services. Encourage ASHA and NSSLHA members within the District of Columbia to join SIG 16. Communicate the interests and concerns of SIG 16 affiliates with the District of Columbia to the Division Steering Committee. Represent SIG 16 at DCSHA convention and, when appropriate, at other school-related professional meetings within the District of Columbia.

2004 to Present – Parent SPA, Washington, DC
Founder and CEO. Address the role of parents in all aspect of the clinical process to increase parental involvement as informants and participants in the clinical processes of evaluation and management; to provide counseling and training to parents of children with speech, language, and/or hearing problems; and to educate parents relative to speech, language, and hearing difficulties in children and adolescents.

2003 to Present – Senior Mentor/Supervisor, Washington, DC
Provide one-on-one guidance and support based on mentee's unique developmental needs. Give advice and guidance, share ideas, and provide feedback, and act as sounding board for ideas/concerns about school/career choices; provide insights into possible opportunities. Identify resources to help enhance personal development and career growth, expand network of contacts, and serve as advocate whenever opportunity presents itself.

1999 to Present – Community Sign Language Class Instructor, Washington, DC
Interpreter of the Deaf and Hard of Hearing and instructor of basic sign language and liturgical interpreting. Teach sign language to participants in community sign language classes.

Continuing Education/Training

December 2020 – Mentoring, Professionalism and Ethics in Practicum Students and Colleagues.
Course demonstrated and discussed mentoring and supervising styles. It described strategies and processes for holding the Code of Ethics in high regard while facilitating professionalism and ethical practices in supervisees and mentees. Crucial subject as professionals can encounter moments of potential conflict or confusion related to the Code of Ethics while supervising and mentoring those who are still developing knowledge, skills, and dispositions.

December 2020 – Face Masks and Communication – Implications for SLPs.
Discussed how face masks and other COVID-19 responses such as social distancing may impact communication in healthcare settings, particularly for people with hearing loss. Provided strategies that professionals can use to optimize communication for all patients when face masks are worn.

December 2020 – Social Isolation and COVID-19 Cognitive Decline: From Zero to Hero. This course discussed how SLPs can help mitigate the long-term consequences of social distancing and isolation associated with the COVID-19 pandemic that has drastically impacted patients in residential settings. Also discussed the risk factors for the effects of isolation, as well as potential strategies to prevent or reverse pandemic-related cognitive decline.

January 2019 – Ethical Decision Making. In this course, principles of ethics and the ASHA Code of Ethics were examined. Ethical decision making was applied to hypothetical case studies that reflect ethical dilemmas in practice settings.

January 2018 – The Importance of Using Core Vocabulary Across All Settings, presented in Partnership with Cincinnati Children's Hospital. Course focused on using a core language approach to support children in developing language. Learned how to incorporate core language into both low- and high-tech augmentative and alternative communication (AAC) systems using case studies with children across all settings.

January 2018 – Orofacial Myofunctional Disorders: The Basics for SLPs, presented in partnership with Cincinnati Children's Hospital. This professional course highlighted OFM history, research, dental, speech, and orofacial myofunctional interdisciplinary perspective. Made the connection; disorder breathing, airway issues, dysfunctional postures, craniofacial development, speech distortions, malocclusions, chronic habits, tongue tie, OSA, and more.

March 2017 – Washington Teachers Union Executive Board Training. Training helped participants fulfill their role as members of an executive board while also completing a strategic plan for the year. Executive board members became familiar with their roles and responsibilities as indicated in their national, as well as local, constitution and by-laws. Board members learned how to work together as a team, how group dynamics may impact how decisions are made, and different tips and strategies for conducting meetings. Executive board members also worked together to establish their vision for the upcoming year and began the designing andimplementing a goal-driven strategic plan.

January 2014 – Interpreting Test Scores and Key Concepts from Standardized Tests. Many of the assessment instruments we use are norm-referenced test that are standardized. There are certain statistical properties needed to understand the psychometric criteria to the tests, which is part of being an informed consumer. In order to interpret test scores correctly and summarize quantitative data about their clients or patients, speech-language pathologists must understand some fundamental concepts of descriptive statistics.

April 2013 – Intervention Strategies for Language Disorders Pre-Kindergarten to Grade 12. Reviewed the historical underpinnings of the ASHA Code of Ethics, identified examples of ethical violations, consequences, sanctions, and described the complaint filing process.

September 2012 – The Elephant is Still in the Room: Understanding What to Do When Sound Ethical Practices are Abandoned. Reviewed the historical underpinnings of the ASHA Code of Ethics, identified examples of ethical violations, consequences, sanctions, and described the complaint filing process.

March 2012 – Achieving Communication Competence: 3 Steps to Effective Intervention. Interactive workshop introduced an innovative approach for planning and implementing service for students with severe communication disabilities. Achieving Communication Competence is a clinical protocol that considers environmental factors including communication settings, opportunities, and partners as well as communication skills.

April 2011 – Using Signs in Early Intervention. Course addressed early manual milestones and their importance to communication development, the rise of early gestures and as part of these milestones, and implications for sign use in early intervention programs for deaf, hard-of-hearing, and other children at risk for delayed spoken language acquisition. Assessment tools, sign choices, facilitative strategies, and developmental trajectories should prove valuable for a broad range of clinical populations, including those who receive cochlear implants and transition to spoken language, and those who transition to American Sign Language. Trained to describe a corpus of 25 'first signs' to promote early intervention and for babies that are typically developing; and to explain at least strategies to use with parents in signing to their children.

March 2011 – Approaches to Mentoring/Supervising Professionals: Focus on Technology. Gleaned information about the appropriate use of technologies for e-supervision and e-mentoring in Communication Sciences and Disorders to include discussion and demonstration of existing models. Trained to identify factors in deciding on appropriate technologies; describe the benefits and challenges e-supervision and e-mentoring; identify security issues to be considered in these applications; and identify differing technologies and support required for implementation of e-supervision and e-mentoring.

January 2011 – Innovative Approaches to Mentoring/Supervising Professionals. Learned innovative solutions that promote quality supervision and mentoring of students and professionals across settings and the career span with emphasis placed on efficiency and effectiveness. Trained to identify the primary challenges that impact mentoring and supervision in the school setting, to name ways technology can assist in meeting the challenges, and to describe at least one mentoring strategy to implement in my program in 2011.

May 2010 – The SLP's Role in RTI: Using a Workload Approach. Washington, DC. Attained knowledge of RTI and Workload Approach. The course included guidance on how the school-based speech-language pathologist can apply workload concepts to flexible scheduling, educationally relevant individualized education plans and services, participation in RTI prevention services and service delivery that changes to meet the students' needs. Understand how to use a workload approach to incorporate RTI activities into a schedule; as well as identify five action steps for implementing a workload approach.

March 2010 – Evidence-Based Practice. Washington, DC. Learned to define the term evidence-based practice and what its goals are, identify the necessary components of evidence-based practice (EBP), and to identify five areas in which evidence-based practice is beneficial. Trained to define the components of the PICO approach and how this approach is implemented in the EBP process; and to describe an evidence-based hierarchy, its purpose and components, and how its utilized in the EBP process.

March 2009 – Response to Intervention (RtI): Working as a Multi-Disciplinary Team. Washington, DC. Learned to define an SST, the purpose of the SST, and the benefits of the SST which enabled to become an advocate that the SST integrates ideas into one cohesive student-centered plan which facilitates communication between educators, student support staff, and community providers all while respecting the parent and student in the process of change.

January 2009 – Auditory-Linguistic Processing Disorders in Children. Washington, DC. Learned to define auditory processing (AP), language processing (LP), and central auditory processing (CAP); to describe typical components of the CAP and LP assessments; and to differentiate among processing deficits. Attained ability to describe behavioral characteristics of auditory and language processing deficits and to implement effective intervention for auditory and language processing deficits.

December 2008 – The Tango: A Social, Linguistic, and Educational Framework. Washington, DC. Given instruction in the Tango, an augmentative and alternative communication (AAC) device, that supports quick and engaging communication, while providing tools to promote literacy and language development.

October 2008 – Central Auditory Processing Disorders: Referral, Identification, and Intervention, Office of Academic Services, Washington, DC. Completed training on comprehensive intervention that included evidence-based practice and treatment efficacy. Study covered rehabilitative and professional issues, detailing practical intervention strategies for children and adults. Additionally, it comprised auditory neuroscience and acoustic foundations of intervention, evidence-based practice, multidisciplinary approaches, and emerging and future directions in intervention.

April 2008 – Autism: A to M. Pieces of the Puzzle, Washington, DC. The assessment, uniqueness, teaching techniques, integration and professional roles, sensory integration issues, and methodologies of autism were discussed. Guidelines about placement; team decisions; parental involvement; dietary concerns; teacher attitudes toward autism; and ideas to stimulate learning were included. Learning criteria within autistic spectrum disorders using both medical and educational criteria; state a variety of management strategies to address sensory, communication, behavior, social, and classroom issues; explain the roles various professionals play in team decisions and effective team intervention.

January 2008 – Social Skills in School-Age Children with HFASD. Washington, DC. Reviewed information on changes in pragmatic language ability that occur in students with High-Functioning Autism Spectrum Disorders (HFASD) between ages five and sixteen years. Topics included: social skills development; methods of assessing social skills, pragmatic assessment; and the role of peer involvement in social skill intervention.

January 2008 – Response to Intervention and the School-Based SLP. Washington, DC. Reviewed the fundamentals of a response to intervention (RtI) program, three-tiered education mode, and current IDEA 2004 legislation. Additionally, given the benefits of RtI for the school-based SLP; and an overview of an evidenced-based RtI program was presented.

January 2008 – Teaching to Enhance Quality of Life: Communication is the Foundation. Washington, DC. Trained to describe the difference between receptive communication form versus function, to describe relationship of seven sensory systems to receptive communication, and to design a communication script based on the receptive aspects of the communication exchange. Learned to design a communication script focused on all four parts of any given activity/task/routine, to identify considerations when developing the IEP, and to identify strategies for teaching receptive communication skills (SDI).

November 2007 – Foundations of Deaf-blindness: Implications for Instruction and Communication Development. Washington, DC. Awareness and knowledge increased regarding prevalence, characteristics and types, and the impact of deaf blindness on learning. Garnered basic orientation and mobility techniques, instructional considerations, and critical components of communication and language development for students who are deaf-blind.

July 2007 – Section 504 Awareness Training, District of Columbia Public Schools Office of Academic Services. Completed training on Section 504 services for general education students in need of school and classroom accommodations.

January 2007 – FACT; Breaking the Silence. Washington, DC. Covered the role of readiness to learn and shared focus in the implementation of augmentative and alternative communication (AAC) for children identified with Autism Spectrum Disorders (ASD). Discussed the importance of usingmotor patterning to develop motor automatically and implementation strategies for teaching children with ASD to use AAC.

October 2005 – Organization for Autism Research, Arlington, VA. Attended the 2005 Applied Autism Research and Intervention Conference. Learned to describe evidence-based strategies for Speech and Language Pathologists working with learners with ASD and strategies for measuring meaningful outcomes with children with ASD; to understand that communication deficits can lead to challenging behaviors; and develop strategies to promote speech language and communication in children with ASD and describe the connection between language skills and reading comprehension in learners with ASD.

October 2005 – The Reading Process and Implications for Speech Language Pathologists. Tampa, FL. Provided valuable resources in the assessment and intervention of children at risk for, and with reading difficulties. Provided with access to scientifically based research and the reading process. Integrated the five components into therapy activities.

September 2005 – Communication Technology in the Classroom, Yellow School-bus Tour, Silver Spring, MD. Identify a range of augmentative and alternative communication solutions; discussed the application of assistive technology in the classroom setting; compared print-based instructional materials to interactive educational technology; evaluated available assistive technology and augmentative and alternative communication solutions based on needs of clients.

July 2004 – Language Learning and Language Disability in English Language Learners: Evidence-Based Practice for the School-Based Practitioner. Baltimore, MD.

August 2000 – Reaching the Tough to Teach, Virginia Beach, VA. Gained nontraditional strategies for working with students with disruptive behaviors by reducing aggression and noncompliance in the classroom using a variety of proactive strategies while considering learning styles by following specific processes for modifying current instructional methods.

July 2000 – TEACCH Training, Chapel Hill, NC. Trained to design highly individualized and effective modifications to take advantage of an autistic student's unique strengths, peak skills and high interest areas to work on individual deficits; to develop strategies encouraging the use of organizational and visual structuring methods to make life easier for different students with autism; and worked with children with autism of varying skills and abilities in a classroom setting.

Specialty Conferences, Symposia, Colloquia, and Webinars Attended

ASHA 2021, Washington, DC, 2021

ASHA Connect 2019, Chicago, IL, 2019

ASHA 2018, Boston, MA, 2018

ASHA Schools 2018, Baltimore, MD, 2018

2018 AFT/Cornell Collective Bargaining Certificate Program, Delavan, WI, 2018

American Federation of Teachers (AFT) Convention, Pittsburgh, PA, 2018

American Federation of Teachers (AFT) Northeast Collaborative Network, Providence, RI, 2017

Council for State Association Presidents (CSAP), Santa Fe, NM, 2016

DC Speech and Hearing 2016 Convention, Rockville, MD, 2016

ASHA 2015, Denver, CO, 2015

Council for State Association Presidents (CSAP), Oklahoma City, OK, 2015

DC Speech and Hearing 2014 Convention, Rockville, MD, 2014

ASHA Schools 2013, Long Beach, CA, 2013

DC Speech and Hearing 2013 Convention, Rockville, MD, 2013

DC Speech and Hearing 2012 Convention, Rockville, MD, 2012

Language Seminar Series: Supporting Language Development for Children and Adults,
Pittsburgh, PA, 2011

Picture Exchange Communication System (PECS), Washington, DC, 2011

ASHA Schools 2011, Washington, DC, 2011

Principles of Treatment and Assessment of Autism and Asperger Syndrome, DC, 2011

DC Speech and Hearing 2011 Convention, Rockville, MD, 2011

Service Delivery Models: Weighing the Options, Washington, DC, 2011

ASHA Audiology 2010: Early Hearing Detection, Virtual Conference, 2010

Integrating InterAACT in the School Setting, Washington, DC, 2010

Strategies for Working with School-Aged Children Who Stutter, Washington, DC, 2009

DCSHA Fall Discussion Group, Washington, DC, 2009

Introduction to Functional Life Activities, Washington, DC, 2009

Birth to Three: Building a Foundation for Literacy (Part I), Washington, DC, 2009

Assistive Technology Industry Association (ATIA), Orlando, FL, 2009

START-IN: How to Use a Response to Intervention (RTI) Tool, Washington, DC, 2007

Picture Exchange Communication System (PECS). Washington, DC, 2005

ASHA Schools 2004, Baltimore, MD, 2004

Lindamood-Bell Training, Lindamood-Bell Phonemic Sequencing (LiPS), Seeing Stars, and Visualizing and Verbalizing, Las Vegas, NV, 2002, Washington, DC, 2000

Presentations

Brown-Parker, J. (2021, September) *Creating Parent Friendly and Patient Friendly Materials*. Presenter for Parent SPA, LLC, Virtual Presentation via Zoom – Clinton, MD

Brown-Parker, J. (2020, September) *Language and Literacy: A Collaborative Approach*. Invited presenter Literacy Prep, Virtual Presentation via Zoom – Washington, DC.

Briggs, N., Brown-Parker, J., Laney, J., and Wiggins, N. (2020, April) *Homeschool Help Seminar*. Invited presenter Clinton Baptist Church, Virtual Presentation via Zoom – Clinton, MD

Brown-Parker, J. (2019, October) *Promoting the 3:1 Caseload Model Effectively.* Invited presenter for Professional Development – Speech Language Pathologists Training Seminar, Friendship Public Charter Schools,Washington, DC.

Brown-Parker, J. and Brickhouse, K. (2018, March) *Managing Time and Stress: Maintaining a Balance at Work.* Invited presenter for Professional Development, Out of School Time - Payne Elementary School, District of Columbia Public Schools, Washington, DC.

Brown-Parker, J. and Brickhouse, K. (2018, January) *Managing Time and Stress: Maintaining a Balance at Work.* Invited presenter for Professional Development, Payne Elementary School, District of Columbia Public Schools, Washington, DC.

Brown-Parker, J. (2017, August) *Reading and the Speech-Language Pathologist.* Invited presenter for University of the District of Columbia Speech and Hearing Clinic – Graduate Clinician Training, University of the District of Columbia, Washington, DC.

Brown, J. (2017, January) *How to Write SMARTER IEP Goals: Strategies for SLPs.* Invited presenter for Professional Development – Speech Language Pathologists Training Seminar, Friendship Public Charter Schools,Washington, DC.

Brown, J. (2016, February) *Individualized Education Program: What's the Process?*
Invited presenter for Howard University Speech and Hearing Clinic – Graduate
Clinician Training, Howard University, Washington, DC.

Brown, J. (2016, January) *What's in a Word? Vocabulary Building and Literacy
Development.* Invited presenter for Professional Development – Speech
Language Pathologists Training Seminar, Friendship Public Charter Schools,
Washington, DC.

Brown, J. and Brickhouse, K. (2014, January) *Managing Time and Stress: Maintaining a
Balance at Work.* Invited presenter for Professional Development, Houston
Elementary School, District of Columbia Public Schools, Washington, DC.

Brown, J. (2013, August) *The Supervisor/Supervisee Relationships*. Invited
presenter for Howard University Speech and Hearing Clinic – 2013 Clinic
Orientation, Howard University, Washington, DC.

Brown, J. and White, T. (2012, November) *Building Blocks to Inclusion: Providing
Speech and Language Services Inside the Classroom*. Invited
presenter for Professional Development, Office of Specialized Instruction,
District of Columbia Public Schools, Washington, DC.

Brown, J. (2012, July) *Visual Schedules: Providing Consistency and Structure*. Invited
presenter for Summer Institute 2012, Professional Development, Office of
Specialized Instruction, District of Columbia Public Schools, Washington, DC.

Brown, J., Brickhouse, K., and Denning, K. (2011, November) *Utilizing and Enhancing
Para-educators Skills Effectively*. Invited presenter for Professional
Development, Houston Elementary School, District of Columbia Public Schools,
Washington, DC.

Brown, J. (2010, October) *Speech & Language Assessment Tool Overview: The
Evaluation of Acquired Skills in Communication – Third Edition (EASIC-3).*
Invited presenter for Professional Development, Office of Specialized
Instruction, District of Columbia Public Schools, Washington, DC.

Brown, J., Chamberlin, M., and Nelson, R. (2010, March) *Writing an Exemplar Present
Level of Performance*. Invited presenter for Speech-Language Pathology
Department Staff Development, District of Columbia Public Schools,
Washington, DC.

Brown, J. (2009, August) *Visual Schedules: More than Pictures*. Invited presenter for
Related Service Providers Training by the Office of Specialized Instruction,
District of Columbia Public Schools, Washington, DC.

Brown, J. (2008, December) *What's In a Word? Vocabulary Building and Literacy
Development*. Invited presenter for Professional Development, Payne
Elementary School, District of Columbia Public Schools, Washington, DC.

Brown, J. and Freeman, T. (2008, May) *Words, Words, and More Words: Vocabulary Building and Literacy Development*. Invited presenter for Professional Development, Noyes Elementary School, District of Columbia Public Schools, Washington, DC.

Brown, J. (2008, February) *Visual Schedules*. Invited presenter for the Paraprofessionals Training by the Office of Specialized Instruction, District of Columbia Public Schools, Washington, DC.

Brown, J. (2007, October) *Creating an Environment for Inclusion: Is it Really Afterschool for All?* - Fall Institute, Invited presenter for District of Columbia Public School, Washington, DC.

Brown, J., Freeman, T., Green, D., and Williams, J. (2007, September) *Report Writing Made Simple.* Invited presenter for the Speech-Language Pathology Department Staff Development, Washington, DC.

Brown, J. (2007, June) *Creating an Environment for Inclusion*. Invited presenter for District of Columbia Afterschool for All – Summer Institute, District of Columbia Public Schools, Washington, DC.

Brown, J. (2006, November) *Educational Model: Speech, Language, and Hearing Intervention Services.* Invited presenter for Office of Specialized Instruction, District of Columbia Public Schools, Washington, DC.

Brown, J. and Scott, V. (2006, September) *Speech and Language Development.* Invited presenter for the District of Columbia Public State Improvement Grant: Resources – Student Support Teams, Washington, DC.

Professional Organizations

2007 to 2017 – State Liaison – District of Columbia, ASHA Special Interest Group (SIG) 16 – School-Based Issues
2005 to Present – Member, Autism Society of America
2004 to Present – Member, ASHA Special Interest Group (SIG) 16 – School-Based Issues
1996 to Present – Member (Past President), District of Columbia Speech-Language-Hearing Association (DCSHA)
1995 to 2008 – Registry of Interpreters of the Deaf (RID)
1992 to Present – Member, American Speech-Language-Hearing Association (ASHA)
1988 to 1995 – Member, Council for Exceptional Children (CEC)
1987 to Present – Member (current Field Services Specialist for Related Services Providers and Special Education), Washington Teachers'Union, Local 6

Recent Administrative/Leadership Development Activities

2021 to Present – Vice Chair (Elected), Board of Trustees, Girls Global Academy Public Charter School
2016 to 2018 – Building Representative (Elected), Payne Elementary School - Washington Teachers' Union (WTU)
2016 to 2018 – Past President (Elected), District of Columbia Speech-Language-Hearing Association (DCSHA)

2015 to 2016 – President (Elected), District of Columbia Speech-Language-
         Hearing Association (DCSHA)
2014 to Present – Member (Appointed), WTU-DCPS Contract Negotiations Team
2014 to 2015 – President Elect (Elected), District of Columbia Speech-Language-
         Hearing Association (DCSHA)
2012 to 2018 – Building Representative—Related Service Providers School Chapter
         Advisory Council (SCAC) – Washington Teachers' Union (WTU) (Elected)
2012 to 2018 – Chair (Elected), Local School Advisory Team (LSAT) – Payne Elementary
         School
2012 to 2016 – President (Elected), Payne Elementary School Parent Teacher Student
         Association (PTSA)
2011 to 2016 – Chair (Elected), School Improvement Team (SIT) – Payne Elementary School
2011 to 2012 – Chair (Appointed), DCSHA 2012 Convention
2010 to 2011 – Chair (Appointed), DCSHA 2011 Convention, Child Track
2010 to Present – Mentor, ASHA S.T.E.P.
2007 to 2017 – State Liaison – District of Columbia (Appointed), ASHA Special
         Interest Group (SIG) 16 – School-Based Issues
2006 to 2018 – SLP Representative—Related Service Providers School Chapter
         Advisory Council (SCAC) – Washington Teachers' Union (WTU) (Elected)
2003 to 2018 – Staff Development Committee, Speech-Language Pathology
         Department, Division of Specialized Instruction, District of Columbia Public
         Schools, Washington, DC

Scholarships, Awards, and Honors
2018 – Highly Effective Educator Award, District of Columbia Public Schools
2017 – Highly Effective Educator Award, District of Columbia Public Schools
2016 – Highly Effective Educator Award, District of Columbia Public Schools
2016 – Award for Continuing Education (ACE), 2016-2018, American Speech-Language
        – Hearing Association (ASHA)
2015 – Highly Effective Educator Award, District of Columbia Public Schools
2014 – Highly Effective Educator Award, District of Columbia Public Schools
2013 – Award for Continuing Education (ACE), 2013-2016, American Speech-Language
         – Hearing Association (ASHA)
2013 – Highly Effective Educator Award, District of Columbia Public Schools
2013 – Outstanding Service Delivery Award in Schools K-12, District of Columbia
         Speech-Language-Hearing Association (DCSHA)
2012 – Highly Effective Educator Award, District of Columbia Public Schools

2011 – Highly Effective Educator Award, District of Columbia Public Schools
2011 – Award for Continuing Education (ACE), 2011-2014, American Speech-Language
         –Hearing Association (ASHA)
2010 – Highly Effective Educator Award, District of Columbia Public Schools
1991 to 1993 – US Department of Education Grant, Department of Communication Arts
         and Sciences, University of District of Columbia