

WEBVTT

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Let's go ahead and get started. Hello, everyone. Welcome. My

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name is -- >> Recording in progress.

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>> TERI URBAN: There we go. Hello, welcome. My name is Teri

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Urban. I am the chair of Virginia Hands & Voices, and

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you are attending a virtual presentation about the social

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and emotional health of Deaf and hard of hearing children.

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For those folks who are using remote conference captioning, you can

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click on the cc button at the bottom of your screen and thanks to our

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captioner Juline, with Hamilton Relay, those will pop up for you. And I want

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to thank our interpreters, KJ and Emily, who is behind the scenes right

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now, for making this accessible for us.

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Of course I want to thank our panelists, but I will get to that

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in a moment. Also, behind the scenes is our

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cochair, Gianina Thornton, she is running Zoom behind the scenes and

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making sure that everything looks smooth. So thank you for doing

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that. We are so excited for everyone to

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be here tonight. Like I said, I am Teri, I am a

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parent to three children. My oldest is 12 years old now, and I was

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just telling the panelists before we started that my children

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grow up on me, but I stay the same age. I don't able. I just stay the

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same. It's wonderful. But for those who aren't

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familiar with Hand and Voices, let me let you know

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we are a nonprofit parent-driven organization

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dedicated to supporting Deaf and hard of hearing children, and what makes us

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unique is that we are unbiased about communication

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choices. And we believe that a choice that a family makes is the right

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choice. We have -- our membership and supporters are parents and

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professionals, all over the common wealth. And we are

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just so excited to have everyone here. Some people who may use their

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hands, some may use their voices but some may use both to communicate.

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So let's get started. This presentation is going to be

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in American Sign Language. And Lauren Good has

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crashesly offered to facilitate for us tonight. So thank you.

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I will turn my video off soon. This

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is a topic that social emotional health is a topic

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that comes up in almost every conversation

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that we have with parents. At least

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monthly, minimum once a month. If it's a parent of a

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school-age children, this is top three of their concerns. And if their child

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isn't in school yet, this is a concern for when their

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child will enter school. So thank you to our panelists for being

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here and sharing your experience and expertise with

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us. We ask that everyone who is watching is

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respectful of our panelists' opinions. Like we

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said, we respect choices that others make, and we realize there are a lot

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of different ways and a lot of different choices out there. So our

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panelists are going to tell you their personal experiences about them and

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what has worked for them. So we just ask that everyone respects that.

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I will turn it over to Lauren. I will let everyone introduce

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themselves. I am going to turn my video off. We are going to have our

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interpreters turn their videos off so they will be

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voicing behind the scenes. I look forward to seeing what we talk

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about tonight. Take it away, Lauren. Thank you.

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>> LAUREN GOOD: Hello, good

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evening, everyone, this is Lauren. Welcome to this panel.

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We only have an hour, it's really just not that much time, but we want

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to try to make the best of it. And hopefully going forward in the future

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maybe we'll have another panel. We'll see. But please, feel free to contact

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us if you have any questions. I'm going to go ahead with the

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introductions. I want everyone to just

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briefly explain your communication mode that you use while growing

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up, first name, background, just a short little brief

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blush blurb, and we can go from there. Who wants to be

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first? Maybe Susie? >> SUSANNE WILBUR: Thanks,

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Lauren. Okay. So I'm

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still seeing the grid showing everyone. I don't see just the four

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panelists. >> TOBIAS CANTERBURY: If you had

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nonvideo participants you'll see just the four panelists.

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>> SUSANNE WILBUR: That's okay.

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I'll just try to manage it later. So this

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is Susie. I'm Susie Wilbur. My

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sign name is -- my index finger around

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my hair, I'm really excited to be part of this group.

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My experience --

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is really based on

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a different -- my experience was during a different time. I was born

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in Europe, and my parents were

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hearing. I was born Deaf they really

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didn't know much about what to do.

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And I could tell you my whole story, but basically I was born in the U.S --

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I was born in Europe, moved to the U.S. when I was 3. I was raised in

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a mainstream oral environment, and then later I learned

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ASL. So I have access to both languages.

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Or experience with both languages. Right now I'm working full-time

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as an LCSW, a Licensed Clinical Social

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Worker with ACES. I've been working there since

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2013. I have two bachelor's and

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an MSW degree in education.

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I -- in social work. And I guess that's it.

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And. >> LAUREN GOOD: Thank you.

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Let's go ahead, grf, take it

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over. >> GREGORY FARBER: Thanks. Hey

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guys, I'm Greg. My last name is Farber. My name sign is kind

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of like a duck. I was born and grew up in St.

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Louis, which is a very oral community. My

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language access was just socializing with people, and that's how I picked

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up sign later in life. I really immersed myself in the Deaf community

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and really, I turned myself to really got

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into the field of clinical psychology. I'm pursuing a PhD right

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now. What other things did you want to ask? I think you asked about our

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background as well. I work with Deaf and hard of hearing children,

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I specifically work on psychological assessments. I

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joined ACES not very long ago. But I am going to

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be doing that clinical post-doc there. I love it.

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Yeah. I like sports, I love to go out and enjoy

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things, I like hanging out with friends, the usual stuff.

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>> LAUREN GOOD: Thank you so much

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for sharing that, Dr. Greg. Now we have tk.

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>> TOBIAS CANTERBURY: Hello , my

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name is Tobias Canterbury, I just finished my

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psychology program at gal

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Gallaudet University. I am an educational

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psychologist. I was working interning at BSDB,

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the -- VSDB, Virginia School for the Deaf and Blind, I use both sign

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and English. At home. But I was

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adopted by a hearing family who spoke in English the whole way. Then I

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went to Gallaudet and used sign, and that -- the rest is history.

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But I can be oral when I need to. >> LAUREN GOOD:

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Thanks for sharing that. That's great. I forgot to share about myself,

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actually. So I'll do that briefly. I was born hard of hearing, and

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then later lost more hearing. I was in four different schools.

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I was in an oral school first, a

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private charter school, and then I moved over to a

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residential school and into a Deaf program that was oral as well. And I

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moved to my hometown. I was the only Deaf

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person, started to learn a little bit of sign language and was provided with

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an interpreter. And then I went to Deaf camp where I picked up a lot of

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sign language and became much more fluent, and in high school I went to a

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Deaf school, there was a big difference with a lot of interpreters.

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It's interesting, that we all have such a variety of different

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experiences. I did go to Gallaudet, I graduated with my

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bachelor's, and then I went to the Ohio School for the Deaf --

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Ohio State University, and I got my MSW

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and I'm a licensed clinical social worker. I do work for

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ACES as well. I have for many years. Right now I'm

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taking -- I'm kind of just on hold for that at the moment, but I think that's

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it. I guess we finished with

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introductions, are there any questions so far from anyone?

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Okay. We'll move along. So

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I do have a list of questions on here. And I

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guess the three of you can decide if you want to add anything more or

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not. The first one is when you all

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were growing up, and you had your social groups,

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your friend groups, what did that look like from elementary school, middle

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school, and so on? What did that look like for you?

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>> TOBIAS CANTERBURY: I can speak

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to this. For elementary school, my friend group was really

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more of who was easily around. So it was like

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my classroom, like I'd be around with the people

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and who I was just -- a cohort with. But then

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later, middle school I got involved in wrestling and sports, and that was

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kind of my friend group. And then in high school,

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yeah, it

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was just -- >> SUSANNE WILBUR: I was

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actually mainstreamed at first, and there was no sign. I was actually

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completely reliant on the oral S. being able

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to speech read, or lipread, all the way up through college and graduate

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school. And that's when I used interpreters for the first time. And

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when I look back, I'm just really

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amazed at -- I just really think back, and I can explain more about that

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later, but I did have a friend who -- I tended to

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be incredibly social, I was pretty comfortable with people, I did have a

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lot of friends. So I did pick people, tend than to choose people that I felt

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very comfortable communicating with. That were willing to kind of

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look me in the face and -- that I felt comfortable communicating with.

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And. And

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I did sometimes pick the wrong

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people and in whom I got in a little bit of trouble, so I moved over to

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a private school that was smaller. And

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I became a little bit more of an angel again with my halo, I got my

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halo back. >> TOBIAS CANTERBURY: So to

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speak. >> LAUREN GOOD: Yeah, I feel like

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I have a parallel experience. I maybe had one

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or two friends in elementary school, that I stayed with a lot. Not

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really a big group, in a group I was pretty lost. I just --

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it's not the other children's fault, it was just kind of a natural  
thing in

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a classroom. With the flow that's happening, you know,

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I was often ignored or forgotten, and it's not that they meant

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to, it's just that it happened that way.

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Sometimes, they were often very friendly with me and try to

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communicate, I'd have one other student talking to me, and then  
someone else

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would join in and then suddenly I'm having to look back and forth and

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trying to keep up with everyone. It was much more difficult that way.

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Elementary school I had a couple friends, middle school,

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ugh, middle school I felt very, very shy. It was pretty rough.  
Middle

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school. Other kids

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would try anything they could to try to make my face red, because my face

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would get really red, it was clear I was embarrassed. It was really

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challenging for me. >> If I

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could speak to that. Lauren? Lauren?

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Hello! >> LAUREN GOOD: I'm sorry, go

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ahead. >> No, no, it's totally okay.

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(talking at once). I just wanted to make a point. I

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had kind of a varied experience. I went to this oral school? St. Louis

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and I had a lot of Deaf friends from there. We would have these overnight

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slumber parties and stuff, and when I learned -- I did learn more sign from

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them, but I would still speak. And then when I was -- I was

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Catholic, so I went to Catholic sports and

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whatnot, so I -- my parents were really good at giving people the heads

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up that I was Deaf, so it was a lot of gesture and stuff like that. But in

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groups, things were just going over my

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head. More one-on-one, I was fine, but be like Tobias said, I

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found my niche doing the activities, that was more of the bond, being able

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to do the sports. But yeah, I was

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mainstreamed, I was still -- I did still have a lot of Deaf peering

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around, and we grew up together, but I was really in a hearing circle

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frequently, and that's where I didn't feel very comfortable. High school I

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felt more comfortable, advocating for myself on the communication front.

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Prior to that I just would be like, I don't want to say that I missed

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something. But once I was comfortable with somebody or used to it, I would

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be like, hey, I missed that. That's kind of where I come from.

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>> LAUREN GOOD: That's great.

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Okay. So what qualities were you

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looking for in a friend? How did you

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decide that a particular person could be your friend?

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>> In what context?

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Communication environment? >> GREGORY FARBER: This is Greg,

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could you speak to that a little more? >> SUSANNE WILBUR: That's  
a good

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point. >> LAUREN GOOD: Yeah, so talking

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more about when you come into a room and you don't know

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anyone, and you're young, and you're just looking around the room,  
and you

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see someone, you think oh, maybe that person could become my friend,  
or

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something like that. What would help you to identify that person?

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>>

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>> GREGORY FARBER: For me, it's a person who comes up and says,  
hey!

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Like somebody who is curious who wants to have a conversation with  
you, who

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wants to -- is able to meet me where I am, in terms of communication,  
who has

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good eye contact, who is authentic and bringing other people in to

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make sure I feel comfortable. Then I can gain that trust. And we  
can

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develop a friendship from there. And it's fine, it doesn't  
really

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matter if somebody is speaking or signing, but someone who is not going

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to otherize me, but bring me into the fold and be like, you're

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here, we got you. That's the person. That's the friend I want.

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>> LAUREN GOOD: That's great.

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Thank you. Who wants to go next?

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>> TOBIAS CANTERBURY:Hones tly, I feel like the total opposite.  
I'm

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pretty -- I was pretty shy growing up. Greg said he would advocate for

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himself, and I would not. I would be like oh, no captions? That's totally

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fine, no problem. I would kind of be interested in,

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like, I would have an affinity with other people who were shy. I wouldn't

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really seek out friends, but kind of the shy people would navigate,

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or gravitate towards each other. So very different than Greg, but that

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was my experience. >> LAUREN GOOD: How about you,

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Susie? >> SUSANNE WILBUR: I'm not sure.

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Looking that far back, I don't know if I can remember that far back.

For me

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it was really hard to find people,

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I think it was about finding people that were willing to make the effort.

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That didn't mind having to repeat themselves. That were willing

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to meet me there. Always people

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that had a great heart. That's very important.

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>> LAUREN GOOD: For myself, I'd

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say, again, I was very, very shy. I

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was not very

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energetic, I was pretty kind of not very involved with either

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a Deaf group or hearing group. But I would look

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for maybe sometimes some way of picking up a

00:17:46.000 --> 00:17:51.000

person's energy. I would look for someone who is friendly, that I can

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approach, who would be open to being very patient with me and

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my lipreading. And, you know,

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then if they -- they wouldn't just have a big sleepover right away, but I

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would be able to try and develop the relationship a little bit further.

00:18:06.000 --> 00:18:11.000

I have a few hearing friends here and there, and I'm still friends with

00:18:11.000 --> 00:18:13.000

them today. They're very important to me, and they're very good hearted

00:18:13.000 --> 00:18:17.000

people. >> SUSANNE WILBUR: I do want to

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add one thing. I actually, starting

00:18:22.000 --> 00:18:26.000

way back until now, if I have -- if I meet a person for the

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first time, my mind

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automatically has two lists. So I meet a person and I just

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have this gut feeling that they understand it. Just instinct

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Tivoli, they understand it. There's another list of people, another

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category that they just don't get it. And so I kind of automatically put

00:18:47.000 --> 00:18:50.000

them in either one of those categories.

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>> LAUREN GOOD: Yeah, I have a

00:18:54.000 --> 00:18:58.000

similar concept. I call them Deaf hearted. Meaning they're open to

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people who are Deaf. They're open to working with us. That's beautiful.

00:19:01.000 --> 00:19:07.000  
>> GREGORY FARBER: That

00:19:07.000 --> 00:19:11.000  
resonates. >> LAUREN GOOD: I don't want to

00:19:11.000 --> 00:19:16.000  
miss anyone. Anything you want to add?

00:19:16.000 --> 00:19:20.000  
All right. So we were just

00:19:20.000 --> 00:19:24.000  
speaking about friends. Now we want to kind of look back

00:19:24.000 --> 00:19:29.000  
and think one thing that really had a

00:19:29.000 --> 00:19:33.000  
very strong impact regarding a friend. Or what

00:19:33.000 --> 00:19:37.000  
impacted you the most. For example, if

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you look back to elementary school or middle school,

00:19:41.000 --> 00:19:45.000  
and a friendship that you had during those times, when you really look

00:19:45.000 --> 00:19:49.000  
back, what was the most, or who was the most impactful friend? Does that

00:19:49.000 --> 00:19:53.000  
question make sense? >> SUSANNE WILBUR: A little bit.

00:19:53.000 --> 00:19:55.000  
>> You're saying it could be positive or negative, this is Tobias.

00:19:55.000 --> 00:19:59.000  
>> LAUREN GOOD: Either. >> TOBIAS CANTERBURY: I think

00:19:59.000 --> 00:20:04.000  
going into Gallaudet, that experience with other Deaf people

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just having these in-depth conversations with real empathy.

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Prior to that, my friends, you know, in sports and high school, it was just

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very superficial. It was like, okay, cool. But not having that really

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deep conversation about life, and ideas, and dreams. We just stuck to

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the superficial stuff. So I feel like the type

00:20:24.000 --> 00:20:29.000

of person, I don't know -- like, I just -- I would try to fit

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

in the best -- as best I could, and when I got into Gallaudet, it felt

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like these are my -- this is my family! Not just my

00:20:36.000 --> 00:20:41.000

friends. I'd sit at the table and have a three-hour dinner, and that

00:20:41.000 --> 00:20:45.000

really struck me. I was looking to find my people, you know? And

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I'd always been looking in sports, and then I'm thinking, oh, man, if I

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

looked -- if I look back, I really shouldn't have taken as much as I

00:20:52.000 --> 00:20:57.000

did, I could have really -- I missed a whole group of people, and I should

00:20:57.000 --> 00:20:58.000

have been more assertive.

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>> GREGORY FARBER: If I can

00:21:03.000 --> 00:21:07.000

piggyback on that, I

00:21:07.000 --> 00:21:11.000

had a very similar experience. Yeah. I just -- I was involved

00:21:11.000 --> 00:21:16.000

in sports, and really tried to fit in.

00:21:16.000 --> 00:21:20.000

Even though there was friends, I still do talk to them to this

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day, but again, it's like, pretty light communication. It's not that

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in-depth. It's like, kind of a hometown thing. All right, cool. But

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it's not that really broad-level, deep friendship. But then

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when I went to RIT, the Rochester Institute of Technology

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and I started to find my people, I had never really -- it was

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fine, but I never really had that true understanding that

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deep empathetic friendship that real peer until I got into Gallaudet.

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So when I look back and think about what friends really changed

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me, and who I am today --

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maybe it's a little bit negative, but it ended up okay. When

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I went into college, undergrad, I was

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the party, whatever, I went to one party, and I

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just code switched. And this is a sign, turning a cheek and

00:22:18.000 --> 00:22:22.000

all. Typically I would go out and see more hearing people, and I'd just drop

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my sign and speak more. Be when I was under the

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influence. But then I really started to come into my own identity and

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realize that is not who I am. And one of my friends was like, dude,

00:22:35.000 --> 00:22:39.000

you're a Deaf person. Your hearing friends are more

00:22:39.000 --> 00:22:44.000

Deaf than you. They're not -- you're not signing, you're not

00:22:44.000 --> 00:22:48.000

really culturally Deaf. So it kind of made me question who I was.

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Kind of question that ability to code switch and check

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

myself and what environments I use it. It's interesting, but I'm grateful

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

somebody called me out and forced me to really examine my own identity.

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

And think about where I'm

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comfortable. Where I'm not. And who has similar communication preferences,

00:23:07.000 --> 00:23:11.000

and who doesn't? So who's around us? And certainly there

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are mistakes, but yeah, I think -- yeah. That just

00:23:15.000 --> 00:23:16.000

getting the vibe, the pulse.

00:23:16.000 --> 00:23:20.000

>> LAUREN GOOD: I just want to

00:23:20.000 --> 00:23:24.000

add a little bit before we switch to Susie. I did have a good friend that

00:23:24.000 --> 00:23:28.000

had a relationship with -- that really helped me to grow. I think that's a

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good thing in a friendship, to help with us so that we help them to

00:23:32.000 --> 00:23:38.000

grow.

00:23:38.000 --> 00:23:42.000

I think that -- it's all a good point that you've made. So I just want

00:23:42.000 --> 00:23:46.000

to really clarify to parents that the understanding

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is, friends do help you grow. They help you to learn more about

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yourself, and other people, yes, other people have different needs, but it's

00:23:54.000 --> 00:23:55.000

good to know and learn about other interest or find people that have

00:23:55.000 --> 00:23:58.000

similar interests that will help you grow.

00:23:58.000 --> 00:24:02.000

Susie? >> SUSANNE WILBUR: Yeah, this is

00:24:02.000 --> 00:24:07.000

Susie. So really thinking about all the three of you, what everyone

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else has already said, I'm really processing that, but I think

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during my time there was really -- it was a time where there were

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no interpreters. There were no support services. There was nothing

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like that. And so it was just myself trying to survive. Trying to figure

00:24:22.000 --> 00:24:26.000

out what's going on. And I -- I

00:24:26.000 --> 00:24:31.000

was mainstreamed and most of my friends were hearing.

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And I could talk. So I would make a

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connection, but then later in life I was able to meet more people who were

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Deaf and who would sign with me. And I just realized how much I had

00:24:45.000 --> 00:24:49.000

missed before until that point. All the things that were going on and

00:24:49.000 --> 00:24:54.000

happening around me that I had missed.

00:24:54.000 --> 00:24:58.000

So sometimes no apologies, that's just my life, and that's just how it

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was going. It's just really fascinating, when I really watch

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myself, when you go into the hearing community and how I behave, and how

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I sign in that setting, and then when I code switch or when I change

00:25:12.000 --> 00:25:16.000

over to a different setting, and I'm surrounded by Deaf people, it's just

00:25:16.000 --> 00:25:18.000

completely different. And what it looks like is completely different.

00:25:18.000 --> 00:25:20.000  
>> GREGORY FARBER: Yeah.

00:25:20.000 --> 00:25:25.000  
>> SUSANNE WILBUR: And I think that I laugh harder in the Deaf

00:25:25.000 --> 00:25:31.000  
community. Really. I -- I don't miss anything.

00:25:31.000 --> 00:25:35.000  
But I do appreciate both worlds. I think it's

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important to keep that balance. I think most of us are from a hearing

00:25:40.000 --> 00:25:45.000  
family, so we do have to make the best of what we have.

00:25:45.000 --> 00:25:49.000  
And then add in the Deaf community, that's a very important part of

00:25:49.000 --> 00:25:53.000  
life. >> LAUREN GOOD: Yeah, that's a

00:25:53.000 --> 00:25:57.000  
very good and important point to make as well. It's really important that

00:25:57.000 --> 00:26:01.000  
we try to incorporate our hearing family and include them in our

00:26:01.000 --> 00:26:05.000  
membership, because we love them. And we all make mistakes.

00:26:05.000 --> 00:26:08.000  
But we really have to meet each other halfway. I think sometimes

00:26:08.000 --> 00:26:12.000  
misunderstandings happen, but it's very important to meet each other, and

00:26:12.000 --> 00:26:16.000  
that's how you grow. And that's just a part of a child's kept, how

00:26:16.000 --> 00:26:19.000  
they develop their identity, how they develop empathy, how they

00:26:19.000 --> 00:26:23.000  
develop understanding, and understanding that other people have

00:26:23.000 --> 00:26:27.000

different emotions. And that relationship, that kind of

00:26:27.000 --> 00:26:34.000

relationship really helps to develop and help them to understand emotions.

00:26:34.000 --> 00:26:39.000

So next,

00:26:39.000 --> 00:26:44.000

I'm thinking of the sentence in ASL.

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Okay. So in a mainstream

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school, where sometimes there

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is socialization settings like parties, or

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dances, or things going on like that or different meetings, how is it that

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they can socialize with friends? How can -- what

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are challenges that you guys had to face as a Deaf person?

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>> TOBIAS CANTERBURY: Oh, you

00:27:11.000 --> 00:27:13.000

just miss things left and right. Sometimes --

00:27:13.000 --> 00:27:17.000

>> SUSANNE WILBUR: Yes.

>> TOBIAS CANTERBURY: So I may

00:27:17.000 --> 00:27:21.000

have good communication, but it's impossible to catch everything.

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And every -- in this big setting, like if you go into

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the cafeteria, it's so much work, because there's overlapping

00:27:28.000 --> 00:27:33.000

conversation, it's just impossible to catch everything.

00:27:33.000 --> 00:27:37.000

Deaf kids in mainstream settings, I think catch maybe

00:27:37.000 --> 00:27:42.000

30% of what is being said. But

00:27:42.000 --> 00:27:46.000

70% is context clues, so it's hard. It's such a challenge to be in

00:27:46.000 --> 00:27:51.000

that large hearing group. I think one-on-one is fine, even

00:27:51.000 --> 00:27:55.000

maybe two-on-one with the right friends, but right off the bat when I

00:27:55.000 --> 00:28:00.000

think of just how much I missed. >> LAUREN GOOD: Yes, that's a

00:28:00.000 --> 00:28:04.000

very good point, Tobias. I mean Greg. >> TOBIAS CANTERBURY:

00:28:04.000 --> 00:28:08.000

Same. I think about taking a break, you see a -- friends on break in the

00:28:08.000 --> 00:28:12.000

hallway or something, sometimes I would avoid it. They're

00:28:12.000 --> 00:28:16.000

talking about -- I just don't know whatever they're talking about, I'm

00:28:16.000 --> 00:28:20.000

not sure if I'm going to catch it. If somebody is playing basketball or

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

going out and doing something, I am totally fine inserting myself, but

00:28:24.000 --> 00:28:28.000

the hot gossip or whatever, I'm just not going to get there. I don't

00:28:28.000 --> 00:28:32.000

really know how to even insert myself into the conversation. How do you

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break into that conversation? How do you ask to be filled in?  
Sometimes

00:28:37.000 --> 00:28:41.000

you get that look where somebody is like oh, what are you -- be it's

00:28:41.000 --> 00:28:45.000

just easier for me, I would just avoid it. Instead of

00:28:45.000 --> 00:28:48.000

just worrying about what I missed.

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Certainly I had friends, but I

00:28:52.000 --> 00:28:57.000

remember walking in with my tray and thinking, always in the back of  
my

00:28:57.000 --> 00:29:01.000

mind, okay, what can I talk to these friends about? With the

00:29:01.000 --> 00:29:06.000

Deaf friends I can enjoy communication, it's a

00:29:06.000 --> 00:29:09.000

little more of -- it's a more even playing field, but

00:29:09.000 --> 00:29:12.000

I'd rather be friends with these other people, but it's awkward and I  
don't

00:29:12.000 --> 00:29:18.000

know if I can have a full conversation with them.

00:29:18.000 --> 00:29:22.000

And so be -- sure, go sleep at their house, it's one-on-one, but

00:29:22.000 --> 00:29:25.000

this large group, like Tobias said, it's not feasible.

00:29:25.000 --> 00:29:29.000

>> SUSANNE WILBUR: I just want to

00:29:29.000 --> 00:29:33.000

add that I do agree with all of you.

00:29:33.000 --> 00:29:38.000

And while I was listening to you all, I was

00:29:38.000 --> 00:29:42.000

remembering just feeling so tired

00:29:42.000 --> 00:29:47.000

of not knowing what was going on. And just hungry for all of the

00:29:47.000 --> 00:29:51.000

information that I missed. And it was such a

00:29:51.000 --> 00:29:55.000

heavy load to carry through life.

00:29:55.000 --> 00:29:59.000

And

00:29:59.000 --> 00:30:04.000

it can be pretty rough. And

00:30:04.000 --> 00:30:08.000

we're aware of how well we're doing. On the

00:30:08.000 --> 00:30:12.000

outside. And you may see how well we're doing on the outside, but on the

00:30:12.000 --> 00:30:16.000

inside, it's just this mix of, I don't know, sadness and pain.

00:30:16.000 --> 00:30:20.000

You know that you're missing things, you know that you're missing out on

00:30:20.000 --> 00:30:24.000

things, and you're trying your best, and it really

00:30:24.000 --> 00:30:28.000

just depends on the friends that are willing to be there

00:30:28.000 --> 00:30:31.000

with us. And -- >> GREGORY FARBER: Totally.

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

>> SUSANNE WILBUR: And I think

00:30:34.000 --> 00:30:39.000

it's important to keep in the back of your mind that it is a very heavy

00:30:39.000 --> 00:30:41.000

load. And it's always there.

00:30:41.000 --> 00:30:45.000  
>> LAUREN GOOD: Yeah, the three

00:30:45.000 --> 00:30:48.000  
of you, it has really, everything you said is perfect. I understand that.

00:30:48.000 --> 00:30:52.000  
My experience was, I was really

00:30:52.000 --> 00:30:56.000  
hungry for knowledge as well. I was really hungry to know and learn what

00:30:56.000 --> 00:31:00.000  
was going on with my peers and my friends and the social group.

00:31:00.000 --> 00:31:04.000  
And yes, a social group is important, but I just really -- sometimes

00:31:04.000 --> 00:31:08.000  
situations happen, they're a little triggering for me sometimes. Like,

00:31:08.000 --> 00:31:12.000  
you know, trying to interact with a hearing group that feels

00:31:12.000 --> 00:31:17.000  
sorry for me. Or, they'll just give me the cliff

00:31:17.000 --> 00:31:20.000  
notes version of what's going on and not clue me into

00:31:20.000 --> 00:31:25.000  
everything. They'll just give me a summary. So I miss so much all the

00:31:25.000 --> 00:31:29.000  
time. And socializing was very hard for me. Because it was just so

00:31:29.000 --> 00:31:33.000  
exhausting. Trying to lipread all the time for all my classes without an

00:31:33.000 --> 00:31:38.000  
interpreter was absolutely exhausting. Through elementary and middle school.

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And just that processing that constantly has to happen, my brain

00:31:42.000 --> 00:31:46.000

was so tired, I had a headache all the time. I would come home

00:31:46.000 --> 00:31:50.000

crying because I was so exhausted. From all the energy that it took

00:31:50.000 --> 00:31:53.000

to lipread with my peers. And that was my experience. High school was

00:31:53.000 --> 00:32:02.000

better for me, though. >> TOBIAS CANTERBURY: I can't

00:32:02.000 --> 00:32:06.000

imagine. >> LAUREN GOOD: So if -- what

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kind of advice would you have, if there's a student who is Deaf and hard

00:32:09.000 --> 00:32:13.000

of hearing in a school, and they're the only student who is Deaf or hard of

00:32:13.000 --> 00:32:18.000

hearing in the entire school, what kind of advice do you have for those

00:32:18.000 --> 00:32:22.000

students? >> SUSANNE WILBUR: I'll just

00:32:22.000 --> 00:32:24.000

throw out something. >> LAUREN GOOD: Go

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ahead. >> SUSANNE WILBUR: So just

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speaking from years ago, I would try to reach

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out to all of the hearing people in the school

00:32:38.000 --> 00:32:43.000

who have a Deaf student to try to kind of -- in the

00:32:43.000 --> 00:32:47.000

public schools, when there is a deaf student in the school, to kind of try

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and help them connect. And so it's not perfect, it's not always

00:32:50.000 --> 00:32:54.000

successful, but I think what's really important is to just try to help

00:32:54.000 --> 00:32:58.000

connect them to other deaf students in the system, even at another school.

00:32:58.000 --> 00:33:03.000

And I think it really just depends on the individual. Really. I

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mean, all of us are -- we're not all the

00:33:08.000 --> 00:33:12.000

same. And some people don't mind being a little more isolated or on

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their own. Some people really want to have that opportunity to interact with

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another person who is deaf, or other people who are deaf.

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So it does depend on the individual person and you have to

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respect who they are and what they need and what they want.

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>> LAUREN GOOD: Yeah, that's a

00:33:28.000 --> 00:33:32.000

good point. Go ahead.

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>> TOBIAS CANTERBURY: Yeah, to add to that, I'm thinking about if there

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are no deaf friends, it's nice to have a group of your people. Even

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if they're not Deaf, your support system, somebody you can vent to.

00:33:44.000 --> 00:33:48.000

So take the time to find your people, and just join clubs or

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activities, or think about something that's going to bring you joy, and you

00:33:52.000 --> 00:33:56.000

will find your people along the way. It's important to do things that

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you like, and not give up. Because you will find your

00:34:00.000 --> 00:34:03.000

people one day. >> LAUREN GOOD: That's also a

00:34:03.000 --> 00:34:05.000

good point. Go ahead, Greg.

00:34:05.000 --> 00:34:10.000

>> GREGORY FARBER: Yeah, I feel the same way. I had that experience

00:34:10.000 --> 00:34:14.000

of being the only deaf person, or just one of a few deaf students.

00:34:14.000 --> 00:34:18.000

For a long time. I feel lucky that I did

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have others around me at times, but my parents, I

00:34:22.000 --> 00:34:26.000

had the ability to go to school with an interpreter at some point,

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and it was like oh, even though it was my hometown and my friends and I knew

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them, yeah, that was cool and all, but it wasn't for

00:34:35.000 --> 00:34:38.000

me. I knew I wanted -- I mean, I

00:34:38.000 --> 00:34:43.000

would -- I was kind of shy and not really willing to advocate for myself

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at that point. So I was just thinking about how to get out there,

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yeah. What Tobias was saying about just finding your people, yeah.

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You can make the best of a given moment. So even if you're not

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comfortable, like sometimes you feel like there's this spotlight on you

00:34:58.000 --> 00:35:03.000

because there's an interpreter and you're like, oh, right, that's my

00:35:03.000 --> 00:35:07.000

entourage. But most of the time kids are curious. Try and give them

00:35:07.000 --> 00:35:10.000

access. Explain what an interpreter is. Loop them into that world.

00:35:10.000 --> 00:35:14.000

>> LAUREN GOOD: Yeah, so you all made really great points. I think

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while you were sharing your stories, I was thinking about my own experience

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as well, and my advice I think would be really

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setting a home base, like making sure that they have a group of

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friends that -- a good foundation that, if they are

00:35:33.000 --> 00:35:38.000

struggling, they can ask that friend, or remind them to talk to that friend.

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Just to kind of find someone with a shared

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interest. I mean, I know that we are deaf, but I play

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the pianoious my grandmother was amazing. She

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was very enthusiastic in her movements and her expressions when she played,

00:35:53.000 --> 00:35:57.000

and I wanted to have that same experience and be the same way. So I

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did that, and I was able to actually develop a relationship with two people

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from piano class. And also skiing. I did develop

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a couple -- I made a couple of friends that

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way. St. in that situation there's not a lot of communication needed, so

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I think just trying to find other friends and also

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finding friends in that kind of a setting helps other people to look

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from the outside and say, deaf people can do it, and it's a good learning

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experience. >> The way you phrase.

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>> TOBIAS CANTERBURY: The way you phrased that about how communication

00:36:34.000 --> 00:36:36.000

is not needed in those settings, that's perfect, I totally

00:36:36.000 --> 00:36:40.000

agree. >> LAUREN GOOD: Same question,

00:36:40.000 --> 00:36:44.000

but instead within a family. If you have a person in a family who is the

00:36:44.000 --> 00:36:48.000  
only person who is deaf or hard of hearing in that family, what advice

00:36:48.000 --> 00:36:52.000  
would you give? >> GREGORY FARBER: I'm going

00:36:52.000 --> 00:36:57.000  
to hop right in. Yeah. This one -- I

00:36:57.000 --> 00:37:01.000  
mean, my golden go-to answer is, you know T. I grew up

00:37:01.000 --> 00:37:05.000  
and my parents, it was an oral situation, but my

00:37:05.000 --> 00:37:09.000  
mom always made sure I understood what was going on. Typically

00:37:09.000 --> 00:37:13.000  
deaf people are like, okay, fine, they smile and nod but don't know what

00:37:13.000 --> 00:37:17.000  
people are talking about. Be sometimes there's some embarrassment with that,

00:37:17.000 --> 00:37:21.000  
you know, but my family was really

00:37:21.000 --> 00:37:25.000  
into, no, we got to make sure that you're supported and whatever the

00:37:25.000 --> 00:37:27.000  
communication is that gets through to you is fine. We're going to make this

00:37:27.000 --> 00:37:31.000  
work. Because you are part of the family.

00:37:31.000 --> 00:37:35.000  
So -- and they made sure my siblings would look at me

00:37:35.000 --> 00:37:40.000  
and they taught them how to make sure I was being able to read their lips.

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And it made me feel valued. Certainly there were barriers, of

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course, but my family would kind of sometimes assume or -- that I was

00:37:48.000 --> 00:37:52.000

following or catching everything that was going on. But I

00:37:52.000 --> 00:37:56.000

was able to do that for the most part, like within -- and kind of

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fill in the gaps by noticing body language and facial expressions.

00:38:00.000 --> 00:38:04.000

So that really worked, and then until, like,

00:38:04.000 --> 00:38:08.000

my friends would come over sometimes and end up interpreting half the

00:38:08.000 --> 00:38:12.000

time. That, when my family saw that, they were like, they did

00:38:12.000 --> 00:38:16.000

not realize how much I had been missing out, because I really

00:38:16.000 --> 00:38:20.000

hadn't spoken up about that. But when they saw that visual communication, it

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as really impactful. There was even more value and support within that.

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So then I was really kind of encouraged to pursue

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what communication was comfortable for me, and to grow in that. And develop

00:38:33.000 --> 00:38:36.000

my own identity. Yeah, that's me.

00:38:36.000 --> 00:38:38.000

>> LAUREN GOOD: Okay. Tobias or

00:38:38.000 --> 00:38:43.000

Susie? >> SUSANNE WILBUR: I'll go.

00:38:43.000 --> 00:38:45.000

Unless you want to go, Tobias?

>> TOBIAS CANTERBURY: Go

00:38:45.000 --> 00:38:49.000  
ahead. >> SUSANNE WILBUR: My experience

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was a little -- it was a little bit more of a conflict.

00:38:55.000 --> 00:39:00.000  
My father knew ASL, he, woulded at the Deaf school, and he

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tried to convince me to sign, and I refused.

00:39:04.000 --> 00:39:08.000  
And during elementary and middle school, just refused to learn.

00:39:08.000 --> 00:39:13.000  
And so I felt that I can talk. It's fine. I don't

00:39:13.000 --> 00:39:17.000  
need to sign. But now when I look back, I just

00:39:17.000 --> 00:39:21.000  
think oh, gosh, what -- I

00:39:21.000 --> 00:39:25.000  
really should have. But you know, my mother tried to get me to

00:39:25.000 --> 00:39:29.000  
learn ASL, and she tried to learn ASL herself, that poor woman,

00:39:29.000 --> 00:39:34.000  
she tried so, so hard. She just studied all the time. And she

00:39:34.000 --> 00:39:38.000  
just could not pick it up. And so really,

00:39:38.000 --> 00:39:42.000  
I was offered so many different opportunities, but I was

00:39:42.000 --> 00:39:46.000  
very resistant to it. I was

00:39:46.000 --> 00:39:51.000  
very young, but that's kind of who I was, that's my personality. So  
later

00:39:51.000 --> 00:39:55.000  
I did pick up ASL very quickly, and

00:39:55.000 --> 00:40:00.000

I do wish, looking back, for me,

00:40:00.000 --> 00:40:06.000

not for everyone, not for all, but for me,

00:40:06.000 --> 00:40:10.000

my family learned sign. And then I later

00:40:10.000 --> 00:40:13.000

realized how much I was missing.

00:40:13.000 --> 00:40:17.000

>> LAUREN GOOD: I do want to add

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to that, I think that it's really beautiful that your parents actually

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really respected you with that, though. That you were resistant to

00:40:24.000 --> 00:40:29.000

learning sign and they respected that. They didn't force

00:40:29.000 --> 00:40:33.000

you to do that. And they wanted to make sure

00:40:33.000 --> 00:40:36.000

until -- they waited until you were ready.

00:40:36.000 --> 00:40:37.000

Tobias, did you want to add

00:40:37.000 --> 00:40:41.000

something? >> TOBIAS CANTERBURY: I was

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really blessed within my family's structure, I was born to

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

Deaf family and brothers and sisters, and we had no problem with

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

communication access, everybody would sign, but when I moved to a hearing

00:40:53.000 --> 00:40:58.000

family, I noticed myself kind of taking advantage of it. Oh, can you do this

00:40:58.000 --> 00:41:01.000

for me? I'm a poor Deaf person. And my

00:41:01.000 --> 00:41:06.000

family would be oh, my Deaf baby, okay, I'll do everything for you!

00:41:06.000 --> 00:41:11.000

So I really took advantage of that situation.

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And now I -- parents of Deaf and hard of hearing kids,

00:41:15.000 --> 00:41:19.000

they can do it by themselves, you know? So I think there's benefits of

00:41:19.000 --> 00:41:23.000

being able to self-advocate. But when I got into college, my friends,

00:41:23.000 --> 00:41:27.000

if I -- I was not going to ask anybody to do something for me, they would

00:41:27.000 --> 00:41:32.000

have smacked me, so I learned how to do things myself more.

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>> LAUREN GOOD: Oh, I see, yeah,

00:41:37.000 --> 00:41:41.000

you played the Deaf card. I had the opposite experience. My mother

00:41:41.000 --> 00:41:45.000

was a very strong, confident woman,

00:41:45.000 --> 00:41:49.000

and she was kind of had the opinion, you're

00:41:49.000 --> 00:41:55.000

Deaf, oh, well, do it anyway. I was really very shy. I didn't want to do

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

it. And ironically, my siblings really felt

00:41:59.000 --> 00:42:03.000

that my mom spent more attention

00:42:03.000 --> 00:42:07.000

and -- more of her time and attention on me, and were very jealous and upset

00:42:07.000 --> 00:42:11.000

by that. And I think it's important as the only Deaf and hard of

00:42:11.000 --> 00:42:16.000

hearing person in a family, that we recognize

00:42:16.000 --> 00:42:20.000

that, that that's there. But we don't let that become our problem.

00:42:20.000 --> 00:42:24.000

It's their problem. And so I

00:42:24.000 --> 00:42:28.000

think that it's their journey. I do it know what it's like to be hearing

00:42:28.000 --> 00:42:32.000

and they don't know what it's like to be Deaf.

00:42:32.000 --> 00:42:40.000

>> SUSANNE WILBUR: Funny story, my sister was

00:42:40.000 --> 00:42:44.000

really -- wanted to take advantage of the fact that she had a Deaf

00:42:44.000 --> 00:42:48.000

sister. So my parents would ask her to do a job around the house,

00:42:48.000 --> 00:42:52.000

and my sister would come up to me and say, oh, mom said that

00:42:52.000 --> 00:42:56.000

you need to do all of these things that were supposed to be her jobs, and

00:42:56.000 --> 00:43:01.000

she would tell me that, and I just believed her. And I would doll all of

00:43:01.000 --> 00:43:05.000

them for years! >> My

00:43:05.000 --> 00:43:09.000

brother would do the same thing! Seriously.

00:43:09.000 --> 00:43:12.000

Later I would get him, but oh, my god!

00:43:12.000 --> 00:43:16.000

>> LAUREN GOOD: That's so funny.

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Yeah, I have a funny story like that too. My

00:43:22.000 --> 00:43:26.000

family -- my -- also my advice is to find a family member

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that also can help -- that you can develop that friendship with. And  
--

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we talked about that advice in developing a friendship, and that's

00:43:33.000 --> 00:43:37.000

what my family did. And so

00:43:37.000 --> 00:43:42.000

they learned -- I have a cousin that learned a little bit of finger

00:43:42.000 --> 00:43:46.000

spelling, and so I was struggling to lipread and they would have to  
repeat

00:43:46.000 --> 00:43:50.000

themselves often over and over. Until finally

00:43:50.000 --> 00:43:54.000

they learned to slow down. And so

00:43:54.000 --> 00:43:58.000

I would make them repeat it over and over again, and then they would  
say,

00:43:58.000 --> 00:44:03.000

you don't have to slow down, I'm not deaf! And then we would look at

00:44:03.000 --> 00:44:07.000

each other and -- I am deaf, so we would crack up laughing. That's  
just

00:44:07.000 --> 00:44:13.000

a memory I had. Moving

00:44:13.000 --> 00:44:17.000

along, how can parents help

00:44:17.000 --> 00:44:21.000

to support their child's social and emotional

00:44:21.000 --> 00:44:27.000  
needs, and health needs?

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>> TOBIAS CANTERBURY: I think

00:44:31.000 --> 00:44:35.000  
honestly, the parents who are already here, you're halfway there.  
You're

00:44:35.000 --> 00:44:37.000  
clearly advocating, it's 8:00 at night on a Tuesday, everyone is  
tired, but

00:44:37.000 --> 00:44:42.000  
here on this Zoom, so I applaud you for that.

00:44:42.000 --> 00:44:46.000  
Listen to your kids, talk to them, show empathy.

00:44:46.000 --> 00:44:49.000  
They may not remember what you say, but they're going to remember who  
you

00:44:49.000 --> 00:44:52.000  
are, and that you're there and that you love them and that you  
support

00:44:52.000 --> 00:44:55.000  
them all the way. And having that support system at home first is

00:44:55.000 --> 00:44:57.000  
important. >> LAUREN GOOD: Exactly. Anyone

00:44:57.000 --> 00:45:02.000  
else? Greg? >> GREGORY FARBER: Yeah, so this

00:45:02.000 --> 00:45:06.000  
is Greg. Again, yeah, congratulations, you guys. That is such

00:45:06.000 --> 00:45:10.000  
a huge thing. When I think back,

00:45:10.000 --> 00:45:13.000  
looking at my parents, I think they did with labeling

00:45:13.000 --> 00:45:18.000  
emotions. And I can make this connection, like, why I'm feeling a

00:45:18.000 --> 00:45:22.000  
certain way. And that would help me to be able to communicate how I was

00:45:22.000 --> 00:45:26.000  
feeling. So, yeah, I think that's

00:45:26.000 --> 00:45:30.000  
important. That one perspective. And that helped me become a

00:45:30.000 --> 00:45:35.000  
little more compassionate, you know, like when I had permission to have

00:45:35.000 --> 00:45:39.000  
those different emotions, and again, they would just repeat the labels,

00:45:39.000 --> 00:45:43.000  
okay, you're sad. And make the facial expression so I could really

00:45:43.000 --> 00:45:47.000  
kind of -- I would be able to pick up on that in myself and within others in

00:45:47.000 --> 00:45:51.000  
terms of social cues. So I feel like I'm able to do that effectively

00:45:51.000 --> 00:45:55.000  
because my parents really actively pointed things out. Even in a

00:45:55.000 --> 00:46:00.000  
movie, oh, look at that person, how they're

00:46:00.000 --> 00:46:04.000  
emotionally reacting. Another part, kind of

00:46:04.000 --> 00:46:07.000  
processing, a thing I processed much later in live, that

00:46:07.000 --> 00:46:12.000  
empathetic foundation was set for me at home. So I would encourage that as

00:46:12.000 --> 00:46:16.000  
well. > SUSANNE WILBUR: That's

00:46:16.000 --> 00:46:25.000  
interesting. I would like to add, everything that you all said was

00:46:25.000 --> 00:46:30.000  
great. It's important to recognize that if a child

00:46:30.000 --> 00:46:34.000  
who is deaf or hard of hearing

00:46:34.000 --> 00:46:38.000  
, you know, they may be doing

00:46:38.000 --> 00:46:42.000  
great. But it's important to really check in

00:46:42.000 --> 00:46:46.000  
and recognize what's going on. And I know sometimes it's very  
difficult to

00:46:46.000 --> 00:46:51.000  
be in a mainstream environment. But I think it's important to just be

00:46:51.000 --> 00:46:56.000  
there, just to recognize that, yes, it is hard for

00:46:56.000 --> 00:47:01.000  
them. And my biggest complaint

00:47:01.000 --> 00:47:05.000  
was the long walk from the public classroom to the Deaf

00:47:05.000 --> 00:47:09.000  
classroom. I complained all the time from first grade

00:47:09.000 --> 00:47:14.000  
on, I mean, I just constantly complained. Mom, it's so -- and she

00:47:14.000 --> 00:47:18.000  
would say, I know, I know. It was such a little

00:47:18.000 --> 00:47:22.000  
thing, but it was important that she recognized it, that she

00:47:22.000 --> 00:47:26.000  
listened, that she paid attention. So even if they're doing pretty  
well,

00:47:26.000 --> 00:47:30.000  
and things are going well, it's something that I think about as

00:47:30.000 --> 00:47:33.000  
being the most valuable experience or the most valuable thing to  
have.

00:47:33.000 --> 00:47:38.000

>> LAUREN GOOD: Yes. Also Deaf

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and hard of hearing children are very, very visual. So be my

00:47:42.000 --> 00:47:47.000

children were -- when my children were young, my babies,

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they started school, we would have -- they would have a poster with

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different emotions on there that would say, upset, or

00:47:55.000 --> 00:47:59.000

angry, or whatever the feeling or emotion was, so maybe they didn't have

00:47:59.000 --> 00:48:03.000

the word, but they had the visual representation of that. And you can

00:48:03.000 --> 00:48:07.000

do that. Maybe add a sign to it, and -- and just

00:48:07.000 --> 00:48:11.000

kind of help them to recognize. And they could recognize

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emotions or feelings without the sign, but just a visual

00:48:14.000 --> 00:48:18.000

representation. Also there's stem cells something

00:48:18.000 --> 00:48:22.000

that's a five-point system, have you storytelling involved with

00:48:22.000 --> 00:48:26.000

that, one to five, for example, one means you're doing great, number

00:48:26.000 --> 00:48:30.000

five means that you are just really overwhelmed and feeling incredibly

00:48:30.000 --> 00:48:35.000

angry, and about to just lose it. And I think it kind of

00:48:35.000 --> 00:48:39.000

helps them just to initially be able to recognize what emotion

they're

00:48:39.000 --> 00:48:43.000

feeling. And where they're at, and then they can work on how to resolve

00:48:43.000 --> 00:48:47.000

that emotion. So there's a story that I have with that

00:48:47.000 --> 00:48:51.000

that's like, a girl who wants to get some ice cream and she gets her ice

00:48:51.000 --> 00:48:55.000

cream and she is so excited, but she goes outside and it's hot, and the

00:48:55.000 --> 00:48:59.000

ice cream starts to melt and it's dripping onto her clothes that her mom

00:48:59.000 --> 00:49:01.000

bought her that are nice, but she keeps going on, and all of a sudden

00:49:01.000 --> 00:49:04.000

one of the scoops of ice cream falls off.

00:49:04.000 --> 00:49:09.000

And so she starts to get a little irritated with it. And then the next

00:49:09.000 --> 00:49:13.000

thing that happened is the dog comes over to her, and tries to lick her ice

00:49:13.000 --> 00:49:17.000

cream cone. And she's trying to keep her ice cream cone away from the dog,

00:49:17.000 --> 00:49:21.000

and that might be the level four. The whole ice cream cone falls on

00:49:21.000 --> 00:49:25.000

the floor and she's lost all of it, and that may be level five.

00:49:25.000 --> 00:49:30.000

But that kind of story, that helps them connect to what number they feel

00:49:30.000 --> 00:49:36.000  
they're at, 1-5, and that's just a way to do it. To be honest with

00:49:36.000 --> 00:49:40.000  
you, with their emotions, a lot of times a deaf child may see

00:49:40.000 --> 00:49:44.000  
that their hearing parents are arguing with, but they don't know what  
it's

00:49:44.000 --> 00:49:48.000  
about. It may be something like recognizing or letting them

00:49:48.000 --> 00:49:57.000  
know, we're agriculture requesting, but we're working it out. Go  
ahead.

00:49:57.000 --> 00:50:00.000  
>> TOBIAS CANTERBURY: I think the

00:50:00.000 --> 00:50:04.000  
dinner table is the other thing. Everyone is around the table, and

00:50:04.000 --> 00:50:08.000  
everybody is talking, and so if you ask somebody what's going on, and  
then

00:50:08.000 --> 00:50:11.000  
they say oh, it's not important, I'll tell you later, that can  
traumatize.

00:50:11.000 --> 00:50:16.000  
Just take a minute and say we're talking about this, and just include

00:50:16.000 --> 00:50:17.000  
your child. That really is so huge.

00:50:17.000 --> 00:50:21.000  
>> LAUREN GOOD: Tobias, there's

00:50:21.000 --> 00:50:23.000  
only a minute left, I'm going to give it to Greg.

00:50:23.000 --> 00:50:27.000  
>> GREGORY FARBER: Clearly

00:50:27.000 --> 00:50:31.000  
speaking about your own emotions is huge. My mom would always say,  
oh,

00:50:31.000 --> 00:50:35.000

yeah, I'm pissed off. And I'd be like, okay, that's mad.

00:50:35.000 --> 00:50:39.000

I got that. Angry. So hearing people tend

00:50:39.000 --> 00:50:43.000

to brush those things under the rug, but Deaf people can't

00:50:43.000 --> 00:50:48.000

access it. And per rungery for that.

00:50:48.000 --> 00:50:53.000

I 100% agree, it helps kids understand mom and dad are arguing, they're mad

00:50:53.000 --> 00:50:57.000

but they're resolving it. So that kind of explicit stuff

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is kind of helps lessen the anxiety in given

00:51:00.000 --> 00:51:02.000

situations. I just wanted to say that.

00:51:02.000 --> 00:51:07.000

>> LAUREN GOOD: That was all really wonderful. That's all the

00:51:07.000 --> 00:51:11.000

questions we have time for, we just have five minutes left. Just to kind

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of answer some questions for parents, do you have any questions for us?

00:51:16.000 --> 00:51:20.000

>> I see two in chat.

00:51:20.000 --> 00:51:25.000

Two questions in the chat. I don't know if you see them.

00:51:25.000 --> 00:51:30.000

>> Those are good questions.

00:51:30.000 --> 00:51:36.000

>> Teri, maybe?

00:51:36.000 --> 00:51:38.000

Oh, I see. In the chat. Okay.

00:51:38.000 --> 00:51:43.000

>> SUSANNE WILBUR: That's where

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the questions are. >> LAUREN GOOD: Oh, okay. I see.

00:51:45.000 --> 00:51:48.000

For those of you that had an

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interpreter in your school experience in social situations did the

00:51:52.000 --> 00:51:54.000

interpreter help you to connect with other students or did the  
interpreter

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create a barrier between you and other kids?

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That's a great question. Who wants to answer that?

00:52:01.000 --> 00:52:04.000

>> TOBIAS CANTERBURY: I'd like to

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speak to that. The first interpreter I had, she

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was like my third mother. I went with the her all the way through  
high

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school. In the beginning she was strict, pay attention, look. At  
the

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beginning I was thinking, this interpreter seems strict. But later

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when I'd have a question, how do you do this, how do you sign this, I

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don't know, I was able to connect with that interpreter as a  
resourcer.

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And so that was cool in terms of the access in my mainstream  
situation.

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But I think that's a great question.

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>> LAUREN GOOD: Okay. And the next question was, in the mainstream

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setting, were you ever bullied? And if so, how did you deal with it?

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>> GREGORY FARBER: I fought back!

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Fisticuffs! I'm kidding. >> SUSANNE WILBUR: I don't think

00:52:53.000 --> 00:52:58.000

that's being a very good role model. >> GREGORY FARBER: No, I'm

00:52:58.000 --> 00:53:00.000

thinking about when -- I think back about that, in terms of bullying, I

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ignored it. Certainly it's hard, especially if it escalates.

00:53:05.000 --> 00:53:09.000

But other people would see it. And be like, you know, it's just

00:53:09.000 --> 00:53:13.000

a turnoff. People don't want to be involved in that kind of thing. So if

00:53:13.000 --> 00:53:17.000

I notice somebody come towards me to pick on me, I'd go near a teacher or

00:53:17.000 --> 00:53:21.000

near a trusted staff member, or something like, just position myself

00:53:21.000 --> 00:53:26.000

where somebody would be able to see it and they would all back off.

00:53:26.000 --> 00:53:30.000

Did you want to say something? >> LAUREN GOOD:

00:53:30.000 --> 00:53:34.000

Yeah. I was actually bullied a lot. I was also a little

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bit of a chicken. I was a bit of a tattler, so that's

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what I would do. Let's see.

00:53:42.000 --> 00:53:46.000

One more question. How can I

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help my daughter be strong enough to survive in the

00:53:51.000 --> 00:53:55.000

world where she feels like she has no connection?

00:53:55.000 --> 00:53:59.000

Do you want me to repeat the

00:53:59.000 --> 00:54:03.000

question? One of the parents had sent it in through an email.

00:54:03.000 --> 00:54:08.000

My daughter, how can I support her to become

00:54:08.000 --> 00:54:14.000

strong when she already feels like she doesn't have any

00:54:14.000 --> 00:54:19.000

connection or relationship with that? >> I think the voice

00:54:19.000 --> 00:54:23.000

messages, the verbal messages, just kind of that, hey, you can do it.  
You

00:54:23.000 --> 00:54:27.000

can do it. Really, that -- if there's negativity

00:54:27.000 --> 00:54:31.000

or you feel left out, just address it. Kind of like directly, and  
make sure

00:54:31.000 --> 00:54:35.000

you're aware of it. It's important to have that support system at  
home, I've

00:54:35.000 --> 00:54:39.000

spoken about, I think find your people, join groups and clubs, there's  
just a

00:54:39.000 --> 00:54:44.000

lot that can be done. But that kind of interaction with your kid to make

00:54:44.000 --> 00:54:47.000

sure you know what's going on is huge. >> LAUREN GOOD: Yeah. I very

00:54:47.000 --> 00:54:51.000

much support that. Figuring out what their skills are, and then finding

00:54:51.000 --> 00:54:54.000

people that relate to that, maybe they like to dance, put them in that

00:54:54.000 --> 00:54:58.000

environment, and they'll find somebody that they like. And then when they

00:54:58.000 --> 00:55:00.000

get frustrated or something is going on, they have something else they do

00:55:00.000 --> 00:55:03.000

love. All right. So I think we just

00:55:03.000 --> 00:55:07.000

have one minute left. So we don't really have enough time for another

00:55:07.000 --> 00:55:11.000

question. Do the three of you want to add anything else? Anything else that

00:55:11.000 --> 00:55:14.000

you want to throw out there that we can ask?

00:55:14.000 --> 00:55:19.000

Well, this was really wonderful.

00:55:19.000 --> 00:55:23.000

Thank you all so much for being on the panel. And I hope that all the

00:55:23.000 --> 00:55:27.000

parents out there really benefit from this, and have been able

00:55:27.000 --> 00:55:31.000

to learn something from this. Please feel free to get

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in touch with any one of us if you have any questions at all. Thank you

00:55:33.000 --> 00:55:36.000

so much for coming tonight. Thank you.

00:55:36.000 --> 00:55:40.000

>> SUSANNE WILBUR: I really, really enjoyed it. Thank all of you

00:55:40.000 --> 00:55:44.000

for joining. >> Thanks, guys, I appreciate it.

00:55:44.000 --> 00:55:48.000

>> Have a wonderful evening.

00:55:48.000 --> 00:56:03.000

Bye! >> Take care, everybody. This is

00:56:03.000 --> 00:56:07.000

Greg. >> TERI URBAN: You guys were

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awesome! That was so good! Oh, my gosh. I was sitting here with a smile

00:56:12.000 --> 00:56:17.000

on my face the whole time, Greg you are funny. You are

00:56:17.000 --> 00:56:21.000

funny. And when you said that you're from St. Louis, I reached out to my

00:56:21.000 --> 00:56:25.000

friend Tommy, do you know Tommy?

00:56:25.000 --> 00:56:31.000

From St. Louis? Yeah.

00:56:31.000 --> 00:56:37.000

I was like, do you know this guy? Because

00:56:37.000 --> 00:56:42.000

he's -- >> Yeah, I know him, I've run

00:56:42.000 --> 00:56:48.000

into him occasionally.

00:56:48.000 --> 00:56:52.000

. >> TERI URBAN: Anyway, you are

00:56:52.000 --> 00:56:57.000

both from St. Louis, and he's so funny. Thank you so much.

00:56:57.000 --> 00:57:01.000

Everyone. For doing that. That was awesome. I think