



Through
the Looking
Glass

*Serving
Families with
Disabilities
Since 1982!*

TLG Doctoral Practicum Training Brochure

Winter 2022



Table of Contents

1. Our Mission and Program Description
2. Practicum Training at Through the Looking Glass
3. Weekly Schedule
4. Application Process

1. Our Mission and Program Description

The Mission of Through the Looking Glass is to provide and encourage respectful and empowering services—guided by personal disability experience and disability culture- for families that have children, parents, grandparents or caregivers with disability or medical issues.

Through the Looking Glass (TLG) is a disability community nonprofit agency in Berkeley that is dedicated to providing disability informed clinical and supportive services, training, and research. We serve infants, children, and families and our emphasis is on early intervention and prevention of problems in families and relationships. TLG was founded in 1982.

Our goals as an agency are threefold: 1) to provide disability informed services to infants, children, adolescents, and their families; 2) to train diverse systems and professionals who impact families with disabilities including the next generation of mental health professionals; and 3) to improve services to children and families impacted by disability by conducting research and developing national and international models and standards of services. We provide a wide array of services to children and families who have a disability as a part of their family constellation.

The services our doctoral Practicum trainees provide include:

- Psychotherapy, infant developmental screening, and interventions that occur in the homes of our clients, in community settings, or in our clinic. Our on-site location offers spaces designed specifically for family therapy, sensory-integration and occupational therapy services, as well as individual child therapy, and play therapy (with sand tray);
- Prenatal or dyadic child-parent psychotherapy, child therapy, family therapy, developmental screening and interventions;
- Multidisciplinary collaboration with in-house developmental and occupational therapy services and parenting adaptations for parents with disabilities;
- Autism services and interventions (primary approach is relationship-based, DIR, floortime);

Who We Serve: We specialize in serving families in which one or more members have a disability or medical issue. Approximately half of the families served have a child with a disability, mental health disability, behavioral challenges, developmental delay, or medical issue, and about half have a parent, caregiver or parenting grandparent with a disability, mental health challenges, or medical issue.

Given the diversity of our clientele and the interdisciplinary nature of our staff, our trainees have a unique opportunity to expand their clinical experiences and areas of professional competencies.

Disability is defined broadly to include, for example:

- Children born with neurodevelopmental conditions such as cerebral palsy or Down syndrome, children showing delays in development, children born prematurely or have experienced early life surgeries, children with chronic health conditions, children on the autistic spectrum, children with other neurodevelopmental challenges, children with trauma symptoms, children showing behavioral or mental health challenges, children with sensory or sensory-integration problems, and more;
- Parents, caregivers, or parenting grandparents who have a physical or sensory disability, mental health challenges, cognitive/intellectual/learning disability, postpartum depression, medical disability, and more.

The families served by TLG are diverse in terms of their disability experiences, whether they identify as having a disability, their race or ethnicity, their country of origin or immigration history, their family constellation ranging from single parents to multigenerational co-parenting systems, and their primary language. We understand that all these experiences intersect in creating each family's cultural identity. Almost all of our families have low income and access our services free of cost.

The children and families we serve have often endured profoundly difficult life circumstances and may have very serious symptoms. With other families, we work to prevent the onset of serious symptoms by providing early intervention and co-developing strategies and protective efforts to buffer against the often unnecessary negative impacts of disability on a family system—from social stigma, disability oppression, or lack of appropriate disability resources.

TLG serves children from infancy through adolescence and into young adulthood as well as parents and parenting grandparents with disabilities. By serving individuals with disabilities through the lifespan we have the unique benefit of our early intervention services with children with disabilities being informed by the challenges navigated by individuals with disabilities later in life. We often describe this perspective as our *life-cycle orientation*.

History: Through the Looking Glass (TLG) grew out of the independent living or civil rights movement for people with disabilities and is one of the most experienced disability culture-based organizations internationally, providing intervention to enhance the potential of children and families with disabilities. Since its founding in 1982, TLG has pioneered “family-driven,” strength-based, and trauma-informed services, training, consultation, and research serving parenting families with diverse disability/medical issues. We emphasize the practical utility of our services and research to address gaps in services and resources for families with disabilities. We are located in the Ed Roberts Campus, which TLG partnered to develop. Our campus is a model of universal access, a “one-stop shop” for individuals and families with disabilities.

Staff: Approximately 75% of TLG's staff have personal or family disability experience plus specialized training. Over 50% of our staff are people of color with a diverse range of national origin and primary language. Our clinical staff includes five licensed psychologists, one registered psychologist, many additional licensed clinicians who are MFTs or LCSWs, Occupational Therapists, and Developmental Specialists.

Advocacy: On local, national, and international levels TLG has had a key role in identifying and urging reduction of social disparities experienced by children and families with

disabilities. TLG was honored to be federally funded the only national center for parents with disabilities and their families from 1993 to 2017. Our public policy efforts have influenced national and international practice and culminated in its major role in advocating for and writing an extensive report submitted to President Obama in 2012: *Rocking the Cradle: Ensuring the Rights of Parents with Disabilities and their Children* (National Council on Disability, 2012), resulting in congressional hearings and legislation in several states.

Referral Sources: Our referrals for local services come from many different sources, including, but not limited to: hospitals, schools, Head Starts and Early Head Starts, Child Welfare Services, Regional Center of the East Bay (RCEB), local professionals, family self-referrals, and Public Health Nurses.

2. Doctoral Practicum Training at Through the Looking Glass

Through the Looking Glass offers practicum training for second and third year doctoral students in psychology programs.

Our approach: We work from a non-pathologizing, strength-based, disability culture informed perspective. Since our founding we have integrated theories from infant/early childhood mental health, attachment theory, family therapies, developmental practice, psychodynamic theory, trauma informed modalities of treatment, and cognitive behavioral interventions.

Clinical work: Our doctoral practicum students will gain skills serving a variety of clients. They deepen their knowledge about the impact of disability in families as well as infant mental health over the course of our training program. Practicum trainees have the opportunity to provide consistent services to clients over the

full-term of their training. TLG trainees serve families with children ages 0-18 by providing family therapy, dyadic parent-child therapy, individual child therapy and play therapy. Services are provided both in person (home visit or in office) and via telehealth. Trainees work with their supervisors to determine pandemic-related safety considerations, and whether services should be delivered in person or via telehealth. Our trainees engage in regular interdisciplinary collaboration with developmental specialists and occupational therapists. For example, they may be a mental health clinician addressing the grief, depression, or trauma in a family system, and supporting child-caregiver relationships as well as collaborating with an occupational therapist addressing sensory integration issues and parenting accessibility challenges.

Practicum trainees will be expected to gain therapeutic skills to allow them to be efficacious with a wide variety of families and situations. Our trainees work with children from infancy through young adulthood, with children and caregivers who have physical, medical, developmental or intellectual disabilities, or mental illness; with multigenerational families where co-parenting is occurring; with families in which a grandparent or great-grandparent is the caregiver; with children who have been removed from their family of origin and are placed with kin or in foster care; and by providing family therapy and relationship support for families during visitations when children have been removed.

4. Weekly Schedule

Doctoral Practicum Trainees commit to 20 to 24 hours a week, and carry a case load of 4 to 5 clients.

Weekly supervision and training will be: individual supervision by a licensed psychologist

for 1 hour per week; group supervision by a licensed clinician for 1.5 hours per week; interdisciplinary staff case conference and agency wide trainings for 1.5 hours per week; and didactic training seminars for 1.5 hours per week.

Our training plan includes a structured sequence of didactic trainings to provide exposure to and knowledge of a number of topics relevant for learning as a psychologist and for providing services relevant to the population served by TLG. Trainings are also designed to increase the skills of trainees in provision of psychological services to clients. The integration of current and evolving psychological knowledge, principles, and theories into service delivery is addressed throughout trainings.

Our training program is designed to enhance trainee knowledge and skills in the field of psychology and in the delivery of psychological services. In addition, TLG is dedicated to: increasing trainee familiarity with families with disabilities and improving psychological practice in serving families with disabilities; encouraging a family systems understanding of families with disabilities; increasing understanding of disability culture; educating psychologists in the field of infant mental health/early intervention; imparting awareness of cross-disciplinary understanding and collaboration in serving children with emotional, developmental or disability issues; and providing knowledge of best practice for psychologists performing parenting evaluations for the courts when clients have disabilities.

APPLICATION

Please include

- Cover letter
- Current CV
- Two letters of recommendation

For 2022, all interviews will be held on Zoom.

Application due: February 25, 2022

Interviews: March 7 – April 8, 2022

Match and Notification Date: April 15, 2022

Email applications to:

Nahoko Nishizawa, Psy.D. Training Director

nnishizawa@lookingglass.org

FOR MORE INFORMATION:

Through the Looking Glass

Training Director: Nahoko Nishizawa, PsyD

3075 Adeline St., Suite 120 Berkeley, CA 94703

Email: nnishizawa@lookingglass.org

Cell: (510) 815-6969 | Fax: (510) 848-4445