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National Center for Hearing Assessment and Management-NCHAM
USEFUL DECISION MAKING TOOLS THAT ASSIST PARENTS IN ENSURING
SUCCESSFUL LANGUAGE AND COMMUNICATION OUTCOMES

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>> JANET DesGEORGES: Good morning, everybody. Hopefully you can hear me. You may also now be able to see me. We're going to be starting in just a couple minutes. The CART is going to show up on the screen.

>> JANET DesGEORGES: I'm just going to keep talking so I'm sorry, everyone. I know this is slightly distracting. we're going to be -- I'm hoping there's someone else who's working on this.

[joined in progress]

Let me just to -- my slides are completely gone. So I don't even know how to bring them back up. All right. So in terms of thinking about participants this the discussion today, for this conversation, including researchers, professionals, the child, the family, and then deaf/hard of hearing adults. If you've heard me speak before you've heard me say this phrase often, that our family and my daughter wouldn't be where she is today without the influence, the perspective and the wisdom of deaf and hard of hearing adults in our lives. We were really lucky as a family to be able to begin to interact with different deaf and hard of hearing adults in our own life and being able to begin to process what our life would look like with our daughter in terms of people who have actually lived the life experience so the slides

are back up on the screen. For me I'm going through them to get to where we're supposed to be.

So not just only individually in terms of participation of deaf and hard of hearing adults and/or communities in this conversation, but just globally, the concept that in -- within that community or construct, a sense and a feeling of ownership by individuals who have lived the life who feel really strongly connected to our children. And I'm going to share a little bit about the context of hearing parents coming into this process. Sometimes I call it hearing parents in a deaf world. So thinking about who's a part of this conversation? Why do we even discuss this? It's a big deal. I know that the idea that the decisions we as family make early on are going to impact our children's life is not overblowing the situation. It's really important that we get this right, that the people surrounding us are giving us good information, input and guidance in order to make the decisions that will ultimately lead to language and communication outcome success for our deaf and hard of hearing kids.

When we think about talking about the decision-making process we often think people make decisions like we do so if you're a list-maker, if you think about well, I have a decision to make, we're going to buy a new car, we're going to write down the pros and cons you might go with objective information. You might base it on price or you might go with an intuitive gut feeling of I love that car and I love that color and that's what I'm going to get.

So the importance of talking about discussions of decision-making that families go through, there are strategies that can be used to help the decision-making process and also a self-awareness that people make decisions in different ways. When we understand we're better able to join in with a family in terms of the process they're going through in their decision-making so decision-making and having conversations and learning tools and strategies leads to improved and more thoughtful decisions. Self-awareness of our unique style of processing. Better understanding of other's beliefs, increased scrutiny of presented information, more thorough exploration of all angles of a problem or its solution. So those are kind of global concepts in terms of the decision-making that we go through.

So let's just spend a minute on talking about current trends and conversations on the topic. I'm sure if we were here in a room together and at a roundtable, I'm sure many of you would have some comments about what I'm about to say. And so I welcome your comments or questions as we move through these but there are just two areas I found interesting in terms of maybe exploring this conversation today.

And one of them, I noticed even at the EHDI conference there's an entire presentation on the idea of the terminology that we use in the process of the situation making. When we talk about families making a choice or choices, or what are the options available to us, the decisions we have to make. Some of you may already have been triggered in the title of this presentation when it came across your desk in joining today in terms of is there useful -- is there a useful process for us as stakeholders to have a conversation about the kinds of words that we are using in this conversation? So here's a list of some of the words that I've seen come across that people are talking about: Options, choice, choices, decisions, approaches, considerations, opportunities. I've heard different people -- why people like the idea of changing words.

I've heard people say, when we use the word "choice" or "choices", there's an implication that families have to make one choice. The people who have talked about using the terminology of opportunities feel like that's a more positive word rather than a more negative connotation of some of the other words using the word "opportunities."

Some other words that often get talked about in this conversation, words like biased, unbiased, informed, non-biased, objective, subjective, fluid, flexible, set in stone. So from my point of view I think it's an interesting conversation to have. I think people who are really interested and have a strong belief system about changing and using different words, I have no problem with that. I know at Hands & Voices over the years, people have questioned our mission, philosophy, and practical application on a day-to-day basis of the term "bias" or our belief in terms of supporting families in an unbiased manner.

And one of the things that has held true for us is being able to as a community define when we talk about bias, what we mean by that. So other people might think that there's no way you can kind of mask your opinion about what's right for kids.

And in our world in Hands & Voices, and if you've heard any of our presentations, we literally use the term -- the definition of "bias" out of the dictionary, which is to cause to swerve from a course, to influence, usually unfairly, or inspire with prejudice. So we all understand and know that our personal life experiences, the things that we have found successful for our own kids, in terms of what we know and understand to be true for us, but we stand firm, and we believe with all our heart and not just a belief but in practical application in the work and the training that we do with our leadership, that we can engage and enter in with conversations with families about their process of decision-making in an unbiased way, that there are strategies and things that we can, and tools that we can use so as not to

influence fairly families.

And it really comes from the simple premise of our motto and tag line at Hands & Voices that what works for your family is what makes the choice right.

You saw that really strongly in the opening quote. So I put a little picture down at the bottom because honestly, for me, I think when I engage or enter into these kind of conversations about the words, like, if we just change the word from choices to approaches, that would somehow solve the dilemma of the life experience that families have to go through and so I guess my response and I even found a little clip art is that at some point, on some morning, a parent has to get up and do something. They have to there is points in this process of decision-making, a choice or choices, not to say that they're stuck in stone, that there's not more than one option a family might choose in that, but there is a point in time where families have to make some decisions. I think the thing that got me unstuck in this process was the beauty of the idea that our decisions weren't set in stone, that we could with the information at hand on this particular day, what felt both objectively or subjectively as a family, we were going to move forward and reserve the right to as more information came forward to us to move from that. But families have to make decisions. We often need to make decisions in a timely manner, because there are consequences to the decisions that we make by delaying, not making a decision in some ways is also making a decision. So whether it's around technology or whatever it is that parents do ultimately have to make decisions. Whatever words we're going to use, we still do need to enter into that decision-making process. .

I wanted to just share with you another context to this conversation about decision-making and that's where a book I've been reading. It's been out there in terms of trends and conversations. I've had lots of conversations with people who are reading a book called far from the tree by Andrew Solomon. Sorry you can't see my slide right now. Hopefully it will come up.

But the premise of this book, when we think about the quote, the Apple doesn't fall far from the tree, that's an allusion to children who are born to families, and this idea of kind of a vertical community our kids are like us. This book explores the idea of vertical community and horizontal community. So what it really is looking at in the types of stories this book addresses is kind of the experience of when a child is born that's different from what is typically a vertical community.

So in other words, some of vertical identities would be shared traits, attributes, values, ethnicity, language is usually a vertical. Children born to families usually speak the language

that their families come from. Religion is kind of a moderate vertical community. So in other words, also this concept, when a child is born to families and people ask, what are your hopes and dreams for your child? If you're a rub, you might say I hope my kids turn out Republican. Or if you're a democrat or your religious affiliation so think about this in kind of a global sense in terms of children being born to families and this idea that when we procreate looking at we want our children to be like us. That's the exploration in this book. The other context of this book and really what this book explores is there's also the idea of horizontal community. Some of the chapters in this book that are explored have prodigies, children really gifted children born to families and kind of how families process through having a child who's different with themselves. There is a chapter in the book about deafness. It's a really good example of this context.

I have to say I had a little bit of mixed feelings about some of the conversations in the chapter about deafness. I know some people have just loved what the author has to say about it. Others had some questions about the context of this conversation around deafness. The premise of the book is what I wanted to bring up today in our conversation about decision-making. So in other words, I think we have some work to do and I also think that when we think about where families start in terms of having a child in their arms and what their hopes and dreams are for, that there's sort of this global context of what we all hope for in any parenting situation of our kids to be like us.

So when I think about my own evolution of the questions I was asking, the goals that I had for our daughter, Sarah, from the beginning, were really more from a vertical context. I really didn't have any other context in which to explore this conversation or decision-making process.

So I think one of my first questions was: Will my daughter talk? I didn't even necessarily attach that question to, like, language and communication within her. It was the natural question of a sort of a hearing person in context to discovering that my child was different than who we were as a family.

So sometimes when we are having conversations about the decision-making process, and someone will kind of plant their flag of being supportive to families by saying: Hey, we asked the family what their goals were for their child, and they want their child to listen and speak. And I'm not saying that's not an informed choice that many families make that is a result of a process where they get to that decision and it's a good decision for many families. All I'm saying is that when we think about a horizontal identity, it emerges over time for us as families.

I know for me, the horizontal identity for my daughter, in

other words, this concept that my daughter was going to be different from our own life experience, and I needed to begin to project and make decisions based on her needs, not just mine, as a parent or even a hearing person.

And like I said, I'm not really making the argument right now in terms of modality or methodology. This is not what I'm asking you to think about or explore. It can be, for some families. But this idea that understanding our needs, regardless of the communication where our kids land on the spectrum of modality, whether they're using ASL or spoken language, this idea that our kids are going to need to be addressed in a different way. I'll give you an example of that within the context of speaking and listening. I know a deaf adult once went into a classroom for a student and just with the family, the parents wanted them to just sit there and kind of give feedback to what was going on:

And the deaf person walked out who used technology and said: The hearing system is so loud, I could barely hear the teacher. In other words, regardless of the communication modality or method, I'm not necessarily talking about sign language or speaking right now, I'm talking about this horizontal identity that we, as parents, and 90% of children who are born deaf or hard of hearing are born to hearing families, that we need to begin to explore the idea of horizontal identity. So in other words I said all of that, it took me a long time to say, we need to think about the emergence of our decision-making process comes over time in terms of making decisions based on our children's needs. Children are not separate from their families. They're part of a family and part of our decision-making process isn't just like only what's going to be best for the child. It has to be in context to the family experience. The child is part of that family. The family needs to take into consideration the ways that they're communicating.

I'm not sure how clear I was on that but this conversation about decision-making, when I've been reading this book and thinking about vertical and horizontal it added to our mind set. I just invite you, wherever you're at in your own personal story or professional bent around this, one of the ways that we can become united as stakeholders in the process for families being open to thinking about this in different ways than we have in the past.

Decision-making as a process, so kind of back to either where we start as parents in terms of the vertical versus being able to grow in our expansion of thought about what this life's journey will be like that's going to be different for us, is the time consideration. So this evolves over time, that families have a learning curve that they need to work through, that getting information, just piling it on, just the amount of information,

isn't the trigger to informed decision-making. The process in which we need to be able to think through and learn and grow. And it takes time.

But meanwhile, we can't just sit stagnant with that evolution of learning. We have decisions that we have to make on any given day with the information that's in front of us. Sometimes it's the internal push as a family of getting started with our own kids. Sometimes it's an external systemic point of decision-making we have to make. In some places, families cannot get started with intervention until they make the decision around modality.

And so there's this pressure of making a decision that families don't have the luxury of the time process of kind of getting to informed decision-making, so time considerations are something that we need to think about, and the reality is that we just live in them.

I also want to make a point today about the idea of early identification and the families that are coming into this journey and the ages of their kids. In the last month, I've had the opportunity to sit across from two families, one whose 6-day-old was identified to be deaf. 6 days old, they'd been through the screening process, been rescreened and gotten to the diagnostic audiology by 6 days old.

I know our system in itself often celebrates the earlier, the better. We know why, because research shows that the earlier our kids are identified, the better they do. But I just wanted to share with you the context of the experience for the mother and the father of a 6 day old and then I'm going to also share another story of a family with a 20 day old.

The family that I had the chance to meet with, I was the first parent of a deaf child they'd ever met. We talked for about 20 minutes. I was I think in those situations often the thing that helps parents the most is kind of bringing some hope into their lives, and the idea of what your child can achieve. We were talking a little bit about the process of -- and the importance of getting good information and processing that information. Like I said, we had talked about 20 minutes.

And I just made the comment: You guys must be really tired. And at this point their baby was like 30 days old so I didn't meet them on day 6. Actually, I think he was 3 weeks old when I met them. And when I said that, you guys must be really tired, I am not kidding, the inspiring story of deafness, the information I was giving them about processing their choices, that is not what triggered the most reaction from them.

When I said that, they said, oh, my gosh, we are so exhausted. We're so sorry if we're not like really engaged right now. We are so tired. We have not slept at all. And they had more to

say about their sleep deprivation than the journey ahead of them in deafness, because that was what is -- that is the world that they were living in in that moment.

If we don't understand that about the families that are coming through, in this day and age of early identification, where what's -- where they're having to process this information about understanding, accepting, moving forward, making decisions about, in the context that they may still be figuring out how to put on a diaper. Or they haven't slept in three weeks, we systemically need to have a sensitivity towards the time considerations of families who are in this early, early stage of parenting.

The other family I spoke with of the 20 day old I actually talked to her about 6:00 on the phone. She had been to the audiologist in the morning and they had just gotten the hearing aids on their 20 day old. She had practiced in the audiology office taking the hearing aids on or off, and when she got home, she said: I haven't taken them out yet because I'm afraid if I take them out, I won't be able to get them back in. So I decided not to give the baby a bath today.

So I was just encouraging her how it's really hard in the beginning to feel comfortable and used to that. But that was her concern that day. And when those of us who have experienced parenting and just kind of the unfamiliarity with every aspect of that. I remember walking out of the hospital with our first daughter kind of looking over my shoulder like: I can't believe they just let us out of here with these kids. Like, I'm so not ready to take this baby home. What am I gonna do?

And thinking about new families and new parents. And the thing that concerned this mom the most on that particular day was not necessarily about communication choices and options. She was trying to decide whether to post the photo on Facebook of her son with hearing aids for the first time. And she was talking about where her and her husband were at in a different place in terms of still their emotional adjustment to this experience. So the time considerations are really important.

Families in terms of when we make decisions, the ownership of those decisions are of probably the most powerful indicator of whether I children will ultimately succeed that when we're engaged and involved. I need to get on the tools and strategy. We got started a little late because of the technical difficulties so I might go 5 minutes over but hopefully we'll wrap it up here. I know everyone is busy. Thinking about time considerations in terms of the evolution of decision-making from parents who are asked to and must take on the responsibility of decisions for their kids in the best way they can, without children being able to give input in that moment.

However, the transition over time is that our kids do -- we do

shortly begin whatever -- wherever our starting point is, the really good intervention through the process of getting information objective and subjective information over time so that our decisions have some feedback. We begin to see if our kids are successful. This is really powerful, and it's important for families to know that you may be making some decisions kind of in a vacuum, but your child will begin to show you their success, or challenges, with the decisions that you make. So it's this really beautiful thing of beginning to have an engagement between not just, this is our decision as a family, but really being able to see how our kids are doing.

And then of course, for me as a parent of an older child, it goes even further, where as our children age and grow, the decisions that we made for our kids, our children and young adults begin to reexplore the choices they've made, whether it's the technology that our kids are using, the communication choices and language, whether it's our spiritual context for the experience, I know the evolution of my -- I had it kind of all figured out by the time my daughter was 13, and she began to have a choice of her own about what was working and what wasn't, and that transition of understanding and realizing at some point for us as parents, it's not our decision anymore, which is really a great thing, actually. The burden begins to be lifted.

So with our final minutes today I'm going to just take you through some decision-making tools and I'm going to start with the Decision Guide for Communication Choices. This is one tool that was developed by parents for parents with the support of professionals who participated in a committee through the CDC. There was a Parent to Parent committee. This is a group that created some other products. I'll show them to you in a minute. Things like questions to ask your audiologist. We as a group began to talk about what if there were some tools, a product or something tangible that we could help families with. So we began to explore this idea and the Decision Guide for Communication Choices was derived from the Ottawa decision guide -- sorry, I'm just moving through to my notes. This is an evidence based practical mid range theory support framework. I wrote that down because I went to their website.

So this wasn't just out of the hat good ideas. There's some strategies within this Decision Guide that have been through research shown to help people process complicated decisions. So I just wanted to take you through a little bit in terms of what this Guide can help you with in terms of supporting families and whether you're actually using this form. You can download it off the CDC website or just some of the ideas that might be helpful in terms of thinking about.

Step 1 is kind of find your starting point. I like this idea

because I think sometimes we think that families with blank slates coming I'm to this process, but in fact, families usually come to the table or come to the experience with either some historical perspective on deaf and hard of hearing individuals, prejudice or bias about what they think or know to be true about this population, that kind of defining your starting point of just general information and knowledge that you start with.

And in this guide really is what it's talking about here in terms of finding your starting point, is how far along are you in the decision process for communication choices, communication opportunities, communication approaches, whatever you want to call it? How far along are you with your decision? You can check: I do not know what my options are. I'm considering the options. I'm close to making my choice or choices. I've already made my choices.

So just in terms of when you're engaging with a family, wherever you're at, whether you're a parent guide meeting with other families, whether you're a professional, an interventionist, an audiologist, the kind of start with the family where they're at and help them to find where are you at so far this the process?

So this isn't brain surgery, this Guide, but it does take you through just some components of that.

Step 2 is identifying and exploring your decision-making needs. It helps you look at: What support and information have you gotten so far? And who have you gotten from that? I didn't put in the where families find support rainbow colored graph. I've used that in every presentation on this conversation before. I was trying to think of some new things today. But that is that families in terms of informed decision-making or being able to process information need it from a variety of sources. We need from it the professionals in our lives. We need it from the professionals who are trained specifically in a specific mode, method, or language and communication options. We need input from them.

We need input from other families, from deaf/hard of hearing adults. So this step number 2 is looking at where you're getting information from. And then it also -- there's a little graph -- let's see if I can bring it up. So here's kind of how the guide looks on this page. And there's a matrix here asking: From whom have you received support? It has places to give names.

And which option does this person prefer? Is this person pressuring you? How can this person support you? What part of the person's background affects their opinion? I think one of the nice things about this process -- and I know particularly, I can think back of our story when families, or when people were approaching us as a family and giving me statements, I had no

idea whether they were opinion or fact-based. So I assumed when people made a dictated sentence to me it was based on 30 years of research, which I later found not to be true. So I always like to use this example. In one communication options workshop I went to, one person stated to me quite clearly on that day: If I ever signed to my daughter, she would never learn to talk. So how was I to know that wasn't true?

Somebody else that day came up to me and said: If you don't sign to your child, she will grow up and she will leave your family, and be angry with you for the rest of your life. How did I know that wasn't the absolute life experience of every deaf or hard of hearing individual? So when we talk about the information that's coming from families, we can't control all the information that's coming to a family. Think of the quote in the beginning of this presentation from the family who was just in the middle of her day and someone just came up and made this statement to this family without knowing anything about them, without knowing the process they had come to, about the decisions that they were making, that this Guide and the premise of this is for families to help kind of parse through. Because honestly, there's a lot of information that's going to come to a family that may or may not resonate with them.

That necessarily is it true or not but there's information, opinion and perspective that will just resonate with that family that says: Yes, this applies to what we're thinking about. And so it's actually not all opinion is harmful. A lot of opinion is really helpful in terms of helping a family think through what resonates with them.

It's that we have to learn as families to be able to pull the information and say: Does this apply to our life situation? Does this reflect our family's goals? Does this reflect the opportunities in our community to access these strategies? So we have to take information in context with our own lives. And for a lot of different reasons.

So this tool helps that. It also then looks at the advantages and limitations of any decision. And I think when I think about our decision around school placement with our daughter, and really thinking about the pros and cons, that was just so clear to us that whatever decision we made was -- there were going to be some gaps and there was going to be some positive attributes of that decision. That was not black or white. And we had to live within that gray, and then think about: How do we fill in the gaps based on the decision that we made in terms of our daughter's school placement?

So this guide helps you kind of look at what you're considering advantages or limitations of that. If you are looking at a choice and you only see advantages or only

limitations, you probably haven't talked to enough people to get a broad sense of the overall kind of pros and cons of any choices that we're making.

In order to do that, there's some things on this Decision Guide that look at the knowledge. Do you have enough information? The values. Which advantages and limitations matter most to you. And certainty. And what degree of certainty are you feeling about the decision that you're making?

Sorry, I should have gone to this. And I'm not sure if you can see it. I'm going to give you the website where you can download this. We to know families and interventionists and different people that are disseminating this and using this with families.

And then finally, step 3 is plan your next steps based on your needs. So you ask yourself the question: Do you feel like you have enough support? Do you feel pressure from others? Do you feel you do not have enough facts? And are you sure which advantages and limitations matter most to you?

So this is one tool. I'm not suggesting that this is "the" tool or the only mechanism from which families move through their decision-making process but it is evidence based. It has some theoretical constructs about how people make decisions so I think it's a really valuable tool. I hope you check it out and look at it. I hope you use it with some families, ask families how it's working for them.

Here's where you can download the material. Like I said, this PowerPoint should be made available. I know, because we've had a little bit of issue with it always being up on the screen today, we'll make sure that there's a place for you to be able to download. But you can Google Decision Guide to communication choices, and the website should come up. And here's some other products on that website that this Parent to Parent group out of CDC have worked with. It's an open group. Anybody can join.

We have deaf individuals, parents, professionals from different areas working on some of these. Interestingly, it might be noted, right now we're working on the what-else checklists. It's for audiologists in terms of what else should you be discussing or talking about or providing information and support to families in the audiology appointment. It's been a lot of fun to create that. That will be a presentation at EHDI on that topic.

Just real briefly, what would I be if not the Executive Director of Hands & Voices. Sharing some resources on how we've approached some of the conversations about this topic on our website. One of the things we were thinking about in terms of we get so focused on the modality question, the language and communication. I'm not saying that important but one of the ways

to explore those questions is to ask ourself some broader context.

In other words, what does my decision have to do in the context of sports? Or friendship? Or social emotional development? Or about school? So this is an exploration of just some other aspects when we're thinking about communication considerations so you can find that on our website.

We also have a book called the Book of Choice, which explores kind of this idea, parents sharing what they know now that they wish they'd known from the start. So just some brief little stories from families sharing with new families.

And then finally, global tools. I think sometimes we get so narrow in our conversations in the, quote, deaf or hard of hearing world, or the EHDI system or whatever, that there's a body of knowledge out there on things like decision-making that can really lend itself to this process and the conversations that we're having.

We had a psychologist once come into one of our parent workshops, and he delivered the presentation on decision-making from a general construct of how people go about making decisions. And it was really interesting to kind of pull back from this conversation of, will we use sign language or not? Will we get an implant or not? These kind of decisions. And just kind of pull back and say: What is the process for decision-making? What are some tools, what are some things I need to know about myself in terms of how I make decisions, or my husband and I together?

One thing that usually families, they're partners in the decision-making process. You've probably sat across from mothers and fathers who were on kind of a different track in terms of the process they themselves were going through in terms of decision-making, and trying to put that together, when you're already in kind of a -- may possibly be in an emotional state of trying to figure this out for yourself and having to also do that with a partner.

So I think it's really -- if you have some time or energy to just look at how people make -- there's a lot of work out there, research on basic decision-making strategies, and so here's some information here, or you can -- there's probably people on this call today who have written books about it. I wouldn't be surprised.

But I think it's always good when you're thinking about anything, take it out a notch, and kind of a little bit what I was doing today in terms of this book, Far from the Tree and think about the idea of decision-making from vertical identities to horizontal identities.

Finally, how do we know we've made the right decisions and

choices? I think we keep banging the drum. Think we're all united in this idea, and I think that when we are at odds with one another systemically or community or stakeholder-wise, whatever perspective we're coming from, whether as parents or professionals, deaf/hard of hearing adults and communities that have an opinion, have expertise, have knowledge, have self-life, wisdom in this conversation that is all relevant.

The thing we all do agree on, and if we -- the more we stand united together to think about what we want as outcomes for deaf or hard of hearing children, we will make positive strides in moving forward, in creating systems that are going to support and help families, not hurt and harm them.

And I love this picture of a friend of mine, his son went outside and he was all excited to be -- and all of a sudden you can see the face that he had. The dad said, what's wrong, Buddy? He said, I got snow on my boots. He was upset because he got snow on his boots.

But he was communicating clearly. I've always loved Larry Siegel's quote: The need and right to communicate is the most fundamental of human rights. To deny it is to harm the human spirit. To foster communication is to reveal all the possibilities of life. I can say without a doubt, just I'll end today with the hundreds of families I've met whose kids are successful, thriving, communicating, and across the spectrum of modes, methods, languages, and choices that they have made their families, that if we all stay united in purpose of what we hope to achieve, successful, independent, strong, wonderful, well educated deaf and hard of hearing children who emerge ready and prepared for their life in adulthood, I think we can all agree on that.

So anyway, I'm past my time. I'm sorry. People may have had to leave. I'm going to go back and just see if anybody has any questions. If you've said them earlier you might want to repeat your statement because now I'm only seeing -- let me just go back up and see if there's any -- doesn't look like there's any questions or comments.

So my -- so I guess I'm going to ask at NCHAM, we're going to have to sign off here. I think we were just going to go for about an hour. So sorry, I'm a little over.

If there's anybody that has a comment or a question, I'm sorry that this isn't a forum where we have the opportunity to dialogue with one another. But anyway, I hope that I've given you some things to think about. Whether you agreed or not with me, that isn't always the premise of when I prepare conversations like this. There's a lot of really good minds, hearts, and passions about the process that families make for decision-making.

So I know many of us will see each other at the national EHDI

conference. I look forward to it. I thank all of you who have done work in this area, research, who are planning on presenting on this topic. I think it's a big conversation.

So anyway, thank you, everybody. And have a great day. Okay, you can now go back to using your phone or computer or checking your e-mail.

So take care, everyone. We'll see you soon. Thanks.

[End of webinar]

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