

FINISHED FILE

APRIL 7, 2016

1:00 P.M. CST

IEL

SUPPORTING YOUTH WITH LEARNING DISABILITIES

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>> Good afternoon, everyone. This is Mindy Larson at IEL. I wanted to let you know we are waiting a few minutes for additional participants to sign into the webinar. We will be getting started in just a couple minutes. If you already have some questions related to today's topic of supporting youth with disabilities, feel free to use the Q and A pod to enter questions, so that our presenter can be prepared to respond to those throughout the presentation.

Thank you. (pause).

>> Good afternoon, everyone. This is Mindy Larson at the Institute for Educational Leadership. Thanks to those who joined us so far. We hope to have a few more signing in, in the next few minutes. But I wanted to go ahead and give a quick introduction to the webinar system before we start the presentation.

So we have a couple of pods along the left-hand side of the screen, that I wanted to mention. So the chat box is there for any comments or questions at any time. At the bottom left-hand side. However, the Q and A box in the middle is a great way to type in a question for the presenter related to the content of the presentation. So feel free to use the Q and A box for content related questions and the chat for overall discussion and comments. And then at the left hand top, we have a couple of files that will be discussed, a few tools or handouts, those are available for you to download. At any point, during the presentation, or at the end. And then finally I wanted to let you know that we are recording today's webinar. Please be aware

we will have a recording of this available that you can return to or you can share with colleagues who may be interested in the presentation content as well. We will share recording link by E-mail following today's webinar.

We also have a captioning pod at the bottom of the screen and our captioner, Mary Kay, will be keeping up with the presentation and providing that transcription, both during the webinar and will also be available as part of the recording afterwards.

So, at this point I'm going to go ahead and let Patricia Gill get us started with the presentation on supporting youth with learning disabilities. Patricia, are you ready to start?

>> PATRICIA D. GILL: I sure am. Thank you, Mindy.

Yes, today's presentation is called, Everybody Learns, Everybody Works, Supporting Youth with Learning Disabilities. And it is part of our D.C. Youth Workforce Leaders Academy, which is a professional development opportunity that we are offering to youth service professionals and their supervisors and organizations in D.C.

It is built off of our youth service professionals knowledge skills and acts training modules, which is part of our professional development initiative that we have. And we also will be sharing additional materials from the National Collaborative on Workforce and Disability for Youth, which is a National Technical Assistance Center funded by the Department of Labor's Office of Disability Employment Policy, and located here at the Institute for Educational Leadership.

A lot of information, but I wanted you to be sure to know the whole context that we are going to be talking about today.

On today's webinar, we will do quick introductions of who we are, and then set the stage about learning disabilities and how they relate to outcomes, and ultimately success of young people, strategic learning for the workplace, individual development strategies, and a little bit about disclosure and accommodations. Those are three different ways to approach learning disabilities, and when you combine those three sorts of strategies, you have greater success for your program, but more importantly, greater success for the young people in your program.

Quickly, who am I? I'm Patricia Gill. I work here at the Institute for Educational Leadership. We are a 50-year-old nonprofit located in Washington, D.C.

One of our largest projects is the National Collaborative on Workforce and Disability for Youth, which is again a federally funded National Technical Assistance Center. And some of the main projects that I work on are the ready on achieve mentoring program which is a career focused mentoring program.

And the right turn career focused transition initiative, which is a reentry program mostly for youth involved in the juvenile justice system which takes them through the three phases of career development. A lot of what I'll be sharing today comes from the National Collaborative on Workforce and Disability for Youth and then I'll have program examples from RAMP and Right Turn.

Thinking about who the audience would be, thinking about the audience for this presentation, feel free to type your job titles into the chat room, but generally when we are thinking about learning disabilities, and the workforce, we are thinking about front line professionals who are working with youth every day, and how can they best work with those youth. Then we are also thinking about the organizations, where front line professionals are working, and how can they better build their capacity to work with youth.

Today we will talk about individual approaches, and what youth service professionals can do with young people one on one, and then we will also be thinking about more of the approach from the organizational level, and how organizations and programs can best organize themselves to include youth with learning disabilities, and actually when you think about ways to include youth with learning disabilities you are thinking about ways to better include all young people.

A lot of times if I'm giving this presentation with a group, we will do an expectations activity where we ask participants to form something, perhaps like a pipe cleaner or something like that into a shape of an expectation that they might have for the workshop. There are some reasons to do this.

It is important as a learner who is beginning a webinar, a workshop, or for a young person who is coming into your program, to really be thinking from the beginning about what is it that they are expecting or hoping to get from that webinar, that workshop, that program, and a lot of times the reason we have them take a pipe cleaner or draw something with paper, is it's a little more hands-on. It is a little kinesthetic. It gets away from just reading and then speaking as other ways for them to engage with the material. As we go through today's presentation, you will see why these different ways of engaging with the material are important.

I apologize. My screen is not showing the slides. I'm not sure if that is a situation for everyone. But I'm sure we are working on it. I'm going to go on to what is on the next slide and hope the screen catches up with us in a minute.

First, to tell you a little bit about learning disabilities, and youth with learning disabilities, the next slide is about statistics. Sorry. This gives a little bit of

an overview of the situation with young people and learning disabilities.

Generally, youth with learning disabilities, about a third of them use assistive technology to support their instruction and learning.

So we mention this because a lot of times, we are thinking about a youth with a learning disability and what they can do, we are thinking, well, what can they do on their own, how can they address this on their own? But the reality is that most of us use assistive technology throughout our day, whether it's I myself this morning to get to work, even though I know the way, I used my, something in my car to tell me the directions. I'm sorry, I'm a little distracted because the screen is gone and they are trying to fix the screen. I apologize.

But I use my GPS. I don't just try to guess which way to go. There is technology available that can help me.

Or a lot of times, people will use their spell check on their computer, so just because someone gets a little bit of assistance, we all get assistance every day, and especially we are lucky that now there are so many different assistive technologies available, so as we are thinking about our programs and thinking about young people, with learning disabilities, it's important to think about what is available through assistive technology, to help with instruction and learning, and that may be exactly what it takes to help that young person get better success.

Additionally, about 70 percent of students with learning disabilities have a transition goal of obtaining employment after high school, but less than half, only 46 percent actually had a regular paid employment job after leaving high school. This sort of points to that these young people are setting these goals that somehow are not getting the support or information or resources that they need to actually reach the goals.

This is important, because the National Center for Learning Disabilities has a lot of information on the topic, and puts out a guide every year on the state of learning disabilities, pointed out that about 55 percent of people or more think that learning disabilities are related to perhaps laziness, or to a home situation. But this shows that young people with learning disabilities have these goals and it's just a matter of figuring out how to get them to those goals.

Another example that is on a similar vein is that 54 percent of students with learning disabilities have a stated goal of attending a two or four-year college, but when they spoke to the parents of youth with disabilities, only 14 percent expected that their youth would attend a two-year college and only 10 percent thought that their youth would attend a

four-year college.

In a more recent information put out by the National Center for Learning Disabilities is it had gone up to more like 20 percent of the parents. It's still low but getting better. But what we found here at IEL and National Collaborative on Workforce and Disabilities for Youth is that a lot of times families don't have the information. It is not a matter of them thinking I don't want my youth to go to college or I don't care if they do. It is not about the home environment.

It is about the fact that a lot of parents maybe they themselves have a disability, maybe they themselves didn't go to college, but they don't know how does a person with a disability go to college. This shows the importance of making sure that not only the youth have access to information and the ability to make choices but that their families do as well. There is a lot of correlation between parental expectation and youth outcomes. There is confusion about what a learning disability and is not. A learning disability is a neurological disorder, a difference in the way people with learning dis' brains are wired. They may be smart or smarter than their peers, they may have difficulty with reading, writing, spelling, reasoning, recalling and/or organizing information. If left to figure things out by themselves or are ought in conventional ways. Processing of all kinds of information is the key. A learning disability is about how someone receives, stores, organizes, and then gives back information.

A learning disability cannot be cured. You can't fix a young person by teaching any of the strategies that we are going to talk about today. Those learning disabilities will impact individuals differently, from individual to individual and also within different environments. However, if someone does have a learning disability in a classroom, they are probably still going to have that learning disability in the workplace. So just because it's a learning disability doesn't mean it's just only in the classroom that it occurs.

They will need supports and accommodations that are customized to that individual as well as to the setting in which they are.

This is a way to think about disability in relation to time and in relation to how we define success as a society.

Internally, a disability is about an individual's sensory, cognitive, emotional or physical impairment, how they receive and process information.

But environmentally, externally, disability is really about society's decision that a skill is deficient and usually it's because of the length of time it takes to complete a task.

How does this relate to success?

A lot of times if you are at a job, there is a task to be done, and you might get it done, but you might get it done over a week. In a lot of jobs a week is not going to do it. Sometimes there is success in just completing something like a marathon. But usually it's also related to completing it in a timely fashion.

It's not that the person with the disability can't do the job, but sometimes it's that they are not doing it at the pace that the particular job requires or that society believes it should be done.

There is a lot of different ways that you might suspect that a young person or adult has a learning disability. Some of the ones in the career and technical side are disorganization and sensory difficulties, difficulty reading social cues, short attention span, poor memory, difficulty following directions, inability to discriminate letters, numerals, sounds, poor reading and/or writing ability, eye/hand coordination problems and difficulties with sequencing.

Usually there would be several of these, because most of us have had one or two of these probably today (chuckles) it's not the one that, these are sort of things that might suggest that there is a learning disability.

How does having a learning disability connect to work? Because when you hear learning, you think school. You think, now they are at work, so that learning disability was about school. But the truth is there is a lot of connections to going to a job.

The most important thing about a job is responding to what the employer wants. No matter how knowledgeable, skilled or able you are, if you are not providing what your boss or employer needs, you are not going to be successful at employment.

The hard thing for somebody with a disability is that it may be hard for an employer to look at that person or to know about their disability and think, how can they do this job? The key for anybody when they go to an interview, when they submit a resume', is to be able to show the employer how they can do the job that the employer wants done.

That is the critical thing for anyone walking into any employment opportunity.

The way to do that, it says a person with a learning disability but I think for anybody, is to accentuate your strengths, know your weaknesses, and have strategies for balancing those out. This is particularly important for a person with a learning disability. But I would argue that just about anyone who goes to a job needs to think about, I'm good at this, how can I show this, I struggle here. And what can I do

about that? How can I balance that out with an area that I'm strong in. When we think about a person with a learning disability on the job, there are three different kinds of supports that we look at.

We will talk about each. One is around strategic workplace learning, how do we best help someone learn what they need to learn to be successful in the workplace. That is a overarching approach for all individuals.

Then secondly look at, we think about individual development strategies, how can individuals develop, so that is a one-on-one approach. Then finally, what is the importance of disclosure and accommodations, being able to talk about your disability but also being able to talk about what you need to do your best.

The first one is strategic learning for the workplace. This is the process of incorporating specific tools and techniques to understand and learn new material or skills to integrate new information with what is already known in a way that makes sense, and to recall the information or skill later even in a different situation or place.

It's important when you go to a job that you are able to learn what you need to learn to do your job, and that when you actually have to do the job, you are able to recall that information, and even if you go to a different job, that requires similar skills, that you are able to repeat those skills again.

There are several design elements within a workplace that are going to help, and within a workforce program, that are going to help youth with learning disabilities with the strategic learning.

The first is assessment. Just knowing what the young person's disability is, but more importantly knowing how it manifests itself, and how it's going to be affecting whatever the particular job is.

A lot of times, we think this has to be a formal assessment, I have to be someone who knows about disability and can administer a specific assessment to know this. But a lot of assessments are more informal and involve conversations with the young person. When they do learn something, say how did you learn that? How did you remember that? How do you work best? Thinking about from the beginning, how to set them up to be successful.

Right at the beginning, doing that sort of assessment and then creating a individualized plan for each young person to be successful at the workplace is really important.

The second design element that we will talk more about in the next couple slides is universal design. Universal design is

the idea of creating a workplace, a program, a classroom, that from the beginning is designed to be effective for as many users, students, participants as possible. A lot of times a good design of a lesson plan or good setup of a workplace, 70 to 80 percent of the people can be successful just from the way it's set up.

After that universal design approach, then we think about strategy instruction, which is having participants or workers know how to learn, and then finally compensatory techniques which are strengths based. We will go into each of those design elements, that helps with strategic learning for the workplace.

There are three principles under universal design for learning. As I said earlier, universal design for learning is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation.

When you are thinking about universal design, say for workforce program or activity, you want to think about multiple means of representation. That is that you give learners various ways to get information and knowledge. If anybody has any examples of this, you could type them into the comments or into the chat area. But this would be that traditionally in a classroom or often at a job too, you get a text to read or some written instructions. And for most people, getting a thick manual of how to do a job or reading a textbook about history or math or anything is not that exciting and doesn't give them a feel for it.

There are a lot of other ways that you can share information. You can watch a movie about it. You could listen to a recording, you could look at pictures of it. You could go and see someone doing it. It's different ways that a youth can learn a job. A lot of times if the youth is learning a job, it's great if they can go job shadow and be there and see someone do the job. As much as you describe how to put together a motorcycle or how to cook a souffle, it's a lot better if you are right there and you can actually see someone do it.

The next part after how do they get the information is, how do they demonstrate that they have the information? This is called multiple means of expression. Again this is as opposed to just a test, where people check off, I know this or I know that, it's other ways that youth can demonstrate that they now have the skills. I see some people are typing. I appreciate it. I'll throw your examples in when they get up there.

Traditionally, in the classroom, after somebody has learned something, often from a textbook, they then go through and take a test and they say what information they know. It might be multiple choice or it could be open response or they actually

write out a response.

Again, that work sometimes because you can go through the answers and show how they know it but for a lot of tasks a written exam is not the best way to show that you do it. If you are saying you know how to put together a motorcycle, why not put together a motorcycle. I see that Corrine has an example. She works at Brain Food, which involves food and young people. And she says when we teach students to dice onions, we have visual posters showing the steps. An instructor demonstrates the steps. We teach mnemonics so students remember the order of the steps in the process. This is a fantastic example of hitting stuff I'm talking about now and stuff I'll talk about next.

First there are posters that are just around, that are visual, that as they are doing the process that they can look up and see the picture. Then they actually get to see someone do it hands on. I'm sure if they are seeing it hands on, they are probably also smelling the onions. That is something else that gets in your brain and a lot of times the sensory memories are very strong. So there is that whole being in the experience.

The mnemonic device we will talk later about, specific strategies that youth can use to remember things that they learned and a mnemonic devices are good ones. I'll bring that up in a minute.

There are multiple ways that young people were getting information about how to cut onions. When we get to multiple means of expression, I'm imagining that a written exam on how to cut onions would not be the best. I'd imagine one of the best ways to do would be hands on, where they cut the onions and the instructor watches, and maybe other participants give feedback on how they did. It is also possible that they would watch a video of someone cutting onions correctly or incorrectly, and say give feedback on what the person did well or needs to do better.

I see that video, gives more information about how the young people can demonstrate their learning. The last piece which is very important for everybody learning anything, is the means of engagement. How you make it meaningful to that young person, and how you increase their motivation, and how you keep them interested.

If it was just going to be cutting onions, just cut onions just to cut onions, it probably would not be exciting for most young people. But if it was cut onions as part of your favorite meal, or cut onions that you were going to take to the homeless shelter and put into a great meal for people, or cut onions and then that is the first level and you get an award and you move to the next level, those are all different ways to make cutting

onions more meaningful than just sitting there for 30 minutes and cut onions and cry. I cry when I cut onions.

But you can tackle their interest, their favorite food, you can have a challenge, who can cut how many onions in a certain time. Or motivation, take it to a homeless shelter or get to move up to another level. But there are a lot of ways and I'm using cutting onion because that was the example but no matter what your program does, if your program does chess, there might be different ways for youth to learn about chess. I imagine that you wouldn't learn about chess by just reading about it. You would learn better by watching different masters play, and by watching people who are not masters play.

Then talking to someone who is playing, having them tell you how they are doing it. Obviously the way to demonstrate that you can play chess would not be maybe a test. Maybe it would be but to get to play. Maybe they get to make their own instructional video about how to play. If you could tie chess to not just it's a great thing, but to other strategy that the same kind of strategies that you use for chess is a kind of strategy that you can use on the job or that you can use in life, that gives that additional meaning, and if there are ways that they can move up different levels and have the challenges, that again gets that bit of engagement. These are the three things when you are designing any kind of activity, lesson plan, job instruction, you want to think about how are they getting the information? How are they demonstrating that they have mastered the information? Then what does it all mean to them?

We have a lot more information about universal design for learning on the national collaborative website, and you can also go to the universal design for learning center, and I believe the links for that was just put into the chat area.

As we think about universal design, first there is information about thinking about it in a classroom because a lot of you will be teaching young people and preparing them for work. Then also thinking about how it translates to the workplace. You want to think about that it's a class climate that values diversity and inclusiveness, that people can have different answers, different ways about getting to an answer or doing things, and that those all could be correct.

And we want to hear everybody's ideas. There is cooperative learning, that people are learning together. It is not just you have it or you don't have it. People are getting it together.

That the environment itself is accessible and usable, that people can reach things and touch things. It is not like the instruction is up here and everybody is sitting in their seats and they don't have the ability to interact and hands on.

And that the delivery of self is delivered multiple times, most people have to hear things several times before they learn it, and that it's flexible, that people can get it different ways, and that there are supports. That goes back to the example that Corrine had about the poster, that as you are listening you are also seeing it visually. You are also hearing it. You are smelling the onions. Maybe you are hearing the click of the chess pieces as they move around. All of that kind of supports the learning.

And if it is technology that it's accessible, visually accessible, that it's got the right sort of contrast, that it's physically accessible, has a height where people can reach it, that the reading level is appropriate for the group that is using it, that there are many times to get feedback.

When we talk about ways that people can demonstrate their learning, you don't want to wait until the very end and then have a test. It would be good if all along the way, there were places where participants could participate and where participants could show what they are learning. With the onions or the chess, before the big day where they have to cut all the onions there should be chances to practice cutting onions, to give thoughts about how to do it. For chess, before they have the championship, there should be lots of times for them to play games just with their other participants, and might also be parts where they just talk about specifically what does one chess piece do, what is the importance of the king or queen or rook?

And that the assessment is clear, and that they know from the beginning, by the end we are going to expect that you can properly cut an onion in two minutes. We are going to expect by the end that you know how each piece moves, or that there is specific names for different chess strategies as I'm sure there are, that you are going to know at least three of them and be able to demonstrate them.

And that again, that goes on throughout whatever the job is, whatever the program is, so that people know all along how they are doing, what they need to work on. There is regular feedback and regular chance to demonstrate what you are learning.

Then it's knowing about accommodations. We will talk later about a resource called the Job Accommodation Network. But there are all kinds of great, often low cost or free accommodations. There is so much I mentioned earlier of technology, there is so much technology available, computers where computers can read what you write, or write what you say or make things larger or make things have more contrast or tell you what different pictures are, if you can't see pictures, or

give you definitions, or tell you when you spell things incorrectly.

There are so many different ways to get accommodations. It might be a matter of raising or lowering a desk, and a lot of times that can be done at no cost or very low cost. It is important to think about how can things be arranged so that everyone can have access to them.

In addition to those universal approaches, thinking about how you design your program and how accessible your program and how often youth gets feedback or get information, you also want to think about how can individual learners take control of their learning on the job, and their workplace environment.

A big one is to really help young people be active and independent, and ask them questions and work with them. And you say, when they say how do I get that bus to work, how do I get to work? You can say, how would you do that? How do we figure that out? Where can we get information about the buses? Let's look together, because this really fosters in them that ability to go and find the information they need to get to work, to get to the next job or even once they are at work, to find the right room or office.

It is a matter of helping them build that independence and build their own resources. In addition to asking them how do you acquire information, it's really important to ask them how you are going to remember that information. Corrine mentioned earlier mnemonic devices. Some people remember things by pictures. We will talk more about it later, because I've worked quite a bit with young people with learning disabilities or processing disorders. Sometimes as opposed to words it's easier to think of a picture and to think of, if you know that a lot of people traveled west, because of the car industry, you can have a visual of people in a car going west. If you know that, and this might be wrong, so I apologize to Elio who is on the phone and knows about chess, but if you know that the knight goes up two spaces and over one space, maybe you visual a horse that is going up two steps and going to the right.

For some people it's visual, for some people it's a mnemonic, two up and two to the side. I don't know how you think of that. Maybe it's a dance step. But it is important to ask the young person how they remembered it, because a lot of times it gives a clue to how they organize things best.

Similarly, with how did you figure that out, a lot of times when people are doing math, they multiply the exact number they are working with, but some people will take it up to the nearest whole number or round number, multiply it and subtract it back.

For each young person there is a different way that is going to make sense, and so as you are helping them figure out

the way that makes sense for them, the way that they can take charge of moving forward, it's really good to look at where they have had success, and work with them to figure out how did they have that success.

Even sometimes this very bottom question here, what should we do first, is a great way to start out. It has "we" in it which gives that we are figuring this out together. I'm not telling you this is what you have to do. You and I will work together to figure out the best way to get it done.

Elio says I was correct on the movement. That is how the knights move. That's great. Good to know. For a lot of youth, that is up two, to the right, up two to the left can be confusing. Having them think of how would they remember that, how they remember it when they are looking at that piece is helpful. Maybe they need to hold the piece to think about it. Maybe they learn better with something in their hands. But that is how you build success, is that young person taking control of how they learn, and using that success to build future success.

Strategy instruction, building on the last slide, involves having the young person think about how do they learn, and which strategy is best to use.

They have to for themselves plan, monitor and begin to evaluate their own learning. Having them look back and check their work and say, this is what I did well, oh, I see where I messed up here, next time I need to remember to check this. If you are always correcting the work for them, or telling them how to correct it, they don't build that skill to be able to look at their own self and set their own, I want to learn the movements of three pieces by this date or I want to know the proper way to cut an onion and I'll work on speed later. But setting those internal goals for this particular job will help them in future jobs.

We believe that the most effective way to facilitate learning for all learners is by combining direct instruction, that is the lectures, discussion, book learning, all going to get those same materials, they have to get them, but the next piece is that strategy instruction, when they say, for me, when I get a paragraph of reading, the best way for me to learn is to highlight certain parts or circle certain parts, or after each sentence to get a picture or drawing in my head of what that meant before I go to the next one.

Everyone gets the same materials, but then there is the piece where they themselves figure out how they are going to learn it. This goes into metacognition, is thinking about thinking. This is an example from one of the young people I worked with, who whenever we would work on problems, she could explain math to all the other students in the class, but

whenever she would actually do her homework, or especially if she was doing a test, she would get really nervous and when she got the paper back, she would have missed steps, she would have forgotten things and be so upset because she knew she knew it but somehow it didn't happen on test day. We came up with a poem for her. She would write it at the top of each test before she took it. The poem was, you know it, so show it, don't wreck it, go check it. We said it like a rapper, but I won't do it on the webinar, but you can envision I as a rapper saying that.

For her, that meant that, you know, it was, I know how to do this. The next part, so show it, was they would forget to show her steps, and that teacher would give points for correct steps along the way, even if you didn't get the right answer. Then don't wreck it, was a lot of times writing the wrong number, misreading her own handwriting, and then so check it was a lot of times she would be supposed to figure out what percentage of students went to see the play, and she would figure out the number of students that went to see the play, but forget to turn it into a percentage.

That check it was always go back and check what the question was, and did she answer it. Just having this little rap written at the top of her paper, first of all, it calmed her down to write it before she started, and second, to go through those steps and make sure she showed her steps, make sure she didn't miscopy any numbers, and check at the end, brought her test scores up. Additionally she needed to slow down and take her time, so she would draw a turtle at the top of each page. That helped her remember to slow down and do these things.

A lot of times having a particular little self monitoring plan in place is helpful, additionally, a specific mnemonic like for all of us, I think everybody still remembers the rainbow by Roy G. Bis, those mnemonics can be helpful. I'd love to know a mnemonic for cutting onions.

Elio, if there is any particular ways that help young people remember the different chess moves, that would be helpful, because I'm sure that knight one we talked about is the only one I remember now. I know some goes on a diagonal. For any way you help young people remember, that would be great to have. Others on the call, if you have specific ways that you help young people either learn the information that they have to learn for your program, or remember it, please feel free to share those in the chat as well.

Elio says they have work sheets with piece movements. That could be great, especially if they draw over and over again a particular movement that a piece makes, that can be helpful because it can get that sort of memory in their hand of doing the movement, and visually seeing the information about what the

movements are is very helpful too.

I think we went to a handout. That will work though. Then to think about youth, the compensatory strategy, what it is that helps them learn. I mentioned that young lady, she was good at knowing the different math things but sometimes forgot how to check herself and do details. We came up with the poem. Similarly, if you have a young person who has trouble moving from different tasks, but can follow a strict time schedule, then actually writing out for them, do this for ten minutes, do that for 15 minutes, could be very helpful, because I know my daughter likes time and having a time for everything. Sometimes having a timer can help somebody.

If they have good short term memory but sometimes lose their steps, having a model of a finished product. Corrine mentioned they have a poster about the onion, that could be helpful as well.

Then it gives other examples here, someone is easily frustrated but respond to positive reinforcement, putting places in the activity where they are going to get a good job, you got through this part, great job, and they can check off as they do each part.

I know myself, I make a list of things I have to do, so I can check them off. That might be a way to do it. But this is an activity where you can download it and think about it later, matching up what young people struggle with, with what they are good at. The answers to this are in our learning guide, for learning disabilities that we are going to share. I don't know if it's there now, but we have a link to it that we will share at the end. But we have a guide on working with youth with learning disabilities and all the answers are in here.

But I wanted to have people to have an opportunity to look at this and think about for each young person you have, there are many things they struggle with but there are also things they are probably great with. How do you take what they are great with to pull them through the area that they struggle in?

We are going to the next slide. Going back, we can go ahead to the different cognitive supports since it's up there.

There are two things, there is cognition, how do you actually learn, and there is a lot of ways, rehearsal, practicing, ways that you organize it. There is elaboration, where you expand everything and think about it and put it into your own way to think about it. Then there is how do you put the pieces together. All of those things will help young people learn information and then metacognition is really how do you think. It is not the learning of the information above, but it's learning how you learn. I learn better by drawing it out. I learn better by writing my own notes after I read it.

I learn better by reading it but also watching a movie about it, or highlighting things I read. That is more about monitoring yourself and knowing your best learning.

Now we will go back to the slides. Maybe we will go back to the slides.

This is an example of self-monitoring. We are going to move along. This is talking about compensatory techniques. We looked at the handout about that. That is knowing where youth strengths and weaknesses are, and again accentuating the positive. You are good at demonstrating for others, so why don't you learn it and we will make a video, show everybody else how to do it. That is a good way to demonstrate your own learning, is when you show other people how to do it. Corrine says they tell students to take each onion half and cut down the onion following the line and cut up the onion starting from the cutting board and working up and cut across the onion. This makes more sense when you say it while cutting. It is down, up, across the onion.

Then they learn, it's down, up across. They have it in their head and can remember it. Going back to the example with the work sheets, it has arrows. When they see a piece, they can visualize the arrows and watch where it goes. You can take these approaches and these are great examples, and apply it to anything that a young person is learning, whether it's mechanical, whether it's they are working as a vet tech and need to learn the right combinations for something that they are going to do to help an animal, whether they are learning how to do something on an engine, whether they are learning how to do something at a restaurant. It would be the same, thinking about how we can visualize the steps, how we can make it easy for the young person to learn it and how we help them demonstrate it.

Another important piece of learning is something called scaffolding. That goes back to making meaning, where you attach something that you are learning to something that you already know. If you already know how to cut an onion, when you go to the next thing you have to cut, you can use that same technique and move it over.

Let me keep going here.

Then there is getting more back into individual development, and things that help young people feel able to take over their learning and have that confidence to try new things and learn new things, and it has to do with identity. They have to have a sense of safety and structure. It is okay to try here. There are people here to support me if I make a mistake.

The high self-worth and self-esteem, I'm worth it, I'm a good person, I can learn this. I deserve to learn this. That feeling of mastering the future, I can do this, I'll be able to

do this in the future, belonging and membership, I'm part of the group in the kitchen, part of the group in the chess club, part of a group at the auto mechanic credential place. I'm part of this group. I feel comfortable here. I can learn with my colleagues, with my friends, with my other participants.

That perception of responsibility and autonomy, this is my job and I'm empowered to do it. They are expecting me to get all these onions cut so we can make this soup. They are expecting me to win this match for the chess team so we can move on. They are expecting me to do this part of the engine so somebody else can do the rest. I have the ability to do it. I don't have to ask someone.

In that last bit of sense of self-awareness and spirituality, I'm part of something bigger, that doing a good job matters.

The third area that we think about when we think about learning disabilities and youth with learning disabilities in the workplace is after we have thought about setting up the workplace the best it can be for those people, that universal approach, and then how does each young person know the best way for them to learn and master things is disclosure.

Disclosure is the voluntary sharing of information about yourself, and particularly in this context, it's the voluntary sharing of information about your disability.

A big part of disclosure is taking control of your life, making this internal decision, so you have this desire to take a stand and make a decision and move ahead. They have this goal orientation, they are going to set an explicit goal and work towards it.

Then they get the opportunity to reframe, to take their learning disability and turn it, from something negative into something positive. Not I can't do this, but this is how I can do this. This is how I'm going to learn chess, cut onions, learn how to take care of an animal, learn how to safely serve food, or whatever the particular task is.

In order for a young person to disclose, there is some sort of external manifestations of how they are going to adapt. One thing is that they are persistent. They are willing to sacrifice and persevere towards their goal.

Then you want to think about goodness of fit, finding a environment where their strengths are optimized and their weaknesses are minimized.

There is learned creativity where they have created strategies and techniques to enhance their ability to perform well, and then there is really important piece about networking or social ecology where they learn to seek and utilize the support of helpful people.

Disclosure isn't just about saying, oh, I have this disability. It is about figuring out how you are going to make it work, how you are going to be persistent, find something that fits with what you are strong at, figure out how you are going to do it, that is creativity and how you will work with people and supports to get done whatever you need to get done at the job or in the class or in the training.

As I mentioned, disclosure is the process of discussing one's disability with others, for the specific purpose of garnering understanding in school, work, or social settings.

Disclosure should always be voluntary and should be the decision of the young person. As you are working with a young person to place them in the job, you can talk to them about both the benefits of disclosure, which is being set up for success, having people know what you need, getting what you need to be successful, being able to define for yourself the best way for you to learn and do well in the work, but also for a lot of young people there is going to be some disadvantages to disclosure. They might be concerned that people will think of them as different or people will know about this or that, or they feel embarrassed. But working with them to balance that out and make the decision to disclose. And then accommodations are physical, environmental or procedural changes made in a classroom, work site or assessment activity that help people with disabilities learn, work or receive services. It is clear though, accommodation is not saying, you don't have to do it or you don't have to do it as well as other people.

It is not whether you do it. It is how you do it. For example, an accommodation might be having a desk raised higher so a person who uses a wheelchair can get to the desk. They don't say, since you have a wheelchair, you don't have to go to work or use the desk. It is a way that they can move the desk. Accommodation might be larger print for someone to take a test. It is not that they don't take the test. They just have it in larger print. It is very important to be clear that we are not saying to lower the expectations for young people. We always want to have high expectations for every young person.

The exciting thing is that 71 percent of accommodations cost less than \$500, and one-fifth of them or 20 percent are free. I think with the way that there is so much assistive technology available on computers and other places now, it probably is even higher than 20 percent. This is a number from 2011.

If you are looking for information about how to do specific accommodations for different types of disabilities and different workplaces, the job accommodation is a great resource. We have a link at the end of the webinar to access that.

Some of the strategies to weigh as a young person is thinking about disclosure is the setting, we usually talk about school, work, and social settings. We have a guide called the 411 on disability disclosure. The link is at the bottom of the slide. That guide is divided into school, work and social settings.

This is important because you don't have to tell everything about your learning disability or any disability in every situation. There are some things that are going to apply to school that you would decide to share there maybe. There are other things that are going to apply to the job that you might want to share there. There are other things that are going to apply socially that you might want to share there.

If your disability is something related to your handwriting, but you are out socially, you are not going to be writing anything, you might not need to share that.

If you have a visual disability but it's not going to affect your ability to go out with your friends and dance or go to the job at UPS and move packages, you don't necessarily need to share it. But if it is going to affect your ability to do the functions of the job or to go out socially, then you may decide to share it. That is when it gets to why, why are you sharing this information?

Is it going to make you more successful at work, make you more successful at school? Is it going to make you more comfortable socially? Or make your social experience better? For example, if you are going to a new restaurant, you want to make sure that it's accessible if you use a wheelchair, or you are going to make sure that it has the proper lighting if you have a visual disability. There may be things you want to check out ahead of time so you are able to go to an event or go to a certain venue and enjoy it, or that you are going to be out comfortable with certain friends if you have already told them ahead of time about certain things.

(sirens).

Who do you tell this information to, to whom. If you are at a school setting, it might be a counselor, guidance counselor. If you are in a work setting, it might be a JAR or your supervisor, if you are in a social setting it might be your closest of friends.

There are differences between school and work. When you are in school, you are under IDEA, so you are entitled to certain things as part of your IEP, individual education plan.

However, when you go to a work setting or when you go to the post-secondary setting, you are no longer under IDEA. Instead you are covered by the ADA and the workforce, actually WIOA, Workforce Innovation Opportunity Act, and that one means

you are just eligible for service. A lot of times young people are in school and they get extra time on their tests, and that is in their IEP and they are entitled to that and that is what they get. When they go to college, they go to their first exam and professor and say I get extra time on my test. But it is not automatic. You are eligible for it. You would need to have gone to the disability services center or success center, somewhere like that, shared your IEP and then determine that you were eligible to get extra time on the test. It is important as young people leave school or maybe their parents or counselor or the head of the special education department already told everyone about the disability and what the accommodations were, to a work or post-secondary setting, that they know that they now have to establish that they are eligible for their accommodations, that they are not automatic.

Then they even know the types of accommodations that are available. Sometimes in schools, you will be able to get someone who will read tests to you, do things like that. That may or may not be available in a post-secondary setting. That may or may not be available in a workplace. It is important to understand what are the possible accommodation related to your learning disability.

The 411 guide on disability disclosure is a guide for young people on how to think about their disability, think about how to talk about their disability in different settings, and think about what sort of accommodations they would want to need, want to ask for and request.

This is adult guide, companion guide to the 411 a disability disclosure. That is a guide for youth professionals and organizations and families and mentors to know how to talk to young people about disclosure and how to be supportive and how to work with them through the decision to disclose or not disclose.

There is a link to all the different guides in the chat as well as the link that is at the bottom of the slide. The disclosure is a important tool, because it helps a young person be able to be sure that they are set up to be successful. When they are going to disclose, it is not just a matter of, hey, I have a learning disability, because if you met one person with a learning disability, you met one person with a learning disability. They need to be able to explain what their disability is exactly, how it impacts their productivity. They need to say this is how it will affect me at the workplace.

Be able to explain what it means, what is their best way to learn, if there is any kind of modifications that they want in the work environment.

A lot of times a young person might think, if I say I have

a learning disability, they are not going to expect me to do stuff or they will take it easier on me. No. Then they are going to expect you to say, I learn better in a quieter environment or I learn better when I have pictures or written instructions, or I learn better if I can take notes or record the instructions. There needs to be specific ideas of how, strengths based, how you are going to do the work that the employer wants you to do with this accommodation or modification.

This is something that we want young people to practice while they are in a program, being able to say, here is what I need to do my best. Here is how I can do the job.

It's helpful if they can talk about their past successes. The way I've done this in the past is, here is how I'm great at moving packages or keeping track of orders, or whatever the thing they want to do.

How are they going to be a leader; and if reasonable accommodations, how are they reasonable. This is where the young person may need to come in equipped with information about specific technology or accommodations that they would like, whether it's dragon speak, that will type for you what you say off of the computer, or read what is on the computer to you. Or any other kind of assistive technology the pen that listens while you are taking notes and records back for you what people were saying when you wrote that note. They need to be aware of the technology and the cost. There is a specific kind of keyboard they need to be able to talk about that keyboard or know what it is that they need.

That way, when they go to the employer, they have a very clear picture of what their success is going to look like and how they can achieve it.

Think about how you decide what accommodations a student might need, the student may come to you and say this is what I need. They may have an IEP already, that tells, this is what they have had in the past. They have had extra time or larger print or been in a place with brighter lighting or more quiet.

There may be documentation from past assessments that they have had, that tells you what is their limitation or what sort of accommodation did they need.

Some of those might be fine motor difficulties, so they need a specific type of keyboard, or processing difficulties, they need information maybe in a written form or something like that.

But all of that will be helpful in the student understanding what they need and you understanding what they need, and actually making the case clear to the employer about exactly what the young person needs to be successful.

A lot of times a young person will be like, I don't want to talk about my disability, what are people going to think. It is helpful to have for them a lot of information about successful people. These are some, there is a lot more, who have learning disabilities. Whoopi Goldberg is very open about her disability issues, makes speeches about it. I don't know if people still know Greg Louganis, Olympic diver, CEOs of companies, doctors, someone who leads a clinic.

There is Gavin Newsom who was once a mayor I think of San Francisco, and now he is a lieutenant governor of California. There is all sorts, you can be a athlete, a politician, doctor, actress, a clothing designer, anything, with a learning disability. For a lot of young people, it is important for them to see that this thing that they have, a lot of people have it, and didn't slow them down at all. They are doing what they want to do.

If you can find for them people in whatever field they are interested in, I bet we can find a chef and chess champion as well, with a learning disability. It can be very inspirational. A lot of these people talk openly about their disabilities, so that can be helpful to a young person, if they are like, they are the only one that has to deal with this.

I mentioned resources earlier. I wanted to share those. As I'm going through and sharing the resources, we have a few minutes left. So if people have specific questions about anything I mentioned, or if you have a specific challenge going on with your program and want some ideas, please go ahead and put those in the chat, as I go through some of these resources. That could be really helpful.

We have at the Collaborative the guidepost for success, which identifies the five areas that all young people need to be successful. That is school-based preparatory experiences, things about learning, numerous -- career preparation and work based learning, that is a lot of what today's focus was, getting ready for a job, keeping a job. Youth development and leadership, that is both self-leadership and self-advocacy as well as leading groups. Connecting activities, that is everything from travels to health to everything that kind of helps bring it all together, and then last but definitely not least is family involvement and supports.

These five areas were identified for all young people to be successful. Then within each area, we took a look at what it takes for particular populations to be successful. We have one that looks at disability and what youths with disability need in the school or work situation. We have developed guides for use in the juvenile justice system, foster care. For example, a youth with disability in school in addition to having small

classrooms and inclusive learning environment also would need to know about their particular disability.

A youth in the juvenile justice system might need to know how credits that they have in the system transferred outside of the system. A youth in foster care needs to know how to make sure academic records go with them as they move from place to place. We look at guideposts for youth with learning disabilities, and that is in the learning disability guide that we will mention at the end. But we also put together a quick at the end here, assessment that you can do to think about which things does my program, we talked about the individual approach and also the program approach, which things does my program have in place -- let me go back a slide -- in each of these areas to best support youth with learning disabilities.

We will take a quick second to look at that assessment in a minute. I see some people perhaps are typing questions as well. We will grab those. Here are resources on assistive technology. There is so much new assistive technology all the time. One of the best things to try to do and they have them in some areas, connect with an independent living center. They have a assistive technology, what they call petting zoo, where you can go and try different keyboards and try different bits of technology and see what works best and get access to them.

Disability.gov also has a guide to assistive and accessible technologies. PEAT, Partners on Employment and Accessible Technology, has great resources on the latest technology. There are state contacts. There is a contact for each state on assistive technology and how to access it.

Corina says this might be addressed in the disclosure resources. If that is the case, you can disregard. But are there any recommended strategies for front line workers to support youth who may show signs of having a learning disability but have not disclosed it? For example, a youth who consistently struggles with reading or switches steps in a recipe and could be dyslexic, anything that would be appropriate beyond offering accommodations such as more time, ultimately it's a learning exception. It is around not discussing what you think the diagnosis might be, but discussing what you are seeing. You talked about having them correct their own words or do feedback and assessment on how things went, that is the time to say, I notice here that you have switched the steps a few times. Or things like, we are having trouble reading this. And then ask, did you ever get any assistance with this in school? What have you done in the past to help with this? Do you want to work on strategies to work, to help with this?

So making it be about their success and what they want to do to move forward, and hopefully in thinking about the fact

that they are noticing in their work that this keeps happening, and then wanting to figure out how they can avoid mixing up steps, or they can complete the course or get their certificate in brain foodology. It would then get to the steps of, a lot of times, they will say they did have an IEP. That might be a opportunity to get hold of that if they are willing to share it.

Those are some ideas. The discussion would start not with disability, which is not often the favorite topic of young people, or sometimes their families. But I'm noticing these things, and I think that you are doing so great in here and I want you to continue to be successful, and how can we address these? What are some ways that we can help you remember the steps or what are ways we can figure out why this keeps happening?

I think it's Mindy is sharing that the office of state superintendent of education, adult family education, currently offers educational assessments and other related services to district residents with suspected learning disabilities and/or special needs, will be offered September 30. We have a memo that Carol Greenspan shared that we will send around again. That might be helpful to people to try to find those services.

But it is difficult sometimes to have those conversations. I think if you are starting from a place of looking at their work and talking about their success in the program and highlighting that they are there and they want to do well and they are working on this well and this seems to be an area that we need to work on, will help. I'm glad to see that makes sense to you.

That way you are not getting into diagnosing. You are getting into how we get you to be successful in this program and how do we support that.

Here is the website from National Collaborative on Workforce and Disability for Youth. When you go to the website, over here you can go to publications by topic. When you go there, you can put in learning disabilities, you can also put in universal design for learning, and for both of those you will get a bunch of resources around learning disabilities. You will get information about universal design for learning and its applications to the workplace.

As I mentioned, when you go to the Collaborative, you can search for publications by topic. Here are some of our more popular ones, professional development. Ooh, this arrow. You can search by topic, the guidepost I mentioned, we have them for all different populations. You can look at those. If you are more interested in the assessment piece, you have great, we have a great assessment guide. We have a list of all different kinds of assessments, how much they cost. You can get them.

We have more resource os the different areas that people need to know who are working with youth in our professional development section. We have information on how to help youth develop soft skills that they need for work. And universal design and learning disabilities, you might want to check that.

There is innovative strategies which gives examples of how to do things like career assessments, how to do career exploration, how to do workforce prep. It has examples of how real programs do these things. Many of those are written by our own Mindy Larson, so of course they are brilliant.

Then the guide on learning disabilities is called Charting the Course. That is supporting the career development of youth with learning disabilities. You can use this link or go to the website and go to the publications by topic and find that.

Then we have helping youth with disabilities chart the course, a guide for youth service profession as which is a shorter brief. The handouts came out of the guide which is the one listed here, a little bigger. Info brief has some of the basic information about universal design, might be a good one to print out and hand that out to staff. All of our resources are free. We encourage you to download them and give them to your colleagues. Don't think I'm advertising anything here or trying to get your money. Just trying to get you resources for you as professionals to use and you as an organization to use.

The National Collaborative on Workforce and disability is funded by the Department of Labor's Office of Disability Employment Policy. They have a lot of great information on their website as well related to the employment of people with disabilities both adults and youth.

I mentioned earlier the Job Accommodation Network. They have great information for employers and individuals on accommodations for all types of disabilities, and they have this great part here where you can actually get information on different types of disabilities. We mentioned learning disabilities on this call. But it could also be mental health needs, could be physical disabilities or a whole list and great information on the types of accommodations that might work.

If you wanted to be in contact with me to find out more, here is all of my information. Here is also the website for the collaborative, the website for the mentoring program and the website for Right Turn.

As we are finishing out the call, I wanted to show you the quick guidepost document. Someone can put that up for us really quickly, to give you an idea, as you are thinking about designing your program and what is critical for youth with learning disabilities to have in your program. We are bringing it up a little bit wide to fit. Maybe if we scooch over to the

left more because that is really more the information.

For each of the guidepost areas it has you think about what are the things that would be critical to have in place for youth with learning disabilities. In school base it is having that their individual transition plan is driving their instruction. It is not just everybody has to learn this, but you want to learn this because this is what you are going to be doing next.

They know what are their own individual learning styles, learning accommodation, that the staff is also highly qualified and can help them. Experiences are really important. There is hands on experience, not just stuff to read, but experiences that can be applied to the workplace. While they are in school, try to get those assessments, easier to get assessments for young people while they are in school. If you are working on a program and they are in school try to get the assessments there.

We talked about learning how to learn, they get the practice both in class and in your program of learning the best way that they learn. For the workforce and this will relate to what you are doing, that they need to have those career assessments that help them make that meaning and say, this is what I'm interested in. This is what I'm good at. That they get that exposure early on to post-secondary, so again that mastery of future, they know where they are going, know what they want to do.

Have them know about different career opportunities related to what they want to do, I want to be in the medical field. There are many jobs in the medical field, whether nursing assistant, whether working in radiology, patient transportation. So helping them learn all the different jobs in their interest area, that they get a lot of on the job work so they can learn, here is the best way for me to stay on track at a job. Here is the best way for me to make sure I get all my tasks done every day.

For all young people, but I think especially for youth with disabilities who may have experienced times of feeling like they couldn't, those opportunities of being successful in a job setting, that builds the next success.

There are all kinds of resources that shows youth that have jobs in high school are more likely to have jobs after. A big part that have is feeling that feeling of matter and future, and that self-esteem that they can do it.

And that they learn how to communicate their disability related work support and accommodation needs, that is really important, because it is uncomfortable to talk about this is what I need. But the more they practice doing that, the better they will be as they go on in their careers. And knowing what

the disability is and what are the supports that they need are really important.

Then leadership, the self-advocacy is so important, being able to speak up, being able to be with peers who have similar disabilities or don't have disabilities at all or have different disabilities and having the chance together to communicate, to talk about what they do well and to talk about their experiences and build that sort of network and support, it's really important.

And different activities, not just work activities, that really support their ability to make decisions for themselves and decide what they want, ask for what they want, to plan to do something and to do it, with our ready to achieve mentoring program the youth set weekly goals. Whenever we visit any of the sites, the first thing youth talk about is the goal that they have set and met. And while I'm in the program I've done this and I've done that. Going back to the peer to peer, the youth even brag about what other youth have done. But just that they come out of your program, their time with you feeling like they can set a goal and achieve it, having that self-efficacy and not feeling that I can't do something is really important when they go to the job setting, and that is something you can build for all young people but particularly youth with learning disabilities within your program. All programs should be thinking about these connecting activities because no matter how great a school experience they have and you have them prepared and they know how they learn and know how to do well in a job, if they aren't physically and mentally well to get to a job, don't have transportation, don't have a safe place to live. Other things are going to happen. Whether you provide these things or make sure you have connections for young people to these things, it is important to think about as you move forward with your program.

Then benefits planning, having them understand that they are receiving benefits, that they can still work, most of the time, but here is how much they can work or this is how it will relate, that can be important for youth and also the family, who may be concerned about financial implications. Then I mentioned family. Family is really important for all young people, but as we mentioned at the beginning of the slide, a lot of times families do not know what to expect for their young person, what can a youth with dyslexia or processing disorder expect to do. Working with the family too to understand all the possibilities that the young person can go to college, that they can have a job, that they can live independently and here is how to do it is really important, because a young person will be with you in school or in your program for a certain number of years, but

they are going to be with their family their whole lives. Often the family does not have experience with disabilities. Just because a young person has a disability doesn't mean that other family members have a disability. It is not necessarily genetic or generational.

The family may not have information about what are the resources for college with people with disabilities. What are resources for transportation or assistive technology. Being sure the family as you are supporting and building up the young person you are also building up and supporting the family so they learn about resources. They learn how to be appropriately involved in the lives of their sons and daughters which can be tricky. That they get to take an active role in transition, so they too are part of the dream that you and the young person are building. That the families have access to peer networks. A lot of times you can tell a family something, but it is when they hear it from another family that they believe it.

If you want to, you can use this assessment with your organization, and then give yourselves a score. I believe I counted, I can't remember the number now, something about 30-something items in this, so the highest score you can get is that times 4, so anywhere between that and that number times 3 is a good score. Anywhere around that number times 3 is not a bad score. Down here are things you want to work on. Do you always do this? Do you sometimes do it? Do you hardly ever? Or you don't do it? This is a great tool for you as an organization to think about how you include all young people and have all young people be successful.

Someone said thank you for the resources. You're welcome. Feel free to share them with everyone. We have got three resources up here on the left that you can download, that is the compensatory strategies, the learning strategies, the cognition and metacognition, and that assessment. All of those resources are also available in the guide, the learning disabilities guide that we mentioned. If you have any questions, you can contact me, here is my information. Thank you to everyone for joining us today.

If you have any last questions, you can put them in the chat box and I'll hang out for a minute.

>> MINDY LARSON: This is Mindy. I want to say a big thank you to Patricia for taking the time to prepare and present today's webinar, for the D.C. Youth Workforce Academy. We will be sharing a recording of the webinar, so that you can share it with colleagues and others who weren't able to make it today can still get the information.

Of course, we are happy to discuss this topic and answer questions when we see you at our next session.

>> PATRICIA D. GILL: Yes, I'm glad you said that. There were a lot of people who were not able to join us today, so wanted information about our links. We will be sending that out, so that if you have people that you want to share it with, we will be sharing that link. So you can have the Power Point and this presentation to share in the future.

>> MINDY LARSON: All right. I'm going to go ahead and stop the recording. But I want to say thank you to everybody who participated today.

>> PATRICIA D. GILL: Thank you, everybody, thank you Corina. Thanks, Elio, for your examples that you shared today. And thank you, everybody, for being with us.

>> MINDY LARSON: Have a great afternoon, everyone.

(end of webinar at 2:30 p.m. CST)

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