



Person-Centered Care & Ethics: Equity, Culture, and Systems Impacting Autism

Presented by: Kyomi Gregory-Martin, PhD CCC-SLP

Delivery method: On-Demand

Instruction level: Intermediate

Sponsored by: NCS Pearson, Inc.

Course Description

This intermediate-level session reviews person-centered care and ethical practice in work with autistic individuals and families. It considers how systemic inequities affect outcomes and will discuss care provider cultural capability as ongoing humility, reflection, and responsiveness to diverse identities (race, culture, language, disability, gender, socioeconomic status). Participants will examine bias, diagnostic disparities, access barriers, and institutional policy, and discuss practical strategies to support equity and center autistic voices.

Learner Outcomes

After completing this learning track, the participants will be able to:

1. Apply culturally responsive, person-centered frameworks to collaborative goal setting, assessment, and advocacy efforts that support ethical, inclusive, and equitable outcomes for autistic individuals and their families
2. Demonstrate strategies for integrating autistic voices, lived experiences, and family perspectives into ethical decision-making, care planning, and systems-level advocacy

Time-Ordered Agenda

5 minutes	Introduction & disclosures
10 minutes	Cultural, systemic, and institutional factors influencing ethical decision-making and access to autism services are examined
10 minutes	Bias, ableism, and access barriers affecting autistic individuals across clinical, educational, and community settings are identified
10 minutes	Culturally responsive, person-centered frameworks are applied to autism assessment, goal-setting, advocacy, and shared decision-making
10 minutes	Strategies for centering autistic voices, lived experience, and family perspectives in ethical autism practice are demonstrated.
5 minutes	Guided reflection supports actionable steps to strengthen cultural humility and ethical responsiveness in autism-related work.
10 minutes	Q&A

About the Presenter

Dr. Kyomi Gregory-Martin, PhD, CCC-SLP, is an Associate Professor in the College of Health Professions at Pace University and a practicing speech-language pathologist with over 17 years of experience. She has taught a graduate autism spectrum course for 10 years at two academic institutions. Her research focuses on language assessment in culturally and linguistically diverse populations and non-mainstream dialects. She is a national leader in cultural humility and multicultural affairs, and an ASHA award recipient.

Disclosure

Financial: Dr. Gullon-Scott will be receiving an honorarium for this presentation.

Non-financial disclosure: There is no relevant non-financial relationship to disclose.

NCS Pearson, Inc., the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists.

References

- Lindsay, S., Li, Y., Joneja, S., & Hsu, S. (2025). Experiences of racism and racial disparities in health care among children and youth with autism and their caregivers: A systematic review. *Disability and Rehabilitation*, 47(5), 1061–1080. <https://doi.org/10.1080/09638288.2024.2364823>
- Liu, B. M., Paskov, K., Kent, J., McNealis, M., Sutaria, S., Dods, O., Harjadi, C., Stockham, N., Ostrovsky, A., & Wall, D. P. (2023). Racial and ethnic disparities in geographic access to autism resources across the US. *JAMA Network Open*, 6(1), e2251182. <https://doi.org/10.1001/jamanetworkopen.2022.51182>
- Pham, A. V., & Charles, L. C. (2023). Racial disparities in autism diagnosis, assessment, and intervention among minoritized youth: Sociocultural issues, factors, and context. *Current Psychiatry Reports*, 25, 201–211. <https://doi.org/10.1007/s11920-023-01417-9>



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