

# Enriching Cultural Efforts: What's in Your Toolbox?

## UCEDD TA Institute - March 3-4, 2016

### About the Speakers and Facilitators

#### **Harolyn M.E. Belcher, M.D., M.H.S.**

**Kennedy Krieger Institute, Johns Hopkins School of Medicine  
Maryland**

Dr. Belcher is an Associate Professor who is jointly appointed in the Johns Hopkins School of Medicine, Department of Pediatrics and Johns Hopkins Bloomberg School of Public Health, Department of Mental Health. Dr. Belcher received her B.S. from Howard University and M.D. from Howard University College of Medicine as a participant in the B.S.-M.D. Honors Program. Currently, Dr. Belcher is Director of the Center for Diversity in Public Health Leadership Training at Kennedy Krieger Institute. She is the former Director of Research for the Family Center - a community-based mental health center that provides evidence-based mental health treatment focusing on children with a history of abuse and neglect and exposure to community and/or domestic violence. Dr. Belcher was the Principal Investigator on two National Child Traumatic Stress Network (NCTSN) grants promoting evidence and trauma-informed mental health treatment for children exposed to trauma (i.e., child maltreatment, community violence, domestic violence and parental risk factors). She is the co-Principal Investigator on an NIH grant to examine the cost effectiveness of the Chicago Parent Program versus Parent Child Interaction Therapy and Director of three CDC programs to support diversity in public health research and careers. Dr. Belcher directs three CDC-funded programs to promote diversity in the public health field. Over 280 students participated in these CDC leadership programs. The majority of students (95%) Dr. Belcher worked with are working, seeking employment, or continuing their education in public health research, administrative, or clinical fields. Dr. Belcher was elected to Alpha Omega Alpha Medical Honor Society at Howard University College of Medicine for her “unparalleled work as a teacher and mentor to students”. Dr. Belcher is the 2011 recipient of the Johns Hopkins Institutions Diversity Recognition Award and the 2014 recipient of the Association of University Centers on Disabilities, Multicultural Council Leadership in Diversity Award.

#### **Aaron Bishop**

**Administration on Disabilities, Administration for Community Living  
District of Columbia**

Commissioner Aaron Bishop leads the Administration on Disabilities. Prior to the creation of this federal office, Mr. Bishop served for two years as the Commissioner of the Administration on Intellectual and Developmental Disabilities. Throughout his career, Mr. Bishop has fought for the civil rights of persons with disabilities, both as a direct service provider in his home state of Wisconsin and as a policy advisor on Capitol Hill. As a professional staff member for the U.S. Senate Health, Education, Labor and Pensions (HELP) Committee, Mr. Bishop was instrumental in the creation of the Assistive Technology Act of 2004 and the Traumatic Brain Injury Act. In addition, he led efforts for the inclusion of provisions to support

communications access for the deaf and hard-of-hearing community in the Higher Education Opportunity Act. A committed advocate for inclusion and diversity, Mr. Bishop looks forward to combining the resources and expertise of multiple sectors of the disability networks and self-advocacy communities for the benefit of all people with disabilities.

### **Suzanne M. Bronheim, PhD**

**Georgetown University Center for Child and Human Development, Georgetown University  
District of Columbia**

Dr. Suzanne M. Bronheim is Associate Research Professor in the Department of Pediatrics and a Senior Policy Analyst within Georgetown University Center for Child and Human Development (GUCCHD). She is the Technical Assistance Director for the newly funded National Action Partnership to Promote Safe Sleep. As faculty within the National Center for Cultural Competence (NCCC), she was the Director of the Sudden Unexpected Infant and Child Death and Pregnancy Loss Project within the NCCC for 15 years and has worked on numerous projects to support MCHB funded training programs to address cultural and linguistic competence and increasing diversity of trainees and faculty. As a pediatric psychologist, she was director of the learning disabilities/neuropsychology service at Georgetown for twenty years, was co-director of the Tourette Syndrome Clinic at Georgetown, provided evaluation and consultation for adults with developmental disabilities, and served as the psychologist in the Pediatric Pulmonary Center, the Cystic Fibrosis Center and the renal dialysis and transplant team at Georgetown University Hospital. For over ten years, she coordinated Communities Can!, a national network of communities dedicated to using collaborative strategies to support and serve all children and families, including those with or at risk for special health care needs. She also served on the planning committee for and participated in a series of international conferences on community based services for children with disabilities. Dr. Bronheim currently provides training and technical assistance to state Title V programs, health and mental health care systems, academic programs, non-profit organizations, health care providers, and family advocacy and support organizations.

### **Tanisha Clarke, MPH**

**Association of University Centers on Disabilities (AUCD)  
Maryland**

Tanisha Clarke serves as a Program Manager on AUCD's UCEDD Technical Assistance team. In her role, she supports the national network of University Centers for Excellence in Developmental Disabilities (UCEDDs) as they carry out training, service, research, and information dissemination activities to positively affect the lives of diverse children and adults with developmental disabilities and their families through capacity building, systems change, and advocacy. With over 14 years of experience being of service to underserved populations, Tanisha brings great passion for empowering students and young adults from different backgrounds and cultures, enhancing student access to opportunities for achieving their full potential, and addressing the root causes of health and educational disparities. She participated in the Georgetown University National Center for Cultural Competence's Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence, and played a vital role in the development of the AUCD Diversity & Inclusion Toolkit.

## **Daniel Crimmins, PhD**

**Center for Leadership in Disability, Georgia State University  
Georgia**

Dr. Daniel Crimmins serves as Director of the Center for Leadership in Disability – the Georgia State University Center for Excellence in Developmental Disabilities – and as Professor in the School of Public Health in Atlanta. Dr. Crimmins has worked with children and adults with disabilities, families, schools, and organizations to ensure equal access to effective supports and interventions. He has a particular interest in issues that reflect the intersection of research, adoption of evidence-based practices, workforce, and policy. During his career, he has been at the forefront of bringing new and emerging practices into everyday use. His work with Mark Durand on the Motivation Assessment Scale was among the first efforts to quickly assess the function(s) of challenging behaviors. His Positive Strategies: Developing Individualized Supports in the Schools offered an authoritative guide to conducting functional behavior assessments and developing positive behavior support plans. His current work on the Brief Behavior Questionnaire and Intervention Plan System (BBQuIPS) focuses on streamlining the behavior assessment and planning processes to arrive more quickly at function-based interventions at home and school. More recently, he is part of a large-scale effort to “scale up” access to inclusive postsecondary education programs in Georgia. He is a strong advocate for the provision of respectful person-centered supports, the elimination of restrictive and reactive procedures, and that all should “lead a life well-lived.”

## **Elaine Gabovitch, MPA**

**Eunice Kennedy Shriver Center UCEDD, University of Massachusetts Medical School  
Massachusetts**

Elaine Gabovitch serves as Director of Family & Community Partnerships at the UMMS Eunice Kennedy Shriver Center in addition to her roles as Family Faculty in the Shriver Center’s University Center for Excellence in Developmental Disabilities (UCEDD) and Leadership Education in Neurodevelopmental Disabilities (LEND) programs. She is the Center for Disease Control & Prevention’s (CDC) Ambassador to Massachusetts for the “Learn the Signs. Act Early.” Program. She is also State Team Leader for the Massachusetts Act Early Campaign. She maintains faculty appointments in the UMMS Department of Family Medicine & Community Health at the Medical School and the Sawyer School of Management at Suffolk University. As the parent of a son with ASD, the central emphasis of her work is on raising public awareness of healthy developmental milestones, the importance of developmental monitoring in young children, and early identification of ASD/DD, with a particular interest in reducing cultural, linguistic, racial and regional disparities.

## **Judith M. Holt, PhD**

**Center for Persons with Disabilities, Utah State University  
Utah**

Dr. Judith Holt was appointed as the Interim Executive Director of the Center for Person with Disabilities (CPD) at Utah State University in 2015 and had served as the Director of the Interdisciplinary Training Division at the CPD since March 2000. She has extensive experience in designing, implementing, and evaluating supports and services for children, youth, and adults with disabilities and their families/support systems. Dr. Holt is a strong advocate for consumer direction and choice. She has developed numerous educational materials that focus on the key concepts of independent living. She

also serves as the Co-Director of the Utah Regional Leadership Education in Neurodevelopmental Disabilities providing leadership training to long-term trainees in UT, ID, MT, ND, and NM.

**Jennifer Johnson, Ed.D.**

**Administration on Intellectual and Developmental Disabilities (AIDD)**

**District of Columbia**

Dr. Johnson holds a doctorate in special education from the George Washington University (GW). She has worked at the Department of Health and Human Services for over a decade. She began her career with the federal government in AIDD when it was a part of the Administration for Children and Families. In her most recent position, she led the Office of Program Support for AIDD. Previously, Dr. Johnson worked in the private sector holding positions in organizations such as the Council for Exceptional Children, the National Clearinghouse for Professions in Special Education, the National Information Center for Children and Youth with Disabilities, the Institute for Women’s Policy Research, and GW. Her work focused on a broad variety of disability issues, including early care and education, implementation of disability policy, the intersection of disability and diversity, and professional development for educators. As deputy director of AIDD, Dr. Johnson assists in providing overall leadership for the agency, including policy direction and management of staff and daily operations.

**Pamela O’Brien, Ed. D.**

**Administration on Intellectual and Developmental Disabilities (AIDD)**

**District of Columbia**

Pamela O’Brien holds a doctorate in Early Childhood Education from Nova Southeastern University, FL and was a George Washington University Masters fellow in Special Education. She has been in the federal government for 5 years. Currently, she serves as Project Officer and Lead Program Specialist for the University Centers for Excellence in Developmental Disabilities in Education, Research and Service grants program in the Office of Program Support (OPS) at the Administration on Disability within the Administration for Community Living. Before joining OPS, she supported the Office of Innovation in Projects of National Significance and served as Project Officer to the President’s Committee for Intellectual and Developmental Disabilities (PCPID). Dr. O’Brien served as PCPID Interagency liaison to: the National Commission for Children and Disasters; Project SEARCH Interagency Coordinating Committee with the US Department of Education and US Department of Labor; and The Committee for Employees with Disabilities. She also served as a Federal Business Liaison and Mentor for Project SEARCH school to work transition program for special education high school seniors from the District of Columbia Public Schools; and as a ACF Disability Hiring Workgroup (DHW) member contributed to development of the Disability Hiring Plan for the US Administration of Children and Families. Prior to becoming a civil servant, she spent her leadership career, in both the public and the private sector, in disability education and project management serving children and adults with intellectual and developmental disabilities from diverse communities.

**Wendy Parent-Johnson, Ph.D., CRC, CESP**

**Center for Disabilities, University of South Dakota**

**South Dakota**

Dr. Wendy Parent-Johnson is Professor, Department of Pediatrics, and Executive Director of the Center for Disabilities, a Center for Excellence in Developmental Disabilities, at the Sanford School of Medicine, University of South Dakota (USD). She assumed this position three years ago and in that role is

responsible for administration and oversight of multiple grants, research, teaching, and supervision of 38 staff. She has thirty five years of experience in the areas of supported and customized employment, transition from school to work, and Employment First policy and practice. Wendy has conducted presentations; produced journal, book, and other written products; and developed practical tools related to transition and employment. More recently, her research and teaching has focused on health care transition, health disparities, interdisciplinary health science education, and the integration of health and employment. Wendy is a member of the APSE Board, CESP certification council, and Editor of the Journal of Rehabilitation.

### **Dawn Rudolph, MEd**

#### **Association of University Centers on Disabilities (AUCD)**

##### **Maryland**

Dawn leads AUCD's UCEDD Technical Assistance team in providing support to the national network of University Centers for Excellence in Developmental Disabilities (UCEDDs), and leveraging the expertise of the UCEDD network to inform national efforts impacting people with disabilities. She provides technical assistance on UCEDD grant administration, operations, impact, leadership and succession planning, and emerging trends in the disability field. Early in her career, Dawn supported children, adults, and families in community-based services in roles as direct support professional, early intervention teacher, and family therapist specializing in work with families whose young children were first diagnosed with special needs. She served the disability community for several years as a community living program director for provider organizations, and administrator of service coordination for the District of Columbia's Developmental Disabilities Administration. She is well-versed in community-based systems and supports for people with intellectual and developmental disabilities, advocacy and leadership. Dawn brings significant management, administration, and leadership experience in non-profit and government sectors.

### **Carol Salas Pagán, PsyD**

#### **Institute on Developmental Disabilities, University of Puerto Rico**

##### **Puerto Rico**

Dr. Carol Salas Pagán is a faculty member in the Graduate School of Public Health at the University of Puerto Rico, Medical Sciences Campus. She studied Clinical Psychology and was also a trainee in the PR-UCEDD Graduate Certificate Program on Developmental Disabilities - Early Intervention. She is an active member in a number of advisory councils and boards of nonprofit organizations for the protection and advocacy for individuals with developmental disabilities, and women who are victims of violence. Dr. Salas was the Associated Director of the PR-UCEDD for almost 3 years. She is a graduate from the UCEDD Leadership Development Institute. She has been participating and representing the PR-UCEDD in AUCD's Multicultural Council, and on AIDD's National Diversity Advisory Committee. Last November 2015, Dr. Salas was appointed as Director of the PR-UCEDD.

### **Paula Sotnik**

#### **Institute for Community Inclusion, University of Massachusetts Boston**

##### **Massachusetts**

Paula Sotnik, Project Director at the Institute for Community Inclusion Boston, has developed and directed 15 national and state training and technical assistance projects supporting and empowering individuals from traditionally underrepresented groups, including persons with disabilities. Paula was co-

author and is lead trainer on Culture Brokering for CIRRIE at SUNY. She is a consultant reviewer, interviewer and remote trainer for an international fellowship exchange program. She completed a U.S. Department of State Project, providing training and technical on inclusion with US Embassy staff and NGOs in Nepal. Paula, with a NGO, developed the “Six Ramps, Six Months” program, which was responsible for mobilizing the community to build over 6 ramps enabling access to, services in Nepal. Paula presented for UNESCO on disability inclusion and conducted programmatic site visits in India. She also conducted Train the Trainer Programs and disability inclusion training in Mauritius. Paula continues to mentor young leaders and focus on technical assistance and capacity building with nonprofits, NGOs and governments to enhance responsive systems that seamlessly include all aspects of diversity.

### **Valerie N. Williams, PhD, MPA**

**Center for Learning & Leadership, The University of Oklahoma Health Sciences Center  
Oklahoma**

Dr. Valerie N. Williams is Vice Provost for Academic Affairs and Faculty Development at the University of Oklahoma Health Sciences Center (OUHSC). In this role, she has responsibility for campus-wide academic affairs, academic integrity and faculty development issues. A year after joining the OUHSC College of Medicine faculty in 1989, Dr. Williams created the Health Sciences Center Faculty Leadership Program, an interprofessional faculty development and mentoring program. As program director, Dr. Williams has served as a mentor or coach for over 400 OUHSC faculty and over 500 faculty participating in summer institute or nationally sponsored faculty development programs for women and minority faculty. At OUHSC, Dr. Williams founded and directs the federally designated University Center for Excellence in Developmental Disabilities for Oklahoma, an interprofessional program for teaching, research and service. Her research includes two primary topics: faculty career development and public policy issues in health care, an interest continued from her early career as a policy analyst for the U.S. Assistant Secretary for Health. Dr. Williams loves her work, so her work has become central to her community life as well. Early in her career she decided to use knowledge gained from her professional life on behalf of the communities where she lives and works. She has served as a member or leader for numerous local and statewide community organizations.

### **Derrick Willis, MPA**

**Institute for Human Development, University of Missouri-Kansas City  
Missouri**

Derrick Willis is a Research Associate for the Institute for Human Development, at the University of Missouri-Kansas City. Derrick has over 30 years of experience working in the field of mental health and disabilities. He coordinates and collaborates on a wide variety of applied research projects to develop, implement, and evaluate new ideas and promising practices that support healthy, inclusive communities. At the Institute he directs Urban Mission projects that focus on transition, employment, education and recreation for urban and minority youth with and without disabilities. His projects develop pipelines that connect vulnerable youth to academic and career mentoring, training and work experiences that promote successful outcomes. Derrick is the 2016 recipient of the AUCD, Multicultural Council Award for Leadership in Diversity.