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>> In addition we parents can play a huge role and asking our coaches and teachers and choir instructors anybody has access to kids day in and day out what they are doing to keep our kids safe. Our youngest kids who are actually most at risk need caring adults most of all for prevention efforts and healing for those kids that we fail to protect. I would like to introduce Doctor Harold Johnson who is the founder of our children safety project who will be introduced that introducing our guest speaker today.

>> Just so everyone knows Sarah and [Indiscernible] of the other founders. I'm pleased here to introduce you to Doctor Karen Kritzer. The presentation is turning victims to survivors. I think actually Karen maybe the first teacher of the deaf who has spoke to us before with this historical background. I will also tell you that she is an experienced teacher of the deaf who worked in early intervention in preschool and elementary school and she has worked for this both in schools for the deaf in public schools. Her focus is upon mathematics and she has dozens of presentations and active research in this area has been done and is recognized for her education for students and death of hard of hearing but she also has completed the aerobatic education program offered by NASA -- NASA. She is an award winning photographer and with her two dogs, one at least has been trained as a service dog once a week she goes into hospitals and to focus upon children and using her puppy to give cup discomfort to the children in hospital. I will also tell you that she is a personal friend and I have had the opportunity to listen to her and learn from her and present with her on this topic. I have been consistently impressed with not only her knowledge but her passion and insight she brings. Thank you very much for being with us today and I look forward to learning from you today and hearing you.

>> Thank you first thing I want to warn you all about is I do have two dogs and they are sitting right next to me now and you probably will hear them bark at some point so I apologize in advance for that. Secondly, I don't consider myself an expert on this topic. However, I have experience and learned from them. What I learned is that can help, then I am happy to share.

>> First, I want to start by talking about a little of my background and experience with child abuse and maltreatment. Like Harold said I have been a professor in deaf education at Kent State for around 10 years. As part of my role there, I prepare teachers of the deaf. I started to include talking about child maltreatment in my classes partly due to help influence but also because I know that my preservice teachers need to be prepared for when, not if they experience a child who is being abused in their classroom. Myself, I am not sure I was prepared for what I experienced in my first few years of teaching. It is required that you do a mandatory work upon child abuse, but what I took was not focused on deaf children and it also was not personal. It was just a standard workshop we go to. So by sharing my own experiences, I am hoping that my current students and perhaps you guys today can be a bit more prepared than I was when you encounter child abuse situation. During my years in the classroom, I taught preschool through fifth grade, not all at the same time. I have taught at school for the deaf and in self-contained environments so that is a class of deaf students housed within a public school. I taught in inner-city classrooms and suburbia. And what I learned over time is that the agent geographic location and type of educational setting to an extent at that level but not a determining factor, abuse happens everywhere. If we could identify it as a problem, that is listed in only one type of area and that would

probably be a good thing, but we can't. It can happen anywhere to just about anyone. So we need to get prepared for that. So when it comes to identifying abuse and neglect in deaf and hard of hearing children, I went into classroom -- the classroom as a teacher. Knowing that if I suspected abuse I was a mandated reporter. However, it can be challenging to know what to do if your gut tells you something you don't have the physical evidence to support it. And it can be surprisingly difficult to identify abuse and collect the evidence you need copper to early for our deaf and hard of hearing students. Often, our kids don't have the words they need to communicate about their experiences. Lest they likely assume that everybody experiences the same thing that they do, particularly the understanding that you know things that I don't know and vice versa is missing. Hearing kids typically develop theory of mind around the age of four whereas deaf kids don't develop this until around the age of eight or nine depending on which development. Deaf kids may assume that everybody knows what they are experiencing and therefore there is no reason to talk about it. So few of my own experiences I will talk about here. The last one I talk about will be the one that is probably -- has probably impacted me the most. My first year of teaching I was teaching in an inner-city environment at a school for the deaf and I had the preschool class. It was a class of three-year-olds. So this is their first school experience. And [Indiscernible] was in that class. She came in with no language condo sign language at all and she only had one spoken word, no. And she used that word a lot. That is an easy word for a deaf child to learn it's probably modeled a lot and it's easy to see on the list and vowels are the easiest sounds to reproduce so they probably should probably feels good on their throat and the vibration. But the question is a question has this word and her mom tended to think that she could hear more than she could and her impression was that Kalia wasn't really listening or refusing to behave. She was a single mom and she work multiple jobs and she did not come to the classes at the school and she had just recently been diagnosed as diabetic. And her mom was under a lot of stress. One day during free play Kalia took a towel and a belt from our play area and started hitting the doll with a belt. It seemed pretty obvious that this was a means of discipline she had experience with. Was this an indicator of abuse? It's hard to say. From my perspective, of course, my class background was different from her Scott yes, I would consider that abuse. But in her culture, probably typical discipline. Regardless, in my opinion, punishing a child for something they don't understand or don't have the language to understand as abusive. I had the mom come into meat and saw that what she really needed was empathy. This mom was stressed out and what she needed most was somebody to understand that and to listen to her. You know, that made sense. I think in this case, really working with the mom was the best alternative, just giving her somebody to listen to.

>> Then we had Andrew. Andrew was in a self-contained environment that I taught in in suburbia. He was eight years old and very hyperactive and I had heard rumors of abuse in the past. His mother was a recovering alcoholic who had recently found religion. There were multiple stepfathers in the past. There was no current threat in the home as far as we knew. And there was decent communication in the home and mom was a good sign or. Andrew was a bit of an odd child and he would come and excitedly telling stories about how he found a frog and how fascinating it was to see all the colors come out. There was another day after watching the movie of the crucifixion of Christ at home, on the weekend, he came in and was excited and in a really scary kind of way to tell everybody all about it. His mom saw this as a religious movie that, of course, she wants to share her religion with him. She is watching this movie and

it made sense. For him it was really a violent movie. I think it is important to understand that differentiation that the crucifixion of Christ is a really violent movie if you don't understand the background. One day I was working with Andrew one-on-one on a math lesson when suddenly he picked up his pencil and aimed to slam it down on my hand resting on the table. I did pull away in time luckily. I would like to say that Andrew grew up and there are no situations now but I really don't know what happened to him and I have nightmares about where he might be today.

>> And then there is Amy. A self-contained environment but she wasn't my student at the time but she lived near me. In her situation, she was borderline neglect. There was definitely a lack of incidental learning opportunity. She was around six or seven at the time. Of the mom was a single mom and could not communicate with her. And Amy would generally throw a fit to get what she wanted and of course that typically worked because that was the easiest way to get her quiet and mom also have some sort of medical issues of her own. So on weekends, I would pick Amy up and just provide her with experiences. We would go to the zoo and go shopping for groceries and we would make dinner, just typical light things that normal life experiences I could provide her with input language on top of it. So when Amy got to school on Monday, she had something to talk about and it also gave mom a break. Now when the school administration changed got a stop me from doing this because they were afraid of insurance coverage and things like that and I can understand that. However, it was a simple thing that was making a big difference for her. And I think it's unfortunate that we live in a society that is so encouraged to sue for little things that makes you think twice before doing something nice for somebody. Then we have Leah.

>>> She was my toughest case. This was a self-contained environment and she is the one I will talk about the most. She was eight years old when she landed on my class list and this was a few days before school started so late August. She had sketchy records that were pretty incomplete and too many red flags all over the place. I was told she had a history of lying or exaggerating and that she would make up stories and in the back of my mind I am thinking if they do that they have a reason usually for doing so. I knew she was going to be living with her grandmother, but we did not know why. We knew she had siblings somewhere but we did not know where or anything about them. We knew there was a mother, again, somewhere. But we did not know anything about her. When she arrived she was a pretty girl, she reminded me of a little winded [Indiscernible]. She was shy and quiet and had limited eye contact and we had a feeling something was going on there. So in terms of communication she voiced more than she signed but that does not mean that she had a great deal of language. She just simply had never been exposed to much assigning. When I met with grandma she said that she signs and I said okay and I do too and I said how did you learn and she said she had a book and we all know what that means. Pretty much she did not sign at all. So from day one, I was on alert. I kept in, -- contact with my supervisor and we knew that something was going on but we had no reliable evidence at this point. We used dialogue journals in my class, and this is something I would highly recommend that every teacher do. In this dialogue Journal, it was free writing and she wrote about whatever she wanted to write about. I told the kids at the beginning of the year, this is between you and me and it's private unless I think you are in danger and then I have to share what you told me. So in her journal, I started to get some sketchy stories and pictures she was drawing and there was references to glass breaking and read and blood and

as for language development developed throughout the year she learned more words to express those experiences. The very last week of school she wrote something that resembles I don't like my uncle gets upset with me and wets the bed. It was unclear but I remember glancing at the journal before I left for the day and thought what does this mean. And as I drove home I had an hour drive back and forth from where I lived and it hit me. As soon as I got home I called my supervisor and told her that I think we have what we need to get her out of the house. I met with Leah the next day and let her know what I did and what I thought was going to happen and the process took a few days but then the week after school ended she was removed from the home. On the last day of school, I give all the students a binder full of work to do during the summer to keep their minds busy. So as the upper elementary teacher had the students for three years. So when Leah was removed from the home, her grandmother refused to let her have that binder. It was a control issue and I don't know what her thinking was. But she refused to let her have it and Leah was devastated. It struck me that she had just been through this horrible experience and the one thing she was able to talk about was how upset she was that she did not have that binder. Now, I was that a teacher workshop out-of-state at this time that workshop that Harold told you about. My supervisor tracked me down to tell me the story. Now cut this was before I had a cell phone so this is not as easy as it would be today. She had to find my parents are knew where I was in and call the program in the hotel and finally found me. But naturally when I got home, I went to see Leah and I got her a new binder. Of course, that is not where the story ends. I think it is easy to think that once we get the child away from the situation the problem is solved. You know, I guess everything will be all rosy now and the child is in a safe environment and everything will be wonderful now. Unocal that is not where the story ends.

>> I had Leah for two more years after that. And when the child is removed from the abusing home, yes there is victory in that, but it does not remove the years of experiences that she has. At this point, I was told, okay, you did your part and collected the evidence and now it's the counselors job. I understand why the school wanted to do that and they wanted to make sure their stories were not tainted so they could build a legal case. I suppose in a way it was to protect me as well. However, it took a year for us to build the trust for Leah to tell me what was going on. And now she was talking to me about this anymore and it didn't make sense to me. It may have been okay if the counselor was on site. However, she came once a week. That does not help when the child is getting frustrated during a math lesson on a Tuesday and suddenly feels out of control and then the manipulatives she is working with go flying across the room. I can't tell her you have to hold onto those feelings until Friday when the counselor comes. With me that was there and I had to respond to it.

>> So to become a survivor she had to learn that people had to be trusted. She had to learn how to form relationships and bond with others. She had to learn what was normal in people's relationships with one another and what was not normal. More important she needed to learn that she has value and this was not her fault and she deserved better. As the teacher, I felt I had a large role in making that happen. So for Leah and metaphorically for any child going through this, what she experienced is her family had changed. She felt guilty. It is possible to both love and hate your abuser at the same time. She needed to learn not to blame herself for the abuse. After all, it's the adult responsibility to teach children right from wrong. If they don't, then children will navigate the roles for themselves without the proper tools

to do so. A big part of her life had just changed. While it is true something bad had stopped, feeling that was what was comfortable and familiar to her. She had to acquire a different toolset for navigating the world. The toolset helped her become happy. Something big had changed in her life, but now she was left with a hole that she needed how to learn to fill in a way. Interactions with the child in the years after the abuse, in my opinion, are at least as important as interactions in the time leading up to the discovery of the abuse. That whole needs to be filled and caregivers need to be very careful about how they help a child fill it. Leah had to learn to be very -- three very important things that kids growing up in loving homes know automatically. You have value, you deserve to be treated well, and you deserve unconditional love. Most importantly, you have these things just because you exist. You don't have to earn them.

>> A few recommendations I have for teachers and these are things all students can benefit from is using dialogue journals. You would be surprised what you learn about your students through this, especially after you establish that trusting relationship with them. In addition to the situations like Leah, I received probably three suicide notes over the years that I taught. Then I was able to respond to them. Also, have a timeout or a better word for it is a getaway area in your classroom. This area should not be associated with punishment. In my classroom, which was actually a former office, pretty small, I got to standing barriers and closed off the corner of the room and then I had a rug in there and pillows and also put a class library in there. so sometimes when I saw Leah or any student feeling are looking like they were stressed, I would send them in there to take a moment. Having the library in there was also convenient because when Leah felt out of control like she did in the math lesson I talked about earlier, she needed a way to feel in control again. I would ask her to help me out by organizing the books on the shelf. I know that is something I often do myself. If I feel out of control, I clean the house. Well, she needed that on a different level.

>> One of the best things I can recommend is class meetings. These are opportunities for children to learn how to problem solve and form positive social relationships. I did not discover this until my last year of teaching so now I recommend that all my students and preservice teachers do it with their students. There is a book called positive discipline in the classroom. This is where I got the idea from and it's a different edition by now but it is still a good book. So part of this is it was a problem book that we kept in the classroom. Never the kids had an issue they wanted to discuss, they would record it in a book. Now cut is to be something related to home. For example, I don't like it when my brother steals my food, a real situation. Or I don't like it when he pushes me or questions about life in general. For example, what does gaming. These are all real situations that I got in the problem book. As issues pop up in the classroom, we have them write it in the book and it shows them that their issues are important and they will be discussed. Sometimes are deaf kids have been together for so long they often can be like siblings and we can have one minor little disagreement and completely throw your lesson off but by having them put it in the problem book I know your situation is important and I won't talk about it right now. But we will put it in the book. And often at times discussing the issue that is resolved any way. So at the end of every day we would have a class meeting. This meeting was always an hour of getting away area to put a positive -- get a positive feeling in the pot -- classroom. We started with compliments and appreciation and around our group and everybody took a term giving a complement to somebody. For

example, Amy I like your shirt or appreciation like thank you for sitting with me at lunch today. And we would give out the problem-solving book and solve the problem. And we would take the book and come up with solutions and we would discuss any upcoming events and an upcoming field trip etc. and an upcoming field trip etc. It rarely took more than 20 minutes but it was really a very valuable time.

>> One of the resources I had recommended was the pinwheels for prevention campaign. To be honest this is not a piece I know a lot about but I found it online. They use the pinwheel as a symbol of childhood to raise awareness about abuse and neglect. What I like most about that is that they stressed the idea that everybody can make a difference. For example, offering to babysit for a stressed parent can make a difference. I think there are very few people in life that actually choose to become an abuser. No parent wakes up in the morning and says how can I make life particularly difficult for my child to date. Abusers -- abuse occurs at the reaction of life circumstances. Because of that, I think if we can all work together to make the situation better for one person we can all benefit in some way.

>> I think at that point, we can open it up for questions.

>> This is Harold. Thank you and I appreciate that. This is the time for you guys to ask questions. It's one of our bright spots that we have available. So any questions you would like to ask Dr. Kritzer?

>> This is Christina in Washington. I had a question. [Indiscernible] talks about the theory of mind. And I am curious -- I understand that to some extent. But how can we help -- how do we [Indiscernible] preventative -- how do we help kids to develop a theory of mind?

>> Yes.

>> That is a huge issue and really important there is quite a bit of research being done in that area and from my experience, I would say exposing kids to language as much as possible. When I taught my preschoolers, they came in the classroom and had no language at all. They just needed exposure to language. I would literally go around the classroom signing to myself so they would get exposure to my words, anything that was happening in my head I was thinking I would make come out of my hands. And kids really need to be exposed to how we think. Using feeling words as much as possible and asking questions like why do you think that or when reading books, how do you think that character feels and why do they feel that way and have you ever felt that way? Anything that we can do to capitalize on the personal experience. If you can create a situation where people may have different perspectives. Like I like red lollipops, do you? No, you like green once. It's different. Anything we can show that differing perspective. I think it would honestly help with literacy as well because in order to understand the book, you have to understand the character's perspective may be different than yours. So by improving period of mind, you can improve development and a lot of areas.

>> Thank you.

>> I love that topic theory of mind. After I attended a few workshops on that topic I developed of list of words for parents to learn and sign that they use all the time called the feeling words and the words

about thinking states and public and private and those kind of things just to give them a show of hands of how they can help their child develop. So great idea.

>> That is great. That sounds like a very valuable resource.

>> This is Harold. Earlier you shared for stories and I think one of the earlier ones talked about working with a parent who was very stressed out and giving her additional strategies for disciplining her child and you actually worked with Child protective services. How do you recommend that we decide when to work with a parent as opposed to reporting a parent?

>> Great question. For me it was a lot of gut feelings. Did it feel like this is something I could make a difference with on my own or did I need support? I generally always kept my supervisors aware of what I was doing or what I intended to do. And most importantly why I intended to do that. An example, there is another situation that I did not include but I had a student who came into school really upset one day saying my mom was going to kill me. Now, I knew the family and new it was a great family. The parents have like eight kids and adopted several kids with disabilities and it was a wonderful family. So I called the mom up and explain to her what Shania said to me and she felt bad because she was having a rough morning and she had mumbled I will kill you under her breath and she felt very guilty. But, you know, it depends on your relationship with the family. There were families that red flags may have been going off. But for this family I knew it was a misunderstanding and I was able to clear it up. But the more you can do to establish a relationship with the family, the better everybody is going to be. Keep lines of communication open. You know, it always comes down to what is best for the child. If you feel the child is in immediate danger, of course, you have to act as quickly as you can to get child out of the house. But it also depends on what evidence you have available. You can report a parent based on a gut feeling and that won't get you anywhere. The law is not going to follow you up on that. So it's kind of a combination between what evidence -- keep documentation of things that make you uncomfortable. When you get enough of that, you start to see a picture of the child's home life and you get a better understanding of what it is you should be doing to help.

>> Thank you. The law frequently as it relates to neglect gets to intent. Is a parent intending or purposely trying to hurt the child or harm the child as opposed to, like you said, that it was misunderstood or maybe stressed-out or lack of strategies. But that intent and ongoing intent to hurt. Other questions from the group that you would like to ask Dr. Kritzer I have a question, Doctor, when you said about a child who is lying or hiding something, how do you differentiate between a child hiding something or seeking attention, number one, or the other thing is because of language deficit, the child may understand something differently than what the adult intended. So how do you figure out if this child is lying because he is hiding something or line to get attention or because he misunderstood?

>> Great question. It is part of forming a whole picture of the child. Now this information they gave me before I even met the child. For me, it was a lot of just using my own observations and what is really happening. Is this a behavior I see her doing? I did not. Quite honestly I never saw her intentionally lie. It was a story maybe that she would take something and hide it behind her back and smile and giggle. It was an invitation to play in a way she knew how. She did not -- like Harold was saying, the intent. She

did not have the intent to hurt anybody with what she was doing. It concerns me when somebody has that as part of that before you even met them that the child tends to make things up, don't believe anything they say, because guess what is happening at home that we don't want anybody to know about. It really comes down to getting to know that child at every level that you can, spending time with them and getting them to trust you. And maybe even talking about lying with the whole group and not calling anybody out. But if they like came out and we could put it in a problem book and talk about it in this class meeting. It would be helpful. So I am not sure kids always lie intentionally. I think it is often something they say because they want it to be true. That is also an important differentiation to make. I hope that helps. I am not sure.

>> Dr. Kritzer, you gave three strategies, dialogue and get away space and class meeting. It would seem those could also be done within a family. Have you ever worked with families have -- who have implemented those and how did they do it?

>> I have not. But I can definitely see that helping as part of a family as well. Actually related to the class meetings, after I was teaching during 9/11 and right after the event happened, I was talking with the kids about why this happened and what the President should do, and one of the kids came up, well, I think the President should have a class meeting. I will send him a letter and tell them that. [Laughter]. The kids were talking about that the kids have a cabinet and that is exactly what he's going to do. I like the kids were able to start seeing that as a tool for solving problems. You should not have to solve problems on your own. You should have a supportive group you can go to and I think that would be helpful as part of the family as well. I would love to see it implemented with families.

>> This is Harold. This curious, is anyone on the phone call -- has anyone ever tried any of these ideas or maybe elements of them and that they work? And maybe is this something that in your Guide By Your Side we can suggest to families of having communication and being open to the children with these problems are making it obvious one may have a challenge.

>> This is Krista from Colorado. Can you hear me?

>> Yes.

>> I never know when I am muted on the call or my phone. One of the things that I really appreciated was you were speaking about your classroom and you had a section that your students could go to to I think of it as a refocus or reset themselves. When I was a teacher, I had a similar spot in my classroom that was just a safe place they could go to reorganize themselves and help with emotional regulation with various different things we had. I had some books there and other things like that. I am wondering, I found it to be very successful. I find as a parent that is something I will definitely encourage my kids to go to their rooms to have that time to have a refocus and help calm them down and problem solve. I even created a little thinking sheet for sticky situations and helping to identify what happened and what helps us and that metacognitive piece on inking about what happened and how you solved it and was it successful and what can you do differently to maybe help with the desired outcome you are looking for in terms of identifying what the desired outcome is. This is something that I am wondering -- I think it would be challenging for professionals, depending on how they would be able to apply that within their



practice. But I feel like for parents, or Guide By Your Side, if we're talking to families and we find they are struggling with behavioral things, something like that would be a helpful suggestion to help the families and to support the child to navigate those kinds of feelings if they get frustrated or use that time to help regulate a little bit more effectively.

>> I agree. It sounds like that what you have is a valuable resource for families or for teachers.

>> This is Harold. Shout out to Krista. Thank you for being on the call, Krista. And her group which is constantly searching for books that we can read with or read two or our kids can read by themselves to help them understand what they are experiencing and give them the language they need and to particularly know what should be happening in families and how should friends treat one another as well as how to understand their feelings and ways to address that and that is a remarkable part of our project and we thank you for that and your group, Krista. We have time for one more question if anybody would like to ask a question to Dr. Kritzer It is can in British Columbia. -- Kim. Have you had experience with children who are dependent on somebody else for all of their needs? Any tips you have for teaching those children?

>> I have network professionally with kids with similar special needs. I do it as a photographer actually. I do volunteer photography for organizations with kids like that. I would say really looking for their relationships with others and watching how they interact with other people. Are you asking in terms of identifying youth or what perspective?

>> For more preventative things we can do.

>> Yes. I would say just watching what the relationships are like with other people. You can tell a from away a child does or does not make eye contact with someone. You know, if you are involved with a lot of self-care in the classroom, then you have access to body parts that teachers don't in other situations, which is probably -- it also means you probably don't ever want to be alone with a student. That is not one of my real areas of experience. I am sorry.

>> This is Harold. I have had a chance to work with a few kids with challenging bodies and great smiles. And one of the most important things is to have people interact with them and understand the kids communication because they are communicating but it's not typical. One is to disambiguate the kids communication so everyone can read the kids correctly. Second, to really get more closely with people working with them and as Dr. Kritzer said to establish rules to the extent possible that it is never a one-on-one or there is a bathroom type of situation where it is well monitored and protected. I found the biggest thing is to help people recognize that number one these kids are incredibly more vulnerable because they are and incredibly less able to be understood and to disambiguate their communications the people around them can understand that when they are saying no, whatever way they do it, that it is respected as opposed to saying it's time to do it and we have to do it. So increasing awareness as well of the risk in establishing protocol is to reduce the likelihood that somebody would have access to them that really wants to hurt them as opposed to help them.

>> Thank you.

>> I think for this part of the call that is it. Be aware that I do have a quote for the end of the call when ever you think that is appropriate but I will turn the call back over to you, Sara and I think you, Sara team for being part of our conversation and helping our understanding of how to respond when kids have experienced abuse and neglect. Know also that I am working to have somebody talk to us more in depth about prominent practices on what to do when a kid has experienced trauma which could be maltreatment but also maybe that they were in a car accident or something happened to their parent that caused them to have a trauma experience so that will be the topic and trying to get information out.

>> I will turn off the recording and we will finish off the call. So hold on.

>> Thank you, Dr. Kritzer. Thank you for such a rich discussion. I found myself writing all kind of notes. We want to continue to help kids like Amy who just needed another caring adult in her life. We generally close our call to keep this going with a statement about what we intend to learn for ourselves until next month. It has been an amazing process to watch this over the past 10 years since we started the pilot project in Colorado. Just a real statement in public about this is one article I will read or I -- here is this question I have with one person and how much that has driven the progress that we have had. So if anybody would like to share. I will open the floor for what I want to do next month.

>> I think I will talk to my chapter about establishing hours in Louisiana. We don't have that program here that I have attended so many meetings that I feel this is very much needed.

>> Thank you, rainout. It only takes one or two people to get it going.

>> Yes. I will get on that.

>> Anyone else?

>> This is Krista from Colorado. I will continue with the book club. We just had our meeting at the beginning of this month so we will have our next meeting in March. We are working more on identifying the different things that will help professionals specifically. And then angling toward teenagers. So I have been spending a lot of time reviewing Ted talks and other things that are more applicable and attention grabbing to the teenage generation of our world right now.

>> Great. I think that is March 5 that the book club would meet and you have had a great discussion about the book and the movie wonder and the follow-up materials.

>> Correct. We also reviewed the you tube video and the name escapes me about the puppy about trauma informed practices.

>> Thank you.

>> Thank you.

>> Anyone else?

>> [Indiscernible-low volume]

>> Is this better? This is Brenda in Colorado. I will talk with their hearing team in our school district and kind of see how they are addressing the topic of I think what really struck me was at the beginning of the presentation when you talk about how typical kids become aware of social nuances baryon as a preschooler and our kids who are deaf/hard of hearing don't get that until they are older. I just want to see if that is -- if that awareness exists in our hearing team and what we are doing about it and how I can make a difference in that as well.

>> Thank you, Brenda. Anyone else? This is Sara. A few calls ago I said I would reach out to parents support organizations and I have sent my first e-mails and I heard back from 3 and I need to follow-up with the others to sign on in support of the safety document. So I will do that.

>> This is Harold. Since we last talked the Council for exceptional children has officially identified the prevention and maltreatment of children with disabilities as a component of their strategic plan for the next five years. They have also established a committee to buy a position statement about the position of the prevention and maltreatment and I am on that committee and note that the work of our children project will have a dramatic and significant impact upon the preparation and the ongoing professional development entire field. I will also tell you that the executive director, Alex Graham, in the meeting for prosperity said that it's very likely that this topic of maltreatment because it cuts across all areas in all elements of society may even be a way to get congressmen and senators attention on the hill different than simply the way they have been doing it for years about special education kids for complete funding of IDE a. A few days ago, one of the divisions of CEC, the division that encompasses all of the teacher preparation programs is special ed in the United States and Canada has officially signed on to this effort and are actively working to inform their faculty and preservice teachers on this need to not simply be able to effectively recognized but more importantly to recognize and respond and we are in the process of working with them to add to our first 100 as a bright spot such as Dr. Kritzer and individuals who have a lot of knowledge of kids with special needs and also this topic of child maltreatment. So some good movement nationwide that should mean when you guys go to talk to your teachers there will be increasing the less surprised of how we can effectively work together on this topic.

>> Good. We know how much work you have put into that. And continued efforts to make that happen. Thank you so much. So unless somebody else has more to add, we will close out the call. We always want to take a moment to take a breath and realize this has been a difficult conversation. We are parents and where the parents that Dr. Kritzer was talking about . In the absence of all the support we have found in Hands & Voices and in each other and the professionals we found along our way. And we can reach out to other parents and help them and reach out to teachers and other providers and help them understand this need. I want to give you permission to take away the positives from this call but we have all learned a few things that we can use in our work going forward that will really make a difference for the next kids that we meet. And I think Harold said he had a quote.

>> I quoted fretted Douglas in a recent call and said it's easier to make a strong child than it is to repair a broken man. I think this is from Vince Lombardi. The quote is, the difference between a successful

person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will. I think what we have proven over the course of the last 10 years is that we have the will. I would ask you to take that will and share it with one other person. If each one of us if we talked to one other person as a result of this telephone call our kids would be safer and therefore our group more successful.

>> That is great. Well, thank you, everyone. As we are closing, feel free to introduce yourself if you have not already. Thank you again to Dr. Kritzer for joining us.

>> You are welcome.

>> This is Lisa. I wanted to let you know that I was on the call today.

>> Great. Thank you.

>> This is Leslie from Minnesota. I also joined.

>> Thank you, Leslie. [Multiple speakers]

>> This is Nancy Sager. And I was on the call today.

>> Thank you, Nancy.

>> This is Cheryl Johnson. I came on a bit late.

>> Thank you.

>> This is one -- Gwen and West Virginia.

>> Is that everyone?

>> This is Krista Brinkman. I wanted to echo your sentiments and thank Harold and we are excited about all the work you have done.

>> Thank you.

>> I wanted to ask a question about safety and schools of the deaf but I knew we did not have enough time for that.

>> I may email you.

>> Yes, please. Go right ahead. I am pretty easy to find.

>> All right. I think that is everyone. Thank you so much. Goodbye.

>> [Event concluded]