

Please stand by for realtime captions. >> We ask that you put your phone on mute. We are expecting quite a few people on the call today so it would be helpful to minimize background noise. We ask that you do not put the phone on hold as that often initiates music from our end. We will get started in just a minute. We want to thank everyone for joining us today. >>

We ask that all participants at this time put your phone on mute. There will be a Q&A period where you can unmute your phone to ask questions. We ask that you do not put your phone on hold as that often creates music for the rest of us. Welcome to the monthly tran eight children's call. -- O.U.R.

children's call. We are a community of learners comprised of parents, family members and professionals to explore and develop activities that will work to increase the safety and success of children who are deaf and hard-of-hearing. We want to thank all of those that have joined today. We are excited for our special guest. In a minute I will activate our recording and we will get started. Bear with me for a moment while we get the recording started. >>

[Indiscernible-background noise]

Good morning. This is Janet DesGeorges . We all -- ask all participants please mute your phones. We ask that you do not place on hold is that often creates music on our end. Please put your phone on mute so we can minimize background noise. Good morning everyone, this is Janet DesGeorges from Hands & Voices. I'm going to introduce our mentor and coach for the community of learners, Doctor Harold Johnson will -- who will be talking about our meeting this morning. Harold?

Thank you. I'm a proud Hands & Voices member and codirector of the [Indiscernible] project with several other individuals. We are pleased to have with us a guest, Candace's Michela Maiorana-Vasas. She is a mother, teacher, researcher, professor and leader and a friend. Her title of the presentation today's -- today is a radical middle. Working better together. I will tell you that last week she cohosted a Twitter based discussion regarding the maltreatment of children with disabilities. We thank you for that. The information that we share with you, really is committed to framing a dialogue in the field of deaf education about troops, believes and finding the area in between people's beliefs to bridge those differences where the focus is upon effective collaboration and partnership . It is also about creating a safe place for open and honest dialogue for issues that challenge the field in hopes of fostering trust. The hope of the radical middle is to foster a cross disciplinary resource that fosters collaboration. I will tell you as someone who not too long ago retired from the deaf education, the radical middle is composed of individuals that are relatively new to deaf education as professors and they all graduated around the same time but they all share the same vision that we cannot bridge the differences -- can bridge the differences. As someone that has been in deaf education for a long time, they are seeing not only the radical middle but tremendous hope as to how we can bridge those differences that have historically divided us. With that brief introduction, I would like to turn this over to Dr. Maiorana-Vasas so she can talk about this in the idea of our effort within Hands & Voices to enhance the safety and success of our children who are deaf

and hard-of-hearing. Please talk to us about yourself and the work of the Radical Middle.

Can you hear me okay?

Yes.

I'm happy to be here with everyone today and I appreciate this opportunity to discuss some of the work we're doing at Radical Middle. I will start with a little history of how this got started. Several doctoral students and I were working on our doctoral studies as part of a federal grant through the national leadership consortium -- consortium and through that we had an opportunity to collaborate where we might not have had had we been doing other doctoral studies through independent funding or on our own. Through that particular collaboration, several of us who came from very different backgrounds and perspectives in deaf education were, for lack of a better word, forced to work together. We came to realize our differences were actually fewer than our commonalities. So through many talks and discussions and late nights and sometimes tiers we realized our field has a little bit of pain in terms of how we work together and talk to each other, especially from an academic perspective and we wanted to make a commitment to make that better. Was started as a small group online committing to fostering productive discussion has grown and we've managed to establish an online community of 928 members. It is comprised of a variety of professionals. Teachers, interpreters, researchers, parents, parents that have turned into researchers. A wide variety of people that are participating in conversation and talking about the research and the big issues, but also at the same time making a commitment to being very reflective and cognizant of how we talk to one another. Instead of coming to the table defensively or thinking people are going to have to put up a fight to get their perspective across, we are really working on trying to talk about those things and more productive ways where we are listening to one another. And hearing one another instead of coming defensively so we can work through and realize the value all of these different perspectives bring. All of our kids don't identify together. There is so much diversity within our field and if we don't work together we're really not doing our job. We need to combine our efforts [Indiscernible-muffled]. That is a little bit about our history and where we are now.

That is quite helpful especially knowing how large a group it is. In terms of your current efforts that this group is working on and how might this relate to Hands & Voices [Indiscernible-muffled]?

Several of our founding members are very passionate about the prospects of preventing and helping children that have been in situations of abuse or neglect. Back in 2016 we hosted an online discussion board on the topic and we had several of our moderators host that. We had that archived and I can share that with you. It brings forward an important topic that we don't really talk about often. I don't recall my own teacher preparation programs and I know they are difficult discussions to have. Beyond that we have all made commitments and our teacher preparation and most of us are still working in those programs to make

a commitment to dedicate time to talk about these things with our upcoming preprofessional teachers. We have organized a variety of resources. I have a variety of resources I use in my own office as well but this is not a topic that it doesn't matter what your philosophy or ideals are in the field. This is a topic important to everyone. I personally have made a commitment in every single class I teach. I dedicate at least one class session to discussing these issues and alerting students in the deaf education program to the effort of the project and where they can find resources to help them in the instance they need to get support for their student. In bringing this up, further with our board members we are very excited to find some collaboration with Hands & Voices and other -- others to create a webinar and guided discussion on the topic and create a space on our webpage. We have currently a call to action in support of the O.U.R. Children project. We would like to expand that so that people can be directed to where they can find additional resources and we can redirect people from our pages to the Hands & Voices page so that we are supporting each other's efforts if that makes any sense. That's what we're looking to do. Also with an advertising your monthly calls, I think that's important for people to be aware that these exist and help with that effort and where the conversations are around those topics.

Thank you very much. In terms of the overall issues of the radical middle, -- Radical Middle [Indiscernible-muffled].

This has been a difficult process from the beginning. I think it is just because it's a very personal thing for a lot of people. Where they identify on the spectrum, but we have had some victories and there have been times where through our Facebook page or private messenger or face-to-face conversations I've had at conferences where we have presented or even through some of the discussion we've seen on some of the hot topics on our page, we are seeing slowly a shift in how people talk to each other and a shift in the words we use and a shift in asking questions instead of making definitive statements or assumptions about where people are coming from. What's beautiful about that is -- especially some of our members that have been with us for a longer time [Indiscernible-muffled]. We see a shift in the way that they are framing how they are approaching conversation and its fostering lovely conversation and from a place of understanding. There's also groups while they are stuck in the middle are underrepresented. Must -- [Indiscernible-muffled] and issues behind folks that use [Indiscernible] and are very hard of hearing and they don't feel like they fit in either world. This is also unintentionally creating a space for folks in those areas to have a voice and to participate in the conversation as well. That's a nice thing we've seen over the last several years as well. When we talk at conferences and we have face-to-face discussions we see a lot of the emotion that comes behind a lot of this work and this is still -- [Indiscernible-muffled] that has promised to do this for a long period of time because there are still, depending on who you talk to we find that we come across very rigid perspectives and sometimes people can be difficult to get your idea across or have a productive conversation. Part of that is learning strategy on how to do that and coming up pretty soon, we are in the

process of getting a discussion board organized and several weeks ago on NPR they featured some talks about how folks can have productive discussions and tools and strategies so as we grow and as we have more difficult conversations we will be framing this and getting our members tools or fostering positive and productive discussions that have opposing views. Within the whole conversation we've seen a slow change and so we feel now it is a nice time to say now that we see people that look at this area is a place they can be trusted and it's a safe place where we don't allow folks to call out individuals. We help to reframe the conversation to make sure if we have issues that we are talking about the issues and not the person or a group of people or particular organization and to move towards the issues. As we have grown in that part of our development [Indiscernible-muffled] formal discussions on the actual skills and tools we can apply to these conversations so we can take it a step further.

Thank you. 924 members is huge. The discussion boards you have and Twitter and various things -- I've been struck by how much great expertise is out there among teachers and parents and other adjective -- educators. Have you been able to tap into that and to give voice to such expertise. If so, what are some of the wisdom's you have been pulling or finding or discovering as you communicate with this large and growing community.

One of the things us what I value. We do on occasion get criticism like this should be just a professional group. Part of being a professional group is listening to the needs of teachers and parents and members of the deaf community. We have to listen in order to understand what we do in a better way. The beauty of folks from all of those different perspectives participating is beneficial especially to me. It's been 10 years -- you can spend 10 years in the classroom setting. I'm removed from the frontline and so on occasion when a teacher comes on and they talk about some of the issues from their perspectives it reminds me about, yes we can talk about a lot of these things in theory but then again it's very important to understand how they affect practice and what is going on in classrooms and how we can know what we have to support teachers and parents as well. We have quite a few parents turn professional or researcher and so their perspective is also highly valuable because they not only have the educational expertise but they have the lived experience of what it's like to be a parent and going through the process of, okay my child is deaf and all the trials and tribulations of getting the correct services and framing that from a research perspective. I think it any field -- I know we talk about this a lot in deaf education, there is a research to process gap but we also have a research to community gap in a sense and so some of these conversations have brought to light some of the areas where we need to find a better way to bridge practical solutions for our teachers and deaf community as well. I've had a lot of really rich one-on-one conversations with parents and other professionals about the struggles they've had to deal with, especially if their parents turn professional. Understanding their perspective and experience has been very enlightening to me as a professional as well. I will admit when I started my professional journey, technically back in 2000 is when I was officially accredited to be called a professional in deaf education. I

came with a very grounded view in bilingual education and I was very rigid in that. Through my experience in the classroom that evolved but where it really did open my eyes and evolved was through my conversation with parents when I was able to take a step back and see everything from their perspective and that has been very illuminating to me as a professional. I would definitely say I can speak on behalf of the members on -- of our board as well that it's an important piece of this conversation.

That research to practice gap that you talked about is true in many fields but in deaf education we say we believe a lot but we don't really know a lot. There was a large federal grant given to [name unknown] to get at what we know and what do we need to know and importantly how do we enhance the literacy of kids that are deaf or hard of hearing. Have you been able to bridge that effort to strategies to enhance the literacy's -- literacy skills?

I know a lot of the work that Doctor Easterbrook has done, [Indiscernible-muffled] has done a lot to disseminate some of that. From our perspective, we have not specifically focused on evidence-based practice because [Indiscernible-muffled]. Through Dr. Easterbrook's work there have been strategies and curriculum and things that have had an evidence base due to deep study and so part of our initiative for the next year in 2018 is to host monthly moderated discussions on the work that is currently being done. Across our board we have a variety of levels of expertise and some of those folks on the board have been involved with the work that has been done through the grant that was procured through Dr. Easterbrook's work. We hope to now that we have had some of these hard conversations about modality and educational assessment is to shift more to focus on what works and what do we need to focus on, where do we need to clarify. Another part of our efforts to develop resources that can be found online in a research brief on's Pacific strategies that are either evidence-based or best practices in the field as well. That is part of our upcoming work but what has been a challenge is the 10 of us do this on a volunteer basis and we are all fairly new professionals in terms of working so we have pretty interesting professional lives outside of this so we are kind of like sofa warriors. We spend a lot of our volunteer time trying to organize this content and trying to disseminate and moderate these conversations. We don't always move as fast as we would like but it is definitely -- there are things we are taking step-by-step as we move forward.

This is Harold. The one thing I find difficult is this is all good information but what can I do tomorrow in my classroom or home with my child or student to improve their learning opportunities? [Indiscernible - low volume] are there any takeaways or things I can do in my home or classroom that you can share with us?

With regards to the area of literacy and language or just fostering the productive conversations?

This is Harold again. In terms of literacy but learning opportunities and their performance. Literacy would be great, maltreatment and

prevention of would be great but opening up more in the sense of as you guys are working to establish this community [Indiscernible-background noise] have there been any takeaways you might suggest to parents or educators in their classes with their kids?

Sure. I'm going to jump on my website real fast because we have a resource there that I have found important. I did have the opportunity to talk to a lot of teachers last year. I went to the state of Michigan and one of the things we talked about -- let me scroll through. Some of the things we focus on our how do we have better or more productive, professional communication across a child's educational time? I was at a conference last week and [name unknown] was one of the keynote presenters for this conference. One of the things she talked about was the continuous cycle of care. That is one of the things that we are also broken up into and thinking about bridging things into but we are also missing ridges within practices well. Some of the examples she shared in her presentation were early intervention audiologists, they don't fully understand what is happening at the school level. At the school level the teachers don't understand what transitioning out into real-world situations looks like. Part of what we do at Radical Middle is not only to bridge folks from different perspectives but also to understand what all the little different pieces of our field does and how to make better transitions between and across those stages of a child's identification, early intervention, schooling and then transitioning out of school. On our page, some of the things we have our handouts on how to be radical and part of that is also bridge those conversations of people that you wouldn't normally talk to. We presented last year this challenge for a room of professionals in deaf education in the state of Michigan that ranged anywhere from audiologists to teachers to early education folks. We had quite a mix but we found when we framed their discussion with tips or points, they were able to ask questions they had not normally asked [Indiscernible-muffled] and I think that's important inks for teachers is to -- we deal with audiologists and [Indiscernible-muffled]. Sometimes we don't have those deep conversations to understand what's going on and so part of that is to make time for those conversations and to ask the right questions. One of the things we ask our members to do is to view the field from different perspectives and experiences and not to compromise your knowledge base or belief system and to also have open and honest judgment and free dialogue with folks that might be a professional counterpart or philosophical counterpoint and [Indiscernible-muffled]. We found through those conversations, teachers could Mably -- maybe see benefits and audiologists might have that they really didn't understand or know before so one of those things we can take away as professionals is to make a commitment to really, truly understand the role of the service providers you are working with on a daily basis and make a commitment to say that's -- let's have a conversation about what your role is and what they are beyond what we would talk about at an IEP meeting for example. Do you understand what I do on a day-to-day basis and do I understand what you do? I think having that understanding will help us support our students better so that we can support each other's efforts.

Thank you. This is Harold again. I will be opening up the Q&A for everyone in a few moments so it's not just me asking questions. So many of our teachers now are itinerant and might be the only one in the whole school district but they don't have that critical mass anymore. Certainly the Radical Middle provides a forum are there -- but are there other ways you have found that teachers and parents who are otherwise isolated can ask questions and share ideas and be recognized for the expertise they have?

Yes, we foster that where we can on our page. Members have the opportunity to post content for discussion and they are moderated and there are rules to follow but we have had multiple posts for folks looking for resources. Let me see if I can find that. We will have parents say this is happening with a student or this is happening in my classroom or these are the resources I'm struggling with. Does anybody have any knowledge or resources or contacts? We see that type of discussion happening on our page as well where folks can get information from other professional that they may not have had a contact with. I tell my students if you are not working in a school for deaf, you likely do not have any strong community of practice and so you have to seek out those opportunities and other places. There are definitely Facebook groups and I know the chats and what you guys are doing every month is one way to get that education but here we take a little bit more of an unstructured approach. For example, I'm looking at one now where one of our members posted I would appreciate thoughts from the group about something I have been thinking for a while. Do you agree that eligibility should not be based on audiological thresholds and language in scores alone? The comment goes on and so we had a nice discussion about this is what we do in our district or these are some of the things we've done in our state and we have expanded that community of practice [Indiscernible-muffled]. Here in the state of Florida, we have a lot of itinerant teachers. We have state organizations that provide support and webinars and information but what is really missing in some of those resources is the actual conversation component. Just sitting down and having a discussion with someone and hashing things out that way. The Facebook form has been a nice way for some folks to do that as well and maybe get some perspective and idea in a less formal setting.

Thank you. Tumor questions from me and we will open it up. -- Two more questions from me and we will open it up. Working to recognize and report and prevent the maltreatment of children with exceptionality's, particularly the deaf and hard-of-hearing, knowing we can't stop it all. Being increasingly knowledgeable is the whole concept of trauma-informed practices. How do you work with kids that experienced trauma in a way that doesn't retraumatized them or recognize what they have gone through and gives additional strategies of handling the trauma. Has this topic emerged as a focus for the Radical Middle?

We have not had that topic emerged at this point. In our previous guided discussion on the topic it was mostly built around resources and I think part of that is this is a difficult topic for a lot of folks to talk about and I think people are not aware of what the actual implications for some of these actions are on children and so they feel

like they've been rehabilitated or they are seeing a counselor and that's enough and I think that's a mistake because as professionals these pains that these children are facing, especially if they are victims, are things that carry over and affect their -- academic performance, socialization and relationships with people. I don't know that we have enough resources and so that particular topic has not come up in conversation but it is definitely one that needs to be talked about. I know that was one of the questions that was proposed on the deaf education chat last week and I remember viewing that and thinking I really don't know specifically for children that are deaf and hard-of-hearing. We have research that focuses on the wider population but I wonder what is specifically different or how do we need to approach these differently for children that are deaf and hard of hearing. I think that's an important discussion to include as well.

This is Harold. This is a topic that the O.U.R. Children project is working on. A lot of it has evolved around recognizing certain things happen in children's life can trigger something else and their initial reaction is fight or flight and that gives kids additional strategies to deal with these triggers and giving educators and parents additional knowledge so that when a kid does have a problem and they do act out that they are not just blamed for being a bad kid or there is something wrong with them. My last question before I turn it over is as you talked about this being a difficult topic, as we talk about in O.U.R. Children, our goal is to not simply focus on the bad but to go to towards the light and helping the kids to be empowered and to be safe because they are powered and knowledgeable. One problem a lot of parents face is when they raise this topic in IEP meetings they get pushback from professionals that it is not something appropriate to talk about at an IEP meeting and we don't have the resources. How would you suggest parents and professionals raise the topic of child maltreatment in such a way that it gets by into figuring out how we can help kids be safe and successful?

Absolutely. Part of it I think starts in teacher preparation. We really demonstrate for our students how important this particular topic is and gives it a lot of weight. I think if we can instill that in our teachers coming up that would be one step in the process. Part of that is educating our teachers and how important the topic is but I think above and beyond that the statistics alone are enough to show this is something that needs to be discussed. [Indiscernible-muffled]. These statistics are staggering and they are scary and we know our children in deaf education or have disabilities in general are more likely to be abused than children that do not have disabilities. Beyond that the numbers are heartbreaking and I think this is something that is important. Children that are deaf and hard-of-hearing need to have the language, the conversational tool to know how to tell people something is going on or how to tell someone to stop, this is not what I want. Part of that is something that needs to be discussed. We talk about language. We talk about communication strategies. Part of that is teaching our students how to communicate to make themselves be able to advocate for themselves but also teaching students what language is important. How do we describe these things? How do we complain that this is happening? Many of our students are stuck in a situation where



the person that is their voice or is communicating for them could be the abuser or could be someone that would know the abuser and they are afraid to go beyond that network of people that they are in tuned to. Parents should say this is part of their language goals, for advocating for self and for being safe and for understanding how to express something so complex. I have some resources I can share online with regard to what parents can do and what teachers can do to advocate for those goals and language strategies that we use for children in general.

One statistic that Janet frequently cites is that on the average children tell a different adults before they are believed that they've had a bad experience. They usually tell another kid. I have been asking a lot of questions. At this point we will open it up for questions from the audience. I would ask you would state your name for the captioner and ask your question and we will give it a few minutes and see what kind of questions are out there. What questions would you like to ask our presenter?

This is Janet. Thank you so much for this presentation. I cannot tell you how hopeful your organization, Radical Middle, creates as a community of parents. We are so grateful for the work you are doing. I think you probably answered my question in the last bit of conversation and that is, one of the projects we've been doing here on the O.U.R. Children safety project is to use a safety checklist. We have found that there is sometimes resistance to having this conversation in an IEP meeting. I have no doubt all the students going through your program who are able to connect this conversation in their preservice work to maybe a moment in an IEP meeting that a parent brings up might be willing to suggest -- discuss it. Do you have any other suggestions to parents to bring this up -- who bring this up and find resistance?

Yes, if you are anticipating resistance, find a professional. I always tell my students when they are done with their teacher preparation that they need an ally or someone to provide support, I can be that person. They can call me or send me an email and if they need someone who has more clout, I can say these are important things in here is the research to back it up. I think the [Indiscernible] is very useful and definitely something that would be helpful in guiding this discussion. I wonder if having these meetings and giving the teacher a heads up that you might be talking about these things and I would like your support on that and maybe fostering those discussions, I know sometimes it can be difficult. I know the teachers are busy and they have a lot on their caseload but maybe what are your thoughts on this area or what is the school policy or what is the school doing to support students with this information. Sometimes getting the school counselor on board. What I definitely think is the radical middle is a good way to connect with professionals that you might not have access to and reaching out and saying I'm having this meeting and I'm going to get resistance. Is there anything that can support me on that. I've supported parents and other states on other issues. [Indiscernible-muffled] and sometimes having that professional on your side and in your camp, even if it's this -- just a written statement or participating on the phone. I'm

sure a lot of professionals would be willing to do that. Definitely reaching out to getting back up from folks in the field can be helpful.

This is Janet. Those are great suggestions.

This is Harold. For everyone on the call, we are working with the Council for Exceptional Children for their support [Indiscernible-muffled]. There is a meeting in two hours about this and so far 10 of the 17 divisions

have voted to formally support the inclusion of this information. We hope to have additional ones within the next couple of weeks. We will be revising the safety document that is noted on our page so that when you go to these meetings it will be 14 different organizations throughout the country that support this. It's not just you. It's all of these agencies. More help is on the way. Are there other questions that people would like to ask?

This is [name unknown] from Louisiana Hands & Voices. I have a question about cycle of care. I love the idea but we have a shortage of providers, teachers of the deaf and audiologists. How can we bring this model to our schools if we have a shortage of providers and how can we at a smaller level try to bring this cycle of care from year to year? Once they finish first grade the second grade teacher has no idea what happened in the first grade. My thinking is we need something ongoing within the school from grade level to grade level before we do it outside. What would you recommend?

That's a difficult issue and I think it's a common issue. I worked in a similar situation where I was pretty much the newest person hired and I was also the expert because there were so few people. You kind of answered your own question. First it happen -- has happened at the school level. Whoever are the professionals that are working at this will with the children need to have a better way of formulating some kind of discussion and keeping each other informed. I know they have huge caseloads and this can be difficult. If we look to the greater picture, this is likely something that needs to be a policy or districtwide decision where we say we are going to provide these providers with enough time to be able to have these conversations and a lot of it comes down to education. We also find that itinerant teachers are working with students in the school and the teacher that has the child in the classroom has no idea how to deal with a deaf child. [Indiscernible-muffled] what the services are for that child even within the administration as well. It really comes down to the teacher of the deaf -- stuff being a fighter and saying this is what we need and this is what is appropriate for this child. I highly commend the efforts that the CEC is doing and as soon as we start getting more concrete things in place, this is our framework and this is the curriculum. This is the law we're going to pass to ensure these things will happen. We will slowly see these improved. It needs to be a bottom-up approach and [Indiscernible-muffled] building of the -- community of practice is that it has to be a bottom-up approach. It will start with a teacher and maybe parents in some cases. It is exhausting work but it is something that has to be done. The more they are informed and the more they see that there needs to be a commitment

for that collaboration, the better. Beyond that is trying to find or establish larger communities of practice beyond your school or even beyond your district. I know within district, states and national levels there are communities of practice for teachers and educational interpreters but finding ways to bridge and get advice from other professionals and to say this is what is happening in my district, what Support Services should I be asking for or are available? I wish I had the solution. We are a critical shortage field. [Indiscernible-muffled] and that makes our work or challenging. I tell my students

your job is 10 times harder than a regular teacher because not only do you have to be an excellent teacher, you have to be an excellent user of language and a fighter for your kids. You're constantly educating people about what is needed. It may be, in the perfect world, there could be a place to get all of that information. We do have that information scattered in various organizations. I know [Indiscernible] has done a lot of great work and other organizations as well. Maybe finding a one-stop shop for teachers would be helpful? Definitely it is a bottom-up thing and a commitment on the teachers have to say I'm going to commit to reach out and if these people don't exist I will find one in another district so I can get the information I need for the child.

This is Harold. There's another resource or to I can share. The national association of State Directors of special education is just about to release their new guidelines for the education of students that are deaf and hard-of-hearing and they are meant to be at a state level to do really what we're talking about today which is to foster collaboration, enhance learning and improve performance. You might want to go to to them and look for their document that they are just now releasing about how to enhance education around the country. The other is on the deaf education website you will find a great deal of resources as well as Radical Middle. I think we have time for one more question and we will wrap up today's presentation.

My name is Christy and I have a comment to add to what you are discussing. I'm a deaf and hard-of-hearing teacher from the state of Wisconsin and we are lucky in the area of collaboration in we hold a professional and family statewide conference just for deaf and hard-of-hearing and deaf-blind parents. We reach out and have a Google+ community for the teachers in the state of Wisconsin where we can collaborate about some of these other topics. It is just something to get you started with districts around you and some positive insights from other parts of the nation.

This is Harold. That's a great resource. Thank you for that and if you could send a link to Janet DesGeorges, that would be helpful. Michigan is also developing such resources.

I was going to add that Georgia Pathways is another resource. It seems like states are taking the initiative to make sure they have these resources. Now that these resources are starting to emerge, it would be nice to see a national cooperation of all of these. I know Georgia Ways -- Pathways is one as well. They're looking to develop their model and replicate in other states. If you are working in a state that

doesn't have these resources, reach out to the folks that have commented so far but they are another organization you can reach out to to see if you can get some of these supports put in place in your state as well.

Thank you. I would like to thank her presenter for the information and forth these discussion we had. I would like to turn it over to [name unknown] who is going to bring the call to a close. >> Maybe I misspoke.

This is Janet. Sara , are you on mute?

Maybe we lost her? I just will go ahead and walk us through our last few minutes. We want -- one of our traditions here at Hands & Voices is to end our time by saying what we have done -- this last month I have an this next month I will. We understand the growth in our community has come over time in everyone -- and everyone's busy lives but we want to keep taking what we're learning and create actionable measures within our own communities, nationally and internationally as well. I will start and I will open it up for those of you that are committee members. This last month I decided to do something simple which is to wear a bracelet every day, one of those rubber bracelets. It says and child abuse on it and it has the 800 number on it. It is there to remind me of my commitment to this project as well as what has occurred in some conversation by wearing it. This past week a woman disclosed some abuse she had experienced as a child which opened up a conversation which I'm hopeful will lead towards healing and empowerment for her. This month I will -- if anyone emails me at janet@handsandvoices.org, I will email you -- mail you a bracelet. Who else has something they want to share?

This is Christine from Washington state can you hear me?

Yes.

I have done something relatively simple. We've had a lot of opportunities to share about our Hands & Voices program and thanks to Michigan we have a bubble slide. I wanted to say we put on one of those bubbles our children safety project and have the opportunity to share with anyone who will listen about what the O.U.R. Children safety project is . We have some other opportunities as well and I would love a bracelet so I will email you.

Thanks, Christine. Anybody else want to share? >> This is Michelle from Kentucky's division of behavioral health. I found a wonderful call -- this call wonderful. One thing I've done in the past month is to look at our exceptional children's conference at a statewide basis and will be co-presenting with the school social worker on trauma-informed care for teachers to start that ball rolling and one thing I will do is email Harold and see if he is interested in helping bring more information from this project Kentucky at our system of care conference because we are trying to bring together all deaf service providers whether it is from education perspective, mental health, child

protection. I think this is the kind of unifying information we've been looking for. Thank you so much for this opportunity.

This is Janet. Thank you so much. That's fantastic. We have time for one more.

This is Sara Kennedy. I'm so sorry I dropped off the call. I am committing to sharing the safety statement with six organizations and I will let you know what happens. I also wanted to share that [name unknown] who is on captioning wanted to announce that the book club is looking at the book Wonder and they will have their meeting on the first Tuesday of the month which is December 5. We will put that in the minutes. That's 1 o'clock Mountain time.

Great. This is Janet. For those of you that found out about this call through a forwarded email, maybe through the flyer, if you would like direct information sent about our monthly calls including the minutes which will include the information that Sara just mentioned, please email me at [janet@handsandvoices.org](mailto:janet@handsandvoices.org) and we will add you to the list. We get together monthly. We often work on projects together. We believe we have the power and collective might to create a difference in children's lives who are deaf and hard-of-hearing. Don't ever think the work you are doing is too small. We started this project almost 10 years ago with the question what if I have a conversation with one person -- please put yourself on mute. We want to invite you to be a part of our community if you are not so far. We are grateful to our presenter today and the conversation and facilitation by Harold and thank you again for being with us here. We look forward to collaborating with you at the Radical Middle. For those of you that would like to be a part of our community, please join. It's as simple as that. Just email me at [janet@handsandvoices.org](mailto:janet@handsandvoices.org) and we will make sure you are on the list. With that I will turn it over to Harold who has a final comment today.

It's a quote attributed to Gandhi. It is the action, not the fruit of the action, that's important. We have to do the right thing. It may not be in your power, it may not be in your time but there will be fruit but it doesn't mean you stop doing the right thing. You may never know what the results come from your action but if you do nothing there will be no results. Stay the course.

Thank you, Harold. And with that we thank you for participating and being a part of this experience today. Have a great day and we look forward to hearing from you. Thank you. [ Event Concluded ]