

Active Shooter Drills: Considerations for Linguistically Diverse Students, A Listening Session Series

Speaker Biographical Sketches

Ayanna Cooper, Ed.D. *Educator & Author, Howard University*

Ayanna Cooper is an author, part-time Howard University faculty member, advocate for culturally and linguistically diverse learners, and a U.S. Department of State English Language Specialist alumna. As a consultant her projects involve providing technical assistance internationally and to state departments of education, school districts, and nonprofit organizations. She emphasizes the importance of building the capacity of district and school leaders to develop and manage English, dual and bilingual language programs. She is the author of a number of publications including *And Justice for ELs: A Leader's Guide to Creating and Sustaining Equitable Schools* (Corwin Press), co-editor of *Black Immigrants in the United States; Essays on the Politics of Race, Language, and Voice* (Peter Lang), and serves as *Language Magazine's* Pass the Mic Series editor.

Brian J. Gerber, Ph.D. *Associate Professor, Arizona State University*

Dr. Brian J. Gerber is an Associate Professor in the College of Public Service and Community Solutions, Arizona State University. He is Co-Director of the ASU Center for Emergency Management and Homeland Security. Dr. Gerber's research interests and publications include work on disasters and public policy, emergency management, homeland security policy, and environmental regulation. He has field experience in response and recovery during multiple disaster incidents, has designed, led and facilitated various emergency exercises, participated in catastrophic incident planning projects, and has conducted key program evaluations and policy analyses on topics ranging from large-scale disaster evacuations to pandemic preparedness. His applied work on disaster management has included partnerships with federal, state and local government agencies (e.g. work with the U.S. Federal Emergency Management Agency, Arizona Department of Emergency and Military Affairs, the U.S. Government Accountability Office and service with organizations such the Maricopa Local Emergency Planning Committee). He has extensive experience in working with disaster nonprofit organizations, both in terms of research and evaluation and including current service with the Maricopa County COAD (Community Organizations Active in Disaster). Likewise, he is currently Director for Universities, ARISE-U.S. Board, a national chapter of the United Nations Office of Disaster Risk Reduction ARISE National Networks, and as a Co-Lead of the Wildland Urban Interface Governance Special Interest Group, a working group of the U.S. Federal Emergency Management Agency, Higher Education Program.

Kristine D. Gile, LCPC, BC-TMH *Licensed Professional Clinical Counselor, Gallaudet University*

Kristine Gile is a Licensed Professional Clinician and works as a private clinician and consultant. She collaborates with the Deaf and Hard of Hearing Child Resilience Center which focuses on addressing the gap between children who have experienced trauma and the mental health services they deserve. Prior to Kristine's current role, she has held a variety of roles with a focus on trauma, mental health, and accessibility for children and families. She has provided trainings and presentations locally and nationally on various topics around mental health, trauma, and Deaf/Hard of Hearing population. Kristine is a graduate from Lewis and Clark college with a MA in Counseling Psychology. She also holds credentials in BC-TMH. She resides in Maine with her husband, children, and furpups.

Rose Emily Gonzalez, Ph.D., ABPP. *Associate Professor & Pediatric Psychologist, University of Virginia School of Medicine*

Rose Emily Gonzalez is an Associate Professor and Pediatric Psychologist at the University of Virginia School of Medicine. Since joining the clinical faculty in 2015, she has served the Department of Pediatrics, working with the Divisions of Neurodevelopmental and Behavioral Pediatrics and Pediatric Hematology/Oncology. Dr. Gonzalez also holds leadership roles as the Associate Chair of Justice, Equity, Diversity, and Inclusion for the Department, and Co-Chair of Immigrant Health for the Virginia Chapter of the American Academy of Pediatrics. Dr. Gonzalez earned her doctorate in Clinical Psychology from the State University of New York at Albany. She completed an internship in Child Clinical and Pediatric Psychology at the Mailman Center for Child Development and further honed her expertise with two years of post-doctoral training in forensic child assessment. Earlier in her career, she worked as a dually licensed school and clinical psychologist in western Massachusetts, where she developed a deep understanding of the social dynamics shaping children's lives and the critical role of the student-teacher relationship in addressing the intersection of violence, mental health, and academic achievement in challenging environments. Her clinical and research interests include the impact of systemic racism and trauma on marginalized populations, culturally responsive assessment and intervention, coping with chronic illness and pain, Latinx mental health, and advocacy for immigrant youth and families.

Gabriel I. Lomas, Ph.D. *Professor and Counseling Program Director, Gallaudet University*

Dr. Gabriel Lomas is a professor and program director at Gallaudet University and the founder of the Connecticut Center for School Safety and Crisis Preparation. After 12/14, he put his energy into developing school safety programming, both for the graduate students he trained and for school helping professionals in the western part of Connecticut. The development and operation of the western Regional Crisis Team led to the establishment of the Connecticut Center in 2021, which now has staff serving the entire state. He holds a doctorate in Counseling and School Psychology from Sam Houston State University in Huntsville, TX. He was formerly a teacher of the deaf and a counselor for a regional deaf education program in Texas. He is a contributor to academia, with publications including technical reports, journal articles, book chapters, one completed book, and one forthcoming book on school crisis management. He has won over \$6M in federal and state grants, including the initial appropriation to establish the Connecticut Center. Although he has been involved in many deployments, he continues to both attend meetings and conferences, both as a learner and as a presenter, where he is able to become competent in new strategies and techniques in school safety and crisis preparation.