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**National Center on Deaf‑Blindness**

**Person-Driven Accommodations Tool Presentation**

**Wednesday**

**October 13, 2021**

**3:00 PM‑4:30 PM EST**

 **[Captions integrated into Zoom]**

 **[Captioner standing by]**

 **>> HAYLEE MARCOTTE: We'll get started shortly. We're still having some people rolling in, we had lots of people register, so we'll give it a few more minutes before we get started.
 >> HAYLEE MARCOTTE: I think we can go ahead and get started.**

 **My name is Haylee Marcotte with the National Center on Deaf‑Blindness. I want to begin by welcoming everyone to today's webinar. I'm going to run through some quick housekeeping notes before we get started with the presentation.**

 **The webinar will be recorded and it will be archived in the NCDB website.**

 **If you have any questions throughout the presentation, please put them in the chat feature and we will be monitoring it throughout the presentation and we will also have a question and answer session at the end of the presentation.**

 **If you have any technology questions, please go ahead and personal message me and I will help assist you along the way.**

 **So I'm now going to start the recording.**

 **[Recording in progress]
 >> HAYLEE MARCOTTE: And I'm going to pass this on to Mike Fagbemi what is going to introduce our presenter today.
 >> MIKE FAGBEMI: Thank you, Haylee.**

 **Good afternoon, everyone. It's 3:00 here, so good afternoon to everyone out there. Thank you for joining us for Person-Driven Accommodations Tool Presentation by Jennifer White.**

 **I am the transition lead at the National Center on Deaf‑Blindness, working with Ellen Condon who consults with NCDB as well.**

 **Happy to have you guys, feel as though we've got a lot of momentum building towards this presentation. We spend so much time within the PLSs, our Peer Learning Communities, working with many of you within those groups and looking forward to actually seeing this presentation and seeing how you guys feel about the discussion that's going to happen today, which I think is going to be great.**

 **The one thing I do ask of you is that in the chat box, if you can just roll call. If you can just share, like, who you are and where you’re from, and we'll continue to monitor that and we'll have it written down, we'll have it archived there and be able to follow‑up with you on Base Camp.**

 **I'm going to just say, Jennifer, very happy that you are here.**

 **Jennifer White is CEO of Able Opportunities Incorporated and she will be conducted this webinar. She will share a little bit about herself throughout this presentation. And I'm just going to turn it over to her. Thank you.
 >> JENNIFER WHITE: Thank you, Mike, thank you, Haylee, and thank you, Ellen.**

 **Good afternoon, everyone! I want to start by we have crazy technical crazy hour before this occurred, so now I'm actually in somebody's home presenting on my iPad because the laptop is dead. One of those days, you know, our current state of affairs where we are currently pivoting and juggling every day. Thank you for tolerating the echo‑y sound and white background as well.**

 **I'm really excited to be here today. I'll give you a little bit of background about me and I really encourage you to use the chat box as questions as I go through the presentation today.**

 **I had originally planned on moving back and forth between the PowerPoint and some film, but we're going to save the film until the next meeting simply because it's not transitioning well on the iPad between those two and we're not going to test the fates any more [laughter] than they have been tested today.**

 **My background starts when I was 13 years old, I started volunteering at Lehigh University. My dad is a Child psychiatrist and he was working in the school districts and he would drop me off at developmental syndromes and say, here is a child with Down Syndrome, have fun, here is a really good teacher, hang out with her, here is a student with autism, autism was very different then, we didn't have the spectrum identified yet.**

 **I grew up learning from students themselves as well as really good role models. My first job was at Buck County as a residential provider. I've have taken a few jobs, but for the most part I have been working in this field in residential settings my entire life. I'm now 60, so I have been doing it a little while.**

 **The great boom of my career came when I the Master's became a requirement for teaching, I went back to school to get my Master's Degree and took a Sign Language class. I had no involvement in the deaf or deaf‑blind community previously in life. When I took the Sign Language class it changed the course of my understanding and my career and my passion, for certain.**

 **I took ASL at Central Washington University, there were only had three classes, taught by a hearing woman, who is wonderful, and she said to me, go to Seattle, that's the heart of it.**

 **I went to Seattle Central Community College where Teresa Smith was running the program and it was very integrated with deaf‑blindness. Deaf‑blindness was part of the structure of education when I went through Seattle sign. So when I was learning how to sign, I was learning how to tactilely sign. I was teaching in a classroom of students labeled with BD and ED diagnosis, so emotional disorders, behavior disorders, which, of course, now when we look back means somewhere on the Autism Spectrum most likely.**

 **And as I was working ‑‑ as I was starting to hang out with deaf‑blind people and learn how to sign tactilely, my students were getting better on the spectrum. And it took me a while to put those things together. The organization of information and appropriate accommodations. It really changed the course of my understanding, like I said, I have probably learned more from deaf‑blindness than I have anything else in my career, any class I have taken. It has taught me how to be a better communicator, how to work with students in general, but it also made me an inventor because accommodations don't always exist.**

 **Today's presentation will look at transition issue in general, kind of at large for everyone, and then when we meet next, we're really going to take a look at specific deaf‑blind students or specific questions that you have. I strongly encourage that you come to the next meeting because it's going to be interactive and that's where we're really going to get to the crux of, you know, what it is that you want to be talking about.**

 **Okay. So in this field, we're very person‑driven and we all use person‑centered language, as it should be. I want to understand who I'm talking to and what their specific needs are and we want goals connected to who they are, especially during transition, but all through school.**

 **We talk about elevating person‑centered into person‑driven tools. So now I'm going to start sharing my PowerPoint. So you will see my hand in front of us here to do that. Here we go.**

 **All right, the person‑driven aspect of what we're talking about moves from just understanding who you are to understanding how we can build tools together so that you have in your own hands information about how to carry it with you.**

 **You know, in our field, I'm actually going to stay on this first page here, sorry, I came on too quickly. In our field, we build on relationship which is vital. I meet Mike, I get to know Mike, I understand what Mike needs, we build accommodations together, I know how to read him, he leaves my classroom, he goes to another classroom or he graduates and moves into Adult Services and he meets a whole series of new people.**

 **Now while he was in school, I was making sure he was getting what he needs and our relationship was helping build his educational savvy and his goals. But when he gets into the adult world, he is going to be working with a lot more people than one stable teacher. And not only that, but I don't want that person just to read in a file about Mike. We want Mike to have made a self‑advocacy film, we want him to have a video resume so he can represent himself to show an employer his employability.**

 **And we want to use apps and other low and high‑tech tools so the person knows how to build and drive their own accommodations. That's what we're going to look at here. We're going to look kind of what our structures currently.**

 **I'm going to just let you know this is just in the slide presentation, but I want you to do know, I do have a traumatic brain injury from 2012 and I no longer can really track very well time, so Mike is watching the chat box. And if you need anything, we're not actually taking a break during this presentation, but if you do need something, please let Mike know and he will interrupt me.**

 **This is not the file that you will get, but I have a file that I want to share with you when we're finished with both presentations, and we interest Creative Commons copyright on all of our work.**

 **What that means on the bottom left‑hand side of the screen, you see a little "CC" followed by our logo followed by our website.**

 **Creative Commons copyright means two things. You don't need to call me and say, hey, I would like to use this. You can use it. You have to cite us as the author. And you can't train using my materials. You can share them in your position with other teachers or colleagues, but you can't present about them.**

 **If you have any questions about that, certainly reach out. I'm going to send you a link to the file cabinet that looks similar to the one on the right‑hand side and there will be materials you can download.**

 **This is an odd place to start, but I'm going to talk about us as human beings. We start off with, the Earth a flat. No else not. The planet is the center of the universe. No, it's not, we are revolving around the sun like other planets.**

 **And then we move into anthropomorphism. And then from you see the lightning outside is not because I was mean to Ellen, it's because of something outside of me.**

 **You might be thinking, what does this have to do with deaf‑blind students transitioning into the adult world? And this issue comes up for me across the board with students in Special Education and people in Adult Services because this idea that we project subjective properties on to the things of others is the thing that perpetuated myth.**

 **When we look at accommodation tools, we are going to look at how we process on to our deaf‑blind students and are not always coming up with the right accommodations because of it.**

 **The earlier slides happened a long time ago and you might be thinking to yourself, well, we have really grown since then. Here is something that happened in 2013, we mapped the human genome for the first time and learned that only 3% encoded for proteins. The other 97% they don't understand and they give it the scientific name of junk DNA. [Laughter]**

 **So it's outside of our realm of understanding and we don't really know how to put that in relationship with the whole story.**

 **So this idea of holding conviction about things we don't understand plays into how I think about my work, especially with deaf‑blindness because modality law says dual sensory loss is a rather small incident of individuals compared to other disabilities.**

 **So who is at the table getting input about content and accommodations and what's working and what's not working? Like I said, deaf‑blindness taught me about autism. And the truth about that is that the visual is also effected for kids on the spectrum. We will get into a little bit of that, this is about deaf‑blindness, but I know you are working with students with multiple diagnoses, so we will talk a little about that.**

 **We still know little about how the brain processes. This presentation is going to challenge us to look into things you don't know.**

 **This is a conductor by the name of Benjamin Zander and he has a video out called "How to Give an A."**

 **He says we have this process and we are always comparing ourselves to everybody else. I know so much more than her, or, I'll never be as smart as her.**

 **This constant dialogue we have with our own self, he calls it a downward special of shame. So if I don't feel like I'm staying current, I don't already know the answer, if I'm not already politically correct, we have this kind of, you know, spiral into, ugh. And he breaks the habit by throwing his hands in the air and yelling "Fascinating!"**

 **So my goal with you is that we all stay fascinated because we are talking about material that is relatively new to us.**

 **It would be great if anybody has seen this already to go ahead and put this comment into the chat box. If you have seen Homunculus before. Because I had not and I had been hanging out in the deaf‑blind community for decades before I saw this.**

 **This was developed by an OT ‑‑ Mike, if you keep an eye on the chat box, if anyone has seen it before, that would be great.**

 **This was developed by an OT to show where sensory weight is most pronounced on the body. So the enlarged areas hold more nerves and they also engage the startle reflex more readily because of that.**

 **You know when you look at children playing ‑‑ a baby playing with a new toy, they are on their back and they have the toy between their hands and their mouth and their feet. That's because that's where we get the most information.**

 **Now this becomes really important to us because in deaf‑blindness, when we're training students and teaching them, so, for example, you have a High School student who is working into work and you want to train them on a job, what we have learned how to do, and, in fact, when you go to school for blindness or you go to school for psychology, they still hand over hand.**

 **Hand over hand engages that startle reflex whether you want it to or not. You cannot take somebody's hand without internally, it doesn't have to be externally, they might not jump any more, they might not act alarmed, but internally their body is saying, what is it? What do you want from me? What are the expectations? So they are internally trying to plan for the engagement.**

 **And this becomes really important because we are ‑‑ I'm going to show you why in a just a minute. This initiating of interactions become very important. So tapping somebody on the shoulder, always using their name, holding any object you want to engage with them next to your face when introducing it to avoid the whole magic wand where things appear and disappear.**

 **So holding it next to my face, I'm giving time for orientation, and then I demonstrate the use of it or I train on the use of it using hand under hand. And giving it over more and more, more and more so that the person can pick it up in their hands.**

 **Now when we meet next time, we will engage in this because we'll be on‑screen together. I have film about it. So I'll do really concrete engagement if you haven't seen this already.
 >> MIKE FAGBEMI: Jennifer, this is Mike. There were two people that had seen this before.
 >> JENNIFER WHITE: Great.
 >> MIKE FAGBEMI: And there's a comment in the chat box from Kathy Davis: I fight the hand over hand versus hand under hand battle with my kiddos with CVI all the time, with an emphasis on "all the time." I can't train, retrain old teachers with new ideas. Sigh.
 >> JENNIFER WHITE: I tell you, training people so that their own body works and what doesn't work. I know that's not always available to you and people are not always willing, but even if you are having a leadership meeting with Department Heads, ask the lead to take the first five minutes to do an exercise and literally, I bring these, you will see these next time we meet, but I cut polar fleece into four inch strips, you can throw them in the washer and dryer, so I leave them with team and we initiate some exercise that is help people understand why your body really isn't going to be able to learn with this hand over hand presentation.**

 **Because when people do it themselves, their own body tells them why it's a problem. Trying to explain to somebody who is entrenched in a belief system already or in a habit already is a bigger challenge, so that sigh, my hand goes on my heart and I sigh with you because, boy, do I know what you are saying.**

 **And I'm going to model, model, model and keep talking about this and get people engaged as much as they can in wearing blindfolds so their own body starts to tell them that they are wrong. [Laughter]**

 **The other thing you might want to try if you haven't already, try to explain it like this, when my hand is on top of you, I'm teaching you cued dependence. You have to wait for me to give it over to you.**

 **So I'm shutting you down because I'm still trying to teach you.**

 **Alternatively, when I demo hand under hand, I feel the moment when your intrinsic motivation for habit kicks in. I work with people that may have one muscle and very significant cognitive challenges because if they can do it by themselves, they want to. We all do.**

 **So I can offer it up more to you if you don't have it down yet, I can keep teaching you, and letting you take over as you get more mastery.**

 **The other thing this does is you know that whole tactile defensiveness story we get with kids with deaf‑blindness, now there are organic issues to the sensory system, we know that, but I'm going to tell you that we teach queue dependence and sensory defensiveness more than anything else because we are coming in hand over hand, because we are activating the nervous system without the correct orientation for that person's needs, it becomes very problematic. So we will do some more demonstration of this when we're on‑screen together, which I'm really excited to do because I have a bunch of games for you guys to take to your teams to play that lets their own body start to get into this.**

 **I also want to reinforce there is research around the world that helps us reinforce why this is so important. John and Julie Gottman are relationship experts. John is known as, you know, the person who can meet you and your partner and with over 90% accuracy determine whether or not you're going to be together in five years or if you will be heading to divorce.**

 **Now some people want to meet him and some people don't want to meet him. [Laughter] He has researched for more than 40 years, almost going on 50 years now, the things that work in relationship and the things that don't.**

 **They have great work together. That's his beautiful wife Julie. There's really cool stuff to learn about them. They have a website, go check it out.**

 **The thing that I ‑‑ I actually got to work with them on some accessibility issues in their material and the thing that hit me like a truck, now for my big fascinating moment, you know where I started to feel bad and had to throw my hands in the air and yell "Fascinating" in the first three minutes of communication it is most likely going to predict the outcome of that communication, no matter what I try to do in between.**

 **So, for example, Mike I'm going to use you as an example here, I'm going to call on my colleagues [laughter] as my models. If we were in the room together, I would visually perform this for you. I would ask for Mike to be the volunteer. He would come stand up next to me and I would say, hey, Mike, I'm not really angry at you, but I'm going to pretend to be angry for a minute, okay? And Mike would say, sure. And I would say, I swear to God if you leave the toilet seat up one more time I'm going to slice your throat in the middle of the night. And then I would stop and go, I'm sorry, I'm tired, and I would keep talking.**

 **Mike is no longer with me in the conversation because I threatened him, I came at him angry, I was ‑‑ so in that first three minutes, if I'm not starting up in a way that he can stay with me, then the material that I'm trying to present, you know, what I'm actually trying to get to, we run past it and we have launched into something, we're a little further ahead than the person and now I'm diagnosing the person with the incapacity to stay with me or the incapacity to process something.**

 **So understanding these orientation issues, which we all know about deaf‑blindness. Orientation is everything. Are you with me before I start? Have I given you time to come with me? Am I presenting in the right modality for you to follow along with me most successfully?**

 **This research just really reinforces the problem of that.**

 **And this young man, also, he is on the spectrum, he wrote a book called "The Reason I Jump" with his therapy. The whole thing is Q&A. Why do you jump? Why do you flap your hands? And he responds to all of the questions.**

 **Here is the question, again, that gave me my fascinating moment. The question is, why do you ignore us when we're talking to? The answer is, if you are talking to me from somewhere far off. You are probably thinking the same thing here, yes? A major headache for me, however, is that even when someone is right here in front of me, I still don't notice they're talking to me. So it would help us a great deal if you would use our names to get our attention before you start talking to us.**

 **Again, this is fascinating to me because I have been working with people on the spectrum my whole life. People on the spectrum who have diagnosis of sensory loss. So we have, are you really here with me?**

 **Autism gives a good example because now I'm diagnosing somebody with the ability not to do something. I'm showing them something and they are not catching on, I diagnose them with a processing disorder. But if I say their name first, they look like a different student, they have a different learning curve. So this is me going "Fascinating." Here I am, been doing this 40 plus year and I'm learning what I'm projecting on to the person across from me.**

 **Maybe a little more information ‑‑ I'm just going to move my seat. There we go. Okay.**

 **I think about the mind like a file cabinet, right? So whether it's processing or modality, it doesn't matter. The processing issues kind of act out the same or play out the same way.**

 **There's a research study from the 70s by Risley & Hart and it's about playing with blind infants that took a look at, what do you know right now? What did you resign after all that school and all that time on the planet, what do you use in your brain?**

 **92% of what you know you learned incidentally. That means it was around you. Nobody taught you on purpose. Your brain, which is such a brilliant, you know, organism took information in and organized it in a specific way.**

 **6% of what you know you learned from somebody else. So I see Haylee touched the fire and she is crying and I see her hand is swollen, I don't have to touch the fire now because I'm watching Haylee's interaction with the environment.**

 **2% of what you retain and use in your life, somebody tried to teach you on purpose. So our entire school district pretty much. [Laughter] Here is the irony of us. [Laughter]**

 **So the importance of this, of course, in deaf‑blindness is oftentimes the world is just three feet around somebody. So if I am not creating an environment where somebody has access to what this looks like, you know, if the model doesn't exist outside of their 30‑minute therapy session or their brief interaction with a teacher or other school staff or adult employment agencies, then we've got somebody who doesn't have enough information to build out, you know, what their intrinsic motivation for mastery is going to need to actually gain mastery, to get to usable information.**

 **Another research study Sugata Mitra, more of you have probably heard about this man who is from India and he decided he was going to research the importance of the right teacher, why, you know, why the right teacher has to be teaching a topic, somebody that really understands this topic has to be the teacher, and somebody who is good at ABCD and E.**

 **So he goes to India, his native country, and he goes to a very small village and he mud and tapes a computer into the wall in a village that has not seen computers yet. He teaches the kids how to turn it on, how to get on the Internet and find games and how to use the mouse. And he leaves and comes back a month later and said, how do you like the computer games? They said, we don't use them anymore.**

 **He is thinking, I'm going to be the International speaker on the topic, I can't wait. He asks the second question. Why not? We programed in our first language, that was easy enough to do. We found a lot of sites that have games, but they are all easy games. To play the hard games, to get to the challenging games, we have to pay and we can't pay.**

 **And it changes his world. It changes his career. He decides to study motivation‑driven learning and environments rich in access and models.**

 **It's very good work if you want to go look at his research.**

 **So what these things are teaching us is that the accessibility of a model which is going to emphasize a tactile and kinesthetic dimension is vital.**

 **We are talking about the workplace in general, not just transitioning students up to this point, but now we're in a workplace that we will be bringing these habit into a space that has different expectations. This will be a challenge for us as teachers to separate the environment to a place that is accessible so the person is performing well.**

 **We're going to talk about communication and access to money as ways to make sure that is equity.**

 **Universe design is based on structures of the visual brain, a pre‑linguistic brain. A fully brain person has the same prelinguistic brain as we have. It may be called matter. What you see is based on the structure of matter, so we're talking about the same organization.**

 **Before we all learned language, we relied on organizing through this prelinguistic brain. Before we had labels for things, your brain was still putting things together and gathering information. That visual brain is the basis for universal design. It's the basis for all access. So we want to take a look at some of the strategies that we're teaching.**

 **I'm just going to walk you through what this exercise is, and if you don't already play this game, start playing this game with your staff and your families and everyone else just to really emphasize where we struggle with the visual brain.**

 **You're going to have access to this PowerPoint as well, so you can play it in your classrooms, you know, with the other staff, with students who all have cognitive functions similar to yours because the idea is to start to understand where we run into trouble.**

 **This is that, where I'm going to start to project on other people how they think. So I project something on to the screen, a picture. One person can see the picture, the other person cannot. The rules of the game is no one can use language. Not talking, not signing, not tapping Morse Code, nothing.**

 **Sorry, because we are in Zoom mode, usually what comes up first is the tornado. There's a tornado and a house in front of us. And then this second detail comes over it where we start talking about, you know, the fortunate thing for the deaf community is that the language structure, the grammatical structure of ASL, like most languages in the world, are more in line with that prelinguistic organization, visual organization of the programs.**

 **English, Chinese and Greek are not. English and Chinese, the two largest populations of people in the world are in direct conflict.**

 **So it starts to become a problem when we are as hearing teachers trying to build structures specifically made for individuals who are not processing English.**

 **So you're going to get this, there's pictures in it you can use and points that you can make after each one, but I'm going to skip through them just because we're not going to actually do them together, but I want you to know you've got some games to play.**

 **This quote by George Bernard Shaw, one of my favorites, "The single biggest problem with communication is the illusion that it has taken place."**

 **Transition students have spent their entire life in our school system, too, and what we teach is a lot of students waiting to understand what's happening because most classroom are not built for deaf‑blindness.**

 **When you think about even all of the tools we use for language structure, for language evaluation, every single tool is built in the structures of English. Even the visual ‑‑ except for what's come out of Gallaudet University, right? That's now evaluating ASL. Thanks goodness, right? Finally! Woo‑hoo!**

 **Every other picture, even tools like the Carolina Picture Vocabulary Test, the milestones are still in English. We are projecting on to students their mastery of English as the marker for their communication strategies.**

 **Right here is the place where we want to stay fascinated.**

 **Now we're not going to actually conduct a poll because we're in a webinar instead of a meeting, but I've been asking this question for 30 plus years in the communication training that I do that focuses on taking away English and learning other strategies that move us then into person‑driven technology accommodations.**

 **I ask the group, how many people are social justice workers? And for decades, no one raised their hand. [Laughter] Except maybe one or two people. Nowadays, more and more people are raising their hand or more and more people are afraid to raise their hand.**

 **Now I'm going to put a lens on this because what I say to people when they ask me what I do for a living is I level the playing field for people with disabilities to have the same rights and opportunities as everybody else.**

 **What is the definition of social justice? That exact same thing, except take out the word "disabilities" and say marginalized groups. I level the playing field for people with marginalized rights to have the same rights as everyone else.**

 **We are looking at why it takes so long for us to change the model we have. This helps when I am talking to employers because employers have diversity, equity, and inclusion department that is are trying to target this right now.**

 **Disability is a group that is marginalized, the same way that people by gender are marginalized. I'm going to use this as an example because kind of an easy one for people to relate to.**

 **All of the women here in the audience today, how long have we been talking about earning the same dollar as our male counterpart? I don't know about you, but I'm 60 and I've been hearing about it my whole life. Right?**

 **So why is that when we know the answer, we can't just change what's happening? And here's the problem, we're talking about institutionalized marginalization. That means that the structures that hold our communities together, the schools, the businesses, the everything, how we hold space with our human beings was built without a specific group at the table. The rules were made without the group.**

 **So women weren't at the table and then trying to catch up becomes a whole another story. People by race, of course, another marginalized group, if you are not white, how are race relationships in American right now? These are things that companies are trying to come to term with and you can help on board them because this really is that strategy where we have been projecting on to students for a very long time how everybody else is getting through school. Maybe, you know, certainly accommodating for individuals, but not structuring whole environments and processes that are going to be necessary to look at how students perform in the rest of the world or to have specific goals set for them.**

 **For example, we teach technology. And we're going to get into technology tools now. But when you are looking at meeting a student, you might have specific goals connected to AT, you know, Assistive Technology. Augmentative communication devices and things like that. But it is not yet standardized that every single students in Special Education should be evaluated for the use of smart devices. It's changed my life. It's changed your life. This is an accommodation potential that is phenomenal, and yet we don't have it built into the system yet.**

 **We don't have a bag of potential IT goals or goals driven by those accommodations. So that's one of the result that is starts to happen.**

 **I also like to, you know, use this information with employers to let them know we are relatively new at this. When I was in Special Education, there was a room down the hallway where everybody went.**

 **When my mom was in school, Special Education was in a different building. And when my grandmother was in school, there was no Special Education.**

 **So when I'm talking to employers to engage partnership, I'm letting them know that I'm working on the same thing they are and that people with disabilities are the most poverty stricken, first of all, but also the last people to the table, invited to the table to start having these conversations.**

 **So it makes an impact.**

 **This is a good exercise, I do this at SHERM, the society for Human Resource Managers a lot. It's something I like to give to employers or to groups when you are orienting to a new job, developing new jobs, et cetera.**

 **Drive five concentric circles. In the center you write "family." Then you write your best friends. Then your friends. So best friends are, who would you call at 3:00 in the morning when something was distressing? Friends are people I have dinner with, but I wouldn't call them at 3:00 in the morning. And then colleagues. And then the community. And then the world at large, Michelle Obama, Brad Pitt, celebrities.**

 **And then you go backwards and ask if there's anybody in those circles with disabilities represented. And almost, you know, until more recently, until the last ten years, there was nobody unless it was in the family or the colleague sections. And that's ‑‑ gives you information about a lack of representation.**

 **Now that, you know, what influences change is time, exposure and education. So the social justice model really applies and I use in example with teams.**

 **Would you, today, if you were single, could you marry a deaf‑blind individual? And most people, even though their heart might want to say yes, they don't really have the skills to do it or wouldn't really know what that looks like.**

 **I use myself as an example and say, if you had asked me this before I had been involve understand deaf‑blindness, I would have said no because the only thing I know about deaf‑blindness is Helen Keller. That's all I know. And that sounds like work to me and, you know, I want a partner who is going to give as much as they take and all of those things.**

 **Now, of course, all this time later, I have 24 friends who are deaf‑blind or hearing and sighted married to each other. I have this model around me that is so rich in how it works. Representation changes the game.**

 **And the social justice model gets applied by saying, okay, well, 50 years ago, could you think of marrying someone from a different race? And 100 years ago, could you think of someone from a different spiritual practice or religion?**

 **This helps humanize the topic. Deaf‑blindness is no longer something so outside the box. This is the rest of us trying to catch up with equity, which, again, gives language to people who don't have any scope of this, it's not in their landscape. [Laughter]**

 **I'm going to whizz through here.**

 **When we talk about the model that is are so necessary, adults interacting in the world is going to become a very important issue. So I worked on projects with deaf‑blind students for seven years through the University of Washington and brought deaf‑blind adults into classrooms with deaf‑blind students with significant disabilities. And it took a little bit of a fight to get to happen because the argument was, well, people with deaf‑blindness, maybe with Usher Syndrome, aren't the same as the student with CHARGE Syndrome. But the same structures of orientation exists between both groups of people and it really influenced the effectiveness of the team who worked with the students. Their interactions with the deaf‑blind adult influenced the interactions with the students.**

 **So that understanding where the adults come into the story and also how smart screen technology, now a tool of the masses, shows up in your classrooms.**

 **I'm going to skip some of these slides because there's just so much content. You're going to have the slides, you can read your own stuff later.**

 **But I like to make sure we really focus on these two things: Communication and money.**

 **When we take a look at the marginalization of people, these are the two areas that most often the students that I work with are struggling with. By the time they Graduate School and move into the adult world. In fact, when I work with adults, these same issues continue to exist.**

 **Here's what I mean by that, if I'm tapping my chin and Ellen thinks that means I'm signing mom and Mike thinks I'm ‑‑ that's just self‑stimulating behavior, and Haylee thinks I'm asking for milk. Now all of them are going to interact with me in a specific way based on their belief about what I'm trying to express. And the fact that I don't have standardized language or I'm not developing standardized symbols means that is continuing to happen.**

 **So my attempt at communication are not effective and I essentially become what I call a Ferrell child or I compare it to the feral child. The injury of low power status. That means I'm going to pull myself back here and because you guys are not that reliable, I don't ready until, you know, I don't really understand how to use you to get what I need so I'm going to take care of it myself.**

 **And in this feral child model, I'm going to see two personality traits overdeveloped. One is I will follow you everywhere, I'm compliant, I'll agree with everything, I'm going to go along.**

 **The other side of that is if you come with me I will kill you with my eyelash if I can. Get out! Leave me alone!**

 **We know that all people have these straits [laughter] but the overdevelopment of these two traits is a direct result of low power status. It's a direct result of no strategy to get out. That means when I'm meeting somebody who has that background, I have to have very distinct delivery and I have to start with motivating activities.**

 **I'm not going to start with your hygiene routine. I'm going to start with how to make this smoothie because that's the thing you want to get. And I'm going to help turn my behavior, my strategies from compliance to alliance.**

 **What I mean when I say that is compliance is you have to look to me for every step. Alliance is, let's build the steps together so you can reference them again and look there instead of to me.**

 **So this person‑driven piece is, how do I get out of the way?**

 **You all probably know this quote, Dr. Julian Chisholm, who was Helen Keller's doctor said to Annie Sullivan, "If a house collapsed in on a child, all of us would come running with pitchforks and shovels. No one would stop digging until the child was found. That is our task here, to keep digging until we find the child."**

 **When people are marginalized, it's not considered in the environments we are building, et cetera, so my job is to dig until I actually find the person. And the only way that I can do this is to actually start with motivation.**

 **So I have a young man that I work with, Matthew, real story, you know, for tooth bushing, for example, his team has their hand on top of his and they are helping him brush his teeth back and forth, back and forth, and they let go of his hand and he stops and they are touching his hand, cue, cue, cue.**

 **This is the same guy who at night he is supported with staff, so there's always somebody awake. At night when that one person goes to the bathroom, they come back to the bed and Matthew is in bed with as much chocolate on his face as anyone can have, a trail of cookie crumbs from the kitchen, and he is laughing his head off.**

 **I need that guy to work with, the person who knows how to go get the cookies, identify when the person is in the bathroom, and not the person who is being cued to brush their teeth.**

 **So when I'm evaluating, when I come in for an evaluation and I meet a student, I want to see them in the thing they love the most and I bring things with me, massagers and smoothies and all kinds of other things because if I'm not seeing you at your most motivated self, I'm not actually understanding how you process.
 >> MIKE FAGBEMI: Jennifer, this is Mike. Just looking at the chat and Kathy Davis, to the last slide: Most people that I have met and/or work with do not have the patience to learn about the needs of individuals with exceptionalities and different communication avenues. A lot of teachers just want to put in information and get results out when they teach. Quote/unquote.
 >> JENNIFER WHITE: Yeah, you know, Kathy, here's what I do, I have become the most famous videographer in my circle of friends and colleagues because they know I will film everything when I come in.**

 **I worked as a Communication Specialist and I specialized with working with deaf‑blind students. When I meet a student and I come in and they say, oh, he is going to rip your hands off if you try to touch him, you know, the whole story. And I come in and bring these massagers and things to play with and how I orient to the student, et cetera, et cetera, I demo what is possible. The most common thing I hear in reaction to consulting is, oh, my gosh, that looks like magic, he never does that for us.**

 **When I was young, I took that as a complement, like I was good at what I do, but the truth is that's a tragedy, that the right accommodation is so far away from this person that it looks like magic when it shows up. That's devastating. And that's what I mean by the pitchfork and the shovel. We are in long‑term, right? Misogyny is not over, racism is not over, marginalization is not over. We as social justice workers are frontline people making change. And that means I have to have the right model, demo the right model, film the right model. So I get a lot of stuff on film. That's also how I go to the Department of Services for the Blind and the Department of Vocation Rehabilitation and show what works for the student and why they are employable.**

 **If they can make a blender drink following sequenced step we made together of objects or pictures or symbol or however they process, they can go to work and follow steps as well. But I have to start with understanding who that person is. And like I said, I'm with you, sister, I know the challenge is real out there and our job is not to give up or put the pitchfork down. We have to keep working.**

 **I want to give you some ideas about how to effectively do that. I'm a permanent student in the school of hard knocks. I learn a lot of lessons the hard way. And I think some of them have been really successful in changing this story.**

 **So I'm going to move right into this next slide, which is the challenge for students with disabilities after High School in general, not just for deaf‑blind students. And when I come back with the poll, most people come up with employer discrimination. I'm going to say self‑advocacy, the lack of the ability for somebody to represent themselves becomes the biggest challenge.**

 **This is where we start the separate, but certainly not equal story of hiring people with disabilities.**

 **I'm going to skip that, too.**

 **I'm going to move into ‑‑ actually, before I do that, I think I'm going to see, hang on just a second, I'm going to come out of that screen and I'm going go into my file. Actually, you know what, I'm not going to be ‑‑ I thought I would be savvy enough to do this easily, but I'm not going to be able to. I'm going to go right back to that piece.**

 **I want to look at moving us down. No, I'm not, I'm just going to start right where I was.**

 **We use these tools, portable cameras and printers so people can capture if they have enough visual skill left or access to visual processing that they are taking their own photos.**

 **As you know, like I said, most of the tools we use to teach language are based in somebody else's structure, including visual systems that include black line drawings and, you know, the systems that are out there.**

 **We want people to author it because if they take the picture, then the functionality of the purpose becomes very clear.**

 **So for example, I worked with a woman who was 35 when I met her, deaf‑blind, had been in the psych ward and in jail a dozen times the year before. She was in the adult service system. She had some residual vision left. She made up her own language. She was definitely language deprived.**

 **She would get really loud and the police would be called and it would spiral down. We would bring this portable camera and printer and I find out what motivates her the most. What motivates her most is going to the coffee shop. We bring the system, we go to the coffee shop, we print out her order and label it on the bottom. We print out mine because modeling is everything. And we write it on the bottom. The next day we go back to the coffee shop and instead of talking to the barista I'm handing her my order by this photo and I'm encouraging her to do the same. We get the coffee we want and we sit down and enjoy the day. We go back the next day and I encourage her to hand the picture over first.**

 **She is using the card to order and we are expanding to other parts of her community. The best day is when we drive up to the coffee shop, she doesn't let me get out of the car, she is ready to go in and order our coffee without me. [Laughter]**

 **So we want these kinds of systems that allow that kind of mastery to take over. I do things, I include this because I know a lot of us in are in lockdown right now, or have been, so there's a Steph student I worked with out on the tundra and we started making books together.**

 **Now ASL is not a two dimensional language, but at the time, this is all we had access to and making books is fun. It was a way for this student to join activities, for the kids to write a story, and then for the deaf student to actually be the photographer and put this in structure, and then put English in with it, which makes it very fun for the entire class to get involved in.**

 **Here is a deaf student learning the sign and he is teaching it to his peer right then and there and taking pictures of it. It became a fun event. He only came to school 16 days the year before I came. And with the printer and camera system, every time I came he was ready to do this and really engaged with his peers.**

 **Because the books lived in the school, the peers were practicing the signs in context as well.
 >> MIKE FAGBEMI: Jennifer, Susie commented in the chat box: From compliance to alliance. This quote will stick. This is exactly the philosophy we try to impart to our stakeholders. Ally she'll, in all forms, across all sectors. You can't have a partnership without being an actual partner.
 >> JENNIFER WHITE: Beautiful.**

 **The compliance to alliance actually came out of my day unplanned and it resonated with me as the truth. Right, that's exactly what I do, we are working from compliance to alliance.**

 **Part of the story is it's easy for me to be so frustrated with employers or so frustrated with teachers or so frustrated with families and I'm borrowing a lot of strategies from people who have been working in race relationships, who are working in social justice specifically targeting race and racism because they have been doing this cohesively for a while. It's a community of people that has more clarity and language around how to move forward than I have seen in my experience.**

 **Here are phrases they use. Let's call each other in instead of calling each other out. Instead of saying, you don't know, or your discriminatory mind. To call people in as an invitation to start getting educated.**

 **The other is, it's the water, not the shark. So instead of looking for the bad guy or the stupid person or the one whose neck I want to ring because they are not letting us in the door, their discrimination practice is to so profound, I need to understand we all drank this water, we were all raised here and I had the good fortune to land in deaf‑blindness and my life became surrounded by deaf‑blindness, but this employer or this teacher doesn't necessarily have access to that same thing. So I want to learn how to call people in.**

 **And modeling strategies that work and, again, getting film of them are two things that I know work really well.**

 **So thanks for that comment.**

 **So the camera/printer piece, the low‑tech pieces we continue to use depending on somebody's capacity and because in the workplace it can become something that is so easily structured. So, you know, Reid goes to work and he doesn't have any language to pass on to his employer; What happens the night before? What he did over the weekend? So he starts using cameras and printers to capturing stories to share across environments, so instead of me talking about him, he is talking directly to his employer.**

 **The workplace then moves into, okay, now we've got a sequence where Reid, his boss can show him the jobs and it can be structured on one side for the work task and as he finishes, he can move them to the right. So now, first of all, he is going to be able to propel through his workday.**

 **Reid what is being employable by two adult agencies that wouldn't work with him because you talk about co‑dependence, he would stand still in one place for four hours before you told him what to do next. I'm exaggerating, but you know what I mean.**

 **This was a way for them to do because communication breakdown was so consistent in his life. He had enough of a hearing loss not to process information, so he is very jovial, but not clear of the expectations. And these clarified the expectations for him.**

 **We can even get into complicated things. He was working in the rehabilitation department and then we moved into pediatric rehabilitation and we started color‑coding the symbols themselves and connecting it to the two rooms and he would go to the sensory therapy in the green colored, green outlined letter, and he would open the door and the sequence of things to do inside that room was there. The same strategy.**

 **It also allowed for people in the workplace to understand what had been done, what materials were already cleaned and ready for the next client. It was perfect.**

 **Now I talked about this earlier, motivation, we really want to focus on motivation. Cooking is huge for us and you don't have to know what the measurements are to know how to cook. You can use the blue measure cup, that can be the one cup. You can use the green spoon and that's the tablespoon. You can use Tupperware that is colored.**

 **For our strategy, you will see all of the tools we develop, we start with the end game and then the steps to get to the end game. And that's the common topic that comes in visual languages, but are not built into most of the ways that we teach, especially in the workplace. So we want to make sure that, you know, you saw in the pictures of Reid when he was telling stories across environment that is he was in the photo because it's storytelling. But in every other system there is no picture of Reid. It's from his point of view, he has to be the photographer.**

 **Or if he's not the photographer, it's still the way he is going to see if from his eyes. Those are the expectations.**

 **And you can see, like, that center picture there, the organic light brown sugar in the blue cup. You see the cup full of sugar and the bag it came from all in the first picture. This is where we're landing.**

 **Now if I need breakdown steps of how to open the bag and get it full and pack it down, all of those steps come underneath the main task, which is the picture that's on this screen.**

 **The other thing is money. I can't tell you how powerful this is. I have been teaching money for decades and to this day I still get the same argument from people. Nothing has ever changed for us about understanding that, you know, we all go to work for lots of reasons. We contribute to our community. We get out of the house. We have different relationships. We get to be, you know, we get to gain mastery and competence and all of those things feed all of us.**

 **But the one difference between work and everything else that we do is earning money and then making decisions about what to do with those earnings.**

 **And somehow we have withheld this from people with cognitive disabilities and dual sensory loss from time in memorial. I don't know when this fell off the cliff, but it fell off the cliff. When I try to institute it, oftentimes I get that argument. The person doesn't need money, they don't care about money, they get their needs met at home.**

 **Well, in our next meeting you will see that people that I have been told don't care about money, this changes the game for them. The two most powerful indicators about performance and the ability to, you know, to stay motivated to really perform at work are direct connection with the employer. So get me out of the way, don't let me be your pretend employer, don't let me talk to you about the employer, how you represent yourself to the employer and money. Those two things change employability.**

 **So a money jig can be made for any combination of coin, of course. You can't interact with somebody's money, you can't take part of their Social Security and teach them how to earn it back. Ethically you can't do that. We have in the file of resources that I'm going to send you, a letter, an example of a letter, that you can ask people for donations so specifically this student with visibility can connect employment and earning.**

 **This is Trepp. First we taught him how to use the camera and printer and order his own Coke which he loves so much and that was all fantastic. And he got interested in the camera and printer.**

 **From there, we moved into the sequence of pictures. We uses the app, which I will show you momentarily. He uses technology, but he still uses the money jig.**

 **Trepp is something we can get whatever he wants whenever he wants it pretty much. He lives at him, it's well stocked, he can get these things when he goes home. But the fact he gets the money in his hand changes the game for him because money is power and people know it. So this is a way to empower people.**

 **He learned two new signs. He gets up in the morning and he asks his staff, work? To see if he's going to work. And when he gets to work, he signs to his coach, money. Those are the two signs he knows specifically connected to that.**

 **I'm going to walk quickly some of these next steps. I know this is the fire hose version of a lot of information, if you feel like you are drowning, trying to drink too much, don't worry, I'll give you some resources and hopefully that will fill in some of these blanks and hopefully you are seeing some things you would like to try.**

 **Another thing is graduates, people that are leaving school, I want to make sure you have everything you need with you to take understand how to capitalize on this adult system. Do you have a job search notebook? It includes, here are the interview questions. Here as an advocacy letter. Here is an assessment agreement so you would know what it looks like if you were going to do an evaluation at a place. And informational interview questions. Application and cover letter and your resume samples inside there and a business card holder where you collect contact information for employers.**

 **Now we have some people that work with using this, Trepp, for example is not a reader or writer, so this would not be appropriate for him. But for people with language skills, it's really important that they've got an understanding of how to be the boss of this, right?**

 **When I work in the adult service system, I tell people right away, I'm not a head hunter. My job is not to get you a job. My job is to make sure you understand how to do all of these steps yourself. And if you can't do them, who you contact to get support for that.**

 **So a sample advocacy letter essentially is teaching somebody, okay, you can give your resume or send your resume to where ever you want. Here is a letter from me that will help them understand the kinds of supports that we can offer. Incentives essentially.**

 **Now I'm going to move into technology and Employment Services. You know, like I said, the smart screens changed the game. And it changed the game for you and I. And I want you to think about the students you support right now. Are smart screen devices changing the game for them? Most of you are going to say "no." And again, this is one of those marginalization issues because we started to say, well, you know, they're going to break and those are pricey. Well, they use them for entertainment, I don't want to get them distracted on games and movies, instead of taking that pitchfork and shovel and inventing how to make sure those things don't happen**

 **Because photos and film are probably, you know, besides the app we created, photos and film are what we use more than anything.**

 **Here is where we're going, like you saw Reid's work sequence using the camera and printer, we take video during person‑centered plans so people can watch it again, interpret it if it's presented in ASL and folks signing during the meeting. Self‑advocacy film because, boy, if you want to teach somebody how to get somebody's attention by tapping them on the shoulder and then offering hand under hand and maybe signing their name, boy, there's nothing like film to help somebody gain confidence about how to do it.**

 **You all know, I know, sometimes I'll get a file on somebody that is four inches thick and it doesn't really teach me how to interact with them. It often gives me information about how they have been treated, but it doesn't help me build relationship with you. So film is a very powerful way to do that. And you'll see some examples of these films the next time we meet, including customer film files.**

 **So if you're going to work with an adult agency, you have graduated from school and you are working with an employment agency who is supporting you on the job, you are most likely going to work with more than one person as a job coach over the next couple of years.**

 **So you can make a customer film file as an agency. When I have a new staff person, they have to watch film of everybody on their caseload before they meet them because the person is involved in making the film and it because it captures actual information that demonstrates the best ways to support somebody, their accommodation needs, et cetera.**

 **Video resumes allow employers to see potential employees. You and I know, a deaf‑blind person walks, I have a great story, next time you'll see him, Jamie, we walk into a Swedish hallway and people are going, I don't know what to do with a deaf‑blind person coming in to apply for a job.**

 **Video resume is a way for someone directly to show an employer how this works. And employers tell us consistently this is so helpful because it lets them connect directly with the person who is interviewing. Instead of Jennifer White talking about Jamie, Jamie is showing the employer directly what they're talking about.**

 **We caption everything, we put voiceover on everything so it's accessible to everybody. Sometimes the employee or applicant is literally just watching the film, but they are understanding the content because they are the videographer or in the video.**

 **This is a great way to capture references. So a testimonial from an employer that says, hey, John came and worked us his last year in school and this is what I can tell you about John as an employee. Also very helpful.**

 **There are note taking apps that we use for lots of reasons, for making film, for making business cards, also for capturing employer expectations. We have several people who will follow an employer, they have quite a bit of language, hard‑of‑hearing, and they are following around the employer who is saying, I want you to do this, I want you to do this, and the person is taking pictures as they move forward. And then they are capturing in writing, sometimes by themselves, sometimes with a coach, here is what I understood you to say. And then they send it to the employer just to double‑check. Am I understanding correctly?**

 **Again, it's building protocol for clarity and communication skills, the kind of things an employer wants in an employee.**

 **We teach travel training uses FaceTime and other apps. I'm going to move through this pretty quickly because travel training is something you guys have quite a bit of information about. And I want to do the live demo of the apps the next time we meet.**

 **This app we invented is called Work Autonomy. It has a messaging section, what we were doing with the camera and printer with Reid and other people telling stories across the environment can happen in the workplace.**

 **You will see Reid has brought a video of his dad, saying, hey, we would like some time off, his brother is coming into town with a new baby. He plays it for the boss. And Reid takes film of her saying, yes, you can have that day off. If the message is about, for, or from the individual, they are capturing and delivering it between people. So there's that section.**

 **But the bulk of this app is made so the employer and employee can connect as employer and employee. Every section you can capture using film, photo, text or sound. I know fully blind users, this is made for switch activation and voiceover, screens voiceover as well.**

 **You capture the expectation of the job starting with what it looks like when that first step is down and then is breakdown of steps underneath it about how you can complete that step.**

 **And there are timers, counters, and clocks that are connected that are feeding data to a chart so a person can actually show someone their performance.**

 **This, for example, is Eric. He is building trays at the hospital and he puts a part in each section of the tray. The timer is counting up to show how long he is doing this and the counter is counting down because he has to complete six every shift and this is showing him he has already done two of them, so he has four more left. My math, wow! [Laughter] And it keeps going until he has completed the expectations.**

 **This data chart, you know, we're two customer models, so we have to teach employers about how to use the chat. So they tap Eric and say, hey, that's looking really good, or, hey, I want to raise the bar of expectation. You are in training, this is fabulous, this is the bar I want you to get to.**

 **There's also a money portion of this, which shows somebody how they're getting paid and this is how we begin to start to teach financial literacy directly connected to their paycheck.**

 **So you can have a line item that teaches they will have withholdings, you know, about 30% of your programs go into Government programs and then ear's how ‑‑ this is how much money your bills are and this is what you have left over. And you can work toward saving up for that.**

 **We have a list of favorite apps. Again, I'm going to demo those with you, so I'm going to skip that.**

 **We also have a lot of information about tools that are, you know, how to teach strong video skills, especially over Zoom, how to do that. We have all kinds of free tools on our website you can download to learn about, including a template like this one where we are using Aerial font and a little bit of a background, that kind of stuff.**

 **I went through the slides quickly, but you'll get the whole PowerPoint.**

 **This second customer piece is new to us as a field. When we talk about marginalization and that pitchfork and shovel, here is a big one for me, too, we have been working on the individual, you know, the picture all the way on the left is someone, you know, behind bars, essentially. That's where they are living. To the Civil Rights Movement where people with disabilities got very involved. To you gave us your dime, now give us our rights. To moving into the school districts. Right? Nothing about me, without me. We need individualized schools specific to my needs. To the workplace.**

 **So we are in a place where more and more people with disabilities and significant disabilities are in more place, but how to accommodate that second customer, the employer, typically remains a mystery for a lot of folks.**

 **We did a poll, a 12‑year poll with employers and with system service providers. We asked the same question. The first group was teachers, people with disabilities and adult service providers.**

 **We overwhelmingly think the employers lack of awareness or their discriminatory attitude is the number one barrier for people with disabilities.**

 **We asked the question of employers, and they said I want to do this overwhelmingly, I want to figure this out, but I don't have the time or money for a charity project. So what that tells us we have taught them this is a capacity model. That we are going to be a separate program from their business model.**

 **So the next couple of tools are going to look at structuring business‑minded supports. This, again, really changes the game for us. You and I met our first employer and it changed everything. We knew they were not the same as our parents and our teachers. However, people with disabilities go into the workplace with a job coach and the job coach acts and feels like the para or teacher or the parent.**

 **So shifting this strategy so there's direct connection between the employer and employee is vital.**

 **We have a project, a hospital, I'll get into that more next time we meet, but we have worked them to really build some of these. We have used them as our lab, essentially, to build very strong business‑minded tools.**

 **You will get copies of these. We create cost analysis for every customized position we are working on because what's happening right now is, I appreciate a lot of our training and field is building relationship with the employer, identifying unmet needs that are happening on the jobsite, all that have is developing structure for potential job tasks, but what I want to develop is something that is showing the employer they are wasting money right now by paying a cross‑trained staff person to do something that does not require cross‑training.**

 **If you have admins filling paper in your copy machines or building those trays for the hospital, for example, then we have a way that can save you money.**

 **This strategy has built a relationship with this hospital, so much so that they have been bought out by several other hospitals since then [laughter], they are no longer called Harrison. There's a long convoluted name now of three different organizations.**

 **They brought in an entirely new HR system, we lost all of our HR partners. My first conversation with the HR Director, she said, we're not going to have time for this special project anymore. She literally used those words "special project." And my response to her was, I understand you have seen project that is are a charity kind of model. That's not what we are doing. I want 15 minutes of your time and if you still agree at the end of that that we need to pack our office, then we'll do that.**

 **And I brought a cost analysis on all of the jobs in the hospital which showed the deferred dollars that are happening because we don't have someone who is cross‑trained doing those particular tasks. It's not because Eric in his job is less worthy of earning money than the warehouse clerk or warehouse Supervisor doing it before. He doesn't need a College degree or certain number of experience and he is not operating machinery and other things that require higher level cross‑trained positions.**

 **And, again, she looked at the cost analysis for all of the positions and said, can you do this for us in two other places? [Laughter] So we move into a business partnership when we are pitching to the bottom line. So we want to work on that piece.**

 **We want to look at teaching to the tool. How do I get out of the way? I want to look at, you know, in our company, we have this ‑‑ in our Staff Meeting, we have a line item called "How did I get out of the way?" And we find because we are looking at a long‑term dynamic structure that is needed to keep investigating the entrenched marginalized strategies. It's not in his hands. Why am I here doing this? Why am I talking on behalf of him?**

 **We turned to three different groups of people to ask the questions. First, is the employee not doing something? Well, they continue to be late for work. That's how we came up with the pie chart of earnings, right? You know, parents, unrealistic or overbearing, is the employer so close‑minded? We want to develop strategies, charts, concrete data so it's in the hands of the players that need it instead of us trying to juggle these strategies.**

 **We have a standard operating procedure, in fact, that we have created for employers that help them understand how to standardize us because back in the earlier slide you'll see one of the other things that happens for employers, one of the reasons they don't want to hire people is they've had a bad experience. Schools have come in with students to volunteer or someone was placed in a job and they only had short‑term support and so then they didn't know what to do with when something new came up, or, somebody has long‑term support, but the bars of performance is so low.**

 **Literally, I work around the country, I was working with another team in another state and they had somebody in the hospital refilling the milk and coffee cups in the doctor's lounges. There were two doctor's lounges in the hospital they were working and this person was taking six hours. And it wasn't a realistic, you know, set of work, it wasn't a realistic pace of work, and yet, this person had a job in this kind of charity model for a long time.**

 **The person didn't know what the expectations were for the job. The support system didn't know how to support the person to engage their production or communicate with the employer what was actually happening. This was happening in the background all this time.**

 **The standard operating procedure is essentially a, hey, employer, we're going do all of these things. If you ever want to adopt this as a position inside your own HR Department, here are all the tools you need. Or even if you don't, you can follow along with me so you know what we're doing.**

 **So, for example, when we come on‑site, we have a formal schedule contract with you about here's how we're going ‑‑ you know, here's the schedule. And then if you ‑‑ sorry, I got distracted there. I saw your little chat, Ellen. I'm going to close up here in just a second.**

 **If you want to ‑‑ if we're going to change our schedule because somebody is now gaining skill sets on the jobsite and they don't need the coaching as much or you've got an interpreter for specific periods of time, we're going to actually formalize this together so that you never are the last to know what's happening on the floor, on the jobsite.**

 **Next time when we meet, I'm going to actually also bring up a business pitch, so besides the cost analysis, that's actually embedded now in a larger piece when we are working on job development, that does a little research about the company and plugs this in as a conversation, so that when I'm going to develop a new position and I meet somebody, they might not be the person who is making decisions about new positions. So we want to embed ‑‑ we essentially are going to build a PowerPoint for them to take to their leadership Committee to re‑educate people about this.**

 **So, again, I realize this is the fire hose version of a whole lot of smatter of information and I'm really looking forward to our next meeting when we get to do more interaction, get a better sense of who the students are you are targeting right now. You'll get to talk more with me about, you know, any of these topics or specific situations you might want to apply them to. Or maybe I didn't cover something you were really hoping to talk about.**

 **So I'm going to stop right there and say I'm really looking forward to that next gathering.**

 **And Ellen and Mike, if you want to chat a little bit about that next gathering.**

 **And Mike, if there's anything else in the chat, or if anybody has questions, if you can go ahead and put it in the chat now, that would be great.**

 **>> ELLEN CONDON: Thank you, Jennifer. This is Ellen Condon and I work with Mike Fagbemi I'm the transition initiative at the National Center on Deaf‑Blindness.**

 **Jennifer has mentioned a couple times that there's a second presentation. She is our invited guest speaker for next Thursday's Peer Community Learning Meeting. And I made a mess in the chat box, I apologize.**

 **If you are not a member of the Peer Learning Community, but you would like to join us, it is next Thursday, October 21st from 2:00 to 3:30 Eastern Time.**

 **Just e‑mail myself, which is Ellen.Condon@nationaldb.org or Mike.Fagbemi@hknc.org.**

 **We are focused on bringing you information about systems of [indiscernible] strategies to help increase transition outcomes for students with deaf‑blindness and additional disabilities.**

 **So if you would like to join the Peer Learning Community, we meet monthly on the third Thursday of the month from 2:00 to 3:30 Eastern Time. And all of that information about peer learning is disseminated through Base Camp. You let us know you would like to be a member and we will issue you an invitation.**

 **In the meantime, we still have four minutes left, so if you have questions, please put them in the chat box and Mike and I will facilitate those questions, giving them to Jennifer.**

 **Jennifer, thank you, that was amazing given that your laptop died 45 minutes before the presentation. No stress involved there. [Laughter]
 >> JENNIFER WHITE: [Laughter] I'm really looking forward to next week when I'm in my office and I can show you film and, you know, all of that stuff.**

 **Does anybody have anything that they wanted to ask about or comment about?
 >> ELLEN CONDON: We got a thank you from Lynn. Malleme from Haylee. That was excellent.**

 **Haylee is asking, please complete the evaluation survey for today's presentation.**

 **And there's a link in the chat box.**

 **LaTasha Mays who is from Arkansas: Great information. Looking forward to the next one. Thanks.**

 **Bonnie Boaz: Thanks, lots of things to think about and look forward to learning more.
 >> JENNIFER WHITE: That's great, Bonnie. You know what I heard, Bonnie? I'm fascinated, I want to learn more. Thinking about stuff and wanting to know more, that's the pitchfork. Curiosity is the pitchfork, so thank you for that comment.
 >> ELLEN CONDON: Any questions at this point?**

 **Molly McLaughlin: Great presentation. I have another meeting at that time on the 21st unfortunately.**

 **Molly, we record all of the meetings. So if you join, we'll give you the code and you can dial in.
 >> JENNIFER WHITE: You are always welcome to reach out to me. If I have presented about something, I tell people that you have access to me for the rest of your life ‑‑ or the rest of my life, I guess.**

 **If you have a question about a specific student or how you would apply something in a specific way, reach out. Text me, call me, e‑mail me, that's fine.**

 **If you need more than one conversation, we might talk about a contract, but you are always welcome to come just to brainstorm, so please reach out.
 >> MIKE FAGBEMI: This is Mike. Going back a ways to about 3:22 Eastern Time, there were two comments in the chat box that kind of pertained to at least one slide.**

 **Susan added an emphatic "yes" to something you had said.**

 **And right after, Melanie mentioned: Excellent book and good movie, too.
 >> JENNIFER WHITE: Oh, the reason I jump, she was talking about the reason I jump. Yeah, good.
 >> ELLEN CONDON: Yes. We have several thank yous and helpful information and great presentation.
 >> JENNIFER WHITE: It's been a pleasure.
 >> ELLEN CONDON: The recording be available ‑‑
 >> [Overlapping conversation]**

 **>> JENNIFER WHITE: Sorry.
 >> ELLEN CONDON: The recording will be available and it will be posted on the NCDB website and we'll also have it on ‑‑ we'll have it a link to it through Base Camp as well.**

 **Further transition meetings, the recordings will be available in the group Base Camp.**

 **So Lynn, if you really don't want to join us, reach out and we'll get you the recording.
 >> MIKE FAGBEMI: And maybe the last question, Jennifer, for some people that would like to be there next week, but can't be, would you recommend just us compiling a list of questions they may have?
 >> JENNIFER WHITE: Yeah, that's a great idea. If there's anything specific, please do that and send that to Mike or Ellen and we'll make sure to answer the question so you can go back and look at that recording.**

 **Great idea, Mike.
 >> HAYLEE MARCOTTE: All right, well I'm here to wrap it up. [Laughter] That was wonderful, Jennifer. Thank you so much. Such a great presentation. I was thoroughly engrossed in all of this. So thank you.**

 **Yeah, if anyone has questions about next week's meeting, contact Mike or Ellen. If you have questions about today's recording, you can contact me or our support e‑mail at NCDB.**

 **All right, don't forget to do the evaluation survey and that's about it. Thanks so much, everyone!
 >> JENNIFER WHITE: Stay fascinated! Bye, everybody. Thank you.
 >> MIKE FAGBEMI: Thank you.
 >> ELLEN CONDON: Thank you.**

 **[Recording stopped]**

 **[Event concluded]**

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