

**2022 ADARA Conference**  
**Albuquerque, New Mexico**  
**March 13-17, 2022**



**CONFERENCE PROGRAM BOOK**

***Updated: February 7, 2022***

**American Deafness and Rehabilitation Association (ADARA)**

*This program is approved by the National Association of Social Workers (Approval # 886568022-6958) for 27 continuing education contact hours.*

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## Exhibitors

- Alabama Department of Mental Health, Office of Deaf Services
- CaringWorks, Inc.
- Counseling and Psychological Services (CAPS) at Gallaudet University
- Felton Institute - Deaf Community Counseling Services
- Gallaudet University
- Georgia Department of Behavioral Health and Developmental Disabilities, Office of Deaf Services
- Linguabee
- National Technical Institute for the Deaf (NTID)- Rochester Institute of Technology (RIT)
- New Mexico School for the Deaf
- PAHrtners Deaf Services
- RGC Access
- sComm
- The Learning Center for the Deaf
- T-Mobile Accessibility
- ZVRS/Purple Communications
- 360 Degree Academy



## 2022 ADARA Conference

### Workshop Abstracts, Descriptions, Objectives, and Presenters' Bios

**Sunday, March 13, 2022**

**Pre-Conference Sessions: 9:00 am – 12:00 pm**

**(Lunch Break: 1:00 pm – 2:00 pm)**

#### **Rural Mental Health Services Provisions: Emerging Best Practices**

**Weaver**

*Lori Vigesaa and Karen Sheldon*

**Abstract:** Rural areas are often significantly under-resourced places due to small populations of people, isolated nature and the distances between people and services. For a child or adolescent who is Deaf, DeafBlind, or hard of hearing, the availability of academic supports, socialization, extracurricular activities, and professional services may be limited. Language deprivation, isolation, and marginalization are potential realities of growing up with a hearing loss. The risk increases for children and teens living in rural areas. This makes the need for culturally and linguistically competent mental health services even more important to address unique barriers for youths in developing identity, health coping skills, relationship success and resilience. Visioning, commitment, resource support are important elements for program implementation, service development and delivery to provide much-needed mental health services for this low incidence but very important population of youth. This workshop will discuss how one such program is doing so, lessons learned, and what best practices are emerging from their experiences.

#### **Objectives:**

- Understand the need for itinerant mental health professionals for the Deaf, DeafBlind, and Hard of Hearing in rural areas and the cultural pieces that make this work so unique.
- Define the logistics and barriers to providing culturally specific mental health services and potential solutions to them.
- Discuss the unique role that an itinerant mental health professional has when providing mental health care for children and adolescents in a rural setting.

#### **Developing Self Conceptualization in Sensory Motor Arousal Regulation Treatment (SMART)**

**Potter**

*Sarah Wintman*

**Abstract:** Trauma-informed care has transformed the field of mental health over the previous 30 years; however, limited attention has been given to deaf individuals who have experienced multiple adverse childhood events. Sensory Motor Arousal Regulation Treatment (SMART) can be used to help develop a cohesive sense of self for deaf children who experience trauma. With the use of body awareness, proprioceptive/vestibular input, and the therapeutic relationship, children have autonomy and access to tools to regulate energy levels and to process complicated emotions. With the use of the "Draw A Person" [DAP] prompt, it is hypothesized that a clinician can track their client's cohesion of self after accessing the tools of regulation and methods of embodied trauma processing available in SMART. With the use of the Goodenough scoring scale, Screening Procedure for Emotional Disturbance (SPED) scale, and SMART

consultations, this writer scored and tracked drawings to measure trauma processing and cohesion of self in the children.

Objectives:

- Identify the principles of SMART and how it is used to process trauma.
- Identify how the Screening Procedure for Emotional Disturbance (SPED) and Goodenough–Harris Drawing Test can be used to score self-conceptualization.
- Identify three ways trauma may impact self-conceptualization in traumatized youth.

**Sunday, March 13, 2022**

**Pre-Conference Sessions: 1:00 pm – 4:00 pm**

**Language Deprivation and Co-Construction of Meaning: The Impact on our Work**

**Weaver**

*Judy Shepard-Kegl and Romy Spitz*

Abstract: Clinical professionals know the dangers of receiving information that is "cleaned up" in form or inferred meaning. Individuals with language deprivation come to the communicative interchange without the precision language provides. In their context-rich home environments with fixed sets of topics and events that are self-evident and mutually shared, information regarding time, place, and even participants, is not needed. When that shared context is removed, conveying meaning and intent is challenging. Providers/interpreters must make assumptions about content and intent and attempt to verify meaning and intent to wrap the individual's underspecified communicative acts in a form that can be shared with others. This act of co-constructing meaning is unavoidable, but as we discuss, it also carries risks that the intended message can be tainted or skewed by the co-constructor's contributions to the communicative effort.

Objectives:

- Understand what language gives us in terms of precision of communication and what is unavailable when an individual is language deprived.
- Evaluate how interlocutors/interpreters work to fill in the gaps (co-construction of meaning and intent) when gestural communication falls short of language precision.
- Consider a risk/benefits analysis of contexts in which co-construction occurs: high stakes (sharing of information) vs. low stakes (phatic communication).
- Recognize and prioritize the need to maintain transparency when filling in information via the process of co-construction.

**Building the Future of Deaf Services in Vocational Rehabilitation**

**Potter**

*Bedarius Bell, Sheila Hoover, Christine Fuller, Stephen Roldan, & Denise Hampton*

Abstract: This presentation will discuss the recent work done on a national level to improve Deaf services within vocational rehabilitation. Participants will learn about the new Deaf Professional Network (DPN), how it was formed, and its purpose. The long overdue revision of the Model State Plan for Deaf Services will be discussed along with the new changes. The presentation will also analysis various topics relevant to the future of Deaf Services. The workshop will explore ways in which participants can effect change in the VR systems in their relative states.

Objectives:

- Understand the founding and purpose of the Deaf Professional Network (DPN).

- Learn about the Model State Plan for Deaf Services and how it has changed over the past 14 years
- Discuss various topics relevant to the future of Deaf Services.
- Learn how to use these tools to effect change within their state VR program.

**Monday, March 14, 2022**

**Opening Plenary Session: 8:30 am – 10:00 am**

**Alvarado D**

### **Welcome**

*Jennifer Herbold, New Mexico School for the Deaf*

### **Keynote: "Not DST or CPT, but DPOCST!": Inquiring the Implications of these Standard Times of Marginalized Identities**

*Rezenet Moges-Riedel*

Abstract: This keynote presentation will cover several systematic oppressions and prejudicial biases against racially marginalized groups and historically marginalized communities. As this title refers, the content of this talk focuses specifically on Deaf People of Color. While there are national statistics showing great disparities in economy, education, and high-ranking career positions in certain racial groups, some information will be provided from various research about DPOC's experiences. This presentation will use bell hooks' approach of deconstructing the idea of a monolithic homogenous identity and experience of different marginalized identity groups. There are multifaceted factors that could present different detrimental effects and then consequences that shape the social behaviors, patterns and responsibilities. This presentation will re-visit the implications and microaggressions that build barriers to culturally vulnerable groups from achieving their dreams within their own paces.

### Objectives:

- Evaluate the tendencies of forming prejudicial bias and understand its consequences and detrimental effects.
- Explore different ways of deconstructing the idea of a monolithic homogenous identity and experience of different marginalized identity groups.
- Gain some knowledge and ability to recognize different cultural implications of each stated group.

**Monday, March 14, 2022**

**Concurrent Sessions: 10:30 am – 12:00 pm**

### **The Arts of Storytelling: Incorporating Theater Arts, Literacy and STEM in Classroom**

**Alvarado A**

*Fred Beam, Shiann Cook, Bianca Ware, Zain Ahmed and Tyler Fortson*

Abstract: There is growing interest in enhancing the education platform to better prepare deaf students for both analytical and creative thinking. Traditional STEM (Science, Technology, Engineering, Mathematics) degrees focus on convergent skills whereas art degrees focus on divergent skills. Having the ability to execute both at scale can better position our nation for global competitiveness. This interactive workshop will incorporate different STEM activities with form of theater arts and storytelling in classroom.

### Objectives:

- Apply literacy and theater arts techniques in a classroom that needs S.T.E.M focus.

- Develop skills/ activities aimed at enhancing creativity in S.T.E.M.
- Incorporate S.T.E.M. topic in their classwork.
- Create their own materials from the given models/lessons/activities.

### **How are Target Texts Created: The Impact of an Interpreter in Rehabilitation Settings**

**Alvarado B**

*Campbell McDermid, Anita Harding, and Carrie Humphrey*

Abstract: Interpreters work in a variety of rehabilitation settings to facilitate communication and there may be the expectation that they do verbatim or literal work. Research, however, has identified how they make changes to their target texts. These are important to counselors or individuals working with Deaf/Hard of Hearing people, who perform assessments based on the language they see or hear used by their clients. This presentation will review the literature concerning expansions, compression and substitutions. The concepts strengthening or narrowing versus broadening or weakening will be explored as well as shared or dissimilar frames of reference. These will be then applied to the frame of rehabilitation contexts.

#### Objectives:

- List the different levels of processing an interpreter works at.
- Describe some of the characteristics of an interpreter's target text at these different levels.
- Explain how changes in a target text can impact the therapeutic relationship.
- Define the concept of accuracy in interpretation based on levels of processing.

### **Adult Child Estrangement: Strategies for Counseling with Deaf Parents**

**Alvarado C**

*Damara Goff Paris and E. Basil Kessler*

Abstract: Cited as an epidemic least discussed, estrangement among families is widespread international. Some studies state that one in 12 adult children have cut ties with their parents or families, while other studies have cited one in four adult children have not had contact with families for at least one year. The impact of estrangement can bring about grief, shame, and inability to process the reasons for being cut off, especially if the adult child does not disclose the reason for the often-abrupt lack of communication. By providing opportunities to process the estrangement without further exacerbating painful and sensitive emotions around the event, the possibility of reconciliation increases.

#### Objectives:

- Identify the different levels of estrangement experienced by families.
- Understand the most common factors that create estrangement in families.
- Consider both parent and adult children's perspectives on estrangement.

**Review healthy strategies that will help families process estrangement and lead to more positive outcomes.**

### **Risk Factors for Dementia Among our Deaf & Hard of Hearing Population**

**Alvarado D**

*Jaime Wilson*

Abstract: Recent research has indicated an increased prevalence of dementia diagnoses among our d(D)eaaf and hard of hearing population. Reasons for the increased prevalence of dementia diagnoses are not clear but may be related to factors associated with hearing loss etiology. Individuals with a hearing loss have a 24% increased risk of dementia development. The type of dementia depends on the trajectory of the disease progression. Risk factors and ways to combat development of dementia are discussed.

Objectives:

- Name dementia prevalence statistics among our D/HH population.
- Recognize whether or not dementia part of the “normal aging process”?
- Indicate the “Big Seven” risk factors.
- Know how to get treatment and implement other protective factors.

**Monday, March 14, 2022**

**Concurrent Sessions: 1:30 pm – 3:00 pm**

**Evaluating Psychometric Properties of an Existing Functional Communications Assessment for Deaf Individuals**

**Alvarado A**

*Kent Schafer*

Abstract: There are a lack of psychometrically sound and non-invasive assessments to determine individuals’ strongest communication modality that researchers and practitioners can utilize within the deaf population. Researchers continue to have problems investigating effective communication modality for individuals with hearing loss to establish baselines for language usages. This presenter will share his dissertation findings related to the psychometrics properties within the Communication Skills Assessment designed by Roger Williams and Charlene Crump (2019).

Objectives:

- Identify several basic psychometric properties in researching deafness.
- Present a convincing argument for at least two factors in differences with functional communication among individuals with different etiologies for deafness.
- Gain insight on researcher's findings to navigate potential limitations in a situationally aware system not designed to optimize communication.

**Everything is Connected: Racism, Mental Health, and Inaccessibility to Healing**

**Alvarado B**

*Malibu Barron*

Abstract: If this pandemic has uncovered uncomfortable truths, we can also assure that the pandemic has shown us how truly disconnected we are with ourselves, our communities, and our society. As Malibu creates spaces for compassionate and authentic dialogues about our current system, she will facilitate the process by identifying where to find how oppression operates and thrives in our current system. Along with oppression, this workshop will also uncover uncomfortable truths and see ways that we can tame and dismantle in our daily lives. The greatest benefit is to fuel that passion to become an agent of change for the community to access healing opportunities.

Objectives:

- Demonstrate an understanding of how oppression operates in the mental health field for our DDBDDHHLD and BIPOC communities.
- Instill the beliefs and practices of courageous conversations to promote healing opportunities anywhere.
- Identify at least three ways to evaluate their workplace/program to confirm whether the system is accessible or inaccessible for anyone needing the mental health services.



## Who am I? What am I? Identity Issues of the College Student with Hearing Loss

**Alvarado C**

*Alison Freeman*

Abstract: Adjustment to college is a big and expectable challenge for any entering college student. Who am I? What am I? These are the existential questions that reflect the angst of adolescence and young adulthood. Exploring one's identity is an important part of a student's emotional development and academic growth. For students with hearing loss, exploring identity can be even more complex with the intersectionality of additional identities. It is one where the student asks which identity is most prominent and whether, "s/he is hard of hearing, deaf, Deaf or bicultural?"

### Objectives:

- Understand common dynamics of denial and the gradual acceptance of one's hearing loss.
- Describe common conflicts of identity formation.
- Recognize the fluidity and intersectionality of various identities.
- Identify the benefits of counseling in maximizing student's emotional and academic growth.

## Developing Self Conceptualization in Sensory Motor Arousal Regulation Treatment (SMART) **Alvarado D**

*Sarah Wintman*

Abstract: Trauma-informed care has transformed the field of mental health over the previous 30 years; however, limited attention has been given to deaf individuals who have experienced multiple adverse childhood events. Sensory Motor Arousal Regulation Treatment (SMART) can be used to help develop a cohesive sense of self for deaf children who experience trauma. With the use of body awareness, proprioceptive/vestibular input, and the therapeutic relationship, children have autonomy and access to tools to regulate energy levels and to process complicated emotions. With the use of the "Draw A Person" [DAP] prompt, it is hypothesized that a clinician can track their client's cohesion of self after accessing the tools of regulation and methods of embodied trauma processing available in SMART. With the use of the Goodenough scoring scale, Screening Procedure for Emotional Disturbance (SPED) scale, and SMART consultations, this writer scored and tracked drawings to measure trauma processing and cohesion of self in the children.

### Objectives:

- Identify the principles of SMART and how it is used to process trauma.
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- Identify three ways trauma may impact self-conceptualization in traumatized youth.

**Monday, March 14, 2022**

**Concurrent Sessions: 3:30 pm – 5:00 pm**

## Pre-ETS and What We're Doing Here

**Alvarado A**

*Mary Nunnally, Stephen Roldan, and Traci Branch*

Abstract: Like other states, Virginia has tackled the new world of Pre-ETS by developing its own unique programs and practices. One program, Map Your Future, has recently completed its third successful year. While developing Map Your Future, Virginia's statewide coordinator and RCD's have made many changes,

especially as COVID forced everyone to change their approach.

Objectives:

- Come with ideas for how they might be able to replicate Map Your Future in their own states.
- Compare their Pre-ETS best practices with Virginia's.

**Collaborative Interventions: Interpreting and Therapeutic Considerations  
for Working with DeafBlind Consumers in Mental Health Settings**

***Alvarado B***

*Tomina Schwenke and Susanne Morrow*

Abstract: For many DeafBlind individuals changes in vision affect several aspects of life including overall wellness. This presentation will provide interpreters and mental health practitioners with a better understanding of Vision Loss and DeafBlindness, including terminology and etiologies and will describe how these factors may affect identity, interpersonal relationships, and mental health. This interactive presentation will focus on learning about clinical symptoms, differential diagnosis, the evaluation process, and the selection of interventions. Presenters will use case examples, small group activities and larger group discussions to explore this important mental health topic.

Objectives:

- Learn new vocabulary regarding vision and the eye as it applies to sign language interpreting.
- Learn respectful vocabulary and sign choices related to vision and clients who are Deafblind.
- Identify identity and wellness factors that are affected by changes in vision.

**Why Can't We Be Friends? Ethical Considerations in the Age  
of Social Media and Technology Use**

***Alvarado C***

*Marcia Kolvitz and Deb Guthmann*

Abstract: How do service professionals perceive our responsibility related to ethical issues? In this age of social media and increased use of technology due to COVID-19, how do we maintain healthy boundaries and avoid dual relationships? Most human services professions have ethical guidelines focusing on various areas of professionalism including training, competence, duties, community outreach, and moral and legal standards. This workshop focuses on the role of ethics and implications for both consumers and service providers. This presentation will, in part, examine the basic principles from the CRCC Code of Ethics (revised in 2017) and the ACA Code of Ethics (2014) and will address technology, social media and distance counseling related to a) confidentiality, privileged communication, and privacy; b) professional responsibility; and c) resolving ethical issues.

Objectives:

- Define professionalism and ethics in the context of their field of work.
- Describe the challenges of dual relationships.
- Explain professional boundaries and apply them when with respect to using social media and technology.
- Apply a decision-making framework to professionalism and social media/technology use situations to identify a solution that is ethical.

## **Promoting Culturally and Linguistically Responsive Integrated Care for Deaf, Hard of Hearing and Deafblind Adults**

**Alvarado D**

*Mary Sterritt and Marja Possner*

Abstract: Equitable access to physical and behavioral healthcare for deaf, hard of hearing, and deafblind (DHHDB) people must be enhanced to address health disparities experienced by these communities. There remain too few healthcare providers who are meeting the linguistic, cultural, and communications accommodations needs of DHH persons. A collaborative model of care is being implemented by the Colorado Daylight Partnership informed by extensive stakeholder input. The research, design and implementation phases of the initiative will be shared. Participants will be invited to share their perspectives on best practices for advancing equitable access, community outreach and opportunities for replication.

### Objectives:

- Understand how health disparities in the deaf, hard of hearing, deaf blind populations impact access to whole person care.
- Identify the elements of the research phase that informed the implementation design.
- Define the model of integrated care, including staffing and training provided to address barriers and provide access to culturally and linguistically responsive whole person care for deaf, hard of hearing and deafblind adults.
- Describe the impact of training with the medical clinic staff and residents.
- Discuss community outreach efforts to promote the Integrated Care Initiative.

**Tuesday, March 15, 2022**

**Concurrent Sessions: 8:30 am – 10:00 am**

## **Through the Deaf Lens: Post Traumatic Stress Disorder and Neuroplasticity Training**

**Alvarado A**

*Selah Davison*

Abstract: Through the Deaf Lens: Post Traumatic Stress Disorder (PTSD) and Neuroplasticity primarily focus on understanding how people with PTSD experience malfunctioning in their brains that impact their thought patterns, behavior, and personality. It is as if the world stopped the moment trauma occurred within a period of their lives and they don't thrive as they used to, which impact their lives. Neuroplasticity training teaches consumers new tools that will rewire (or transform) their brains toward recovery, develop healthier thinking pattern and behavior, and decrease PTSD symptoms.

### Objectives:

- Learn basic information about PTSD and how it affects the brain (size and chemistry).
- Learn basic information about neuroplasticity training and its healing properties on the brain after trauma.
- Demonstrate exercises with the facilitator to learn how to utilize neuroplasticity training with your consumers such as coaching and mindfulness.

## **Imposter Syndrome: It's not You**

**Alvarado B**

*Christina Costello and Kim Thornsberry*

Abstract: Are Deaf professionals immune from Imposter Syndrome? No, they are not. Imposter Syndrome is known as doubting your abilities and feeling like a fraud. This syndrome affects high-achieving people who

have a difficult time recognizing their accomplishments. Although Imposter Syndrome is not a clinical diagnosis, the effects of Imposter Syndrome may be similar to symptoms of Generalized Anxiety Disorder and Depression in DSM-5. As two licensed Mental Health professionals who have struggled with Imposter Syndrome, various burning questions regarding Imposter Syndrome arose. This presentation will discuss Imposter Syndrome within Deaf Lens and feelings of “fraud” or “fake” when a person makes accomplishments in the workplace leading to potential career burnout.

Objectives:

- Acknowledge and recognize the effects of Imposter Syndrome.
- Increase knowledge and awareness of how Imposter Syndrome impacts (or affects) a Deaf professionals.
- Learn various of approaches/practices and self-care to manage with Imposter Syndrome.

**Warnings That Fell on Deaf Ears: A Three-Pronged Analysis of Encounters between Deaf Individuals and Law Enforcement**

***Alvarado C***

*Paul Silvasi*

Abstract: The study aimed to assess experiences deaf citizens have had in interacting with law enforcement officers. It used a three-pronged method of data collection: survey responses elicited from deaf citizens across the United States with prior experience interacting with the police; interviews with deaf citizens in the District of Columbia, Maryland, and Virginia areas about their experiences with law enforcement; and one interview with a law enforcement officer about policies and procedures they follow when interacting with a deaf citizen. Effective communication was a consistent theme throughout, where participants that were able to engage in effective communication with the police reported a more positive experience compared to those who lacked effective communication. Specific recommendations on approaches to improve deaf community-police interactions are also discussed.

Objectives:

- Acknowledge factors that could contribute to a difficult interaction between a deaf individual and a law enforcement officer.
- Define the Deference Exchange Theory, and understand how this theory uniquely applies to deaf citizen/police interactions.
- Understand that police policies and procedures vary by departments.
- Explain the complexities of the Miranda warning, and why it could be more difficult for deaf citizens to comprehend.

**Can Bilingualism Mitigate Health Risks Faced by Deaf Individuals?**

***Alvarado D***

*Erin Wilkinson and Jill Morford*

Abstract: The aim of this workshop is to increase awareness of linguistic research on bilingualism in the deaf community, as well as the relationship between bilingualism and health outcomes. We will draw on our history as psycholinguists studying bilingualism in deaf children and adults to discuss how bilingualism can serve as a protective measure to minimize the health risks faced by deaf individuals. Provision of culturally and linguistically appropriate services to deaf stakeholders, and particularly hearing families of deaf children, requires familiarity with the developmental and social ramifications of bilingualism. Bring your expertise in public policy, vocational rehabilitation services and behavioral health to explore with us how to apply recent research on bilingualism to professional practice in your fields.

### Objectives:

- Gain familiarity with linguistic terminology to describe bilingual language practices in the deaf community
- Identify developmental and social ramifications of bilingualism
- Evaluate the potential of bilingualism to minimize health risks faced by deaf individuals
- Apply national standards for culturally and linguistically appropriate services (CLAS) to bilingual deaf population.

**Tuesday, March 15, 2022**

**Concurrent Sessions: 10:30 am – 12:00 pm**

### **(Re)habilitation in Nevada's D/HH/DB Community**

**Alvarado A**

*Laura Thompson and Laura Fink*

**Abstract:** Post COVID, Nevada is adapting and developing services for the Deaf, Hard of Hearing, and DeafBlind (D/HH/DB) community. Due to resource scarcity, networking, collaborating, and professional cross-disciplinary partnerships are essential for long lasting successful supports. Presenters will share recent changes and efforts on a local and state level including Vocational Rehabilitation (VR) advancements in Nevada's D/HH/DB services.

### Objectives:

- Describe characteristics of Nevada's BVR Deaf and Hard of Hearing Team.
- Learn how we have adapted and improved our approach during COVID to provide services and possibly apply to their own organization.
- Identify strategies to implement for continuation of services post COVID.
- Recognize development of virtual/remote services.
- Identify potential resources in their community.

### **Deaf People of Color: Unpacking the needs of this population within the Deaf Community**

**Alvarado B**

*Kristie Medeiros and Devonta Thomas*

**Abstract:** Deaf people AND people of color in the United States represent a medically underserved population in America. Deaf people of Color, therefore represent a severely underserved population. People of Color are not only African-American, but also Caribbean Islander, Latinx, Asian, Native populations etc. They come from all walks of life—urban, rural, rich and poor. No two cultures will be identical in how they view Deaf culture and no two Deaf people of Color will have the exact same experience. However, many stereotypes exist about people of Color; specifically, Deaf people of Color. This presentation will discuss some of the treatment barriers Deaf people of Color face as well as some best practices suggestions. Issues of collaboration between provider, client and communities will be discussed.

### Objectives:

- Identify three treatment barriers Deaf people of Color face.
- Identify three ways to overcome treatment barriers.
- Identify three ways to collaborate with clients of Color.

## **Criminal Justice and the Deaf Community: Current Research & Future Needs**

**Alvarado C**

*Deb Guthmann, Damara Goff Paris, and Gabriel Lomas*

**Abstract:** This presentation will explore how the book *Deaf People in the Criminal Justice System*, and “Being Michelle”, provides an opportunity to provide education and help raise awareness about the numerous barriers and injustices that frequently happen with this population. Additionally, the presenters will provide materials that can be used to raise awareness about issues regarding the criminal justice system and give recommendations of what is needed in order to make improvements when working with DHH suspects and offenders. The presentation will showcase parts of the *Being Michelle* film (with permission from the producers) and presenters will facilitate discussion relevant to the film.

### **Objectives:**

- Provide current research regarding demographic information related to DHH suspect and offenders who may also have additional disabilities, including intellectual disabilities, substance abuse and mental health issues.
- Discuss how future research (surveys, qualitative, and quantitative studies) can incorporate the inclusion of all aspects of the deaf population to strengthen the data collected regarding deaf individuals in the criminal justice system.
- To describe how the challenges and opportunities for professionals-in-training, interpreters, social workers and psychologists to become informed advocates for their deaf students and other deaf adults who are caught up in the criminal justice system.
- Use the documentary, *Being Michelle*, to illustrate how the justice system often fails deaf people. Attendees will use the video to address potential solutions to injustices.

## **Emergency Preparedness for Deaf and Disability Community Members: An Interdisciplinary, Classroom-Based Collaboration**

**Alvarado D**

*Hayley Stokar, Dianna Bryant, Audrey C. Cooper, Kota Takayama, and Maegan “Meg” Shanks*

**Abstract:** Recent natural and human-made emergencies have highlighted that the needs and contributions of Deaf and hard of hearing populations during crises differ from those of mainstream populations. Educators in Crisis and Disaster Management at University of Central Missouri and Social Work and International Development at Gallaudet University created a collaborative experience for Deaf and hearing undergrads. During the Fall 2021 semester, students in Community Risk Reduction and Social Welfare Policy courses worked together remotely to (1) exchange knowledge from their respective disciplines to create a community resource, and (2) gain experience working on interdisciplinary teams with hearing and deaf service providers. This workshop will review collaboration outcomes and engage with ideas for how interdisciplinary projects with mixed deaf and hearing members can be strengthened.

### **Objectives:**

- Gain knowledge about emergency preparedness and response issues for Deaf populations and individuals with disabilities throughout the classroom-based program evaluation.
- Evaluate the direct and indirect outcomes of the classroom-based exchange described in the session.
- Engage with themes of interdisciplinary, bilingual, multicultural work, and the challenges and opportunities that accompany this work.

**Tuesday, March 15, 2022**

**Concurrent Sessions: 1:30 pm – 3:00 pm**

**Cultural Competency: Diagnosis and Interventions for Deaf Individuals in Psychiatric and Jail Setting**

**Alvarado A**

*Tomina Schwenke*

**Abstract:** In forensic settings, deaf individuals with language deprivation and dysfluency are not well understood and struggle to navigate the legal system. Accurately diagnosing and treating deaf individuals is a process that requires expertise from the clinician and interpreter. Language and learning challenges may pose unique communication issues for professionals. Consequently, deaf patients are frequently misdiagnosed and not well served within inpatient and criminal justice systems. In this workshop, participants will consider the social, cultural, and historical contexts, which influence a deaf individual's psychiatric symptomology and treatment outcomes. Workshop participants will identify various linguistic and systemic issues, which are embedded in standard aspects of a psychiatric and forensic evaluations. Participants will consider advocacy and systemic changes designed to improve conditions for deaf individuals that are in psychiatric, jails and prison settings.

**Objectives:**

- Learn a number of psychological terms and will engage in problem solving behaviors regarding mental health interpreting.
- Gain insight into specific forensic issues that are critical to understand.
- Consider ways of enhancing work with sign language interpreters.
- Discuss relative issues and opportunities to consider systemic changes and collective efforts.

**Navigating Dual Roles**

**Alvarado B**

*Doris Zelaya and Tara Holcomb*

**Abstract:** Dual relationships are not inherently unethical; however, they bring up complex ethical questions for mental health practitioners who work and live in small, intertwined communities, such as within Deaf and signing communities. The major issue involved with any dual relationship is the potential for harming the client and/or impairing the clinician's judgment. Doris Zelaya and Tara Holcomb, both Deaf mental health professionals at Gallaudet University's Counseling and Psychological Services (CAPS) will guide participants through a discussion on existing ethical codes, an exploration of models on decision making, and a review of several clinical vignettes to encourage further critical thinking and self-examination. Drawing from their past ethical dilemmas, Doris and Tara will walk participants through their decision making processes and how they effectively resolved those conflicts.

**Objectives:**

- Identify what their professional ethical code says about dual role relationships.
- Learn about different models to address decision making around dual role relationships.
- Apply decision making models to their own clinical and community roles.

**Substance Use Disorder Prevention Education in Schools - Is Enough Being Done?**

**Alvarado C**

*Keven Poore*



**Abstract:** With the opioid epidemic showing no signs of slowing down and the ever-changing world of mood-altering substances continuing to permeate society, the need for accessible alcohol and drug prevention education in K-12 schools becomes much more critical. Multiple studies show that delaying first time use of alcohol or drugs in adolescents reduces the likelihood of developing Substance Use Disorders later in life. This presentation will provide insight into various strategies used in schools and discuss potential applications in K-12 programs for deaf or hard of hearing students. Challenges with incorporation of drug & alcohol education in school curricula also will be discussed.

**Objectives:**

- Describe at least 3 risk factors and 3 protective factors influencing age of initiation of drug/alcohol use.
- Share resources supporting the need for enhanced prevention education programming with key individuals in school settings, including teachers, administrators and parents.
- Articulate the rationale for starting and utilizing appropriate prevention education strategies early in students' education path and throughout the year.

**Designed American Deaf Community: A Qualitative Study of "Space" and "Place"**

**Alvarado D**

*Amanda Ham and Rhonda Wetherbee*

**Abstract:** This presentation will discuss the relevance, rationale, and findings of the doctoral dissertation research- A Purposefully Designed American Deaf community: A Qualitative Study of "Space" and "Place". The purpose of the study was to explore the perceptions and experiences of D/deaf persons living in a purposefully designed, Deaf-centric, modern community. Data collection took place between October - December 2018, with 33 participants interviewed. Residents came from all over the U.S. and abroad, and most moved to the area specifically to live with other deaf people. Primary and secondary findings from data analysis, following a Constructivist Grounded Theory (CGT) approach, will be shared. Applications for the research will also be discussed.

**Objectives:**

- Learn four of the primary benefits of a deaf specific community.
- Learn the challenges.

**Tuesday, March 15, 2022**

**Concurrent Sessions: 3:30 pm – 5:00 pm**

**The Impact of COVID-19 on Deaf Individuals Alcohol Use and Perspectives of Treatment**

**Alvarado A**

*Aileen Aldalur*

**Abstract:** Evidence suggests that alcohol consumption among the general population increased during the COVID-19 pandemic with two-thirds of individuals reporting increased consumption. This presentation will highlight data from an ongoing project funded by the National Institute on Alcohol Abuse and Alcoholism examining alcohol use and treatment seeking among Deaf individuals during COVID-19. Individual interviews were conducted on Zoom with 16 Deaf individuals with severe alcohol use. Participants were asked about their experiences during COVID-19, changes in their alcohol consumption, and perceptions of seeking treatment. Participants reported increases in their alcohol consumption with reasons attributed to isolation, stress, ease of access, and reduced consequences. Participants also discussed the negative and positive impacts of COVID-19 on access to treatment and quality of treatment.



### Objectives:

- Discuss research regarding the prevalence of alcohol use among Deaf individuals.
- Identify risk factors for increased rates of hazardous alcohol use among Deaf individuals.
- Discuss factors related to the increase of alcohol consumption among Deaf individuals during COVID-19.
- Discuss Deaf perceptions of seeking treatment for alcohol use.
- Identify strategies to increase treatment seeking among Deaf individuals with alcohol use problems.

### **The CATIE Center Behavioral Health Interpreting Program**

**Alvarado A**

*Richard Laurion and Deb Guthmann*

Abstract: This presentation will include an overview of the behavioral health modules that were developed by the CATIE CENTER as part of a federal grant and use CANVAS as the primary online platform. Participants will receive information about what is involved when developing and offering online courses, as well as a demonstration of content included in the behavioral health modules. Additionally, the benefits and challenges when using an online learning platform will be discussed.

### Objectives:

- Review the content and information included in the online behavioral health modules.
- Develop familiarity with how these materials are used and the intent of this project.
- Consider the benefits and challenges when using an online learning platform to share this information and for preparing sign language interpreters and others in this material.

### **Mentoring: How to Prepare What to Expect**

**Alvarado B**

*Michelle Montelongo*

Abstract: Mentoring is typically affiliated with an educational institution or service agency. Institutions and agencies often provide the curriculum and skill building activities to guide the mentoring process. But this isn't enough. A successful mentoring outcome - one that will have a positive, lasting impact - requires the establishment of a meaningful rapport and an appreciation of the perspectives of both the mentor and mentee. This presentation will analyze the inter- and intrapersonal challenges each may experience, and describe the tools that are necessary for successful mentoring. Further, the presentation will introduce a unique application of certain Cognitive-Behavioral Therapy techniques for facilitating the mentoring relationship, how to recognize the warning signs of a failing relationship, and how to develop professional and ethical mentoring habits.

### Objectives:

- List the stages of change and how this effects mentees' progress.
- Identify three different leadership approaches.
- Identify the steps failure and how it impedes the mentoring process.
- Describe an intrapersonal assessment of mentees.

### **Considerations for Psychological and Neuropsychological Evaluations with Hispanic/Latinx Deaf and Hard-of-Hearing Communities**

**Alvarado C**

*Yessica S. Rodríguez and Jesús O. Barreto Abrams*

Abstract: Brain-based behaviors (or neuropsychological evaluations) are often considered in isolation without

the consideration of race and ethnicity, even when working with Deaf and Hard of Hearing (DHH) patients. To date, Hispanics and Latinx are often grouped altogether in research studies without differentiating in nationality, culture, or geographic location, which is one of the main challenges in the field of Latinx Psychology research. The Gallaudet Research Institute (GRI, 2011) reported that 54% of DHH children in the United States came from backgrounds that are culturally and linguistically diverse. Individuals who are deaf and come from different cultures may face challenges that are amplified by the fact that the language(s) used in the home and at school may differ. Therefore, these individuals are at the crossroads of different cultures and face competing rules for how to function in society. However, research has demonstrated the symbiotic connection between race/ethnicity and neuroscience.

Objectives:

- Identify the importance of a thorough clinical interview.
- Differentiate cultural factors that impact Hispanic/DHH individuals from their hearing counterparts.
- Formulate a psychological or neuropsychological battery that best fits their Hispanic/DHH patient.

**Art and Yoga for Children Who Are Deaf, Hard of Hearing,  
Deafblind, and/or Have Other Disabilities**

**Alvarado D**

*Renuka Sundaram*

Abstract: This presentation will introduce art and yoga for children who are deaf/hard-of-hearing, deafblind, and/or have other disabilities, their families, and school professionals. Very little research exists on incorporating both art and yoga for children with disabilities and their families. This presentation will offer both modalities combined as one: to provide stress management for families (including siblings and extended family) and to provide children with tools not only for stress and anxiety management, but also for the availability for learning and engagement, increased awareness of sensory areas, strengthening of muscle tone and posture, and increased opportunities for expression and communication through nonverbal channels. Participants will learn breathing and certain poses (asanas) as well as participate in an optional art exercise.

Objectives:

- Participants will learn art tools to facilitate availability of learning with children who are deaf, hard-of-hearing, deafblind, and/or have other disabilities.
- Participants will learn breathing exercises to promote self-regulation in children who are deaf, hard-of-hearing, deafblind, and/or have other disabilities.
- Participants will learn yoga techniques to strengthen muscle tone and flexibility.

**Wednesday, March 16, 2022**

**Concurrent Sessions: 8:30 am – 10:00 am**

**Take a Pause: Overcoming Compassion Fatigue with Self Compassion**

**Alvarado A**

*Concetta Pucci*

Abstract: We, as professional clinicians, may think that we know how to take care of ourselves but we did not realize that we are experiencing compassion fatigue -- in other words, secondary stress and vicarious trauma. Dealing with compassion fatigue requires making time to be compassionate with ourselves in many different ways. Clinicians may find themselves having a hard time making time for taking care of themselves because we easily lose track of our time and lose our boundaries especially during the pandemic that we can easily accommodate, agile, & adaptive as we discover many new norms of providing services. With these professional adjustments, we struggle to care for ourselves & that costs us to experience compassion fatigue.

Objectives:

- Reevaluate their emotional, physical, and spiritual wellbeing as providers.
- Recognize the symptoms and challenges of compassion fatigue and vicarious trauma.
- Recharge by applying the self-compassion and mindfulness package.

**Addressing the Educational and Test Preparation Needs Through Collaboration**

**Alvarado B**

*Theresa Johnson and Lisa Barnum*

Abstract: This presentation will describe the collaborative efforts of individuals representing higher education (NTID), public education, vocational rehabilitation, state schools and families and students to create successful strategies for teaching D/HH/DB high school students how to prepare for and successfully complete the ACT. Projects have been offered both on site as well as on line and both have proven to have great benefits for students. Strategies for how to build the program as well as student outcomes will be discussed.

Objectives:

- Learn about the different roles all of the project partners assumed and how through collaboration, they create a successful model for student success and experiences.
- Learn about the challenges of working with a national institution-the ACT-and the adaptations, accommodations and advanced planning that must be in place.
- Learn about the course structure, lesson plans and course supports necessary for the project.
- See student pre and post test scores and the meaningful outcomes that were a direct result of project efforts.

**Process Addictions**

**Alvarado C**

*Erika Lohmiller*

Abstract: When counseling people who are Deaf or Hard of Hearing, there may be process, or behavioral addictions that need to be clinically considered to incorporate into treatment. Process addictions that this population may struggle with include addictions to food, sex, gambling or internet/gaming. Clinical considerations and interventions regarding these particular addictions need to be modified and tailored for Deaf and Hard of Hearing populations for optimal treatment results.

Objectives:

- Identify and screen for potential process addictions
- Learn about clinical considerations and treatment interventions.
- Obtain resources to treat these addictions.

**Providing Therapeutic Interventions Deaf-Blind and Developmentally Disabled Individuals in Psychotherapy**

**Alvarado D**

*Steven Brown*

Abstract: Many Deaf-Blind individuals with developmental disabilities are put in group homes with no staff who are ASL fluent or culturally competent. These Deaf-Blind individuals are brought in for psychotherapy services by the group home. Staff members frequently report a litany of behavior and mental health problems. Addressing issues in these circumstances is challenging at best. Various therapeutic interventions to help improve the lives of the Deaf-Blind patient in such circumstances will be elaborated.

Objectives:

- Learn hands-on techniques for Deaf-Blind individuals.
- Learn how to adapt therapeutic interventions for specific Deaf-Blind individuals.
- Provide effective interventions for individuals with various developmental disability limitations.
- Implement technology in providing effective treatment interventions.
- Learn how to use creativity to improve cognitive functions that include memory, self-care, and socially appropriate behaviors.

**Wednesday, March 16, 2022**

**Concurrent Sessions: 10:30 am – 12:00 pm**

**Deaf Community and Law Enforcement: Lessons Learned and Moving Forward**

**Alvarado A**

*Meghan Fox and Brian McCoy*

Abstract: Anecdotes and research indicate a lack of understanding among law enforcement about the deaf community. This lack of understanding results in the violation of rights of Deaf persons, distrust of law enforcement, and a stressed standstill of progress. Literature highlights recommendations for law enforcement to improve their response with Deaf persons. However, the application of recommendations has not been discussed or evaluated. Law enforcement has expressed a desire to better understand, connect with and serve the Deaf community. The presenters hope to bring the Deaf and law enforcement communities together to discuss the literature, share experiences from multiple perspectives, and develop ways to move forward together.

Objectives:

- Identify three lessons learned by law enforcement in working with the Deaf community.
- Identify three lessons learned by consultants working with law enforcement in improving their policies, procedures, and relationships with the Deaf community.
- Identify three recommendations on moving forward to improving the relationship between law enforcement and the Deaf community.

**Understanding Financial Aid for Postsecondary Study**

**Alvarado B**

*Rick Postl and Dylan Westbury*

Abstract: The cost of college attendance has skyrocketed over the past decade but one does not need to eat macaroni and cheese daily to be able to continue one's education beyond the K-12 years. However, one needs to understand the nuances of financial aid and differentiate between sticker price and net price to plan accordingly. This knowledge mandate is, unfortunately, not the case as many students/families dismiss viable schools or commit to a school without realizing the true cost of attendance.

Objectives:

- Learn the typical direct/indirect expenses and variable expenses associated with postsecondary study.
- Learn the differences between merit and need-based scholarships and become better familiar with updates in the financial aid application process.
- Understand the ideal order of financial aid (scholarships, grants, loans, etc.) and specific timelines and rules associated with such applications and awards.
- Determine the true cost of attendance by reviewing a financial aid award package to be able to work with families in the future.

## **Burnout in our Practice: Identifying Signs, Responding, and Reconnecting**

**Alvarado C**

*Tomina Schwenke*

**Abstract:** Burnout is a work-related impairment defined by emotional exhaustion, depersonalization, and reduced personal accomplishment. It is recognized that occupational stress is impacted by the interaction between challenges and demands and soft skills, psychosocial resources and personality factors influence job performance and satisfaction. Participants will explore their own personal wellness, potential for work engagement and will evaluate their own stress and burnout. Participants from diverse professions (i.e., mental health, education, interpreting) will learn to identify the symptoms of burnout, familiarize themselves with relevant research, and will explore the application of this knowledge to improve work performance and life satisfaction. Participants will reflect on their work and explore ways to enhance personal resilience and professional growth.

### **Objectives:**

- Name one aspect of burnout.
- Identify at least one mental health diagnosis that shares characteristics/symptoms with burnout.
- Describe the main difference between adaptive and maladaptive perfectionism.

## **Contribution of Black Deaf Performing Arts**

**Alvarado D**

*Fred Beam*

**Abstract:** In many Deaf Studies or History Classes, there is not enough information about Black Deaf people in performing arts. Black Deaf Performing Artists are often overlooked and brushed under the rug. The workshop will cover the content of history performing arts, deaf performing arts, and performing arts of color through presentations and individual and group activities. This workshop explores performances through the uses of theater conventions, ideas, and theatrical movements and uses theater as an investigative tool in discovering American culture.

### **Objectives:**

- Critique the show by watching some excerpts from the performance on media outlet.
- Collect some short descriptions of the performing arts which have contributed to the shaping of Deaf African American history as well as Deaf American History.
- Examine black deaf performance arts and explore performances through uses of theater conventions, ideas, and theatrical movements and use theater as an investigative tool in discovering American culture.

**Wednesday, March 16, 2022**

**Concurrent Sessions: 1:30 pm – 3:00 pm**

## **Beginner Grantwriting for the Accidental Grantwriter**

**Alvarado A**

*Poorna Kushalnagar*

**Abstract:** This presentation will introduce grantwriting to nonprofit professionals who have less than one year of experience with the skill. Many people who work in education or nonprofit organizations find themselves in the position of “accidental grantwriter” and do not feel fully equipped for the challenge. This training will provide content and resources to deepen participants’ knowledge of and skills in grantseeking.

### Objectives:

- Deepen understanding about the funding landscape.
- Learn about the types of funders providing grants.
- Develop an understanding of the sections of a grant proposal including budgeting.

### **Language Deprivation and Co-Construction of Meaning: The Impact on our Work**

**Alvarado B**

*Judy Shepard-Kegl and Romy Spitz*

Abstract: Clinical professionals know the dangers of receiving information that is "cleaned up" in form or inferred meaning. Individuals with language deprivation come to the communicative interchange without the precision language provides. In their context-rich home environments with fixed sets of topics and events that are self-evident and mutually shared, information regarding time, place, and even participants, is not needed. When that shared context is removed, conveying meaning and intent is challenging. Providers/interpreters must make assumptions about content and intent and attempt to verify meaning and intent to wrap the individual's underspecified communicative acts in a form that can be shared with others. This act of co-constructing meaning is unavoidable, but as we discuss, it also carries risks that the intended message can be tainted or skewed by the co-structor's contributions to the communicative effort.

### Objectives:

- Understand what language gives us in terms of precision of communication and what is unavailable when an individual is language deprived.
- Evaluate how interlocutors/interpreters work to fill in the gaps (co-construction of meaning and intent) when gestural communication falls short of language precision.
- Consider a risk/benefits analysis of contexts in which co-construction occurs: high stakes (sharing of information) vs. low stakes (phatic communication).
- Recognize and prioritize the need to maintain transparency when filling in information via the process of co-construction.

### **New Directions in Trauma Informed Mental Health Treatments for Deaf and Hard of Hearing Children**

**Alvarado C**

*Lori Day and Va'Lecia Penney*

Abstract: Discussions of mental health and trauma in the deaf population often center on childhood language and home communication environments. Deaf and hard of hearing children and youth are at a higher risk for trauma exposure than the general child population due to the unique trauma experienced from everyday communication barriers. Yet, the number of trauma-informed and linguistically accessible treatments and mental health measures for deaf and hard-of-hearing children remains severely limited. A review of the activities being conducted at the Deaf and Hard of Hearing Child Resilience Center will be shared, with an emphasis on the current work to adapt three evidence-based interventions to be culturally responsive and linguistically accessible for deaf and hard of hearing children.

### Objectives:

- Describe the unique risk factors for trauma related to communication barriers in everyday life experienced by some DHH children.
- Identify the current gaps in trauma-informed service provision for DHH children.
- Identify three trauma-informed treatments that are currently being used with DHH children.

## **Rural Mental Health Services Provisions: Emerging Best Practice**

**Alvarado D**

*Lori Vigesaa and Karen Sheldon*

**Abstract:** Rural areas are often significantly under-resourced places due to small populations of people, isolated nature and the distances between people and services. For a child or adolescent who is Deaf, DeafBlind, or hard of hearing, the availability of academic supports, socialization, extracurricular activities, and professional services may be limited. Language deprivation, isolation, and marginalization are potential realities of growing up with a hearing loss. The risk increases for children and teens living in rural areas. This makes the need for culturally and linguistically competent mental health services even more important to address unique barriers for youths in developing identity, health coping skills, relationship success and resilience. Visioning, commitment, resource support are important elements for program implementation, service development and delivery to provide much-needed mental health services for this low incidence but very important population of youth. This workshop will discuss how one such program is doing so, lessons learned, and what best practices are emerging from their experiences.

### Objectives:

- Understand the need for itinerant mental health professionals for the Deaf, DeafBlind, and Hard of Hearing in rural areas and the cultural pieces that make this work so unique.
- Define the logistics and barriers to providing culturally specific mental health services and potential solutions to them.
- Discuss the unique role that an itinerant mental health professional has when providing mental health care for children and adolescents in a rural setting.

**Wednesday, March 16, 2022**

**Concurrent Sessions: 3:30 pm – 5:00 pm**

## **Understanding the Social Service Needs of Indigenous Deaf Individuals**

**Alvarado A**

*Damara Goff Paris*

**Abstract:** Indigenous populations experience a high rate of historical trauma that impacts tribal members for generations. Colonization has impacted familial relationships, and oppression is ongoing in the community. Historical trauma significantly increases the incidence of the population's physical, mental, and social-environmental concerns. Understanding the historical impact to the population, parallels of experiences between Deaf and Indigenous cultures, and discussion of culturally appropriate interventions will improve accessibility to services for this population.

### Objectives:

- Understand the historical impact of colonization policies on Indigenous and Deaf Indigenous populations in North America.
- Identify major cultural and cross-cultural aspects and perspectives of Deaf Indigenous populations.
- Review the challenges to providing accessible social services to Deaf Indigenous populations in the mainstream and tribal communities.
- Understand current and potential practices of service provision to Deaf Indigenous populations.



## **Surviving and Thriving in a Semi-Virtual Workplace: Tips for Providing Training**

**Alvarado B**

*Marcia Kolvitz, Cindy Camp, and Deb Guthmann*

**Abstract:** Due to COVID-19, we've seen a tremendous shift from live/in-person professional development and training opportunities to those provided virtually. Due to a number of reasons, it's likely that this trend will continue. This presentation will provide strategies for engaging the audience and ensuring that virtual learning experiences are accessible and effective.

### **Objectives:**

- Describe at least 2 benefits and 2 drawbacks to providing virtual training.
- Determine which type of learning format would be appropriate for their setting.
- Delineate at least 3 critical decisions that need to be made in the planning of a virtual training event. Describe at least 3 strategies for ensuring that a virtual training activity will be accessible for their stakeholders.

## **Building a Bridge between the Deaf Community and Art Therapy**

**Alvarado C**

*Noel King*

**Abstract:** Art therapy has the unique potential to serve the mental health needs of the Deaf community. Art therapy practitioners and educators from the dominant (hearing) culture can become allies by de-centering verbal and audiological communication. The unique visual storytelling practice within Deaf culture makes art therapy a fitting modality for serving this minority group.

### **Objectives:**

- Identify the need of alternative mental health therapy approaches within Deaf community.
- Learn about art therapy and how to utilize art therapy tools in counseling sessions.
- Demonstrate their abilities to express emotions through art therapy and visual tools with the aim of bringing these tools to their own communities.

## **Becoming Trauma Informed in Your Communities**

**Alvarado D**

*Lisa Swanson*

**Abstract:** In today's world, the transparency of social media has us exposed to more than ever before. This informs our culture, communication, interactions and our exposure to traumatic experiences. Our brains are dealing not only with our own but others' traumatic experiences every day. This reminds us as professionals working in mental health of the prevalence of trauma in our lives. We are seeing increased need for Trauma Informed Care, understanding secondary exposure and its impacts on us, along with human to human connections. Through discussion of the principles in Trauma Informed Care we will identify strategies of how professionals can build a tool kit and incorporate TIC in their day to day lives.

### **Objectives:**

- Gain perspective on trauma informed care and its components.
- Increase understanding of trauma informed care in the educational system.
- Analyze tools available to them and develop a personal tool kit that can be used in their day to day lives.



**Wednesday, March 16, 2022**

**Special Events: 5:30 pm – 7:00 pm**

**ADARA General Meeting  
Book Signings, & Appetizers & Refreshments**

**Alvarado D  
Alvarado E**

**Thursday, March 17, 2022**

**Concurrent Sessions: 8:30 am – 10:00 am**

**Rising Above Adversity: Program Development in a Changing World**

**Alvarado A**

*Theresa Johnson and Michelle Niehaus*

**Abstract:** This presentation will offer concrete examples of leveraging partnerships, creative funding strategies, and technology to expand psychoeducation and behavioral health support in Texas and Kentucky. Participants will learn about opioid prevention and response efforts, work with child protection, in-reach to teachers and students during the pandemic, and regional in-person events with mental health experts. Presenters will share how they started programs and services in their states when services were limited and funding limited or non-existent. Strategies for how to collaborate with those who have expertise, search for funding options, and create meaningful programs that meet needs identified in the community will be shared. The session will end with discussion of others' successes and ways to share resources and ideas with one another post-conference.

**Objectives:**

- Learn about resources which have been developed and can be accessed for training and educational purposes.
- Learn how to take the first steps to creating a program within their state with minimal resources.
- Learn strategies for obtaining community input and feedback in order to implement programming.
- Identify potential funding sources, program development partners, and technical assistance to leverage in their own states.
- Learn about participatory research strategies to ensure community involvement in program visions and implementation.

**Tapping into an Overlooked Resource for Vocational Counselors  
of the Deaf: Person Centered Plans**

**Alvarado B**

*Larry Rhodes*

**Abstract:** Well designed and facilitated person centered plans (PCPs) have been shown to be effective in developing truly person centered transition components of Individualized Education Program (IEPs) and Individualized Plan for Employment (IPEs) for individuals who are deaf, hard of hearing, and deafblind. A PCP that maximizes an individual's direct involvement in the development and implementation of a PCP increases ownership in the transition component of the individuals IEP and/or the IPE. Maximizing the individual's involvement in the PCP also provides natural opportunities to expand communication and self-advocacy skills.

**Objectives:**

- Know how the characteristics and values of Person Centered Plans (PCPs) facilitate the development

and implementation of the transition components of Individualized Education Programs (IEPs) and Individualized Plans for Employment (IPEs) for individuals who are deaf, hard of hearing, and deafblind.

- Understand that direct involvement by individuals who are deaf, hard of hearing, and deafblind in the development and implementation of their PCPs increases the likelihood of ownership and participation in their IEPs and IPEs.
- Learn strategies that can be used by educational teams and vocational rehabilitation counselors to link with an individual's PCP to improve transition and vocational outcomes.

### **A Continuum of Accessible Care through Housing. Help. Hope.**

**Alvarado C**

*Kevin Henderson and Stephanie Burkes*

**Abstract:** Most Deaf and hard of hearing (DHH) individuals engaged in outpatient and residential treatment facilities face more disproportionate challenges than their hearing cohorts. For example, at CaringWorks' Hope House program, Deaf and hard of hearing men make up only 7% of the client population. However, their length of stay is substantially higher than hearing clients due to inadequate Deaf services and resources. Therefore, these individuals require a highly structured support system during and after treatment. Additionally, hearing staff lack training to provide a higher level of support, and the DHH staff find themselves with the added responsibility of filling gaps. This presentation invites the audience to think about the various strategies ideal for addressing inclusion and accessibility in this context.

#### **Objectives:**

- Understand the current context faced by CaringWorks, Inc. and other service providers when engaging with Deaf and hard of hearing individuals in treatment and recovery.
- Identify and understand the challenges that providers faces when working with Deaf and hard of hearing people with addiction issues.
- Identify the strategies developed by CaringWorks to address the needs for inclusion and accessibility in treatment and housing.
- Identify additional strategies for short- and long-term efforts to address inclusion and accessibility.

### **Chaotic Mind to Calm Mind**

**Alvarado D**

*Justina Ercolino and Morag MacDonald*

**Abstract:** In today's chaotic world with the escalating rates of burn-out, secondary traumatization, moral distress, and needless tragedies often set apart organizations whose human resources often fail to keep up with the pace of constant changes. Increasing demands require new approaches. Social Resilience Model (SRM) targets skill building to increase resilience within and across social systems. By developing collaborative networks, in which biological self-regulation becomes a core competency, SRM's broad illustration of skills building for SRM trainers who can foster, sustain and enhance future resilience-building capacity. Social Resilience Model (SRM) is a systematic framework of theory and practice, featuring a skills-based, practical approach grounded in key neurophysiological dimensions of human resilience such as safety, attention, attachment, and integrative functioning.

#### **Objectives:**

- Understand how the brain operates.
- Understand what sympathetic and parasympathetic pathways are.
- Understand why Social Resilience Model is important.
- Develop skills to effectively respond to any traumatic or stressful situation/event.

**Thursday, March 17, 2022**

**Closing Plenary Session: 10:30 am – 12:00 pm**

***Alvarado D***

**Keynote: Mindset Matters: Embracing Intersectionality in Service Delivery**

*Claudia L. Gordon*

Abstract: Diversity, Equity, and Inclusion (DE & I) emerged as a hot topic in the wake of the nationwide racial injustice protests that followed the tragic death of George Floyd in 2020. Employees are expecting employers to not only talk the talk, but also walk the walk. Meanwhile, in the disability community, conversations have expanded beyond the confines of disability rights to encompass disability justice. Disabled BIPOC are calling attention to the intertwined systems of oppression that exists even within the disability community. What does these heightened emphases mean in the context of service delivery systems and programs geared towards members of the Deaf, Hard of Hearing, and DeafBlind community? Professionals at the helm of these systems and programs and services are not immune from lingering stereotypes, bias, and prejudices against Deaf, Hard of Hearing, and DeafBlind Black, Indigenous and People of Color (BIPOCs). Therefore, how must professionals under the ADARA umbrella engage in these conversations and evolve professionally in a manner that equitably improve the lives of those they serve? Speaker will highlight useful DE & I and disability justice considerations coupled with firsthand accounts per her lived experience navigating the special education, vocational rehabilitation, and other relevant service delivery systems and programs as a Black Deaf woman plus an immigrant.

Objectives:

- Understand the practical relevancy of intersectionality and DE & I principles in the delivery of services and support to Deaf, hard of hearing, and DeafBlind BIPOCs.
- Discuss the intersectionality of struggles and the importance of disability justice, not merely disability rights, in equitably improve the lives of services and support recipients.
- Learn about the real-life impacts of lingering stereotypes, bias, and prejudices against Deaf, Hard of Hearing, and DeafBlind Black, Indigenous and People of Color (BIPOCs) and why mindset matters.

## Presenter Biographies

### Jesús O. Barreto Abrams

Dr. Jesús O. Barreto Abrams is a postdoctoral fellow in cultural neuropsychology at UCLA Hispanic Neuropsychiatric Center of Excellence within the Semel Institute for Neuroscience and Human Behavior originally from Isabela, Puerto Rico. He completed a PhD in clinical psychology from Gallaudet University, specializing in the provision of psychotherapy and psychological assessments for Deaf and Hard of Hearing patients. He also concurrently completed Gallaudet University's a graduate certificate in Deaf Early Intervention for Infants, Toddlers and Families. Dr. Barreto Abrams has received broad and lifespan clinical training in including clinical neuropsychology, forensic/correctional psychology, and community mental health. In addition to his training in psychology, Dr. Barreto Abrams is a nationally certified sign language interpreter and holds appointments as an adjunct instructor at various institutions.

### Zain Ahmed

Zain was born and raised in Pakistan. He moved to Chicago when he was 8 years old. He has recently graduated in Marketing with a minor in Psychology at Rochester Institute of Technology. In high school, he was involved in many plays at a local theater at International Center on Deafness and the Arts (I.C.O.D.A) in Chicago, IL. Zain was cast in his first acting role as Dopey in Snow White. Eventually, he was cast in other roles in West Side Story, Into The Woods, and St. Paddy Day. He was also involved in a dancing group, Traveling Hands Troupe (T.H.T), for two years. In his senior year of high school Zain and his team went to Dubrovnik, Croatia in Europe for the International Conference for Deafness arts showcase. At Gallaudet University, Zain was involved in a special performance to share the story about domestic violence incidents through acting to honor Deaf Domestic Violence survivors. When he transferred to Rochester Institute of Technology, he was involved in the plays Hairspray and Almost, Maine. Also, he was the assistant director for a play, Into Act, that is based on ASL storytelling and poetry.

### Aileen Aldalur

Aileen Aldalur, Ph.D. is a postdoctoral associate in the Department of Emergency Medicine Research at the University of Rochester Medical Center (URMC). She graduated with her Ph.D. in clinical psychology from Gallaudet University and completed her doctoral internship in the Deaf Wellness Center at URMC. Dr. Aldalur is currently funded by a diversity supplement from the National Institute on Alcohol Abuse and Alcoholism (NIAAA) and is working to adapt Cognitive Behavioral Therapy for Treatment Seeking (CBT-TS) for Deaf individuals with Alcohol Use Disorder. Dr. Aldalur plans to continue training to become an independent clinical researcher specializing in adapting and developing evidence-based psychosocial interventions for Deaf individuals with mental health and substance use disorders.

### Lisa Barnum

Lisa Barnum, M.Ed. is a teacher of the Deaf in Edmond, Oklahoma. She has been a teacher for the Deaf and interpreter for 19 years working for Sorenson Communications as a video relay interpreter for the past three years. Since 2013, Lisa has been working with agencies and organizations such as The Alabama Department of Rehabilitation and The National Technical Institute for the Deaf to provide transition programming for Deaf and hard of hearing students across the country.

### Malibu Barron

Malibu Barron, MA, NCC is a Multiracial Deaf Woman and currently works with National Deaf Therapy as a Director of People Operations. She is dedicated and persistent about instilling equitable beliefs and practices in all parts of the community, including schools, institutions, and service providers when working with mental

health for our DDBDDHLD and BIPOC individuals. Malibu is also humbly committed to this work of antiracism, antibias, and ensuring equity is intersectional with trauma-responsive lenses for the past 10+ years. She is also a proud solo parent of two Deaf children, Jack and Avanti, who loves reading and making changes starting within herself, always.

### **Fred Beam**

Fred Michael Beam (Director), alumni of RIT/NTID, is currently the Outreach Coordinator for Sunshine 2.0. An acclaimed dancer, actor, poet, director and choreographer. Mr. Beam has worked with many theatre companies including Kennedy Center, Arena Stage, Bethesda Academy of Performing Arts and National Theatre of the Deaf, just to name a few. He also was involved in numerous dance companies, the Gallaudet Dance Company, the National Deaf Dance Theatre, the DuPont Dance Company, the Penn Vision Dance Company and the Bethesda Academy of Performing Arts. He has performed around the globe. He was also executive director of an award winning, Invisible Hands, Inc., which promotes deaf awareness through performing arts and was one of the founding members of The Wild Zappers, an all deaf male dance company, which toured nationally and internationally. He also established Theater Arts Leadership Training for Deaf People of Color at Gallaudet University. He also has taught math and theater at Model Secondary School for the Deaf before moving to Rochester, New York.

### **Bedarius Bell Jr.**

Bedarius Bell Jr. is the State Coordinator of Deaf and Hard of Hearing Services for the Alabama Department of Rehabilitation Services (ADRS). After completing the 15-week Orientation to Deafness (OTD) program at the University of Tennessee in 1998, He began his career as a Rehabilitation Counselor for the Deaf in Alabama. Bedarius received his B.S. degree in Psychology and his M.S. degree in Rehabilitation Counseling, both from Auburn University. He is the co-chair for the Deaf Professional Network under the Council of State Administrators of Vocational Rehabilitation (CSAVR). He is a member of the National Advisory Group for the National Technical Institute for the Deaf (NTID).

### **Traci Branch**

Traci Branch has been an RCD with Virginia DARS for nearly 20 years and was promoted to statewide coordinator for Deaf Pre-ETS services in 2018.

### **Steven Brown, MA, LMHC, NCC**

Much of Steven Brown, MA, LMHC, NCC's work places an emphasis on the importance of "courageous will" to empower individuals to make choices that are useful and practical. After all, any given endeavor requires the courage to take the first step – including the courage to seek help. Maintaining personal interests and a sense of community are also an integral part of achieving self-actualization. Steven graduated from a CACREP accredited program at Adler University in Chicago, IL with a Master's Degree in Counseling Psychology.

### **Dianna Bryant**

Dianna Bryant, PhD, CIH, CSP is a certified industrial hygienist and certified safety professional with a PhD in Rural Sociology and Community Development. Dr. Bryant co-created the BS in Crisis and Disaster Management at the University of Central Missouri and directs the Institute for Rural Emergency Management. Her research focuses on building resilience in rural communities.

### **Stephanie Burkes**

Stephanie is a Licensed Clinical Social Worker that has been working with CaringWorks in various capacities since 2014, and she has experience in the field of clinical social work for almost 15 years. She graduated from Marshall University in 2007 with a bachelor's degree in Criminal Justice with a minor in Political Science. In

2009, she graduated from Barry University with a Masters in Social Work. Stephanie's experience as a social worker ranges in various settings to include outpatient behavioral health; inpatient psychiatric care; hospital-based medical social work; policy and administration; medical home health; psychiatric home health; and hospice/end-of-life care. In her efforts to become a more well-rounded and efficient advocate, Stephanie graduated from law school with a focus in family, healthcare, and criminal law.

### **Cindy Camp**

Cindy Camp is the Marketing and Communications Specialist with The Described and Captioned Media Program. She holds a Master's degree in English, is a nationally certified interpreter, certified in mental health interpreting, as well as a C-Print captionist and trainer. She has provided access services for students who are deaf and hard of hearing for over 25 years.

### **Shiann Cook**

Shiann Cook is a Cleveland native who recently relocated to Rochester to join the Sunshine 2.0 team. Shiann went to Cleveland School of the Arts where she studied dance under the instruction of former Dayton Contemporary Dance Company member, Terrance Greene. She has performed at the International Association of Black Dance conference in Denver, Colorado, and has traveled around the country performing professionally. Shiann also studied theater for two years under the leadership of Dr. Scott Miller and Nina Domingue- Glover where she was taught African American theater, classical theater and how to direct, write and produce her own plays. Shiann grew up in church praise dancing under the leadership of her mother Selena Pittman, who eventually gave Shiann the opportunity to teach and choreograph for the ministry.

### **Audrey C. Cooper**

Audrey C. Cooper, PhD, MSW, MS, CI & CTC is an Associate Professor and Program Director with Gallaudet University's Master of Arts Program in International Development. A public and linguistic anthropologist, Dr. Cooper's research publications focus on sign languages and sociopolitical formation, deaf education and social change movements in Vietnam and the Southeast Asian region, and Deaf-led Disaster Risk Reduction. From 2012-14 she was also a technical consultant/trainer for the World Bank-sponsored Intergenerational Deaf Education Outreach—Vietnam.

### **Christina M. Costello**

Christina M. Costello (MA, NCC, LPCC) currently serves as a Region V Mental Health Therapist with the Office of Deaf Services based in Birmingham, AL. As part of her work, she provides direct services to individuals who are Deaf/Hard of Hearing/Deafblind at regional Mental Health centers, group home and Alabama Institution for the Deaf and Blind (school, technical program and supportive housing community). She also provides consultation to school, families and other programs. She graduated from West Chester University with degree in Psychology and worked as Intensive Case Manager in Philadelphia suburbs for several years. She pursued her Master's degree in Mental Health Counseling at Gallaudet University and graduated in 2012.

### **Selah Davison**

Selah Davison is a Licensed Clinical Social Worker with 8+ years of experience providing advocacy, psychotherapy, and consulting with 4+ years of leadership who invests in workforce and community development to promote healing, social equality, and disability rights in the Deaf and Hard of Hearing community, and is fluent in American Sign Language. Licensed in NC and CA. She is currently the Program Director of Deaf Community Counseling Services (DCCS), which is under Felton Institute. DCCS provides mental health services to the Deaf, Deaf-Blind, Deaf-Plus, Hard of Hearing, and Late-Deafened community.

### **Lori Day**

Dr. Day is a licensed psychologist and Professor in the Department of Psychology at Gallaudet University. She is engaged in training the next generation of psychologists to support the behavioral health of deaf people. As the Director of the Deaf and Hard of Hearing Child Resilience Center, she is leading a team of professionals to address disparities in mental health services and deaf and hard of hearing youth by adapting and translating child behavioral and trauma measures, developing a new screening measure of language deprivation, adapting evidence-based treatments, and providing training and ongoing consultation for clinicians.

### **Justina Ercolino**

Justina Ercolino is a licensed certified social worker (LCSW) in Massachusetts. She earned her Bachelor's and Master's degrees in Social Work from Gallaudet University in Washington, DC. She is Deaf and comes from a Deaf household, thus she grew up using American Sign Language. She works as an Intensive Care Coordinator and In-Home Therapist at Walden Community Services through The Learning Center for the Deaf for 2 years and prior to that she has been in the social work field with youths, adolescents, and adults for 2+ years. She received training in the Social Resilience Model and can teach others how to utilize it.

### **Laura Fink**

Laura (MRC, CRC, CPM) has worked in state vocational rehabilitation services in Oregon, Utah and now Nevada totaling over nine years of services to the Deaf, hard of hearing and DeafBlind communities. She has attended and presented at D/HH/DB specialized conferences including American Deafness and Rehabilitation Association (ADARA), Association of Medical Professionals with Hearing Loss (AMPHL), National Deaf Center – Engage for Change, South East Regional Institute on Deafness (SERID), Hearing Loss Association of America (HLAA), Utah Association of the Deaf, and Mountain States Deaf Education Summit. Currently, Laura serves as the employment specialist on the Nevada Commission for Persons Who are Deaf or Hard of Hearing, is a member of HLAA and National Black Deaf Advocates and honored to be Board Member At-Large for ADARA.

### **Tyler Fortson**

Tyler Fortson is originally from Jackson, Texas. He appeared on a music video with Kelly Clarkson's "I Dare You." He performed in a couple of NTID's productions: Leaves of the Poetry, The Wonderful World of Oz as an ensemble Tree and Beauty and The Beast as Cogworth. He graduated with a degree in media and 3D film/animation technology. He has given a numerous workshops related to dance and filming. He was thankful for his lovely family who supported his dreams and his dream was still there performing on the stage and on the set. Tyler quoted "Never let your disabilities stop you from what you love to do." After all, he was very proud of who he has become. A young, black, hard-of-hearing man who has desires to make a better world for everyone.

### **Meghan L. Fox**

Meghan L. Fox, Psy.D. is a clinical psychologist in private practice specializing in clinical services with deaf and hard of hearing persons and their families. Dr. Fox has been working with D/HH persons and their families since 2008, including psychotherapy, psychological testing, program development and evaluation, conference presentations, and forensic consultations. Dr. Fox earned her doctorate in clinical psychology from Carlos Albizu University and completed her postdoctoral fellowship at the University of Rochester Medical Center. Dr. Fox has an appointment as a clinical instructor at UPMC and holds editorial and journal positions. She is civically involved with the Genesee Valley Psychological Association and New York State Psychological Association. Dr. Fox is a proud hearing sibling of a Deaf adult and fluent in American Sign Language.



### **Alison Freeman**

Alison Freeman, PhD, is a clinical psychologist who works half time at California State University at Northridge with hearing, hard of hearing and deaf students. She has had a severe hearing loss since early childhood, was orally trained and is a long-time member of HLAA and ADARA. She has developed mental health service programs in several counties and did her post-doctorate fellowship at UCSF Center on Deafness. She also has a private practice providing therapy, assessment, consultation and expert witness services. She is “young at heart” and is passionate about her work as a psychologist and is honored to be a role model for others, as she wished she had had as a child.

### **Claudia L. Gordon**

Claudia is Senior Accessibility Strategy Partner with T-Mobile’s Diversity, Equity, and Inclusion team. In this role she drives enterprise-wide strategies for a disability inclusive culture and an accessible plus equitable work environment. She previously served as Senior Manager for Government and Compliance with T-Mobile Accessibility, a business unit that offers accessible communication products and services for customers with disabilities, including individuals who are Deaf, DeafBlind, or have a speech disability. A native of Jamaica, W.I. plus graduate of Howard University and the American University’s Washington College of Law, her nearly 30 years career includes senior leadership positions with the National Council on Disability, the National Association of the Deaf Law and Advocacy Center, and the U.S. Department of Homeland Security. During the Obama Administration, Claudia served as the Chief of Staff for the U.S. Department of Labor’s Office of Federal Contract Compliance Programs and the Associate Director of Public Engagement for the White House Office of Public Engagement. Claudia is a dedicated advocate for people with disabilities who specializes in creating a world that allows them to feel seen, heard, valued, and included. For her unrelenting commitment to her work, Claudia has been recognized by the American Association of People with Disabilities, Google, AT&T Humanity of Connection, National Disability Mentoring Coalition, National Association of the Deaf, National Black Deaf Advocates, and The Root 100.

### **Deb Guthmann**

Debra Guthmann, Ed.D., has worked within the Deaf community for over 40 years in educational (secondary and post-secondary), medical and social service settings. Dr. Guthmann was the founding director of the Minnesota Substance Use Dependency Program for Deaf and Hard of Hearing Individuals and for 17 years worked as the Director of Pupil Personnel Services at the California School for the Deaf, Fremont where she oversaw all clinical services. Dr. Guthmann has developed a number of written and visual materials focusing on substance abuse within the Deaf community and published numerous articles and book chapters related to substance abuse and dual relationships within the Deaf Community. She has developed and taught college courses (in person and online) related to substance abuse and ethical considerations. Dr. Guthmann was the lead consultant for a federal funded that translated and validated 10 screeners related to SUD, mental health, and career interest into ASL and has worked as a consultant on a number of projects including the development of materials focused on HIV and Tobacco/E-Cigarette prevention.

### **Amanda Ham**

Amanda has many years of clinical experience in a variety of settings. She received her MSW from the University of Georgia and worked as a Licensed Clinical Social Worker in inpatient and outpatient mental health settings -with Deaf and hearing populations at various times. In 2019, she earned a PhD in social work from the University of Georgia. She enjoys reading, writing, and quality conversations.

### **Denise Hampton**

Denise is the Assistant Director of Vocational Rehabilitation Services at the National Technical Institute for the Deaf, a college of the Rochester Institute of Technology. Denise has worked at RIT/NTID for 20 years. She



earned a B.A. degree from the University of Rochester and a M.S. degree from the Rochester Institute of Technology. Denise has an active role in counseling students who are Deaf and Hard of Hearing on VR policies, as well as building relationships with VR agencies throughout the country. Her responsibilities include: managing VR support for the education of students who are Deaf or Hard of Hearing; providing outreach services to admitted and continuing students, explaining how to seek/maintain VR benefits; resolving VR questions or concerns; and providing workshops/one-on-one consultation regarding VR and other pertinent topics. Denise works to promote the goal of RIT/NTID, VR, and students all working together for successful outcomes.

### **Anita Harding**

Ms. Harding is Lecturer at Gallaudet University, Department of Interpretation and Translation. She is also a freelance consultant whose passion for curriculum design has benefited many American Sign Language – English Interpretation programs across Canada. She is a college instructor who has developed curricula for Deaf interpreting, created resource materials, devised methodologies for assessment of ASL competencies and made several instructional design improvements in her domain. She has developed resources to help Deaf women end violence perpetrated against them. Through a private non-profit agency, she has also worked with ASL – English interpreters on devising strategies to work with Deaf women who have experienced violence. Anita obtained her M.Ed. in Curriculum and Instruction from Simon Fraser University, British Columbia.

### **Kevin Henderson**

Kevin earned a degree in Psychology from the University of California at Davis and is a program manager with certification in addiction counseling. From 2013 to 2021, Kevin worked with the Deaf and hard of hearing program in a case management capacity ensuring members access to external services such as social security, medical, and legal assistance while they undergo recovery and treatment. In fall of 2021 he joined the start of the Level Up recovery housing program in a management capacity.

### **Tara Holcomb**

Tara Holcomb is a licensed psychology associate in D.C. and a doctoral candidate in clinical psychology at Gallaudet University. She is on her predoctoral internship at Gallaudet University's CAPS where she provides trauma-informed care to Deaf, Hard of Hearing, DeafBlind, and hearing students. Her dissertation focuses on translating a childhood trauma measure to American Sign Language and the use of bilingual surveys to increase representation in research.

### **Sheila Hoover**

Sheila Hoover, M.A., CRC earned a B.S. in Psychology from the University of Oregon and an M.A. in Rehabilitation Counseling from Gallaudet University. She completed a Post-Graduate Certificate in Rehabilitation Administration: Deafness at San Diego State University in 2007. She is a Certified Rehabilitation Counselor and is a candidate for CRCC's Certified Vocational Evaluator (CVE) credential. Sheila began her career with Oregon VR in 1990 as a Rehabilitation Counselor for the Deaf and Hard of Hearing (RCD). She worked in the Portland area as a VR Counselor, a Branch Manager and as VR's Counselor Specialist for Deaf and Hard of Hearing Services until moving to VR Admin in 2003. Sheila currently works as the Statewide Field Services Specialist in VR Administration. This role includes work as the State Coordinator for Deaf & Hard of Hearing Services (SCD) and as VR's Internship Coordinator.

### **Carrie Humphrey**

Carrie Humphrey, MA is currently a doctoral student in Interpreting and Translation at Gallaudet University. She received her MA in Interpreting Studies from Western Oregon University. She is full time faculty at

Reynolds Community College in the American Sign Language and Interpreter Education Program and is a practicing, certified ASL/English interpreter.

### **Theresa Johnson**

Theresa Johnson is currently working in the External Affairs Office of NTID, conducting outreach for the college. Theresa is retired after 40+ years in the field, working primarily as an administrator in education, serving Deaf, Hard of Hearing and Deafblind individuals. She is a mother of a deaf adult daughter. She is Past President of ADARA.

### **Noel King**

Noel King (she/her/hers) is from Little Rock, Arkansas. She graduated from School of the Art Institute of Chicago with a Master's degree in Art Therapy. Currently, she works at The Learning Center for the Deaf Walden School as a mental health clinician and art therapist. She works in a wide range of settings with clients who have diverse backgrounds, experiences, and lifestyles. She is a doctorate student in Expressive Therapies at Lesley University. Her goal is expanding access to diverse mental health therapy approaches, including art therapy within the Deaf community.

### **Judy Shepard-Kegl**

Dr. Kegl is a nationally certified interpreter (SC:L, CSC, CI/CT) and an expert in the field of interpreter training and sign language linguistics. Dr. Spitz is an expert in the field of neurologic, cognitive, and communication development of atypical communicators. Together they have more than 50 years of experience working with people who do not have a language due to deprivation, neurological insult, or cognitive ability.

### **E. Basil Kessler**

Dr. E. Basil Kessler, Ph.D., CRC, LPC has been professionally involved in the Deaf community of Kansas since the early 1980s. He began as the Director of Services at the first national social service agency for the Deaf community, Deaf and Hard of Hearing Counseling Services in Wichita, Kansas. Leaving Wichita, Dr. Kessler served as an instructor in the Rehabilitation program at Emporia State University. Through his work at the local and state level he was appointed to the Board of Directors of the Kansas Commission for the Deaf and Hard of Hearing. For 12 years he ran the Kansas Alternative Finance Program (AFP) before returning to the classroom where he is currently an Assistant Professor and Co-Coordinator of Clinical Counseling program at Emporia State University.

### **Marcia Kolvitz**

Marcia Kolvitz, Ph. D., is a consultant who focuses on issues related to education, vocational rehabilitation, and transition services. Marcia has over 30 years of experience addressing education and access issues for students who are deaf and hard of hearing in K-12 programs and postsecondary educational settings. She is a frequent presenter at state, regional, and national conferences related to deafness and disability issues. Marcia completed a doctorate at the University of Tennessee in Human Ecology (emphasis: Human Resource Development). She has a Master of Arts degree and a Bachelor of Science degree in Communication Disorders (emphasis: Counseling Individuals who are Deaf and Hard of Hearing) from Northern Illinois University.

### **Poorna Kushalnagar**

Poorna Kushalnagar, Ph.D., is a change maker and leader in deaf health equity with more than a decade of experience with external procurement totaling close to \$10 million dollars, engaging stakeholders, and furthering research goals.

### **Richard Laurion**

Richard Laurion, MA, CI/CT, NIC Advanced, has been an interpreter, interpreter educator and grants manager for over 30 years. He has experience overseeing multiple federal, state, and foundation grants focused on programs and materials supporting interpreter development. Through his work at the CATIE Center at the College of St. Catherine, Richard has distinguished himself as an interpreter advocate, project coordinator and grants manager. During his career, Richard volunteered on state and national RID boards of directors, IEP/IPP advisory committees, and was the Chairperson for the MN Commission Serving D/HH People. In 1998, he established Sing Language Interpretation, Consultation, and Education Services (SLICES) with Paula Gajewski-Mickelson for the purpose of creating educational programs and products for interpreters.

### **Erika Lohmiller**

Erika Lohmiller, PhD, LCPC, CADC, MISA II, graduated from the International University for Graduate Studies (2005) in Addiction Studies and Mental Health Counseling. She is a Licensed Clinical Professional Counselor, and a Certified Alcohol and Drug Counselor in the state of Illinois. Dr. Lohmiller has been in the field of rehabilitation and addiction counseling for the past twenty years with many different types of populations. She has been employed as a psychotherapist at the Advocate Illinois Masonic Hospital's Behavioral Health Program in Chicago, Illinois for 22 years. Dr. Lohmiller is also an independent psychotherapist. She is also an Adjunct Professor at Northern Illinois University and has taught at Gallaudet University. Dr. Lohmiller presents and teaches in the areas of behavioral health, working with special populations, and addictions. Even though Dr. Lohmiller's career is emerging into more administrative and academic roles, she has a passion for continuing with direct services to consumers to foster healing for people who struggle with mental health and substance abuse issues. Some of Dr. Lohmiller's work is with Deaf and Hard of Hearing people, and she is fluent in American Sign Language.

### **Gabriel Lomas**

Gabriel Lomas, Ph.D. is a Professor and Director of Counseling Programs at Gallaudet University. He has significant experience in psychological testing and counseling. He has research and practice specializations in the areas of crisis and trauma, child therapy, and forensic evaluation, especially in the child welfare arena. In particular, he worked closely with victims and offenders on hundreds of child welfare cases in states across the nation. Lomas has received more than \$6M in grant awards, including funding to grow the integrated primary care workforce, and funding to establish a Center for School Safety in Connecticut.

### **Morag MacDonald**

Morag MacDonald, MSW, MSN (Profoundly Deaf since birth) - Intensive Care Coordinator (ICC)/In-Home Therapist (IHT) at Walden Community Services through The Learning Center for the Deaf. Graduated from University of Massachusetts in Amherst with a BS in Nursing. Received MSW from University of Connecticut. Has a MS in Nursing from St. Joseph College in West Hartford, CT. Currently working as ICC/IHT working with children with mental health diagnosis and their families - someone in the family (child or the parent) has hearing loss. Provided numerous workshops throughout the country related to adapting groups for the d/Deaf as well as providing education about Deafness related to mental health and interpreting.

### **Brian McCoy**

Deputy Brian McCoy has worked in law enforcement in Rochester, New York since 2006. He has developed a Deaf Liaison position in three different police departments and served as a Deaf Liaison for 14 years. He is part of the Drone Response Team and Accident Reconstruction Unit. Deputy McCoy is also a Crime Scene Technician, Field Training Officer and Disability Awareness Instructor. Deputy McCoy is committed to learning more about the Deaf community and working with the Deaf community to develop ways to work together to improve accessibility and relationships.

### **Campbell McDermid**

Campbell McDermid, PhD, is an Associate Professor at Gallaudet University in the Department of Interpretation and Translation. He has worked as a literacy instructor and College English Professor with Deaf and Hard of Hearing students and taught ASL-English interpretation since 1997. As an instructor, he draws upon various teaching methods such as Grammar-Translation, the Direct Method or Immersion approach and the Audiolingual/Audiovisual approaches. Campbell's research and publications encompass curriculum design, translation theory, Groupthink, pragmatics, cohesion, and assessment. His peer-reviewed scholarship includes a recent publication, *Learning to Interpret* (2018) published by RIT Press.

### **Kristie Medeiros**

Kristie holds a MA in Education specializing in Moderate Disabilities with non- licensure from American International College in Springfield, Massachusetts and a B.S in Human Services from Springfield College . Kristie was the first Deaf African American Student to graduate at both of these college. Kristie has over 20 years of experience working within the field of human services ranging from school support, residential programs, and now community-based services.

### **Michelle Montelongo**

Michelle Montelongo, ASL Interpreter, Brown University. For over 20 years, Michelle Montelongo, RID/NAD IV, has worked as a certified sign language interpreter specializing in mental health, congressional, platform, and post-secondary education with an emphasis on STEM. From 2000-2014 she served as Interpreter/Cultural Consultant for the County of Kern Mental Health System of Care. During her tenure with County of Kern she trained clinical and psychiatric staff in the dynamics of working with interpreters and DHH population. Her congressional experience ranges from being a contracted Congressional Interpreter for the U.S. Senate's Special Services Department, touring with California's Governor's Commission, to serving as Lead Interpreter for Deaf-Blind Young Adults In Action (DBYAA) where she interpreted on Capitol Hill, the White House, and Helen Keller World Conference in Uganda. It was with DBYAA that she trained mental health professionals in Uganda on developing mental health intakes for DHH consumers. Since 1995 she has worked with several California State University campuses including: CSU Fresno, Monterey Bay, and Bakersfield. She has mentored interpreters for 10 years and since 2013 she has served as a Supervision Leader/Mentor for the PSIP program at Western Oregon University .

### **Jill P. Morford**

Dr. Jill P. Morford teaches psycholinguistics, child language acquisition, and bilingualism courses at the University of New Mexico. Her research interests include bilingualism in signing populations, the effects of language input on the development of language processing skills, and the effects of the visual modality on the structure and processing of language.

### **Susanne Morgan Morrow**

Susanne Morgan Morrow, MA, CI, CT is the Project Director of the New York Deaf-Blind Collaborative (NYDBC), where she provides training and support for individuals with combined hearing and vision loss, their families and educators throughout New York. Susanne presents on many topics in deafblindness and is a nationally certified sign language interpreter. She has also been an adjunct instructor at Hunter College and the interpreter coordinator for many largescale conferences, including International CHARGE Syndrome, DeafBlind International – Network of the Americas and Helen Keller National Center.

### **Rezenet Moges-Riedel**

Rezenet Moges-Riedel, Ed.D, is Assistant Professor in ASL Linguistics and Deaf Cultures program at California State University, Long Beach. Her dissertation focuses on intersectional experiences and retention of Deaf

Faculty of Color, working at postsecondary institutions. Her current works are heavily shaped by critical race theory, which she reframed "White Oralism" and "Black Deaf Gain". Her research interests also encompass in linguistic anthropological issues, such as sign language contact, demissionization, and female masculinity signing styles. Moges-Riedel) has published in Journal Committed to Social Change on Race and Ethnicity and Sign Language Studies journal. She also had several book-chapters published by Oxford University Press and Gallaudet University Press.

### **Michelle Niehaus**

Michelle Niehaus, LCSW, is the Program Administrator for Deaf and Hard of Hearing Services at the KY Department for Behavioral Health, Developmental, & Intellectual Disabilities. Rewarding partnerships with ADARA members and in-state leaders from state and non-profit agencies inspire her to see opportunities and link people and programs.

### **Mary Nunnally**

Mary Nunnally has been the statewide coordinator for Deaf services for over 20 years, and worked for Virginia DARS over 30 years. She is also involved on a national level with the other statewide coordinators from other states.

### **Damara Goff Paris**

Dr. Damara Goff Paris received her Doctorate in Deaf Education/Deaf Studies from Lamar University and her Master's in Rehabilitation Counseling from Western Oregon University. Dr. Paris has worked in private, non-profit, corporate, government, and university environments. She has published seven books, including Step into the Circle, a collection of biographies about Deaf Native Americans, and co-edited Deaf People in the Criminal Justice System. She served as the president of the National Intertribal Deaf Council from 2002-2006 and is an immediate past president of ADARA. She has also been the recipient of several national awards. Dr. Paris currently works as an Associate Professor of Counselor Education at Emporia State University.

### **Va'Lecia Penney**

Va'Lecia Penney is a graduate student in the Clinical Psychology Doctoral program and works as a Graduate Research Assistant in the Deaf and Hard of Hearing Child Resilience Center. Her research interests are in the area of parent and child relationships.

### **Keven Poore**

Keven Poore, MA, CASAC II, CDI is the Director of Substance and Addiction Intervention Services for the Deaf (SAISD), a prevention program located on the campus of Rochester Institute of Technology (RIT). Keven holds a Master's degree in Mental Health Counseling from Gallaudet University. He has been involved in the behavioral health field for 30 years.

### **Marja Possner**

Marja Possner is the Health Navigator for Mental Health Center of Denver and for the Colorado Daylight Partnership Integrated Care Initiative and is the newest addition to the team since Spring 2020. She brings her years of experience providing services to deaf and hard of hearing adults through residential, medication and vocational case management and service coordination. She is a National Certified Youth and Adult Mental Health First Aid instructor.

### **Rick Postl**

Rick Postl is the Interim Director of Admissions at RIT/NTID and has visited over 500 high schools in his fourteen years as a recruiter for RIT/NTID. Rick comes from an all-deaf family and takes delight in being a role

model for DHH youths as well as their families. He has three college-age children and have gained an appreciation for experiences from the “other side of the table” as he works with his children in navigating the ever-changing postsecondary landscape—specifically the rising cost of attendance and declining financial aid support options. In his spare time, Rick enjoys biking at least 3,500 miles each year and biked across America in 1994 and crewing for a hot air balloon pilot.

### **Concetta Pucci**

Dr. Concetta Pucci is the BA Field Program Assistant and a Lecturer in the Department of Social Work at Gallaudet University. She holds a PhD in Special Education Administration at Gallaudet University, MSW from New York University, and BSSW from Rochester Institute of Technology. Dr. Pucci also is currently providing clinical therapy services for Deaf REACH and National Deaf Therapy. During the pandemic, Dr. Pucci personally has experienced compassion fatigue with her work as well as balancing her personal struggles which inspired her to give workshops on this topic at national-level and state-level conferences in the past year. Her personal interests focus on strengthening professional ethics in social work practice, advocating for quality service for DeafBlind individuals, and practicing self-love and self-care.

### **Larry Rhodes**

Larry Rhodes is Agency Director of the Community Outreach Program for the Deaf (COPD) in New Mexico.

### **Yessica Rodríguez**

Dr. Yessica Rodríguez is a postdoctoral fellow in cultural neuropsychology at the UCLA Hispanic Neuropsychiatric Center of Excellence within the Semel Institute for Neuroscience and Human Behavior. She is originally from the state of Tamaulipas in Mexico. She received her bachelor's and master's degrees in Psychology from the University of Texas at Brownsville, where she participated in the Minority Biomedical Research Support-Research Initiative for Scientific Enhancement (MBRS-RISE) Program funded by the National Institutes of Health (NIH). She completed her PhD in the Clinical Psychology Doctoral Program at Gallaudet University in 2014. She completed her pre-doctoral internship at the Kennedy Krieger Institute/Johns Hopkins School of Medicine. Her research and clinical training has primarily focused on working with the Hispanic/Latinx and DHH communities.

### **Stephen Roldan**

Stephen Roldan earned his BA in Linguistics from Brigham Young University and his MS in Rehabilitation Counseling from San Diego State University. He has held several positions including Vocational Rehabilitation Counselor, Regional Counselor for the Deaf, Statewide Coordinator of Deaf/HH Services, Statewide Program Manager for Deaf/HH Services and Director of Disabled Students Programs and Services. Currently he works for DARS in Richmond, Virginia. Stephen has been a guest columnist for the Diversity Panel for The Olympian and has developed and provided many trainings related to Deaf/HH access, including Deaf Sensitivity and Improving services for Deaf/HH clients. He is the ADARA President for the 2021-2023 biennium.

### **Kent Schafer**

Kent Schafer, PhD, NCSP recently completed his predoctoral intern splitting time between Sparks Clinic for Neurodevelopmental and related disabilities and Bryce Psychiatric Hospital for severe and persistent mental illness. He continues to work for the Alabama Department of Mental Health. He graduated from the School Psychology doctoral program at the University of Alabama. Previously, he earned his first master's in Alcohol and Substance Abuse from University of Illinois at Springfield. He specialized in prevention education challenging troubled youth to grow. He transitioned to his second master's in School Psychology from University of Wisconsin at Whitewater. He continues to be a nationally certified school psychologist. In the past, Kent has worked on numerous media related projects for an executive agency in Illinois. As a current



board-at-large member of a national organization, ADARA, he continues to have a vested interest in addressing policy and program concerns for Deaf citizens. He relishes opportunities to expand the six inches of grey matter between the ears. Outside the work sphere, Kent can be found somewhere chucking round plastic objects towards metal encaged baskets in the sport called disc golf or spending time with his wife and two daughters.

### **Tomina Schwenke**

Dr. Tomina Schwenke is a board-certified psychologist, Assistant Professor in the Emory Psychiatry and Law Service. In addition to her doctorate she earned master's degrees from New York University in Counseling and Deafness Rehabilitation and worked at the Foundling Hospital and Lexington School and Center for the Deaf. She graduated from City University of New York, LaGuardia Community College's interpreting program, is a nationally certified sign language interpreter and holds the Qualified Mental Health Interpreter certification. She has publications related to interpreter burnout, forensic psychology, and perfectionism. She was honored with the Seligman Research Award from ADARA and the Emory Richard W. Morrel Community Commitment Award.

### **Maegan "Meg" Shanks**

Maegan "Meg" Shanks, MA is a Pre-Tenure Track Faculty and Program Assistant for Gallaudet University's Master of Arts Program in International Development. Prior to joining the IDMA faculty, Meg worked as the Disability Inclusive Development (DID) Learning Coordinator for CBM International which supported the DID team in fostering and maintaining learning and knowledge management that increased capacity development in the DID Community of Practice. Meg is currently a doctoral student at American University, studying International Relations with a focus on International Development. Her studies explore Disability Inclusive Transnational Education fostering thinking processes and practices that promote inclusion of intersectional identities.

### **Karen Sheldon**

Karen Sheldon is a Mental Health Practitioner who completed her master's degree in Mental Health Counseling from Capella University based in Minneapolis, Minnesota. She earned an Associate of Applied Science in Sign Language Interpreting and Transliterating from Saint Paul College, a Community and Technical College. She earned a Bachelor of Applied Science in Psychology at the University of Minnesota, Duluth.

### **Paul Silvasi**

Dr. Silvasi graduated with his Bachelor of Science degree in Psychology from Rochester Institute of Technology in 2013. He then graduated from the Clinical Psychology PhD program from Gallaudet University in August 2020 following his successful completion of a predoctoral internship at Utah State Hospital. He recently completed a forensic psychology postdoctoral fellowship with Colorado Department of Human Services. Currently, Dr. Silvasi is employed as a Forensic Evaluator with Utah State Hospital where his primary duty is completing evaluations of adjudicative competency and criminal responsibility with pretrial defendants.

### **Romy Spitz**

Dr. Spitz has more than 25 years of experience researching and assessing the signed, spoken, and gestured communication of deaf persons who have atypical language skills due to language deprivation, language and learning impairment, or developmental, neurological, or physical disability. She has published and presented nationally and internationally on models of communication interactions and habilitation for adults who have experienced language deprivation. As an advocate for embedding deaf services in state agencies, Spitz has been involved as an expert in several legal actions involving state agencies in Aging and Disability Services and Developmental Disabilities Services across the nation.

### **Mary Sterritt**

Mary Sterritt, MSW, ACSW, LCSW, is the Director of the Colorado Daylight Project and the Deaf and Hard of Hearing Integrated Care Initiative as well as Program Manager of Deaf and Hard of Hearing Clinical 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 systems work and direct services with the Deaf, Hard of Hearing and Deafblind populations in outpatient, inpatient, community and school based mental health settings.

### **Hayley Stokar**

Hayley Stokar, PhD, LSW, is the Undergraduate Social Work (BSW) Program Director at Gallaudet University. She holds a PhD in Social Work from Loyola University Chicago, an MSW from Gallaudet University, and a BA in Anthropology from Wesleyan University. Her research focuses on access/accommodations and Deaf-hearing interactions in employment and first responder contexts. Dr. Stokar has over 6 years' of experience in the classroom with undergraduate students, and has worked with Deaf, Deafblind, Hard of Hearing, and Hearing clients in domestic and international community settings since 2006.

### **Renuka Sundaram**

Renuka Sundaram has a doctorate in Education and a Masters in Art Therapy. She is board certified art therapist and a certified yoga teacher. Renuka has more than 25 years of clinical and academic teaching experience with forensic, psychiatric, pediatric, and adolescent populations. She has also published extensively and presented at numerous conferences. The majority of her work has revolved around disabilities, particularly deafness. Renuka, herself, was born with profound sensorineural deafness. She loves creating art, which has been a vital channel of expression and creativity, as well as maintaining an active yoga practice. Currently, her interests lie in inclusivity, advocacy, and empowerment for children who are Deaf and hard of hearing, including deafblindness (and/or have other disabilities) and their families.

### **Lisa Swanson**

Born and raised in New Mexico, Lisa has always been invested in people and supporting others. She combined her love for the outdoors and people in therapy at Gallaudet University where she graduated 2010 with a Masters in School Counseling. She has been working within the mental health field since 2004. Her experience ranges from outdoor recreational activities to residential front-line staff and out-patient treatment. Lisa works with individuals with developmental disabilities to promote as much independence as possible. The majority of her practice is working with individuals impacted by trauma in their lives. She contracts with Division of Vocational Rehabilitation. She has been trained in Eye Movement Desensitization and Reprocessing (EMDR), Trauma Informed Care, and makes her practice Client-Centered.

### **Kota Takayama**

Kota Takayama, PhD, MSW, MS, LP, LCSW is the Master of Social Work program director in the Department of Social Work at Gallaudet University. As a deaf clinical psychologist/social worker, Dr. Takayama has spent clinical workings with deaf communities and deaf schools in Japan for more than 15 years. His clinical experiences focus on psychological assessment and therapy with Deaf and Hard of Hearing populations. Also, he has been conducting his research practices and program evaluations. Dr. Takayama has published more than 30 publications and presented 200 conference presentations since 2005.



### **Devonta Thomas**

Devonta Thomas has over 10 years of experience working within the field of human services. He has worked as a police officer briefly in Kansas before obtaining his BA with the goal of providing behavioral therapy to children and is currently wrapping up his graduate studies with a MSW. He has worked for community-based agencies in Massachusetts and Minnesota before coming to Walden Community Services.

### **Laura Thompson**

Laura "LT" Thompson, MSW, born Deaf with Usher Syndrome, Type II, has been advocating for people with disabilities and for individuals who are Deaf, Hard-of-Hearing, and DeafBlind (D/HH/DB) since graduating with a Master's Degree in Social Work in 2011. She has been involved in various advocacy work and served on several different commissions, workgroups, and boards, including the Illinois Deaf and Hard of Hearing Commission Interpreter Licensure Board and Illinois Statewide Deaf Services Coordinator Committee. After moving from Chicago to Las Vegas in 2017, she continued her advocacy work as an Adult Case Specialist for the D/HH/DB, eventually joining the Vocational Rehabilitation team in January 2019 as a Rehabilitation Counselor for the D/HH/DB. Recently, she became a proud member of the Nevada Black Deaf Advocate organization.

### **Kimberly Thornsberry**

Kim (MS, LPC, CRC) currently serves as a Region I Mental Health Therapist with the Office of Deaf Services based in Decatur/Huntsville, AL. As part of her work, she provides direct services to individuals who are Deaf/Hard of Hearing/Deafblind at regional Mental Health centers and group homes and provides consultation to non-signing staff and professional partners working with D/HH/DB consumers. She graduated with a Bachelor of Arts in Psychology and a Bachelor of Science in Family and Consumers Studies: Child Development at Gallaudet University in 2003 and pursued her Master's degree in Rehabilitation Counseling with the Deaf at the Western Oregon University in 2006. Kim successfully obtained a Master's certificate in Infant and Early Childhood Mental Health Counseling program in the end of the summer 2021. Kim received numerous awards including but not limited to the following: 2018 ADARA national award for outstanding mental health services to the deaf; 2017 COSDA Deaf Professional of the year; 2017 RESPECT award from Alabama Institute for Recovery. Kim is currently serving on the ADARA board member as at large member.

### **Lori Vigesaa**

Lori Vigesaa is a Mental Health Professional who completed her Master's Degree in Clinical Counseling in May of 2015. She obtained her Bachelor's Degree in English from Ashford University in Clinton, Iowa. Lori holds licensure in the state of Minnesota as a Licensed Professional Clinical Counselor (LPCC).

### **Bianca Ware**

Bianca Ware is an artistic old soul hailing from the urban landscapes of Wisconsin. She has been dancing since she was four years old, trained in various styles such as ballet, jazz, tap, hip hop, modern, and African Dance. Bianca holds a BFA degree in Dance: African Dance and the Diaspora, with a professional background in Ko-Thi Dance Company as a dancer, musician, and research assistant in Milwaukee, WI. She draws inspiration from her years of travel nationally and abroad, gaining new experiences by immersing in different cultures, languages, and the people. Most notably is her long term stay in Gragnano, Campania, Italy where she taught English in various schools in the region.

### **Dylan Westbury**

Dylan Westbury, M.R.C., grew up in Taos, New Mexico, and he will always consider Taos to be his hometown. He is a proud alumnus of New Mexico School for the Deaf. He went to Gallaudet University for his undergraduate study. He obtained B.A. in Television: Digital from Gallaudet University. He helped his student

get a job in FedEx, which led him to obtain a Vocational Rehabilitation Counselor position in Texas. He received a Master in Rehabilitation Counseling from Texas Tech University. He has been working as a Vocational Rehabilitation Counselor for Texas, then DC. Model Secondary School for the Deaf offered the Manager for Transition Programming position. He worked there for four years before Gallaudet University offered him to work as a V.R. Liasion Specialist, where he works with a lot of V.R. agencies in the U.S.

### **Rhonda Wetherbee**

Rhonda is a Licensed Professional and Certified Rehabilitation Counselor in the state of Georgia. She received her MA degree from Univ. of Alabama at Birmingham. She worked at VR for 10 years as a counselor and 2 years as a Team Lead. Rhonda works at Avita Community Partners as a Director of Deaf Services. Avita provides outpatient behavioral health and addiction services to Deaf and Hard of Hearing citizens of Georgia. When she is not working, she likes to escape to the mountain in North Carolina for self-care. She currently lives with her husband, daughter, two granddaughters, and a mini dachshund named Raven.

### **Erin Wilkinson**

Dr. Wilkinson teaches American Sign Language, fingerspelling, Deaf culture, and signed language linguistics at the University of New Mexico. Her research interests include bilingualism in signing populations, language change and variation in signed languages, and signed language typology.

### **Jaime Wilson**

As the first Deaf board certified neuropsychologist in the world, Dr. Wilson provides an array of neuropsychological and psychological health care services to deaf, hard of hearing, deaf-blind, and blind individuals through a private practice, Wilson Clinical Services, PLLC. ([www.WilsonClinical.com](http://www.WilsonClinical.com)). Dr. Wilson has worked extensively with physicians, other healthcare providers, and forensic experts in the provision of neuropsychological evaluations. The field of neuropsychology is dedicated to learning about and diagnosing conditions related to the brain and nervous system.

### **Sarah Wintman**

Sarah Wintman is an independently Licensed Clinical Social Worker in Massachusetts and Registered Play Therapist. Sarah became a mental health therapist at the Walden School under The Learning Center for the Deaf in Framingham in 2016. There she works with residential deaf youth ages 7-22. In 2016, Sarah also became certified in Sensory Motor Arousal Regulation Treatment and after years of practice and supervision, officially became a registered play therapist in November 2020. Sarah is hearing but has been working with deaf youth for about 10 years and utilizes American Sign Language.

### **Doris Zelaya**

Doris Zelaya is a licensed professional counselor in D.C. She has 13 years of experience working in the mental health field. She worked at the Lexington Mental Health Center for the Deaf in New York City as a mental health therapist from 2008- 2010. For the past 10 years she has been working at the Counseling and Psychology Services (CAPS) at Gallaudet as counselor, then Coordinator of Services, working primarily with Deaf, Hard of Hearing, students of color, and LGBTQA college students. She is now the assistant director of CAPS.