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not be a totally verbatim record of the proceedings.

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 >> JILL YOUNG: Hi, everyone.

00:01:51.000 --> 00:01:54.000

 I'm going to start. Hi, everyone.

00:01:54.000 --> 00:01:57.000

 My name is Jill. We're going to give people a

00:01:57.000 --> 00:02:00.000

 couple of minutes to log in. I see there's about 30 of

00:02:00.000 --> 00:02:04.000

 you right now, so we're going to give people just

00:02:04.000 --> 00:02:07.000

 a few more minutes to log in and we'll get

00:02:07.000 --> 00:02:37.000

 started.

00:02:39.000 --> 00:02:42.000

 Those

00:02:42.000 --> 00:02:46.000

 of you that are coming in, my name is Jill. We're

00:02:46.000 --> 00:02:50.000

 going to give you guys a few more minutes

00:02:50.000 --> 00:02:54.000

 still to log in

00:02:54.000 --> 00:02:57.000

. We do have captions if

00:02:57.000 --> 00:03:01.000

 you need it, if you need

00:03:01.000 --> 00:03:04.000

 captions I would put a note in the chat box. The chat box

00:03:04.000 --> 00:03:08.000

 is at the bottom of your screen, you'll see

00:03:08.000 --> 00:03:11.000

 a little icon, a

00:03:11.000 --> 00:03:14.000

 little speech bubble that says chat.

00:03:14.000 --> 00:03:18.000

 So if you're having some trouble with that or you need somebody

00:03:18.000 --> 00:03:21.000

 to help you with that, go ahead and put a note in

00:03:21.000 --> 00:03:33.000

 there.

00:03:33.000 --> 00:03:41.000

 >> You are Kim -- oh shoot.

00:03:41.000 --> 00:03:44.000

 >> JILL YOUNG: Okay. I see a note that said when

00:03:44.000 --> 00:03:47.000

 you enter the meeting, the default is that your microphone is

00:03:47.000 --> 00:03:51.000

 on. So, yes, please do turn

00:03:51.000 --> 00:03:54.000

 your microphone off. And

00:03:54.000 --> 00:03:59.000

 we are also going to ask that you turn your videos off

00:03:59.000 --> 00:04:02.000

 except for the panelists

00:04:02.000 --> 00:04:05.000

. And we have a Cued Speech

00:04:05.000 --> 00:04:08.000

 transliterator

00:04:08.000 --> 00:04:11.000

. We have Maureen and Jane

00:04:11.000 --> 00:04:15.000

 joining us. Captions are

00:04:15.000 --> 00:04:18.000

 embedded in Zoom. If you click on the bottom of your

00:04:18.000 --> 00:04:21.000

 screen on CC where it says

00:04:21.000 --> 00:04:27.000

 live transcript, you'll be able to get

00:04:27.000 --> 00:04:30.000

 a lave view of what we are

00:04:30.000 --> 00:04:33.000

 -- live view of what we are saying down there. Again, if you have any trouble with it,

00:04:33.000 --> 00:04:36.000

 don't hesitate to reach

00:04:36.000 --> 00:04:40.000

 out here. We also have ASL

00:04:40.000 --> 00:04:43.000

 interprets. We have Emily and Kevin

00:04:43.000 --> 00:04:46.000

 joining us, so we have two of each,

00:04:46.000 --> 00:04:49.000

 two ASL interpreters and two Cued

00:04:49.000 --> 00:04:53.000

 Speech transliterators so hopefully you can

00:04:53.000 --> 00:04:59.000

 see all of this on your screen at this time.

00:04:59.000 --> 00:05:02.000

 So let me see. Okay.

00:05:02.000 --> 00:05:06.000

 I think this is a good time to go ahead and get started

00:05:06.000 --> 00:05:09.000

. Good evening, again. Okay so you

00:05:09.000 --> 00:05:12.000

 are all logged

00:05:12.000 --> 00:05:17.000

 into the roundtable

00:05:17.000 --> 00:05:22.000

 virtual discussion between

00:05:22.000 --> 00:05:25.000

 deaf and hard of hearing adults. This is the second time that Virginia Hands & Voices

00:05:25.000 --> 00:05:28.000

 has done this event. We had such

00:05:28.000 --> 00:05:31.000

 a great success with the first one back

00:05:31.000 --> 00:05:34.000

 in the summer of 2021 that we made a decision to do

00:05:34.000 --> 00:05:38.000

 this again. We do have a new panel of

00:05:38.000 --> 00:05:41.000

 people that are joining us this time, and I

00:05:41.000 --> 00:05:45.000

 will in just a minute, I'm

00:05:45.000 --> 00:05:49.000

 going to give everybody a chance to introduce themselves

00:05:49.000 --> 00:05:52.000

. And in case you didn't hear me, I'm going to say this

00:05:52.000 --> 00:05:55.000

 again. We respectfully ask if you are

00:05:55.000 --> 00:05:58.000

 joining us that you just go ahead and mute your microphones and

00:05:58.000 --> 00:06:03.000

 turn your cameras off. We have a

00:06:03.000 --> 00:06:06.000

 lot of questions that were submitted by you-all

00:06:06.000 --> 00:06:09.000

, and we are going to tackle

00:06:09.000 --> 00:06:12.000

 as many as we can. And

00:06:12.000 --> 00:06:16.000

 if you feel like you have another question that you want to

00:06:16.000 --> 00:06:19.000

 ask, feel free to, again, at the bottom of your

00:06:19.000 --> 00:06:22.000

 screen in the chat box to type in a

00:06:22.000 --> 00:06:26.000

 question there. And I'm hoping that during the last

00:06:26.000 --> 00:06:29.000

 15 minutes of our meeting tonight

00:06:29.000 --> 00:06:34.000

 that we can actually go through those

00:06:34.000 --> 00:06:37.000

 questions. Okay. All right. So I'll

00:06:37.000 --> 00:06:41.000

 introduce myself first, and then we will move on to

00:06:41.000 --> 00:06:44.000

 Hilary, Mitchell, and

00:06:44.000 --> 00:06:48.000

 Tressy. My name's Jill young

00:06:48.000 --> 00:06:51.000

 Young and I was diagnosed with severe

00:06:51.000 --> 00:06:54.000

 profound hearing loss when I was one.

00:06:54.000 --> 00:06:58.000

 I had a bacterial

00:06:58.000 --> 00:07:01.000

 meningitis. My parents said that

00:07:01.000 --> 00:07:05.000

 before that happened, I was talking in full sentence

00:07:05.000 --> 00:07:08.000

 sentences and then I got sick

00:07:08.000 --> 00:07:11.000

 and when I got better it was another year before they realized I had lost

00:07:11.000 --> 00:07:15.000

 my hearing. So I grew

00:07:15.000 --> 00:07:18.000

 up in a mainstream public school. I used

00:07:18.000 --> 00:07:22.000

 hearing aids, and I was orally

00:07:22.000 --> 00:07:25.000

 speaking and using my hearing aids. I did

00:07:25.000 --> 00:07:28.000

 not any kind of visual language

00:07:28.000 --> 00:07:32.000

, and I did use an F

00:07:32.000 --> 00:07:35.000

M system all the way through elementary school, all the way

00:07:35.000 --> 00:07:38.000

 through high school and then when I went to college

00:07:38.000 --> 00:07:42.000

, I made the decision to become an

00:07:42.000 --> 00:07:46.000

 audiologist. And so I found my way out to

00:07:46.000 --> 00:07:49.000

 Washington DC and went

00:07:49.000 --> 00:07:53.000

 to Gallaudet University where I learned sign

00:07:53.000 --> 00:07:56.000

 language, and I met my husband and I stayed

00:07:56.000 --> 00:07:59.000

 in northern Virginia and I'm now

00:07:59.000 --> 00:08:03.000

 a pediatric audiologist here in northern Virginia,

00:08:03.000 --> 00:08:10.000

 been one for 19 years now. And I am

00:08:10.000 --> 00:08:13.000

 -- I think it was five or six years ago I was invite

00:08:13.000 --> 00:08:16.000

ed to be on the board for Virginia

00:08:16.000 --> 00:08:19.000

 Hands & Voices and loved every minute of it. I love

00:08:19.000 --> 00:08:22.000

 being able to support parents and it's been a

00:08:22.000 --> 00:08:26.000

 great adventure for me. So I'm going to

00:08:26.000 --> 00:08:29.000

 turn this over to Hilary. And I will let

00:08:29.000 --> 00:08:38.000

 her talk next and introduce herself.

00:08:38.000 --> 00:08:41.000

 >> HILARY FRANKLIN: Hi,

00:08:41.000 --> 00:08:44.000

 everyone. My

00:08:44.000 --> 00:08:47.000

 name is Hilary Franklin.

00:08:47.000 --> 00:08:53.000

 It's a pleasure to be here tonight.

00:08:53.000 --> 00:08:56.000

 I was born profoundly

00:08:56.000 --> 00:08:59.000

 deaf. My parents found out I was deaf when

00:08:59.000 --> 00:09:02.000

 I was nine months old.

00:09:02.000 --> 00:09:06.000

 Which is relatively early for that time.

00:09:06.000 --> 00:09:13.000

 It was before newborn hearing screening.

00:09:13.000 --> 00:09:18.000

 From birth to age three, I was oral.

00:09:18.000 --> 00:09:21.000

 Using hearing aids and lip

00:09:21.000 --> 00:09:24.000

 reading as much as I could.

00:09:24.000 --> 00:09:28.000

 When I was three-and-a-half,

00:09:28.000 --> 00:09:33.000

 my parents realized I had some language

00:09:33.000 --> 00:09:36.000

 delay.

00:09:36.000 --> 00:09:40.000

 So they had already heard about Cued Speech,

00:09:40.000 --> 00:09:44.000

 so they decided to go with it

00:09:44.000 --> 00:09:48.000

 because it's the language

00:09:48.000 --> 00:09:53.000

 of English. So they wanted me to have access

00:09:53.000 --> 00:09:56.000

 to the English.

00:09:56.000 --> 00:09:59.000

 So I've been using cued English

00:09:59.000 --> 00:10:03.000

 since I was three-and-a-half. I did learn how to sign in

00:10:03.000 --> 00:10:07.000

 middle school -- let me back up.

00:10:07.000 --> 00:10:12.000

 When I was four, we moved to Maryland and I was mainstream

00:10:12.000 --> 00:10:15.000

ed in Montgomery county

00:10:15.000 --> 00:10:18.000

 County public school which has a

00:10:18.000 --> 00:10:22.000

 three track program. One elementary

00:10:22.000 --> 00:10:25.000

 school which is total communication, one

00:10:25.000 --> 00:10:29.000

 elementary school at the oral

00:10:29.000 --> 00:10:32.000

 program, and the third

00:10:32.000 --> 00:10:37.000

 school had the Cued Speech program.

00:10:37.000 --> 00:10:45.000

 So I was in the elementary school with the Cued Speech program.

00:10:45.000 --> 00:10:49.000

 All three schools fed into the middle school, so it was

00:10:49.000 --> 00:10:54.000

 there that I learned to sign.

00:10:54.000 --> 00:11:01.000

 From deaf peers who signed.

00:11:01.000 --> 00:11:04.000

 So this means I'm oral,

00:11:04.000 --> 00:11:08.000

 I'm cued

00:11:08.000 --> 00:11:11.000

 and

00:11:11.000 --> 00:11:15.000

 I work

00:11:15.000 --> 00:11:20.000

 and am at editor for the Department of Defense.

00:11:20.000 --> 00:11:24.000

 I'm also involved with advocacy, both at

00:11:24.000 --> 00:11:30.000

 work and in my personal life.

00:11:30.000 --> 00:11:38.000

 I'm on the board of directors for the national Cued Speech Association

00:11:38.000 --> 00:11:41.000

, so if you have any follow-up questions

00:11:41.000 --> 00:11:44.000

 related to cueing, I'm more than happy to answer them. Thank you

00:11:44.000 --> 00:11:51.000

.

00:11:51.000 --> 00:11:55.000

 >> JILL YOUNG: This is Jill, we're going to

00:11:55.000 --> 00:11:58.000

 Mitchell next. >> MITCHELL HARRY: This is Mitchell, thank you for having me,

00:11:58.000 --> 00:12:01.000

 Jill. A little bit about myself, I was

00:12:01.000 --> 00:12:04.000

 born in northern California with

00:12:04.000 --> 00:12:07.000

 a severe to profound hearing

00:12:07.000 --> 00:12:11.000

 loss and I was born and raised there most of my life

00:12:11.000 --> 00:12:14.000

. I wasn't diagnosed with my

00:12:14.000 --> 00:12:17.000

 hearing loss until I was almost three years old,

00:12:17.000 --> 00:12:22.000

 so I was born before early

00:12:22.000 --> 00:12:25.000

 intervention. My parents involved me

00:12:25.000 --> 00:12:28.000

 in an oral deaf preschool

00:12:28.000 --> 00:12:31.000

 that had just opened, and I was in the very first class

00:12:31.000 --> 00:12:34.000

 and I grew up using

00:12:34.000 --> 00:12:38.000

 hearing aids. Later on I was mainstreamed

00:12:38.000 --> 00:12:41.000

 mainstreamed into

00:12:41.000 --> 00:12:44.000

 kindergarten. Went through public school

00:12:44.000 --> 00:12:47.000

 all through high school and later couple to University of Virginia

00:12:47.000 --> 00:12:50.000

 all the way from California. While I

00:12:50.000 --> 00:12:53.000

 was a student there, that's when I decided to

00:12:53.000 --> 00:12:57.000

 get a cochlear implant in one ear, so

00:12:57.000 --> 00:13:00.000

 I've been a user of hearing and

00:13:00.000 --> 00:13:04.000

 talking for my entire life and I continue to do

00:13:04.000 --> 00:13:07.000

 so in my adult life, and my wife and I

00:13:07.000 --> 00:13:13.000

 live in Williamsburg.

00:13:13.000 --> 00:13:16.000

 >> JILL YOUNG: Thank you, Mitchell. Okay. Tressy

00:13:16.000 --> 00:13:20.000

 Tressy.

00:13:20.000 --> 00:13:23.000

 >> TRESELLA BATESON: Hello. My name

00:13:23.000 --> 00:13:27.000

 is Tressela bait son. I work for the

00:13:27.000 --> 00:13:31.000

 the registry treaters for the death

00:13:31.000 --> 00:13:34.000

 and responsible for the ethical practices system

00:13:34.000 --> 00:13:38.000

 so if a grievance is filed against

00:13:38.000 --> 00:13:41.000

 an interpreter, maybe their behavior is

00:13:41.000 --> 00:13:44.000

 not up to par with the code of ethics,

00:13:44.000 --> 00:13:47.000

 what your Pes and Qs interpreters

00:13:47.000 --> 00:13:52.000

 interpreters. The deaf world tends to be small,

00:13:52.000 --> 00:13:59.000

 so

00:13:59.000 --> 00:14:02.000

 Mitchell and Hilary, I feel like I can relate to both of

00:14:02.000 --> 00:14:05.000

 you. I went to -- my daughter goes to

00:14:05.000 --> 00:14:09.000

 UVA and I did some graduate

00:14:09.000 --> 00:14:12.000

 schoolwork where you went Hilary, and it's

00:14:12.000 --> 00:14:16.000

 a beautiful community and we are all

00:14:16.000 --> 00:14:20.000

 connected. So I grew up in a fully hearing

00:14:20.000 --> 00:14:31.000

 world and then I had meningitis

00:14:31.000 --> 00:14:35.000

 I was in a coma for months and there was no

00:14:35.000 --> 00:14:39.000

 guarantee I would wake up. When I did wake up, I was

00:14:39.000 --> 00:14:42.000

 profoundly deaf. My family was a small

00:14:42.000 --> 00:14:45.000

 community in West Virginia, there were no resources

00:14:45.000 --> 00:14:49.000

 where I was, so I went to the same school I had been going to and I was

00:14:49.000 --> 00:14:52.000

 the only deaf person there at my school. I had

00:14:52.000 --> 00:14:55.000

 speech therapy once a week, and that

00:14:55.000 --> 00:14:59.000

 -- the focus at that time was really

00:14:59.000 --> 00:15:02.000

 focusing on continuing my speech. My hearing loss

00:15:02.000 --> 00:15:06.000

 is 100 percent. There's a

00:15:06.000 --> 00:15:09.000

 thought I could use hearing aids at one point but it did

00:15:09.000 --> 00:15:13.000

 not make any difference, just gave me a

00:15:13.000 --> 00:15:16.000

 squeak. So I remember people preaching at me

00:15:16.000 --> 00:15:19.000

 to use the hearing aid and it really didn't work for

00:15:19.000 --> 00:15:23.000

 me. My family noticed that, you know, I

00:15:23.000 --> 00:15:26.000

 tried -- I went -- I was

00:15:26.000 --> 00:15:29.000

 outgoing sort of person, I was in a small school where

00:15:29.000 --> 00:15:33.000

 I had known everyone so I was behaving as if nothing

00:15:33.000 --> 00:15:36.000

 -- as if nothing had changed. And the way that

00:15:36.000 --> 00:15:40.000

 I was navigating this was really just by

00:15:40.000 --> 00:15:43.000

 reading everything. I would read books, signs, pick up on

00:15:43.000 --> 00:15:46.000

 all of that. But I was really

00:15:46.000 --> 00:15:49.000

 not able to socialize in the way that I

00:15:49.000 --> 00:15:52.000

 wanted to. I could certainly speak

00:15:52.000 --> 00:15:56.000

 for myself fine, but I couldn't hear a response,

00:15:56.000 --> 00:15:59.000

 and that was frustrating to both me and others. I moved

00:15:59.000 --> 00:16:02.000

 to Virginia for a job opportunity. You know

00:16:02.000 --> 00:16:05.000

, also my parents thought there would be -- my parents moved

00:16:05.000 --> 00:16:09.000

 here and also thought there would be better schooling for me.

00:16:09.000 --> 00:16:12.000

 I went to a mainstream school. I did have that

00:16:12.000 --> 00:16:16.000

 FM system but again, you know, this

00:16:16.000 --> 00:16:19.000

 technology really I still didn't have access to communication, still

00:16:19.000 --> 00:16:22.000

. There was a young girl in my class, though,

00:16:22.000 --> 00:16:26.000

 who I saw finger spelling and I was

00:16:26.000 --> 00:16:31.000

 like what is this visual communication

00:16:31.000 --> 00:16:34.000

. And so I started just really interested in sign. And then

00:16:34.000 --> 00:16:37.000

 my sophomore year of high school I

00:16:37.000 --> 00:16:41.000

 transferred to MSSD the model secondary school for

00:16:41.000 --> 00:16:44.000

 the deaf which is connected to Gallaudet and I

00:16:44.000 --> 00:16:47.000

 learned to sign there. At that point my world just opened up

00:16:47.000 --> 00:16:51.000

, it made a world of difference. My family

00:16:51.000 --> 00:16:54.000

 also at that point started learning sign. Both my brother and

00:16:54.000 --> 00:16:57.000

 my sister sign. My mother's actually an

00:16:57.000 --> 00:17:01.000

 interpreter. My nieces and nephews sign and

00:17:01.000 --> 00:17:05.000

 I feel very blessed and fortunate to have that communication that

00:17:05.000 --> 00:17:13.000

 they've learned from me.

00:17:13.000 --> 00:17:18.000

 >> JILL YOUNG: This is Jill. Thank you, Tressy.

00:17:18.000 --> 00:17:21.000

 I'm giving the interpret

00:17:21.000 --> 00:17:27.000

ers a chance to switch here.

00:17:27.000 --> 00:17:30.000

 Okay. We're going right into asking a

00:17:30.000 --> 00:17:34.000

 series of questions that I hope will flow

00:17:34.000 --> 00:17:38.000

 really well. The first thing we're going to start with

00:17:38.000 --> 00:17:43.000

 is talking about early

00:17:43.000 --> 00:17:46.000

 intervention. So the question is: When you were

00:17:46.000 --> 00:17:50.000

 little, were you enrolled in an

00:17:50.000 --> 00:17:53.000

 early intervention program and if you were

00:17:53.000 --> 00:17:56.000

, did you find that it was beneficial or

00:17:56.000 --> 00:18:00.000

 did you find that your parents thought it was really beneficial to

00:18:00.000 --> 00:18:03.000

 have early intervention services?

00:18:03.000 --> 00:18:12.000

 So who wants to start, Hilary?

00:18:12.000 --> 00:18:15.000

 >> HILARY FRANKLIN: The

00:18:15.000 --> 00:18:18.000

 first thing to understand I was born

00:18:18.000 --> 00:18:23.000

 in the late '70s, I'm dating myself

00:18:23.000 --> 00:18:26.000

 here. There

00:18:26.000 --> 00:18:34.000

 was really not much in the way of early intervention back then.

00:18:34.000 --> 00:18:37.000

 I signed for my kin folk

00:18:37.000 --> 00:18:44.000

 or I was assigned to her case load

00:18:44.000 --> 00:18:48.000

. Age one and a half to

00:18:48.000 --> 00:18:52.000

 four the teacher of the deaf that was

00:18:52.000 --> 00:18:56.000

 here in Connecticut and that was all I had

00:18:56.000 --> 00:19:01.000

. One itinerant teacher.

00:19:01.000 --> 00:19:04.000

 When I was moved to Maryland and Northern Virginia by

00:19:04.000 --> 00:19:08.000

 the way, we moved to

00:19:08.000 --> 00:19:11.000

 Maryland.

00:19:11.000 --> 00:19:14.000

 I was enrolled into the

00:19:14.000 --> 00:19:17.000

 preschool program at the elementary

00:19:17.000 --> 00:19:21.000

 school with the hearing program.

00:19:21.000 --> 00:19:24.000

 Which exposed me to other

00:19:24.000 --> 00:19:27.000

 deaf peers who cued around my age

00:19:27.000 --> 00:19:31.000

 and younger.

00:19:31.000 --> 00:19:34.000

 So I had full

00:19:34.000 --> 00:19:38.000

 services since I was four. That was as early as

00:19:38.000 --> 00:19:43.000

 early intervention was back then.

00:19:43.000 --> 00:19:47.000

 So what I did have was beneficial

00:19:47.000 --> 00:19:50.000

. First two or three years I have no memory of

00:19:50.000 --> 00:19:54.000

 I was really young. But I do

00:19:54.000 --> 00:19:57.000

 have memories of preschool

00:19:57.000 --> 00:20:00.000

 and age four onward

00:20:00.000 --> 00:20:04.000

 and just being around other deaf peers that

00:20:04.000 --> 00:20:07.000

 cued was just

00:20:07.000 --> 00:20:16.000

 immediate for language access.

00:20:16.000 --> 00:20:19.000

 >> MITCHELL HARRY: I can go next. This is Mitchell. You

00:20:19.000 --> 00:20:23.000

 know, in California when I was born,

00:20:23.000 --> 00:20:26.000

 they didn't have an

00:20:26.000 --> 00:20:29.000

 official early intervention program, they didn't have, you

00:20:29.000 --> 00:20:33.000

 know, newborn hearing screening, so -- which is

00:20:33.000 --> 00:20:36.000

 why I was diagnosed when I was three years old. So

00:20:36.000 --> 00:20:40.000

, you know, my parents had to do all the

00:20:40.000 --> 00:20:43.000

 heavy lifting on their own, you know, and

00:20:43.000 --> 00:20:46.000

 we were outside the Sacramento area,

00:20:46.000 --> 00:20:49.000

 so we were fortunate it was

00:20:49.000 --> 00:20:52.000

 a large populous city, so we

00:20:52.000 --> 00:20:56.000

 -- you know, they explored all of the different

00:20:56.000 --> 00:20:59.000

 options. They explored sign language

00:20:59.000 --> 00:21:03.000

 option in the San Francisco Bay Area,

00:21:03.000 --> 00:21:06.000

 they explored communication option and discovered

00:21:06.000 --> 00:21:10.000

 the oral-deaf school that had just opened in

00:21:10.000 --> 00:21:13.000

, you know, we -- I grew up in a

00:21:13.000 --> 00:21:16.000

 hearing family. Everybody, all of

00:21:16.000 --> 00:21:19.000

 their friends were hearing, all of my extended family was

00:21:19.000 --> 00:21:22.000

 hearing and they just decided that the oral deaf

00:21:22.000 --> 00:21:28.000

 option was the best route.

00:21:28.000 --> 00:21:31.000

 >> JILL YOUNG: This is Jill. I'm a

00:21:31.000 --> 00:21:36.000

 lot like Mitchell. I grew up in a hearing family,

00:21:36.000 --> 00:21:39.000

 and I I don't

00:21:39.000 --> 00:21:42.000

 recall really having early

00:21:42.000 --> 00:21:46.000

 intervention but I do remember when I was about

00:21:46.000 --> 00:21:50.000

 three that I would go to two

00:21:50.000 --> 00:21:53.000

 different preschools. I would go to a mainstream

00:21:53.000 --> 00:21:56.000

 public preschool in the morning, and then in the afternoon

00:21:56.000 --> 00:21:59.000

 I would go to a preschool that

00:21:59.000 --> 00:22:02.000

 was more for -- I guess

00:22:02.000 --> 00:22:06.000

 it was more for kids with disabilities and it

00:22:06.000 --> 00:22:09.000

 wasn't necessarily kids with hearing loss

00:22:09.000 --> 00:22:14.000

 but kids with other disabilities. And

00:22:14.000 --> 00:22:17.000

 I remember that just being what helped me

00:22:17.000 --> 00:22:20.000

 catch up. In other words, it gave me the

00:22:20.000 --> 00:22:24.000

 extra services that I need so that by the time I started kindergarten,

00:22:24.000 --> 00:22:27.000

 I had pretty much been through four years of

00:22:27.000 --> 00:22:32.000

 preschool within two years. And so

00:22:32.000 --> 00:22:35.000

 I went to mainstream kindergarten just having that in

00:22:35.000 --> 00:22:42.000

 my pocket,s so I know that that helped me a lot.

00:22:42.000 --> 00:22:46.000

 Okay. Let's go on to the next one

00:22:46.000 --> 00:22:49.000

. Did you have an EPP

00:22:49.000 --> 00:22:52.000

, individual -- IEP individual

00:22:52.000 --> 00:22:56.000

 liesed education plan or 504 plan when you were

00:22:56.000 --> 00:22:59.000

 in school. If you did, what types of support we can

00:22:59.000 --> 00:23:02.000

 worked well for you, and then what do you

00:23:02.000 --> 00:23:07.000

 wish you had had on your IEP or

00:23:07.000 --> 00:23:16.000

 your 504 that you did not have.

00:23:16.000 --> 00:23:19.000

 >> MITCHELL HARRY: I can kick us off. This is

00:23:19.000 --> 00:23:24.000

 Mitchell. Yes, I did have an

00:23:24.000 --> 00:23:27.000

 IEP and I just a few of the things that worked

00:23:27.000 --> 00:23:30.000

 for me

00:23:30.000 --> 00:23:33.000

. You know, I had an FM system that worked really

00:23:33.000 --> 00:23:36.000

 well for me. I used it all

00:23:36.000 --> 00:23:40.000

 through high school you know from first grade

00:23:40.000 --> 00:23:43.000

 through high school,

00:23:43.000 --> 00:23:46.000

 12th grade. Then there was a lot

00:23:46.000 --> 00:23:49.000

 of just really simple things that helped a lot. Sit in

00:23:49.000 --> 00:23:52.000

 front of the classroom. You have a conference with the

00:23:52.000 --> 00:23:57.000

 teachers at the beginning of the year. These were the sorts of

00:23:57.000 --> 00:24:01.000

 things that, you know, Mitchell may need help

00:24:01.000 --> 00:24:04.000

 with. Other simple things, if the teacher plays a video

00:24:04.000 --> 00:24:07.000

, make sure there's closed captioning.

00:24:07.000 --> 00:24:10.000

 If there's not, find a transcript, that sort of

00:24:10.000 --> 00:24:14.000

 thing. That's what I can

00:24:14.000 --> 00:24:17.000

 think of and remember. >> JILL YOUNG: Yeah

00:24:17.000 --> 00:24:20.000

, I don't remember captions really coming out until -- excuse

00:24:20.000 --> 00:24:24.000

 me, I'm sorry, this is Jill.

00:24:24.000 --> 00:24:30.000

 I don't remember captions coming out until the '90s

00:24:30.000 --> 00:24:33.000

 and maybe 2000s, and so I -- before

00:24:33.000 --> 00:24:37.000

 the nineties

00:24:37.000 --> 00:24:40.000

 -- >> HILARY FRANKLIN: I think it was like '

00:24:40.000 --> 00:24:43.000

88. >> JILL YOUNG: I guess growing up captions

00:24:43.000 --> 00:24:46.000

 weren't available for me when watching videos at school and

00:24:46.000 --> 00:24:52.000

 I'm sure it's the same thing for Hilary too.

00:24:52.000 --> 00:24:58.000

 Interesting that you said that but I didn't have that.

00:24:58.000 --> 00:25:01.000

 >> HILARY FRANKLIN: This is Hilary.

00:25:01.000 --> 00:25:05.000

 That's interesting thing. Growing up

00:25:05.000 --> 00:25:08.000

 in Montgomery county Maryland, it

00:25:08.000 --> 00:25:12.000

 was such a huge deaf

00:25:12.000 --> 00:25:18.000

 population I was lucky.

00:25:18.000 --> 00:25:22.000

 This is why I remember when captions came

00:25:22.000 --> 00:25:25.000

 out. The first movie I ever

00:25:25.000 --> 00:25:28.000

 watched with captions was

00:25:28.000 --> 00:25:32.000

 Who km framed

00:25:32.000 --> 00:25:36.000

Roger Rabbit? So that was my

00:25:36.000 --> 00:25:40.000

 first

00:25:40.000 --> 00:25:43.000

 accessible

00:25:43.000 --> 00:25:46.000

 accessible movie. It was a good one. Anyway, I've had

00:25:46.000 --> 00:25:52.000

 an IEP plan, you know, for the

00:25:52.000 --> 00:25:56.000

 equivalence since

00:25:56.000 --> 00:26:00.000

 pre-K. I saw all

00:26:00.000 --> 00:26:03.000

 of my from late elementary school through high

00:26:03.000 --> 00:26:07.000

 school. Middle school I had the

00:26:07.000 --> 00:26:10.000

 option to attend the

00:26:10.000 --> 00:26:15.000

 IEP meetings, I declined. I

00:26:15.000 --> 00:26:18.000

 preferred to be in class. But

00:26:18.000 --> 00:26:21.000

 in high school, we were

00:26:21.000 --> 00:26:24.000

 all required to attend our IEP

00:26:24.000 --> 00:26:30.000

 meetings. So those were often scheduled for

00:26:30.000 --> 00:26:37.000

 after school when we were not in class.

00:26:37.000 --> 00:26:41.000

 So it was good. It was good to be able

00:26:41.000 --> 00:26:44.000

 to provide input and know what I needed

00:26:44.000 --> 00:26:47.000

 and what I didn't,

00:26:47.000 --> 00:26:51.000

 so for example in elementary

00:26:51.000 --> 00:26:54.000

 school we all automatically were assigned a

00:26:54.000 --> 00:26:58.000

 resource teacher, like a

00:26:58.000 --> 00:27:01.000

 resource period if we needed extra help

00:27:01.000 --> 00:27:04.000

 with work. By fourth grade, I didn't

00:27:04.000 --> 00:27:09.000

 need that. So it was removed.

00:27:09.000 --> 00:27:12.000

 So all I needed were

00:27:12.000 --> 00:27:15.000

 transliterators in the classroom

00:27:15.000 --> 00:27:18.000

 and for any

00:27:18.000 --> 00:27:22.000

 extracurricular activities as well as a note-taker

00:27:22.000 --> 00:27:25.000

 because when you're deaf, you

00:27:25.000 --> 00:27:28.000

 can't hear someone and take notes and write at the same time

00:27:28.000 --> 00:27:35.000

.

00:27:35.000 --> 00:27:39.000

 Back then.

00:27:39.000 --> 00:27:44.000

 CART technology did not become available until

00:27:44.000 --> 00:27:48.000

 college

00:27:48.000 --> 00:27:52.000

. >> JILL YOUNG: Tressy

00:27:52.000 --> 00:27:56.000

? >> TRESELLA BATESON: Hello. So, wow, when you-all

00:27:56.000 --> 00:27:59.000

 talk about captioning, I remember the first time that

00:27:59.000 --> 00:28:03.000

 big brown box, that machine that you could get from

00:28:03.000 --> 00:28:06.000

 Sears, it's so different now. Now it's embedded and

00:28:06.000 --> 00:28:09.000

 built into the technology we use, but technology really is a beautiful thing to

00:28:09.000 --> 00:28:13.000

 see that change.

00:28:13.000 --> 00:28:17.000

 So when I moved to

00:28:17.000 --> 00:28:20.000

 Virginia, my

00:28:20.000 --> 00:28:24.000

 IEP just meant I went to regular classes,

00:28:24.000 --> 00:28:32.000

 I used the hearing

00:28:32.000 --> 00:28:36.000

 assist answer but it wasn't able to meet

00:28:36.000 --> 00:28:39.000

 me needs. That was my experience in school until

00:28:39.000 --> 00:28:43.000

 I learned sign language then I was finally able to

00:28:43.000 --> 00:28:53.000

 access language from others.

00:28:53.000 --> 00:28:57.000

 At home my mom would write down

00:28:57.000 --> 00:29:00.000

 shorthand write down the conversation, what was happening, summarize everything

00:29:00.000 --> 00:29:04.000

 for me. I should have saved

00:29:04.000 --> 00:29:07.000

 that from the house when we were young. It

00:29:07.000 --> 00:29:10.000

 was kind of like our low

00:29:10.000 --> 00:29:13.000

-tech captioning we used back then.

00:29:13.000 --> 00:29:16.000

 I wished that I had had the opportunity to

00:29:16.000 --> 00:29:20.000

 learn sign language earlier, then there

00:29:20.000 --> 00:29:23.000

 would have been opportunities for my family and parents to learn sign

00:29:23.000 --> 00:29:27.000

 language but at the time there wasn't any of that available. It wasn't until

00:29:27.000 --> 00:29:30.000

 high school that I started to learn. My parents didn't

00:29:30.000 --> 00:29:33.000

 really have any option to learn sign language as part of my plan

00:29:33.000 --> 00:29:36.000

 and there weren't any sign language classes I had to learn from

00:29:36.000 --> 00:29:39.000

 my friends and other peers. I would go to the theater see

00:29:39.000 --> 00:29:42.000

 everyone on stage and learn from that it

00:29:42.000 --> 00:29:46.000

 was kind of sink or swim to pick up the language

00:29:46.000 --> 00:29:49.000

 that way. So I certainly wish

00:29:49.000 --> 00:29:52.000

 that there had been to opportunity. Like

00:29:52.000 --> 00:29:55.000

 today, parents can maybe go to community college and

00:29:55.000 --> 00:29:58.000

 take a sign language class but sometimes that option

00:29:58.000 --> 00:30:03.000

 isn't presented and available

00:30:03.000 --> 00:30:07.000

 to families. >> JILL YOUNG:

00:30:07.000 --> 00:30:10.000

 Let's let the interpreters switch if they want

00:30:10.000 --> 00:30:17.000

 to.

00:30:17.000 --> 00:30:20.000

 I wanted to just mention for a minute

00:30:20.000 --> 00:30:23.000

 here that

00:30:23.000 --> 00:30:27.000

 if you are currently a parent of

00:30:27.000 --> 00:30:31.000

 a child with an IEP or a

00:30:31.000 --> 00:30:34.000

 504 plan -- sorry. Could I call a time out.

00:30:34.000 --> 00:30:38.000

 I'm not able to see the interpreter

00:30:38.000 --> 00:30:41.000

. >> JILL YOUNG: Okay. Let's fix

00:30:41.000 --> 00:30:45.000

 this. Everyone dropped off

00:30:45.000 --> 00:30:50.000

 all the spotlights dropped off

00:30:50.000 --> 00:30:53.000

. >> Everyone's coming back. >> JILL

00:30:53.000 --> 00:30:57.000

 YOUNG: Okay. We're back. If you are a

00:30:57.000 --> 00:31:01.000

 parent,

00:31:01.000 --> 00:31:04.000

 getting those IEPs right is

00:31:04.000 --> 00:31:08.000

 important today.

00:31:08.000 --> 00:31:11.000

 There's a boat load of resources out there

00:31:11.000 --> 00:31:15.000

, and I just want to tell you as

00:31:15.000 --> 00:31:18.000

 parents that you -- when

00:31:18.000 --> 00:31:21.000

 you make your IEP plan, you really

00:31:21.000 --> 00:31:25.000

 need to make sure that your school

00:31:25.000 --> 00:31:29.000

 is following the IEP plan.

00:31:29.000 --> 00:31:32.000

 So I so

00:31:32.000 --> 00:31:35.000

 whatever you decide if you don't know how to make an IEP

00:31:35.000 --> 00:31:38.000

 or you don't know what to put in an IEP,

00:31:38.000 --> 00:31:41.000

 there are people that can help you figure

00:31:41.000 --> 00:31:46.000

 that out. And

00:31:46.000 --> 00:31:49.000

 you finding out what all your

00:31:49.000 --> 00:31:52.000

 options are and getting the advocacy that you need

00:31:52.000 --> 00:31:55.000

 just from whoever you can find is

00:31:55.000 --> 00:31:59.000

 really important and I want to make sure that you as parents

00:31:59.000 --> 00:32:03.000

 know that you've got to make sure your school

00:32:03.000 --> 00:32:06.000

 is following the IEP plan because your kid might not

00:32:06.000 --> 00:32:09.000

 know. They may not know what the plan is

00:32:09.000 --> 00:32:12.000

, and if anything is missing, they may not be

00:32:12.000 --> 00:32:15.000

 able to tell you. So, yes, Hilary

00:32:15.000 --> 00:32:23.000

? >> HILARY FRANKLIN:

00:32:23.000 --> 00:32:26.000

 I really quickly want to add as a

00:32:26.000 --> 00:32:29.000

 parent, we're not

00:32:29.000 --> 00:32:34.000

 required to sign

00:32:34.000 --> 00:32:38.000

 IEP to comply with it, to not let the

00:32:38.000 --> 00:32:41.000

 school force you

00:32:41.000 --> 00:32:45.000

 to go through it.

00:32:45.000 --> 00:32:48.000

 It's not -- it's your right not to sign

00:32:48.000 --> 00:32:54.000

 if it's not acceptable. You have that right.

00:32:54.000 --> 00:32:57.000

 >> JILL YOUNG: Okay. Yeah,

00:32:57.000 --> 00:33:01.000

 very important. Don't sign an IEP if you don't like it if

00:33:01.000 --> 00:33:04.000

 you're not satisfied with it, I agree.

00:33:04.000 --> 00:33:10.000

 Who would you reach out to to get that advocacy? Well, I mean,

00:33:10.000 --> 00:33:13.000

 I know in national Virginia

00:33:13.000 --> 00:33:16.000

 Virginia Hands & Voices

00:33:16.000 --> 00:33:20.000

 website, I see somebody here, Laura said

00:33:20.000 --> 00:33:23.000

 she would be happy to help, but the national

00:33:23.000 --> 00:33:26.000

 Hands & Voices website I believe has some good

00:33:26.000 --> 00:33:29.000

 resources too. I forgot their website name

00:33:29.000 --> 00:33:33.000

. I'm sure somebody can find it and put

00:33:33.000 --> 00:33:36.000

 in the comments box. So I want to throw that out there

00:33:36.000 --> 00:33:39.000

. Let's move on to the next one

00:33:39.000 --> 00:33:44.000

. This is good. This is advocacy. So what age

00:33:44.000 --> 00:33:47.000

 did you start

00:33:47.000 --> 00:33:50.000

 and how can parents really empower

00:33:50.000 --> 00:34:05.000

 their kids to learn how to advocate for themselves?

00:34:05.000 --> 00:34:09.000

 >> TRESELLA BATESON: I can speak to that.

00:34:09.000 --> 00:34:12.000

 So when I became deaf I didn't actually

00:34:12.000 --> 00:34:15.000

 realize I was deaf, so I certainly didn't know I needed to

00:34:15.000 --> 00:34:19.000

 dock for myself but I am a

00:34:19.000 --> 00:34:23.000

 very stubbornly ingive

00:34:23.000 --> 00:34:26.000

 inquisitive person. That's

00:34:26.000 --> 00:34:29.000

 the personality I have. So I really look for

00:34:29.000 --> 00:34:32.000

 opportunities and grab them. When it came to

00:34:32.000 --> 00:34:35.000

 my hearing loss, I think I

00:34:35.000 --> 00:34:39.000

 really learned about how to advocate for myself

00:34:39.000 --> 00:34:42.000

 when I was in high school when I met peers who

00:34:42.000 --> 00:34:45.000

 had similar experiences, other deaf people, whether or not they signed, just kind of

00:34:45.000 --> 00:34:49.000

 making those connections with peers and understanding

00:34:49.000 --> 00:34:52.000

 how they advocated for themselves if they were

00:34:52.000 --> 00:34:57.000

 to miss something really helped me. You know, I grew

00:34:57.000 --> 00:35:01.000

 up with a bit of a temper. I would

00:35:01.000 --> 00:35:04.000

 have fits if I didn't get my way, so I had

00:35:04.000 --> 00:35:07.000

 to kind of learn how to manage that to become an advocate. When I was in

00:35:07.000 --> 00:35:11.000

 college I went to sea side university in Northridge

00:35:11.000 --> 00:35:14.000

 and all the interpreters in my class -- and

00:35:14.000 --> 00:35:18.000

 this was pretty large -- a fairly large deaf population

00:35:18.000 --> 00:35:21.000

, so they the other deaf students taught me how to

00:35:21.000 --> 00:35:25.000

 request interpreters and really how to advocate for

00:35:25.000 --> 00:35:28.000

 myself within that program.

00:35:28.000 --> 00:35:31.000

 So, yeah, I think learning from deaf peers

00:35:31.000 --> 00:35:35.000

 has really been a huge part of my

00:35:35.000 --> 00:35:40.000

 self-advocacy journey.

00:35:40.000 --> 00:35:43.000

 >> MITCHELL HARRY: This is Mitchell. You know,

00:35:43.000 --> 00:35:46.000

 I tried to recall when I

00:35:46.000 --> 00:35:50.000

 first started advocating for myself, and I

00:35:50.000 --> 00:35:53.000

 think it was really -- it centered around the

00:35:53.000 --> 00:35:56.000

 FM system because I had

00:35:56.000 --> 00:35:59.000

 to -- you know, even at a very young age be

00:35:59.000 --> 00:36:02.000

 responsible for making sure it was charged and so on.

00:36:02.000 --> 00:36:05.000

 And really, my parents

00:36:05.000 --> 00:36:09.000

 did a very good job of

00:36:09.000 --> 00:36:12.000

 basically forcing me to stand up for

00:36:12.000 --> 00:36:16.000

 myself when I needed it. If I went to a friend's house,

00:36:16.000 --> 00:36:20.000

 a movie night, what have you,

00:36:20.000 --> 00:36:23.000

 my mom would ask me are you going to ask them to

00:36:23.000 --> 00:36:27.000

 put closed captioning on and I would say

00:36:27.000 --> 00:36:32.000

, hmm, maybe I should. It was just a childhood

00:36:32.000 --> 00:36:36.000

 growing up that way with my parents' support I think just

00:36:36.000 --> 00:36:41.000

 instill that naturally for me.

00:36:41.000 --> 00:36:44.000

 >> JILL YOUNG: Yeah. I'm in the exact same boat,

00:36:44.000 --> 00:36:48.000

 Mitchell. You know,

00:36:48.000 --> 00:36:51.000

 the FM system I mean it's just --

00:36:51.000 --> 00:36:54.000

 I knew that I heard better with

00:36:54.000 --> 00:36:57.000

 it than I did without it.

00:36:57.000 --> 00:37:01.000

 And I was able to recognize that from a really

00:37:01.000 --> 00:37:05.000

 early age that as, you know,

00:37:05.000 --> 00:37:09.000

 embarrassing as it was for me to need some additional help

00:37:09.000 --> 00:37:12.000

 that nobody else needed, I was able to say this benefits

00:37:12.000 --> 00:37:16.000

 me and I definitely

00:37:16.000 --> 00:37:19.000

 just had that drive to want to hear

00:37:19.000 --> 00:37:22.000

 better than to not hear better.

00:37:22.000 --> 00:37:25.000

 So I also wanted to mention here along the lines

00:37:25.000 --> 00:37:28.000

 of advocacy like again for parents, I work with

00:37:28.000 --> 00:37:32.000

 a lot of parents, and I think it's

00:37:32.000 --> 00:37:35.000

 really important, you know, in helping your child learn how to

00:37:35.000 --> 00:37:39.000

 advocate for themselves that you as a parent have to

00:37:39.000 --> 00:37:44.000

 know what all their option

00:37:44.000 --> 00:37:47.000

 options are. I want to say you've got to, as

00:37:47.000 --> 00:37:51.000

 a parent, you've got to learn everything you can

00:37:51.000 --> 00:37:54.000

 about hearing loss and

00:37:54.000 --> 00:37:57.000

 hearing aids and cochlear implants and

00:37:57.000 --> 00:38:01.000

 all the different ways you can

00:38:01.000 --> 00:38:04.000

 connect them which has Mitchell and I were talking about,

00:38:04.000 --> 00:38:07.000

 one way is with an FM system. There's

00:38:07.000 --> 00:38:12.000

 also other ways to

00:38:12.000 --> 00:38:15.000

 connect devices so I wanted to mention

00:38:15.000 --> 00:38:18.000

 to parents help advocate for your kids because they

00:38:18.000 --> 00:38:21.000

 don't know what they're missing. And let's just

00:38:21.000 --> 00:38:25.000

 say you have a

00:38:25.000 --> 00:38:29.000

 kindergartener who is going to school doesn't

00:38:29.000 --> 00:38:32.000

 know there are FM options

00:38:32.000 --> 00:38:36.000

 or closed captioning so as

00:38:36.000 --> 00:38:39.000

 a parent I want to encourage you to learn what

00:38:39.000 --> 00:38:42.000

 those options are and make sure you actually sit down

00:38:42.000 --> 00:38:45.000

 with your kid and that you actually say

00:38:45.000 --> 00:38:49.000

, do you know this exists? Even

00:38:49.000 --> 00:38:52.000

 a kindergartener

00:38:52.000 --> 00:38:55.000

 can tell you what's working and not. So I want to make sure

00:38:55.000 --> 00:38:59.000

 you-all know that you've got to keep that in

00:38:59.000 --> 00:39:02.000

 mind and communication open with your kids and making sure that you know

00:39:02.000 --> 00:39:07.000

 what the resources are that are available to them.

00:39:07.000 --> 00:39:10.000

 And so I just wanted to throw that out. I see

00:39:10.000 --> 00:39:15.000

 Hilary is trying to talk,er so Hilary?

00:39:15.000 --> 00:39:20.000

 >> HILARY FRANKLIN: No, it's fine. This is Hilary.

00:39:20.000 --> 00:39:26.000

 Everything you're saying is absolutely true.

00:39:26.000 --> 00:39:31.000

 But I think sometimes parents

00:39:31.000 --> 00:39:35.000

 or adults forget a kid,

00:39:35.000 --> 00:39:38.000

 there's a lot to put captions on your

00:39:38.000 --> 00:39:41.000

 TV at home and they don't receive captions at school

00:39:41.000 --> 00:39:44.000

, they will ask. They will notice

00:39:44.000 --> 00:39:47.000

 the difference.

00:39:47.000 --> 00:39:51.000

 But don't assume that your kids are not

00:39:51.000 --> 00:39:54.000

 aware, but you make sure that

00:39:54.000 --> 00:39:58.000

 you're aware there's captions. I just wanted to

00:39:58.000 --> 00:40:02.000

 point that out because for me,

00:40:02.000 --> 00:40:05.000

 I had a different experience growing up.

00:40:05.000 --> 00:40:09.000

 I was in school

00:40:09.000 --> 00:40:12.000

 that had an average

00:40:12.000 --> 00:40:16.000

 of 20 to 30 deaf students every

00:40:16.000 --> 00:40:20.000

 year. So in

00:40:20.000 --> 00:40:24.000

 elementary school there were about

00:40:24.000 --> 00:40:27.000

 four of us in my group overall,

00:40:27.000 --> 00:40:31.000

 overall in the school total we had about 20 to

00:40:31.000 --> 00:40:34.000

 30 deaf students. What

00:40:34.000 --> 00:40:39.000

 this meant, that teachers and staff

00:40:39.000 --> 00:40:42.000

 learn to realize that we're not all the same just

00:40:42.000 --> 00:40:45.000

 because two people are deaf, does not mean they

00:40:45.000 --> 00:40:49.000

 have the same needs.

00:40:49.000 --> 00:40:53.000

 So we recognize that as well

00:40:53.000 --> 00:40:56.000

. Some have more hearing, some have less hearing.

00:40:56.000 --> 00:40:59.000

 Some prefer to use voice, some do

00:40:59.000 --> 00:41:03.000

 not. We learned all of these things just

00:41:03.000 --> 00:41:08.000

 by being in a community of deaf people.

00:41:08.000 --> 00:41:11.000

 So for me that's how I learned to

00:41:11.000 --> 00:41:16.000

 advocate and recognize that we were all

00:41:16.000 --> 00:41:19.000

 different and that we all need

00:41:19.000 --> 00:41:25.000

 to speak up, so to speak, for ourselves.

00:41:25.000 --> 00:41:28.000

 >> JILL YOUNG: This is Jill. I was --

00:41:28.000 --> 00:41:32.000

 when I was looking at this question, I was trying to think

00:41:32.000 --> 00:41:35.000

 of a time when I did

00:41:35.000 --> 00:41:39.000

 not advocate for myself when I

00:41:39.000 --> 00:41:42.000

 should have. And all I can think of

00:41:42.000 --> 00:41:45.000

 is -- and I'm sure the panelists will agree with me on

00:41:45.000 --> 00:41:48.000

 this, that I think about all

00:41:48.000 --> 00:41:52.000

 the times that a teacher

00:41:52.000 --> 00:41:55.000

 or somebody in the class said something and I missed it.

00:41:55.000 --> 00:41:59.000

 And I was too afraid to ask for

00:41:59.000 --> 00:42:02.000

 repetition. And I was thinking to myself, you know

00:42:02.000 --> 00:42:05.000

, how do we teach

00:42:05.000 --> 00:42:09.000

 kids today to not be afraid

00:42:09.000 --> 00:42:13.000

 to advocate for

00:42:13.000 --> 00:42:16.000

 themselves in that manner that we don't want to be embarrassed

00:42:16.000 --> 00:42:19.000

 but there's got to be kind of a way that we have to learn

00:42:19.000 --> 00:42:22.000

 at some point, right, to ask people to repeat themselves

00:42:22.000 --> 00:42:25.000

. Am I right with you panelists is that

00:42:25.000 --> 00:42:32.000

 something that not just me?

00:42:32.000 --> 00:42:35.000

 So I was going to say because this

00:42:35.000 --> 00:42:39.000

 was one of the parents -- >> TRESELLA BATESON: Yes. The problem is

00:42:39.000 --> 00:42:42.000

 sometimes I don't know what I've missed because

00:42:42.000 --> 00:42:45.000

 I don't have any receptive

00:42:45.000 --> 00:42:48.000

 language in terms of hearing I only

00:42:48.000 --> 00:42:51.000

 get it visually. So I remember like a spelling test

00:42:51.000 --> 00:42:54.000

, you know, I didn't have a way -- I had

00:42:54.000 --> 00:42:57.000

 to lip read the teacher

00:42:57.000 --> 00:43:01.000

 and I was like, I don't know what word because

00:43:01.000 --> 00:43:04.000

 lip reading is not a reliable mode of communication

00:43:04.000 --> 00:43:07.000

 because again, no technology really worked for me. I'm not

00:43:07.000 --> 00:43:10.000

 a candidate for cochlear implant, so sometimes you

00:43:10.000 --> 00:43:14.000

 know I just had to memorize like a list of spelling

00:43:14.000 --> 00:43:17.000

 words and that was my way to get beyond that. And so if

00:43:17.000 --> 00:43:20.000

 the teacher were speaking and I was like

00:43:20.000 --> 00:43:23.000

 I'm not even going to look and see what word she's saying,

00:43:23.000 --> 00:43:26.000

 I'm going to go from the list I memorized.

00:43:26.000 --> 00:43:29.000

 So finally when I was able to

00:43:29.000 --> 00:43:33.000

 get interpreters when I was old enough to know, then I would

00:43:33.000 --> 00:43:36.000

 say, hey, can you say that again like if I were taking

00:43:36.000 --> 00:43:39.000

 notes or something for something but when

00:43:39.000 --> 00:43:42.000

 I was young I didn't even know I was missing

00:43:42.000 --> 00:43:47.000

 things to speak to your point.

00:43:47.000 --> 00:43:50.000

 >> JILL YOUNG: That's a good point. I was

00:43:50.000 --> 00:43:53.000

 just thinking about that, you know. I

00:43:53.000 --> 00:43:57.000

 was thinking, you know, give your kids a safe place to be

00:43:57.000 --> 00:44:00.000

 able to say things like that.

00:44:00.000 --> 00:44:04.000

 And that talk about those because they

00:44:04.000 --> 00:44:07.000

 weigh heavily and it's not fun to miss things,

00:44:07.000 --> 00:44:11.000

 and so you know parents and teachers out there, if you feel

00:44:11.000 --> 00:44:15.000

 like your kid is missing and not getting it all, give them

00:44:15.000 --> 00:44:18.000

 a safe place to get that information

00:44:18.000 --> 00:44:21.000

 that maybe you think they missed or something like that. I.

00:44:21.000 --> 00:44:25.000

 I want to kind

00:44:25.000 --> 00:44:28.000

 of move on a little bit here. I have a couple more

00:44:28.000 --> 00:44:31.000

 questions, hopefully we can kind of go through these real quick. Tell

00:44:31.000 --> 00:44:34.000

 us about a time that you had a best friend

00:44:34.000 --> 00:44:37.000

 and something that stood out about that friendship or

00:44:37.000 --> 00:44:40.000

 did you have any siblings with hearing loss,

00:44:40.000 --> 00:44:51.000

 without hearing loss and how did you guys navigate that?

00:44:51.000 --> 00:45:01.000

 Hilary.

00:45:01.000 --> 00:45:07.000

 We'll wait for them to switch.

00:45:07.000 --> 00:45:11.000

 >> HILARY FRANKLIN: So when

00:45:11.000 --> 00:45:14.000

 I was in elementary school, a lot of

00:45:14.000 --> 00:45:18.000

 my classmates learned to cue as

00:45:18.000 --> 00:45:22.000

 well. One of

00:45:22.000 --> 00:45:27.000

 those still use today

00:45:27.000 --> 00:45:31.000

 learned in kindergarten

00:45:31.000 --> 00:45:34.000

 still speak fluently today because we've been friends

00:45:34.000 --> 00:45:38.000

 all these years. One of

00:45:38.000 --> 00:45:41.000

 her brother has a best friend who's

00:45:41.000 --> 00:45:44.000

 also deaf and

00:45:44.000 --> 00:45:47.000

 cues so we would all hang out

00:45:47.000 --> 00:45:51.000

 together but her learning to cue and stick

00:45:51.000 --> 00:45:54.000

 with it was something I always appreciated all these years

00:45:54.000 --> 00:45:57.000

.

00:45:57.000 --> 00:46:00.000

 And I have no siblings so my friends are my siblings

00:46:00.000 --> 00:46:10.000

 which

00:46:10.000 --> 00:46:13.000

 >> JILL YOUNG: Thank you

00:46:13.000 --> 00:46:16.000

. Tressy. >> TRESELLA BATESON: This is Tressy

00:46:16.000 --> 00:46:19.000

 speaking when I moved to Virginia from

00:46:19.000 --> 00:46:23.000

 West Virginia, I started elementary

00:46:23.000 --> 00:46:26.000

 school a mainstream school, and I met a hearing

00:46:26.000 --> 00:46:30.000

 girl who taught me finger spelling. And she was

00:46:30.000 --> 00:46:33.000

 my best friend. She was kind of the only one I was

00:46:33.000 --> 00:46:37.000

 able to communicate with through elementary school

00:46:37.000 --> 00:46:40.000

 and middle school. In high school we moved

00:46:40.000 --> 00:46:43.000

 to different schools and I felt really lost without her

00:46:43.000 --> 00:46:46.000

. We would spell back and

00:46:46.000 --> 00:46:50.000

 forth using finger spelling, and that's how we communicated and

00:46:50.000 --> 00:46:53.000

 we really lost touch when we moved to separate schools in high

00:46:53.000 --> 00:46:56.000

 school. But we would go to

00:46:56.000 --> 00:46:59.000

 softball games, swimming, we did everything together. Unfortunately

00:46:59.000 --> 00:47:03.000

, we lost touch. A few years ago because

00:47:03.000 --> 00:47:06.000

 of Facebook we were able to connect again and

00:47:06.000 --> 00:47:09.000

 I found out that she lives in Maryland so kind of close

00:47:09.000 --> 00:47:14.000

 by. We got in touch, we met

00:47:14.000 --> 00:47:17.000

 up. She speaks very clearly, so I was able to

00:47:17.000 --> 00:47:21.000

 lip read some. It can be more easy or challenging to

00:47:21.000 --> 00:47:24.000

 lip read depending on the speaker

00:47:24.000 --> 00:47:27.000

. She remembered the finger spelling so we could use that and

00:47:27.000 --> 00:47:31.000

 found out later she had been adopted and I look back and I always remember her

00:47:31.000 --> 00:47:35.000

 family, her sister, her

00:47:35.000 --> 00:47:38.000

 parents, she was the oldest one and found out she

00:47:38.000 --> 00:47:41.000

 was adopted and

00:47:41.000 --> 00:47:45.000

 she found out that her birth mother was actually deaf

00:47:45.000 --> 00:47:48.000

. I never knew that when we were friends, young,

00:47:48.000 --> 00:47:51.000

 really gave me chills, goose bumps when I learned that

00:47:51.000 --> 00:47:54.000

, like, what a thing for her to learn to be able to communicate

00:47:54.000 --> 00:47:57.000

 with other people and not even realizing that

00:47:57.000 --> 00:48:00.000

 about her deaf mother. So definitely that's a

00:48:00.000 --> 00:48:13.000

 special friend that I've had in my life.

00:48:13.000 --> 00:48:16.000

 >> MITCHELL HARRY: I just remember in elementary school, especially my

00:48:16.000 --> 00:48:20.000

mom at the beginning of each school year, she would

00:48:20.000 --> 00:48:26.000

 come to the class

00:48:26.000 --> 00:48:30.000

 and give a presentation to all the kids on what hearing aids are,

00:48:30.000 --> 00:48:33.000

 here's, you know, she would

00:48:33.000 --> 00:48:36.000

 bring the little audiologist tool like a stethoscope where

00:48:36.000 --> 00:48:39.000

 you can hook up to the hearing aid and the

00:48:39.000 --> 00:48:43.000

 audiologist can hear what it sounds like and she would have all the

00:48:43.000 --> 00:48:47.000

 kids do that, and that kind of dispelled any of the

00:48:47.000 --> 00:48:50.000

 strangeness associated a

00:48:50.000 --> 00:48:54.000

 with hearing aids and that just made it easier for me to make friends

00:48:54.000 --> 00:48:59.000

.

00:48:59.000 --> 00:49:02.000

 >> JILL YOUNG: This is Jill. I think that's great. I can

00:49:02.000 --> 00:49:05.000

 remember doing that for myself the first time I got up in front

00:49:05.000 --> 00:49:08.000

 of the class and talked about my FM system and

00:49:08.000 --> 00:49:12.000

 why the teacher was wearing a special microphone in front of the

00:49:12.000 --> 00:49:15.000

 whole class, so I kind of had to do something similar

00:49:15.000 --> 00:49:19.000

. We

00:49:19.000 --> 00:49:22.000

 are kind of on our last ten minutes here so I

00:49:22.000 --> 00:49:26.000

 want to make sure we answer some of the questions that

00:49:26.000 --> 00:49:29.000

 our attendees asked us. So I have a few here that

00:49:29.000 --> 00:49:32.000

 I'm just going to kind of spit out and see

00:49:32.000 --> 00:49:36.000

 if anybody wants to answers them.

00:49:36.000 --> 00:49:40.000

 Do any of you want

00:49:40.000 --> 00:49:43.000

 to talk about any ideas that you might have

00:49:43.000 --> 00:49:46.000

 for parents to help their kid

00:49:46.000 --> 00:49:57.000

 feel more, you know, included at school?

00:49:57.000 --> 00:50:00.000

 This is kind of what Mitchell answered a little bit too, but

00:50:00.000 --> 00:50:08.000

 are there any other ideas?

00:50:08.000 --> 00:50:11.000

 >> TRESELLA BATESON: This is Tressy. My school did a great thing

00:50:11.000 --> 00:50:16.000

later on.

00:50:16.000 --> 00:50:19.000

 So

00:50:19.000 --> 00:50:23.000

 they would have picnics at the school

00:50:23.000 --> 00:50:27.000

 for all the deaf children to come together,

00:50:27.000 --> 00:50:31.000

 so you know the other children could come as

00:50:31.000 --> 00:50:34.000

 well but it was really to socialize outside of school because

00:50:34.000 --> 00:50:37.000

 it can be very lonely sometimes if you're the only person who signs in

00:50:37.000 --> 00:50:40.000

 your classroom, if you don't necessarily have communication

00:50:40.000 --> 00:50:44.000

 access with the other students in your class, if

00:50:44.000 --> 00:50:47.000

 your friend moved further away and don't go to your

00:50:47.000 --> 00:50:51.000

 school, so they would host picnics in the summer time and this was

00:50:51.000 --> 00:50:55.000

 a really great way for students to have the opportunity

00:50:55.000 --> 00:50:58.000

 to socialize during breaks or

00:50:58.000 --> 00:51:02.000

 holidays.

00:51:02.000 --> 00:51:05.000

 >> JILL YOUNG: Hilary? >> HILARY FRANKLIN:

00:51:05.000 --> 00:51:08.000

 Hilary, hear. I agree with that completely. Like I said before

00:51:08.000 --> 00:51:12.000

, I grew up in school with other deaf

00:51:12.000 --> 00:51:16.000

 students. I consider myself extremely

00:51:16.000 --> 00:51:19.000

 lucky to have flown up in that -- groan

00:51:19.000 --> 00:51:22.000

 grown up in an environment of

00:51:22.000 --> 00:51:26.000

 hearing peers and deaf peers, so I never felt

00:51:26.000 --> 00:51:29.000

 isolated. I'll be honest, I feel

00:51:29.000 --> 00:51:32.000

 bad for other children who were the only ones in

00:51:32.000 --> 00:51:35.000

 their school or community

00:51:35.000 --> 00:51:38.000

. Deaf children really do need deaf

00:51:38.000 --> 00:51:42.000

 role models.

00:51:42.000 --> 00:51:45.000

 It's an identity

00:51:45.000 --> 00:51:49.000

 issue for children to see deaf

00:51:49.000 --> 00:51:52.000

 adults who are like them.

00:51:52.000 --> 00:51:57.000

 >> JILL YOUNG: Okay. Here's a question:

00:51:57.000 --> 00:52:01.000

 How does choosing a communication

00:52:01.000 --> 00:52:10.000

 method affect your child being able to learn a foreign language?

00:52:10.000 --> 00:52:16.000

 Literal? >> HILARY FRANKLIN:

00:52:16.000 --> 00:52:19.000

 I saw this question on the list, I was really

00:52:19.000 --> 00:52:23.000

 excited about it.

00:52:23.000 --> 00:52:27.000

 But those ho are not that familiar with doing what

00:52:27.000 --> 00:52:32.000

 I'm doing,

00:52:32.000 --> 00:52:36.000

 it's being a consonant

00:52:36.000 --> 00:52:39.000

 vowel based. I'm literally doing

00:52:39.000 --> 00:52:42.000

 what I'm saying, all

00:52:42.000 --> 00:52:45.000

 consonants and vows. So

00:52:45.000 --> 00:52:48.000

 transliterators are not interpreting from one

00:52:48.000 --> 00:52:52.000

 language to another. They are showing English

00:52:52.000 --> 00:52:55.000

 visually. This

00:52:55.000 --> 00:52:59.000

 means because it's

00:52:59.000 --> 00:53:04.000

 consonant vowels they can queue language

00:53:04.000 --> 00:53:07.000

 in Arabic, Hebrew

00:53:07.000 --> 00:53:11.000

, Spanish, French. So when I was

00:53:11.000 --> 00:53:14.000

 in high school I took Latin. In

00:53:14.000 --> 00:53:17.000

 college I took Spanish.

00:53:17.000 --> 00:53:20.000

 And the transliterators I had did

00:53:20.000 --> 00:53:24.000

 not know Latin or Spanish.

00:53:24.000 --> 00:53:28.000

 They just heard the consonants and

00:53:28.000 --> 00:53:32.000

 vowels and queued them. I was the one learning the

00:53:32.000 --> 00:53:35.000

 language. My deaf peers who signed

00:53:35.000 --> 00:53:39.000

 had a more difficult time

00:53:39.000 --> 00:53:42.000

 figuring out the

00:53:42.000 --> 00:53:46.000

 accessibility because signing

00:53:46.000 --> 00:53:50.000

 through ASL so how to

00:53:50.000 --> 00:53:55.000

 show French in another language, that's a difficult question.

00:53:55.000 --> 00:53:58.000

 So I'm a big fan of cueing for that

00:53:58.000 --> 00:54:02.000

 reason.

00:54:02.000 --> 00:54:05.000

 >> JILL YOUNG: I like that. Thank you,

00:54:05.000 --> 00:54:08.000

 Hilary. Okay. I have two other questions

00:54:08.000 --> 00:54:11.000

 here >> TRESELLA BATESON: This is Tressy with a quick comment

00:54:11.000 --> 00:54:14.000

 >> JILL YOUNG: Oh sure. >> TRESELLA BATESON: So I think the communication method, you have

00:54:14.000 --> 00:54:17.000

 to really look at the whole child and what is

00:54:17.000 --> 00:54:21.000

 a possibility for them. For example, for myself

00:54:21.000 --> 00:54:25.000

 myself, I wasn't a candidate for cochlear implants and

00:54:25.000 --> 00:54:28.000

 hearing assistance like an FM system or a

00:54:28.000 --> 00:54:32.000

 hearing aid weren't going to work for me. And I could

00:54:32.000 --> 00:54:35.000

 speak, I had that expressive language but I

00:54:35.000 --> 00:54:38.000

 couldn't access language

00:54:38.000 --> 00:54:41.000

 if it was spoken and I needed a visual language

00:54:41.000 --> 00:54:45.000

 to be able to access it, I didn't want to -- you know

00:54:45.000 --> 00:54:48.000

 you don't want to wait and see is this method going to work,

00:54:48.000 --> 00:54:51.000

 this one going to work, they access spoken language. Sign language

00:54:51.000 --> 00:54:54.000

 is always going to be accessible and they

00:54:54.000 --> 00:54:58.000

 can always learn queued later but

00:54:58.000 --> 00:55:00.000

 you don't want them to miss the window of language

00:55:00.000 --> 00:55:04.000

 development at the young age to make sure they have

00:55:04.000 --> 00:55:07.000

 access from 0 to 3 when you don't know if they're going

00:55:07.000 --> 00:55:12.000

 to be able to access that spoken language it's important to make sure

00:55:12.000 --> 00:55:15.000

 they have access to a visual language

00:55:15.000 --> 00:55:18.000

 like ASL and I advocate for accessing

00:55:18.000 --> 00:55:23.000

 that and tracking the child's language development in the early years

00:55:23.000 --> 00:55:29.000

. >> JILL YOUNG: Okay. I have room for two more questions.

00:55:29.000 --> 00:55:47.000

 What is something you wish your parents knew?

00:55:47.000 --> 00:55:56.000

 >> HILARY FRANKLIN: I wish they knew where to get help.

00:55:56.000 --> 00:56:00.000

 Hilary here. So my parents are both research

00:56:00.000 --> 00:56:03.000

ers, so when they found out I was

00:56:03.000 --> 00:56:07.000

 deaf, the first thing they did was

00:56:07.000 --> 00:56:12.000

 go to the library. So by the time

00:56:12.000 --> 00:56:16.000

 I was old

00:56:16.000 --> 00:56:19.000

 enough to learn for myself, they

00:56:19.000 --> 00:56:22.000

 already knew a

00:56:22.000 --> 00:56:26.000

 lot. My parents didn't know

00:56:26.000 --> 00:56:30.000

 ASL but they knew it was another language and

00:56:30.000 --> 00:56:33.000

 they didn't want to risk language delay

00:56:33.000 --> 00:56:37.000

 because they did not know how to sign. And

00:56:37.000 --> 00:56:40.000

 for parents to be language models for their

00:56:40.000 --> 00:56:45.000

 kids, they had to be fluent in that language already.

00:56:45.000 --> 00:56:49.000

 The language of the home should be the

00:56:49.000 --> 00:56:52.000

 language a child has access to in

00:56:52.000 --> 00:56:56.000

 theory.

00:56:56.000 --> 00:56:59.000

 So whether you're learning ASL or

00:56:59.000 --> 00:57:02.000

 learning cued English or

00:57:02.000 --> 00:57:05.000

 using oral or

00:57:05.000 --> 00:57:09.000

 reading and hearing,

00:57:09.000 --> 00:57:12.000

 the core approach, whatever you do, make sure you're

00:57:12.000 --> 00:57:15.000

 all in. There's no

00:57:15.000 --> 00:57:19.000

 part time communication.

00:57:19.000 --> 00:57:22.000

 It has to be all the time. My

00:57:22.000 --> 00:57:25.000

 parents got that, thankfully.

00:57:25.000 --> 00:57:28.000

 And I had friends whose partners did not unfortunately

00:57:28.000 --> 00:57:35.000

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00:57:35.000 --> 00:57:38.000

 >> JILL YOUNG: This is Jill.

00:57:38.000 --> 00:57:41.000

 I wish that my

00:57:41.000 --> 00:57:48.000

 parents had had a support group for parents.

00:57:48.000 --> 00:57:51.000

 I don't think it existed

00:57:51.000 --> 00:57:56.000

 when I was growing up, and I wish they had somebody that

00:57:56.000 --> 00:58:00.000

 could have just met with them and told them

00:58:00.000 --> 00:58:03.000

 everything was going to be okay, you know. When

00:58:03.000 --> 00:58:07.000

 they were worried about me and my future and

00:58:07.000 --> 00:58:10.000

 what was going to happen to me, you know, I wish that somebody

00:58:10.000 --> 00:58:13.000

 had just been there for them to tell them it's

00:58:13.000 --> 00:58:19.000

 going to be okay. And I say that because

00:58:19.000 --> 00:58:23.000

 it doesn't matter what communication method you choose,

00:58:23.000 --> 00:58:26.000

 it's going to work out for you.

00:58:26.000 --> 00:58:30.000

 The method that you choose is what's going to be

00:58:30.000 --> 00:58:33.000

 the right method for you and your family. I know my

00:58:33.000 --> 00:58:37.000

 parents did that for me. They chose what they thought was

00:58:37.000 --> 00:58:40.000

 the right thing for me, and I have no regrets about that

00:58:40.000 --> 00:58:43.000

. I'm very happy

00:58:43.000 --> 00:58:48.000

 I flour relinquished and I know they were able to see that. I wish

00:58:48.000 --> 00:58:51.000

 the parent support had been there. If

00:58:51.000 --> 00:58:54.000

 you are a parent of a kid with hearing loss and

00:58:54.000 --> 00:58:57.000

 don't have a support group, I hope you can

00:58:57.000 --> 00:59:01.000

 find one because that's important to support your kid, you need to

00:59:01.000 --> 00:59:04.000

 support yourself. So you know hearing loss

00:59:04.000 --> 00:59:07.000

 builds grit and survival and I any

00:59:07.000 --> 00:59:11.000

 those that had to go through hard things, we learn how

00:59:11.000 --> 00:59:14.000

 to get through it and we're going to be able to survive and

00:59:14.000 --> 00:59:17.000

 get through hard things. So

00:59:17.000 --> 00:59:20.000

 I just would recommend to you parents now, make sure

00:59:20.000 --> 00:59:25.000

 you're got somebody in your corner.

00:59:25.000 --> 00:59:31.000

 Anybody else?

00:59:31.000 --> 00:59:37.000

 Let me do one more question. What do you like

00:59:37.000 --> 00:59:40.000

 -- what's your favorite part about being

00:59:40.000 --> 00:59:48.000

 deaf or

00:59:48.000 --> 00:59:52.000

 the deaf and hard of hearing? >> MITCHELL HARRY:

00:59:52.000 --> 00:59:55.000

 This is Mitchell. Can lip read and I don't

00:59:55.000 --> 00:59:58.000

 know anybody else that can do that, so that's my quirk

00:59:58.000 --> 01:00:01.000

. >> JILL YOUNG: I like sleeping through the night and not being

01:00:01.000 --> 01:00:04.000

 woken up by sounds.

01:00:04.000 --> 01:00:14.000

 (Laughing)

01:00:14.000 --> 01:00:17.000

 >> HILARY FRANKLIN: Hotel rooms especially.

01:00:17.000 --> 01:00:20.000

 I mean, all my hearing

01:00:20.000 --> 01:00:24.000

 friends say they're so noisy and

01:00:24.000 --> 01:00:27.000

 they can't sleep, so yeah. Elevator

01:00:27.000 --> 01:00:30.000

s are beeping, people are walking down the hall, I

01:00:30.000 --> 01:00:34.000

 sleep right through it fantastic. (Laughing)

01:00:34.000 --> 01:00:39.000

 but, just to add to that

01:00:39.000 --> 01:00:42.000

, I have -- you know, being deaf is

01:00:42.000 --> 01:00:46.000

 all I've ever known. I was born deaf,

01:00:46.000 --> 01:00:49.000

 so I'm --

01:00:49.000 --> 01:00:52.000

 you know, it's part of my identity. I wouldn't be the

01:00:52.000 --> 01:00:55.000

 same person I am today if I weren't deaf,

01:00:55.000 --> 01:01:05.000

 so I kind of like it.

01:01:05.000 --> 01:01:08.000

 >> JILL YOUNG: Anybody else? Okay.

01:01:08.000 --> 01:01:11.000

 >> TRESELLA BATESON: Oh, this is Tressy. So like right

01:01:11.000 --> 01:01:15.000

 now I have four dogs, four puppies

01:01:15.000 --> 01:01:18.000

 that I'm fostering here and during the meeting they've been running

01:01:18.000 --> 01:01:21.000

 around and making noise and barking but I can

01:01:21.000 --> 01:01:25.000

 just watch without hearing them without it distracting me,

01:01:25.000 --> 01:01:28.000

 that's definitely a deaf game. Now

01:01:28.000 --> 01:01:33.000

 they're sleeping, so ...

01:01:33.000 --> 01:01:36.000

 >> JILL YOUNG: All right. Well, thank you, all. Thank you to our

01:01:36.000 --> 01:01:39.000

 panelists. Thank you. Your insight was really helpful. I

01:01:39.000 --> 01:01:42.000

 really appreciate you being here. Thank you, thank you

01:01:42.000 --> 01:01:47.000

 so much. And also to the transliterators and

01:01:47.000 --> 01:01:50.000

 to the interpreters and also our captioner

01:01:50.000 --> 01:01:53.000

 I forgot to mention

01:01:53.000 --> 01:01:56.000

 Mellony doing or captioning tonight, thank you

01:01:56.000 --> 01:01:59.000

 I appreciate this. Thank you all to the

01:01:59.000 --> 01:02:03.000

 wonderful comments I'm seeing come up over here on the

01:02:03.000 --> 01:02:06.000

 chat box to all of you that attended

01:02:06.000 --> 01:02:09.000

, this was really great to have you and I'm

01:02:09.000 --> 01:02:12.000

 so glad you were able to register and be here

01:02:12.000 --> 01:02:15.000

 and Virginia Hands & Voices has its

01:02:15.000 --> 01:02:18.000

 own website so if you ever have any questions you can

01:02:18.000 --> 01:02:21.000

 always reach us there on the website and we also have a

01:02:21.000 --> 01:02:26.000

 Facebook page, so I hope we will get to do this again

01:02:26.000 --> 01:02:30.000

 sometime, hopefully, in

01:02:30.000 --> 01:02:33.000

 2022 we'll get to do this one more time this year. Thank you, have

01:02:33.000 --> 01:02:35.000

 a great night. Until next time.

01:02:35.000 --> 01:02:35.000

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