



**ADARA 2018 Breakout
Presenters' Abstract/Bios
April 18 - 21, 2018
Updated as of 01/12/18**

April 18, 2018

Pre-Conference - 9am to 4pm with 1 hour lunch break

“Language Deprivation: New Frontier of Deaf Mental Health Care, Interpreting, Deaf Education, Communication Assessment and Language Development”



Neil Glickman, Ph.D

Bio:

Neil Glickman, Ph.D is a licensed psychologist in Massachusetts. He was co-founder of the Mental health Unit for Deaf Persons, a Deaf psychiatric inpatient unit at Westborough State Hospital in Massachusetts, where he worked for 17 years, 14 as unit psychologist and director. He is the author of *Cognitive Behavioral Therapy for Deaf and Hearing persons with Language and Learning Challenges* (Routledge, 2009) and editor of *Deaf Mental Health Care* (Routledge, 2012). He is also co-editor (with Michael Harvey) of *Culturally Affirmative Psychotherapy with Deaf Persons* (Lawrence Erlbaum, 1996) and (with Sanjay Gulati) of *Mental Health Care of Deaf Persons: A Culturally Affirmative Approach* (Lawrence Erlbaum, 2003). He worked for six years as a psychologist with Deaf services at Advocates, Inc. in Framingham, is an adjunct Assistant Professor at the University of Massachusetts Medical Center. He also taught psychiatric rehabilitation at the Institute for Social and Rehabilitative Services at Assumption College, in Worcester, Massachusetts for over ten years. His new workbook for mental health program staff

is preparing *Deaf and Hearing Persons with Language and Learning Challenges for CBT: A Pre-therapy workbook*, published by Routledge in 2016. Neil has given nearly 100 conferences, keynotes and workshops around the United States and in Europe on various aspects of Deaf mental health care and cognitive behavioral therapy.

Abstract:

The day-long advanced workshop for Deaf mental health practitioners, interpreters and educators is geared toward helping participants understand and respond skillfully to a real disability that many deaf people struggle with: the long-term impact of early language deprivation. We will examine the cognitive, psychosocial and behavioral implications of delayed language exposure resulting primarily from the social practice of denying deaf children access to rich signing environments. We will discuss how this language deprivation can cause an array of developmental challenges, summarized by the new concept of “language deprivation syndrome.” We will also survey new developments in the domains of interpreting, communication assessments, language development, rehabilitation and mental health that are beginning to address the challenges of helping deaf persons (children through adults) with highly dysfluent sign and spoken language.

6pm

Book signing/reception

6:45pm

LEAD-K



Kim Bianco-Majeri

Bio:

As the National Association of the Deaf’s State Legislative Affairs Coordinator, Kim holds a M.B.A. degree from North Park University with an emphasis in Nonprofit Management and a master’s degree in Rehabilitation Counseling from New York University. With this education and over 25 years of experience in nonprofit and corporate settings, advocacy has always been a core principle of her work. Recent events have revealed the need to increase legislative advocacy skills within our community especially with respect to educating legislative officials on the needs and rights of deaf and hard of hearing adults and children.

Abstract:

This workshop will introduce the LEAD-K National Campaign's efforts in ending language deprivation by establishing a grassroots movement to introduce state legislation in ensuring language equality and acquisition and making sure Deaf kids are ready to learn! An explanation of the goals of the bill, outcomes we hope to see, and things we have learned along the way will be shared along with an emphasis on the need of coalition building towards successful passage. Four states have passed varying versions of the bill and more states are primed to introduce the bill in 2018 and beyond. We will be discussing how ADARA members, being at the forefront of service delivery systems, can get involved with the LEAD-K effort.

**April 19, 2018****Opening Ceremony**

Kevin Moore, BS Psychology/Criminal Justice
Director of Division Mental Health Administration

Bio:

Kevin Moore is the Director of the Indiana Family and Social Services Administration, Division of Mental Health and Addiction. He was appointed Director on January 1, 2012, and is responsible for the public mental health and addiction treatment system including the 6 state psychiatric hospitals. He was appointed after serving as Assistant Director for DMHA for 2 years directly supervising the operations at each of the state psychiatric hospitals as they integrated the values and goals of the recovery model. Kevin worked 24 years with the Department of Correction in a variety of direct service and administrative positions.

Abstract:

This presentation will provide an overview of mental health and addiction treatment services across the State – including across the Medicaid program. An overview of services as well as service gaps will be identified and current resources allocated to meeting the treatment needs. How Indiana is using various Medicaid authorities to provide access to services.

10:15 - 11:45am

“Patient reported outcomes measures in ASL (PROMIS-ASL)”



Poorna Kushalnagar & Sheila Bruce

Bios:

Dr. Kushalnagar is the principal investigator of grants funded by the National Institute of Health (NIH) that support studies aligned with her research interest: patient centered outcomes, cancer health communication, and applied interventions to improve deaf people’s health and quality of life outcomes. She also is an associate professor in Psychology at Gallaudet University.

Ms. Bruce is a graduate student in Clinical Psychology and supported on Dr. Kushalnagar’s diversity supplement funded by the NIH. She has an interest in deaf people’s quality of life outcomes. She also is a graduate research assistant at the Deaf Health Communication and Quality of Life Center. Her research interests include deaf-specific pediatric quality of life outcomes and deaf women’s health.

Abstract:

The Deaf health Communication and Quality of Life Center at Gallaudet University reports an availability of patient-reported outcome measures in ASL and English and such that is valid for users of accessible technology and services. Dr. Kushalnagar and Ms. Bruce will describe (1) the linguistic and internal validity of PROMIS-ASL measure, and (2) examine generic and deaf-specific QoL domains across DHH sub-groups. Results from the study will provide a better understanding of the mechanism that may contribute to poor quality of life frequently observed for individual who are Deaf and hard of Hearing and use ASL.

“Working with Breast Cancer Survivors”



Kendra Smith. Ph.D., LCPC

Bio:

Kendra L. Smith, Ph.D., LCPC is a counselor educator at Gallaudet University also, is a faculty member of the Department of Counseling at Gallaudet University. She has doctoral training specialized in counselor education and clinical supervision. She earned a Master’s degree in Mental Health Counseling from Gallaudet University and a graduate certificate in clinical supervision from Capella University and a Licensed Clinical Professional Counselor in Maryland, providing counseling services primarily to deaf individuals and their family members. She has additional training in grief counseling and supporting client wellness. Dr. Smith is in the process of IRB approval for research on the experiences of deaf women with breast cancer. She is also a veteran of breast cancer herself, having been diagnosed in 2005. She has presented on wellness, self-compassion, clinical supervision, ethics, and other topics at Gallaudet University and at international and national conference.

Abstract:

One in eight women in the U.S. will have breast cancer. As a behavioral or mental health professional, this means you are already working with women who will be affected by this disease. Though it may not be the primary presenting problem, breast cancer has an impact on all aspects of the woman’s life and functioning. Are you adequately prepared to provide support to these clients? In this presentation, you will learn more about the disease, it’s emotional impact on women, and how to provide appropriate and individualized support. You will also see preliminary research results about the experiences of deaf women with breast cancer.

“Attachment Issues of Deaf Adults with Hearing Parents”



Ellen Schaefer-Salins, Ph.D

Bio:

Ellen Schaefer-Salins, Ph.D., is an Assistant Professor in the Department of Social Work at Salisbury University. She received her Ph.D. from Catholic University in Washington, DC. She is also the Director of the Center for Families in TRansition (CFIT) in Silver Spring, Maryland, which is a private practice that provides mental health therapy to deaf, hard of hearing, and hearing individuals and families. She has been a mental health therapist in the deaf community for over 30 years. Previous teaching includes being an Adjunct Professor of Social Work at Gallaudet University, Catholic University, and McDaniel College. Her research has focused on attachment issues of deaf adults, and psychological theories related to the works of Lewis Carroll.

Abstract:

This presentation will discuss a research study that examined the variables that impact the attachment style of deaf adults with hearing parents. Fifteen participants were part of this study that used both quantitative and qualitative measures. Many variables were examined including the type of communication used by the participant and/or the parents, the type of education received, and demographic factors such as race and gender. Interviews asked the participants about their childhood relationship with their hearing parents, and the adults' relationship they have with their hearing parents. The research showed that 10 participants (66%) presented with a secure attachment style, and five participants (33%) presented with an insecure attachment style. The interviews identify issues that might have impacted the attachment style of these deaf participants.



McCay Vernon Lecture (Luncheon)

12:00 to 1:30pm



Keynote Speaker: Meighan Haupt, Chief of Staff, NASMHPD

Bio:

Meighan Haupt, M.S. received her Bachelor's Degree in Family and Child Development from Virginia Tech in 1993 and her Master's Degree in Marriage and Family Therapy from Virginia Tech in 2001. Ms. Haupt has worked for the National Association of State Mental Health Program Directors (NASMHPD) for 19 years and has served as Chief of Staff since January 2016 where she serves in an advisory capacity to the Executive Director. Prior to this position she served as Associate to the Executive Director from 2000 – 2016 and Policy Associate from 1999-2000. Ms. Haupt has been the lead at NASMHPD on Deaf and Hard of Hearing mental health issues since 2010, including overseeing several SAMHSA funded papers related to meeting the needs of people who are Deaf and Hard of Hearing.

Abstract:

Islands of excellence across the country exist for mental health services for people who are Deaf and Hard of Hearing. However, Deaf and Hard of Hearing Communities continue to be underserved and misunderstood by the hearing world. This presentation will include an overview of national activities from the National Association of State Mental Health Program Directors (NASMHPD) developed to raise the visibility and further the advocacy of people who are Deaf or Hard of Hearing and have mental health challenges. The presenter will emphasize the importance of working in partnerships and being allies to the Deaf and Hard of Hearing Communities to bring visibility to the Communities, take action, and advocate for key issues.



1:45 - 3:15pm

“Client-Centered Psychological Assessments with Deaf and Deafblind Consumers: A Lifespan Perspective



Garry Wright & Jesus Barreto-Abrams

Bios:

Garry Wright is a doctoral student in clinical psychology at Gallaudet University. He completed training at Children’s National Medical Center in the Child Development Center and is currently at the Kennedy Krieger Institute in the Congenital/Genetics Disorders Clinic and the Center for Autism and Related Disorders (CARD). His previous practica experience includes providing forensic assessments at the Multicultural Clinical Center in Springfield, VA and psychological services at the Counseling and Psychological Services (CAPS) at Gallaudet University. Mr. Wright also holds a master’s degree in counseling psychology from the University of Kentucky where he completed one-year internship at the Kentucky School for the Deaf. His research interest include investigating behavioral outcomes in children with congenital cytomegalovirus (CMV).

Jesus (Jay) Barreto-Abrams is a doctoral student in clinical psychology at Gallaudet University. He completed training at the Kennedy Krieger Institute in pediatric neuropsychology in the Neurorehabilitation Concussion Clinic and Neuropsychology Outpatient Clinic. Mr. Barreto-Abrams has also completed other practica experience working with diverse patients at Chase Brexton Health Care and at the Counseling and Psychological Services (CAPS) at Gallaudet University. He is currently training at the Psychiatric Institute of Washington providing individual therapy, group therapy, and consultation services to other professionals and at a correctional facility providing forensic assessments. Mr. Barreto-Abrams also work as a nationally certified sign language interpreter. His research interests include the cross sections of psychology and interpreting as well as topics in assessments and early interventions.

Abstract:

Assessment of psychological functioning is important for deaf and deafblind individuals in order for families and service providers to understand individual patterns of strengths and weaknesses, aid in identifying appropriate educational and vocational placement and services, and tailor interventions. However, assessing functioning in individuals who are deaf and deafblind remains difficult due to the lack of tests and norms, the frequent need to modify measures to meet the sensory, linguistic, and cultural preferences of the individual, and the lack of psychologists trained in assessing this heterogeneous group. A client-centered approach has been proposed to assess psychological domains because this approach considers more than brain-based and psychological processes and serves as a way to understand the individual being evaluated by also focusing on context, demands, and influences.

“How to Start a Police Training, Where, What to Do? Help!”

Julie Dalbom & Holly O'Mary

Bio:

Julie Dalbom is a Kentucky Licensed Professional Clinical Counselor for the Deaf and Hard of Hearing Services with CenterStone Kentucky. She has a Masters in Mental Health Counseling from Gallaudet University in Washington, DC. Through years working in human services, she had worked with the Deaf and Hard of Hearing community with plus disability (intellectual, developmental, transition, young adults, elderly and physical). When not in office, she is busy with volunteering in local and state social-racial and reproductive justice grassroots organizations, and educating law enforcement and first responders in interacting with Deaf and disabled communities. Besides that, Ms. Dalbom is a board member of Project SAFE, which focus on safety of disabled individuals, sexual assault, and also a board director for Kentucky Health Justice Network, working with reproductive and racial justice, hence working on the front line with law enforcement. She also works with Deaf survivors of domestic violence and sexual assault, which often came with involvement of law enforcement.

Holly O'Mary is a Certified Rehabilitation Counselor and is a Deaf Kentucky native. She holds a Bachelors in Special Education from ECU and a Masters from UK in Rehabilitation Counseling. Holly has worked various roles over the last 11 years under Vocational Rehabilitation, including providing presentations/workshops and advocacy services. As well as attending the police academy. Currently, Holly is pursuing her CWIC and teaching Deaf Culture and ASL in the

community as well as providing life coaching skills and communication specialist services. She is currently becoming Certified Deaf Interpreter. She proudly raising 2 Wildcat Fans.

Abstract:

With the reported numbers of Deaf individuals being wrongly arrested, harmed and killed by police due to ignorance/knowledge on communication and access. Community awareness has risen. Louisville Metro Police Department and the Deaf community had the information but were not sure where to start. It took three Deaf activists to merge the information, build bridges and find resources/access to make this goal work for the city of Louisville - then move forward to State of Kentucky. So if you know you want to teach law enforcement about Deaf culture and communication, but not sure where or how to start, here is your chance.

“So you’ve got ASL fluent staff... - Addressing other common treatment and staff training needs in Deaf Service Program” (Part 1)



Neil Glickman, Ph.D Melissa Watson, Ph.D Wendy Heines

Bios:

Dr. Neil Glickman, Ph.D., is a licensed psychologist in Massachusetts. He was co-founder of a Deaf psychiatric inpatient unit at Westborough State Hospital in Massachusetts, where he worked as unit psychologist and director for 14 years. He is the author or editor of 5 books in Deaf mental health. He was an instructor for over 10 years in the graduate rehabilitation program at Assumption College, is currently on the faculty of the University of Massachusetts Medical School, and has a private psychotherapy practice. He teaches and consults on the subject of Deaf mental health care and cognitive behavioral psychotherapy.

Wendy Heines is the Chief Executive Officer for Salisbury Behavioral Health, which she joined in 2003 as the Director of the newly formed Deaf Services Center, now known as PAHrtners Deaf Services. Under her leadership, the staff has grown from 12 to more than 160 employees, and programs include: interpreting, outpatient, case management, community living arrangements for individuals who are deaf with co-occurring developmental disabilities and a residential treatment facility for adolescents who are Deaf. The program offers services in the greater Philadelphia area and now also the greater Pittsburgh area as well. Ms. Heines is a 1991 graduate of Rutgers University with a Masters in Social Work. She has over 25 years’ experience establishing and operating behavioral healthcare programs for Deaf person in New Jersey and Pennsylvania.

Melissa Watson obtained her social work degree from Bloomsburg University. She holds two master's degrees - mental health counseling from Gallaudet University, and applied behavior analysis from Florida Institute of Technology.

Melissa has worked with children, adolescent and adults with behavioral challenges for over 20 years. After spending many of her professional years in Florida, she returned to her home state of Pennsylvania, to work at PAHrtners running the Residential Treatment Facility and Outpatient Programs. Recently Melissa was promoted to Vice President of the Residential Programs at PAHrtners Deaf Services.

Melissa graduated with her doctorate degree in Public Services Leadership specializing in Multidisciplinary Human Services from Capella University in January 2016.

Abstract:

Deaf mental health and related programs commonly spend so much effort trying to assure appropriate communication for clientele that they often don't attend sufficient to other client treatment and staff training issues.

In this two part, 3 hours workshop, PAHrtners Deaf Services leadership Wendy Heines and Melissa Watson and psychologist consultant Neil Glickman will discuss common clinical challenges and staff development issues that occur in Deaf Services. The program is based on Glickman's "pre-therapy" workbook for assisting staff in engaging deaf persons with language and learning challenges in mental health work.

Part 1 will be focused on clinical and staff development challenges. Part 2 will involve active practice of a core staff competency which is surprisingly difficult, the ability to show empathic listening.



3:30 - 5:00pm

“Managing your Monsters in Your Mind: Your Inner Power & Positive Energizers”



Suzanne Guimond

Bio:

With my broad range of employment experience at Indiana School for the Deaf as Teacher of the Deaf and Student Development Planner, serving on variety organizations' board, Deaf/ALIVE (Advocates for Lives with Integrity without Violence through Empowerment) President, and within depth training in the DeafBlind field, People of Disabilities, and as trained and certified Coach. I believe this workshop will benefit for professionals who are seeking ways to be more productive in their positions. It is highly recommended to categorize this unique workshop under these track outlined by ADARA: 1) Professional Behavior in work place. 2) Professional Management 3) Peer Support and 4) Transition (high school to college or workplace transition due to employers' reconstruction).

Abstract:

“Managing the Monsters in your Mind: Your Inner Power & Positive Energizers” provide scopes on the daily neuroscience with our “Brain at Work” dealing with 9 common Automatic Negative Thoughts (ANTS) known as negative triggers. Engaging and empowering hands on activities include identifying our triggers and creating your own effective remedies transforming negative charges to positive energizers in all aspects of your well-being. The benefits are to integrate your daily decision making skills by working independently, as a team player, or team leader within your personal, professional, or leadership tasks with sense of clarify and confidence. Let’s find your inner positive energizers and transform them to positive vibes around your surroundings with a glow.

“Using Feminist Therapy for Individual and Community Liberation”

Jesus Barreto-Abrams & Tara Holcomb

Bios:

Jesus (Jay) Barreto-Abrams is a doctoral student in clinical psychology at Gallaudet University. He completed training at the Kennedy Krieger Institute in pediatric neuropsychology in the Neurorehabilitation Concussion Clinic and Neuropsychology Outpatient Clinic. Mr. Barreto-Abrams has also completed other practica experience working with diverse patients at Chase Brexton Health Care and at the Counseling and Psychological Services (CAPS) at Gallaudet

University. He is currently training at the Psychiatric Institute of Washington providing individual therapy, group therapy, and consultation services to other professionals and at a correctional facility providing forensic assessments. Mr. Barreto-Abrams also work as a nationally certified sign language interpreter. His research interests include the cross sections of psychology and interpreting as well as topics in assessments and early interventions.

Tara Holcomb is a doctoral student in clinical psychology at Gallaudet University. Previously, she was Empowerment director at DeafHope, a survivor- centered agency with the mission of ending domestic and sexual violence in Deaf communities. She has provided counseling and advocacy for Deaf survivors of violence and their families along with community-based healing activities. Her research interests include childhood trauma in deaf, hard of hearing and deafblind people and community-based responses to violence.

Abstract:

Psychological intervention for Deaf people have often focused on cognition, emotion, behavior, and other unconscious forces with little consideration of the impact from competing cultural demands of the majority population. Feminist therapy is explored here with the goals of promoting individual and community liberation along with healing psychological wounds in the Deaf individual. Rejecting a deficit model, feminist therapy focuses on conceptualizing the individual's identities and how they inform their relationships and psychological distress. This workshop will focus on how to develop and apply power analyses, embrace egalitarian relationships, and connect personal issues with political realities within therapeutic settings. By the end of the workshop, participants will be able to better understand and define feminist therapy and gain new tools for their clinical work.

“So you’ve got ASL fluent staff... - Cont’ Part 2



Friday, April 20th

8:30 - 10:00am

“Job Readiness Workshop for Deaf/Hard of Hearing Transition Aged Youth in Utah”



Kelly Boehmer & Laura Fink

Bios:

Kelly Boehmer has been with Utah State office of Rehabilitation since 1995 and has served in different capacities as a VR counselor, Trainer and Counseling Supervisor. She is currently the Chairperson of the Rehabilitation Counselor for the Deaf and Hard of Hearing Committee, a member of the State Rehabilitation Council and a member of the Deaf Services advisory Council. Kelly holds a Master’s Degree from Utah State University in Special Education and Rehabilitation with minor in Deaf Education.

Laura Fink is a Counseling Supervisor for the State of Utah Vocational Rehabilitation program and has been with the agency for 5 years. She holds a Master’s degree in Rehabilitation counseling for the Deaf and Hard of Hearing from Western Oregon University and Bachelor’s degree in Psychology, minor in American Sign Language Studies from the same university. Laura enjoys working with individuals to navigate unique and complex circumstances to find successful solutions and valuable resources in the community. In her free time, Laura enjoys all things chocolate and spending time with her black-and-white retired racing greyhound Octavian.

Abstract:

With the recent implementation of the Workforce Innovation and Opportunities Act (WIOA), the State of Utah has implemented a statewide effort to provide in-school workshops for transition aged youth to learn about the values of work and develop skills to improve employment outcomes. Vocational Rehabilitation Counselors specializing in serving Deaf/Hard of Hearing clients have modified the standard presentation materials to better meet the particular needs of this unique

population taking cross-cultural conflicts into consideration. Presenters will share materials and tips for working with Deaf/Hard of Hearing youth in the context of vocational rehabilitation.

“A Model for Adapting Evidenced-Based Mental health Interventions for the Deaf Community”



Lori Day, Ph.D

Bio:

Lori Day, Ph.D., is an associate professor in the Clinical Psychology doctoral program within the Department of Psychology at Gallaudet University. She regularly teaches graduate courses in intellectual assessment, ethics and professional topic, and foundational clinical skills. She is also the director of the Parent-Child Interaction Therapy (PCIT) research and training clinic within the department through which she trains and supervises graduate students in providing PCIT services to the local community. Dr. Day’s research interests include neuropsychological assessment of deaf individuals and dissemination and implementation of evidenced-based practices in the deaf population. She is also a consultant on assessment issues for deaf and hard of hearing individuals for the NCS pearson, Inc.

Abstract:

The mental health field has recognized the need for adapting intervention for diverse groups of people. The need still remains, however, for a formal cultural adaptation model suitable across minority groups. We discuss how one cultural adaptation model works specifically for families with d/Deaf individuals who communicate using American Sign Language (ASL) and provide examples and data from the application of this model to Parent-Child Interaction Therapy (PCIT).

“Overcoming Burnout to Reignite Your Passion!” Part 1



Jamie Wilson, Ph.D & Colleen Donohue, Psy.D

Bios:

Dr. Jaime A.B. Wilson, Ph.D., brings a wealth of experience in working with individuals from a variety of backgrounds, including the deaf, hard of hearing, deaf-blind and blind populations. He is profoundly deaf and communicates with communities by lip reading as well as via American Sign Language (ASL). Dr. Wilson is a member of National Academy of Neuropsychology.

Dr. Colleen Donohue, Psy.D., is profoundly deaf and communicates primarily via American Sign Language. She comes to Wilson Clinical Services with multiple experiences in providing therapeutic and assessment services to d/Deaf, Hard of Hearing and DeafBlind individuals from diverse backgrounds and cultures in various settings.

Abstract:

Being effective in the face of burnout is especially relevant for healthcare providers, interpreters, and other involved in the helping professions who are tasked with various demanding day-to-day roles. Come to this fun class and learn the five tools needed to create a resiliency plan. Together, we can reignite the passion that brought us to the helping fields and forge a pathway through the jungle and into the village where contentment and success found!



10:15 - 11:45am

“How Evaluations and Stereotypes Interact to Negatively Impact Performance and Career Advancement of Deaf/Hard of Hearing Individuals”

Ron Kelly, PhD

Bio:

Ronald R. Kelly is Professor at the National Technical Institute for the Deaf and Director of REACH - Research Center for Studies on Career Success. For 35 years, his research has focused on factors that influence academic and subsequent career success. He is a faculty member in the

MSSE Graduate Program for preparing teachers of deaf and hard of hearing students where he teaches Foundations of Research. He has 69 peer-reviewed publications and 102 presentations/papers at national/international conferences. Ron is also Project Director/PI for a NSF grant on stereotype threat and Co-PI on another NSF grant on verb knowledge, both housed in the REACH Center. Ron served as Book Review Editor for 0 years (2006-2015) for the international Journal of Deaf Education and Deaf Studies.

Abstract:

Research shows that deaf and hard of hearing (DHH) people fear negative evaluations in the workplace which leads to stress and avoidance, often resulting in self-induced isolation in the work environment. The evaluation of DHH people is further stressed because they generally work in a hearing milieu which raises the issue of stereotype threat effects that potentially have a negative impact on their performance under evaluation. This presentation will familiarize participants with the history and breadth of stereotype threat research, describe specific stereotype threats to DHH people in both educational and work environments, and discuss results of recent new research funded by the NSF on the stereotype threat effects on DHH college students' math performance: and provide strategies for mitigating negative stereotype threat effects.

“Deaf Families; Unique Experiences and Obstacles”



Audrey Frank, Ph.D

Bio:

Audrey has been a licensed social work at various schools/mental health agencies since 1982. She has provided individual, couple, and family therapy in her private practice. Audrey currently is a full-time faculty member in the MSW program at Gallaudet University. She has written several articles, including on Deaf children of Deaf parents who had experienced obstacles.

Abstract:

This presentation focuses on Deaf children of Deaf parents who grew up using American Sign Language (ASL) in Deaf culture. In open-ended interviews, a total of 25 Deaf children of Deaf parents described their unique experiences of struggling with obstacles, including quality of education, low expectations from professionals, unwanted sympathy, mental health therapists' lack of cultural competency, and do not being asked for their perspectives or advice. By bringing

greater attention to this population, mental health, schools, and other professionals can increase their awareness of Deaf families' unique needs in their work environment.

“Overcoming Burnout to Reignite Your Passion!”

Jaime Wilson & Colleen Donohue - Part 2 (see Part 1 section)



1:15 - 2:45pm

“Deaf accommodation knowledge: Differences between hearing managers and the advocates who train them” Part 1



Hayley Skokar, Ph.D

Bio:

Hayley Stokar is an Assistant Professor of Social Work at Purdue University Northwest in Westville, IN. Her research is focused on employment access for Deaf adults. Dr. Stokar worked with managers and jobseekers as an employment specialist in the Deaf Services program at JVS Chicago. As a former school social worker, she has also worked with Deaf and Hard of Hearing high school students developing transition plans. Dr. Stokar holds a Ph.D., from Loyola University Chicago and a MSW from Gallaudet University.

Abstract:

Despite the Americans with Disabilities Act (1990), Deaf workers still struggle with workplace accommodation. Managers often know very little about reasonable accommodations-particularly ASL interpretation-and this lack of knowledge contributes significantly to the problem. Advocates in social services and vocational rehabilitation are often the ones training and educating managers, yet strategies and information vary widely among trainers. This session will discuss a recently completed qualitative research study identifying gaps between manager and trainer knowledge. The ultimate goal is to improve the quality of training related to workplace accommodations for Deaf individuals.

“Stakeholder-Informed Design for Integrating Behavioral and Primary Healthcare for Deaf and Hard of Hearing Persons”



Mary Sterritt, MSW, ACSW, LCSW & Richard Durity, BA

Bios:

Mary Sterritt is the Director of the Colorado Daylight Project, Co-Director of the Deaf and Hard of Hearing Integrated Care Initiative and Program Manager of Deaf and Hard of Hearing Services at the Mental Health Center of Denver. Mary has a BS in Deaf Education & Psychology from Mac Murray College and a MSW from the University of Illinois. She has years of experience in system work and direct services with the Deaf and Hard of Hearing population in outpatient, inpatient, community and school based mental health settings. She was selected through a nationwide competitive process to participate in the 2017 cohort of the Addressing Health Disparities Leadership Program of the National Council for Behavioral Health.

Richard Durity, (Ric), is the Vice President of Development at Mental Health Center of Denver the largest outpatient mental health provider in the Rocky Mountain Region. Ric oversees grant development, public relations and fundraising efforts to expand access to care. He is also the Co-Director of the Deaf and Hard of Hearing Integrated Care Initiative. Ric directed the Colorado Daylight Partnership from 2009-2011. Ric co-edited the National Child Traumatic Stress Network’s white paper: Addressing the Trauma Treatment Needs of Deaf and Hard of Hearing Children. Rick founded outpatient services for Deaf and Hard of Hearing at the Mental Health Center of Denver and also served on the faculty at the National Technical Institute for the Deaf in Rochester, NY (1978-1986). Ric studied under Dr. McCay Vernon at McDaniel College where he earned a BA degree.

Abstract:

While inequity in access to medical and behavioral healthcare for deaf, hard of hearing, and deafblind (DHH) people is well documented, and while regulations and standards for best practice in healthcare access for DHH people have been disseminated, there remain too few healthcare providers who are meeting the linguistic, cultural, and communications accommodations needs of DHH persons. To inform the design and implementation of integrated primary and behavioral health services for DHH persons, the Colorado Daylight Partnership recently asked stakeholders to provide their input. This presentation is intended to share what we learned and discuss how it can be used and replicated.

“Intellectual Assessment for Deaf Children who Primarily Use American Sign Language”



Tiffany Bridgett & Lori Day, Ph.D

Bios:

Tiffany Bridgett is currently a 4th-year d/Deaf clinical psychology doctoral student from Gallaudet University. She graduated magna cum laude from Rochester Institute of Technology (2014), where she majored in Psychology and Pre-Med with a minor in Criminal Justice. She has trained at University of Michigan, Deaf Wellness Center at University of Rochester, Counseling and Psychological Services at Gallaudet, the D.C. Courts, and the Behavioral Health Department of San Diego Community Services. She is passionate about improving mental health services for the deaf population. She strives to make services more accessible and culturally acceptable, and to reduce misdiagnoses among deaf people.

Lori Day, Ph.D. is an associate professor in the Clinical Psychology doctoral program within the Department of Psychology at Gallaudet University. She regularly teaches graduate courses in intellectual assessment, ethics and professional topics, and foundational clinical skills. She is also the director of the Parent-Child Interaction Therapy (PCIT) research and training clinic within the department through which she trains and supervises graduate students in providing PCIT services to the local community. Dr. Day's research interests include neuropsychological assessment of deaf individuals and dissemination and implementation of evidenced-based practices in the deaf population. She is also a consultant on assessment issues for deaf and hard of hearing individuals for for NCS Pearson, Inc.

Abstract:

All over the world, many deaf people struggle to access appropriate mental health services. Intellectual assessments are commonly administered in order to classify an individual's ability and can impact educational and occupational pursuits. To this day, most intellectual measures, unless carefully adapted during administration and interpretation, are not valid and/or reliable for the deaf population and consequently have led to misdiagnoses, lack of appropriate interventions, and lost opportunities. It is indeed challenging to develop appropriate measures for such a heterogenous population. Possible approaches to this dilemma, using data from a special group sample of deaf children on the Wechsler Intelligence Scale for Children-Fifth Edition, will be discussed and future actions needed to bring progress and growth in the d/Deaf community will be outlined.



3:00 - 4:30pm

“Deaf accommodation knowledge: Differences between hearing managers and the advocates who train them” Part 2

Hayley Stokar (please above)

“Treating Traumatic Stress in Children and Adolescents and their Families using the GROW curriculum model”

Frank Adams & Elisa Valles

Bios:

Frank Adams is an Intensive Care Coordinator and In-Home Therapist at Walden Community Services, a culturally affirmative, family-centered program that serves mental health needs of families across Massachusetts with a Deaf family member. Frank has experience in a wide variety of settings with varying populations over the past 17 years, including group homes for Deaf adults with mental illness and cognitive deficits, a university mental health center, a veterans's hospital drug treatment program, an adolescent unit in a state psychiatric facility, Federal inmates of varying security levels, and as a therapist in a residential treatment program for Deaf adolescents with significant behavioral health needs. He received his Master's degree in Clinical Psychology from Gallaudet University and is currently a Doctoral Candidate

Elisa grew up in a hearing family and graduated from South Carolina School for the Deaf with honors. She then received her Bachelor's from Gallaudet University, Masters in English from George Mason University and Masters in Mental Health Counseling from Gallaudet. She has taught English at MSSD, Maryland School for the Deaf and Arizona School for the Deaf. She is currently an in-home therapist with Walden Learning Center in Framingham MA.

Abstract:

The Attachment, Self-Regulation and Competency (ARC) treatment framework was developed to address the impact of trauma that many families deal with. We teach families the tools they need to modulate their responses to events so they can better manage day-to-day symptoms and triggers. The GROW curriculum is an evidenced based treatment of the ARC Framework. The 12 session's curriculum teaches caregivers techniques to utilize attachment to their child and develop ways they can help their child regulate their own emotional responses. There is a strong component addressing caregiver needs and resources. We have adapted the curriculum to meet

the needs of Deaf children/families by using a visual, hands on curriculum. Participants will learn about the curriculum, adaptations made and research done.

“Impact on Psychotherapy when using an Interpreter”



Lisa Ogut, MSW, LCSW

Bio:

Lisa Ekensteen Ogut, MSW, LCSW works at Regional Mental Health Center in NW Indiana. Regional Mental Health Center is committed to serving specialized populations and providing linguistic and cultural access to consumers. Lisa has been in deaf and hard of hearing services since 1976 when she completed an early Interpreter Training Program at St. Paul Technical College. Lisa has been an interpreter, a Communication Specialist/Rehabilitation Counselor Senior for a newly established program for deaf and hard of hearing MH patients, a Deaf and Hard of Hearing Services Specialist/Social Worker Senior for Hennepin County, a Clinical Social Worker, and, since 2011, is the Deaf Services Coordinator and Signing Psychotherapist at Regional Mental Health Center in Northwest Indiana.

Abstract:

Mental health interpreting is distinct from other kinds of interpreting. In fact, in psychotherapy, relationship is the primary tool for change and for learning to heal oneself. Thus, relationship is the process' core power. This proposal examines the clinical impact on the psychotherapy process when using an interpreter. In psychotherapy, the interchange is not an exchange of data, but it is instead an exchange of relationship and process. A signing clinician, for example, would be able to directly note and determine symptoms and positive attributes. The clinician would recognize symptoms –vs- non-symptoms. The signing therapist directly observes the tempo of the communication and will understand the clinical information contained in the pace of the session. A therapist fluent in ASL would be able to directly witness delicate and intricate emotions.



Saturday, April 21, 2018

8:30am – 10:00am

“The PAH! Program is a Partnership Between ROCK”



Cathy Chovaz PhD



Angela Core

Bios:

Dr. Cathy Chovaz is an associate professor in Psychology at Kings University College at Western University in London, Ontario, Canada. She is the Director of King’s Centre of Deaf Education and Accessibility Forum – CDEAF. She teaches courses in clinical psychology and her area of expertise is mental health and deafness. She co-authored a textbook *Mental Health and Deafness* (2014) with Dr. M. Du Feu and has published numerous journal articles. She gives lectures and workshops both nationally and internationally on mental health regarding Deaf children and adults. Dr. Chovaz is Canada’s first deaf clinical psychologist and she maintains a consultation private practice.

Angela Core graduated from the Sheridan College Sign Language Interpreter Program. She worked as a freelance and educational interpreter in New Brunswick before moving back to Ontario to work at the Ernest C. Drury School for the Deaf. Angela worked at the Canadian Hearing Society in London, Ontario as a staff interpreter for 20 years before joining King’s University College at Western University in 2016. At King’s University College, Angela is the dedicated interpreter for Dr. Cathy Chovaz in the Psychology Department and is on the board of the King’s Centre of Deaf Education and Accessibility Forum – CDEAF. Angela provides interpreting access to many events throughout the academic year to the greater King’s community. Angela is currently involved in various research studies in the field of psychology and deafness.

Abstract:

This workshop will describe the services of PAH!, how we recognized the need for a rigorously translated mental health measure and preliminary research reports of the efficacy of the ASL SDQ tool. We feel the use of the ASL SDQ allows us to more accurately direct the course of treatment, measure the treatment response as well as perhaps most importantly empower the Deaf child with provision of culturally and linguistically mental health measure.

“Fallout from Inaccessibility to Sex Education in the Deaf and Hard of Hearing Population” Part 1



LeeAnn Valentine

Bio:

LeeAnne Valentine, a Deaf activist, sex educator, and she is the sole deaf family member of the Valentine Family. She has a Deaf partner, and together they have two hearing children – one is college age, and the other is high-school age. LeeAnne has BA in Psychology and is currently working on her MA in Marriage and Family Therapy. She loves to read sci-fi and fantasy books, crocheting, and baking chocolate chip cookies whenever she can.

Abstract:

With almost nonexistent research, the current challenge is lack of access to comprehensive sex education in Deaf/mainstreamed schools by American sign Language, complicated with distrust between the Hearing world and the Deaf community. Developing an essential intersectional-based groundwork of accessible and comprehensive sex education can ensure Deaf community's right to reproductive health on their terms.

“The Deaf Respite Model”

Brittney Granger & Jena Kohashi

Bios:

Brittney Granger received her Masters in Social Work in 2013 with a program focus in Mental Health and a specialization in end-of-life care from the Baylor University School of Social Work.

Brittney is a Licensed Clinical Social Worker (LCSW) and a candidate to become a Licensed Independent Clinical Social Worker. Brittney joined Advocates in 2013 as a Clinical Program Manager for a group living environment and later was promoted to Clinical Program Manager at Deaf Respite. Brittney is passionate about working with individuals with lived experience and collaborating with community providers.

Jacqueline Kohashi received her Masters in Mental Health Counseling from Gallaudet University in 2012. Jacqueline oversees the Deaf Services division at Advocates. DeafServices provides supports to Deaf persons in Massachusetts living with developmental disorders, mental health challenges, and substance abuse challenges. Jacqueline is passionate about trauma-informed practice and working with people who have lived experience from a strengths-based perspective.

Abstract:

The Advocates Deaf Respite is an original model providing short-term mental health treatment through trauma-informed practice in an open community setting. Deaf Respite is a treatment program made up of a team of Deaf clinicians. This workshop aims to provide participants with a practice alternative that works to reduce hospitalization rates by fostering resiliency in person receiving supports.



10:15 – 11:45am

“Bereavement: Global Deaf Perspectives”



Damaris Paris

Bio:

Dr. Damara Goff Paris has a master’s degree in rehabilitation counseling, a doctorate in Deaf Education and Deaf Studies, and holds certification and/or licensure in rehabilitation counseling, professional counseling, public management, and online teaching. Dr. Paris’ administrative, counseling, teaching and research experience has provided her with career opportunities in the private, non-profit, state and university fields. Her diverse research interests include indigenous,

women, disability studies, DHH in the criminal justice system, technology, online teaching, and tribal rehabilitation counseling. She has published six book and numerous articles, and has been awarded several grants related to higher education and non-profit organizations. Dr. Paris currently works at Emporia State University as an assistant professor and the coordinator of the rehabilitation counseling graduate program. She is also the President-Elect of ADARA, an advisory board member of the National Deaf Center at University of Texas-Austin, and serves as a Quality Matters reviewer for online courses.

Abstract:

Losing a spouse, parent, child, or other significant loved one, affects all individuals, regardless of culture. However, culturally and socially acceptable responses to grief can vary diversely, depending on one's cultural and linguistic background. Global perspectives, including Deaf and Western viewpoints on grieving, will be discussed, and excerpts from the presenter's own journey through the grieving process will be shared.

“Fallout from Inaccessibility to Sex Education...” LeeAnne Valentine - Part 2

“Emergency Response Education: Educating First Responders and Deaf People”



Linda Harrington LCSW, Julianne Gold Brunson, Ph.D., HSP-P, Ashleigh Harrison MHC

Bios:

Linda Harrington, LCSW, has been licensed since 1991. Since Graduating from Loyola University of Chicago in 1984, she has worked in a variety of settings, providing PSR, ACTT, therapy, clinical supervision and program management. She is currently the Director of Deaf Services at RHA Behavioral Health in North Carolina and manages a team of professionals that provides mental health services to deaf adults and children statewide.

Dr. Brunson currently serving, since Oct 2010, at RHA's Behavioral Health program for Deaf, Hard-of-Hearing, Deaf-Blind, and Late-Deafened consumers in NC. Previously, she served for 5yrs as clinical director of Journey to Wellness. Julianne received her doctorate from University of North Carolina at Greensboro (UNCG) and completed her pre-doctoral internship at the University of Rochester Medical Center (URMC) at Strong Hospital in Rochester, New York. She received the Pre-doctoral Award for Excellence in the Psychology Training Program at URMC in 2005. As staff therapist at the Deaf Wellness Center (DWC) with Dr. Robert Pollard, Ph.D. and

Amanda O’Hearn, Ph.D., she also assisted with research projects and co-starred in two Dialectical Behavioral Therapy (DBT) skills films produced by DWC and Marsha Linehan.

Ashleigh has been a licensed Clinical Therapist with RHA’s Behavioral Health Services Deaf and Hard of Hearing Program which serves Deaf, Hard-of-Hearing, Deaf-Blind, and Late-Deafened children and adults in North Carolina since 2014. She graduated from ASL Interpreter Training Program at the University of North Carolina Greensboro in 2011, then attended graduate school at Gallaudet University, receiving her Masters of Arts degree in Mental Health Counseling. She completed two internships: Gallaudet’s Mental Health Counseling Center where she counseled college students dealing with various mental health issues; then RHA Behavioral Health Services Deaf and Hard-of-Hearing program. Ashleigh has counseled consumers of all ages, with a special focus on students at the NC School for the Deaf in Morganton, NC.

Abstract:

During the past few years, three Deaf men have been killed by police officers in the State of North Carolina. Two of these men were unarmed. All the Deaf men failed to respond to verbal instructions from police officers. In two situations, officers stated they felt threatened. In one case, the officer reacted to having his instructions ignored.

Many people in North Carolina are very concerned about these deaths and have developed responses to this situations. Here at RHA, as part of our Behavioral Health Services work, we address this problem from two directions:

- educating law enforcement and first responders
- Crisis Intervention Team (CIT) Training
- Intensive 6 week training format
- educating the Deaf people we serve and Deaf public
- use of videos during therapy

It is our contention that we, as social workers and counselors and community support providers have an ethical obligation to educate our Deaf community regarding how to interact with first responders. Additionally, we must ensure that our communities are aware of and sensitive to the existence and possibility of interacting with Deaf persons in all settings.



Closing Remarks:

“Frontline and Connection”



Jodee Crace

Bio:

Jodee Crace graduated with a M.A. in School Counseling from Gallaudet University in 1988. Since then she has utilized her counseling degree and additional interdisciplinary studies in a variety of human development field as a developmental therapist with Indiana’s Part C agency, staff therapist at a Community Mental Health Center, as a school counselor and then as the Early Intervention Coordinator at the Indiana School for the Deaf. Currently, she provides consulting, coaching, and training services in the area of Early Education and Family Support. She is a National Deaf Mentor Trainer and a state Parent Advisor Trainer, in which both professions utilize the SKI-HI Curriculums. Additionally, Jodee is an adjunct instructor with Gallaudet University’s hybrid certification program of Deaf and Hard of Hearing Infants, Toddlers, and Families Collaboration and Leadership. Most noteworthy is that Jodee is a member of the Joint Committee on Infant Hearing, representing Council on Education of Deaf, as well as being the board-emeritus of the American Society for Deaf Children. During her stint on the JCIH for its 2018 Position Paper, Jodee put together a section on Infant Mental Health. In publication, Jodee contributed to several chapters: Early Intervention for Deaf and Hard-of-Hearing Infants, Toddlers and their Families: Interdisciplinary Perspectives (Oxford University, 2016), an e-chapter with the NCHAM (2015) Deaf Adults Connecting with Birth to Three Families, and an e-chapter with the NCHAM (2016) Deaf Professionals & Community Involvement with Early Education.

On top of Jodee’s ongoing movement to be a change agent and motivator in Early Education and Family Support systems, she and her husband, Rusty have four adult Deaf and Deaf-Blind sons. Jodee’s favorite quote is: Adapt. Resilience. Acceptance. Celebrate!

Abstract:

This power-point presentation will be in the form of sharing personal and professional experiences via pictures and stories relating to how families adjust to something new or different, aka: challenge. For example, a new deaf baby, a new blind baby, a child with cancer, the fear and unexpectedness. Then dealing with differing perceptions. What is one to do? How does one survive and thrive? How does perception tweak or twist one's thinking or mindset? At the end of the day (or several years), connecting the dots consistently help one to adapt and love what is...and move on.