February 1, 2022
Digital Access Training Series: Meting Sensory Needs
Training Transcript

Audio file
audio1373682437.m4a

Transcript
00:00:03 Katie Miller
And I am going to ask folks just a couple of housekeeping things to change your name on your zoom box if you know how to your actual name, it's really helpful for us if we need to call on folks and to mute yourself if you're.
00:00:14 Katie Miller
Not the one speaking.
00:00:16 Katie Miller
That helps us eliminate background noise.
00:00:22 Speaker 2
Thank you so much.
00:00:26 Katie Miller
OK cat, you want to get started and I can let people in as.
00:00:29 Katie Miller
They do I.
00:00:30 Kat Redniss
Sure, sure, we're going to start today with a land acknowledgement.
00:00:37 Kat Redniss
UM, we pause to acknowledge the place we exist, connect and create is the traditional UN surrendered territory of the Abnaki people.
One of five Wabanaki nations who have continued to have a continued and enduring presence.

00:00:52 Kat Redniss

With this land, we honor Abnaki ancestors, past, present and future.

00:00:57 Kat Redniss

And in the chat box, I've put some of the spelling of some of those words because sometimes the captioning doesn't fully get those, so we also have the website for Vermont Abnaki Artists Association.

00:01:10 Kat Redniss

If you want to learn any more about Abnaki presents, especially in the arts and culture section in Vermont.

00:01:18 Kat Redniss

Hello, I am cat redness.

00:01:20 Kat Redniss

I am the director of Communications and Development for Inclusive Arts, Vermont.

00:01:25 Kat Redniss

I'm going to start with a verbal description of myself and my surroundings and that's an access feature for anybody who can't access that visual information.

00:01:33 Kat Redniss

So I am a fat femme.

00:01:37 Kat Redniss

White woman I have platinum blonde hair bangs a kind of shoulder length Bob and wearing a cream colored sweater in a black T.

00:01:45 Kat Redniss

Things up, I have an metallic earrings and a red lip.

00:01:49 Kat Redniss

I'm in my sunroom so there's bright light behind me with windows and lots of sunshine coming in and the walls are kind of a faded white painted white wood and some kind of furniture is behind me.

00:02:03 Kat Redniss

That's pretty nondescript just because of the angle.

00:02:06 Kat Redniss

So that is me just a quick background before I pass it over to Katie.
Kat Redniss

I'm here part as Inclusive Arts Vermont.

And what I do there?

I also work on our exhibition, so I work with accessibility features.

Before this I was at the Flynn and I was the manager of youth programs and then also the Accessibility Coordinator at the Flynn Center for the Performing Arts and also have a background in teaching at alternative school programs for young people who have emotional behavioral.

Developmental and psychological needs that need to be met in those settings, and I have my masters degree in education so just a framework of why I'm here today and why I'm one of the people speaking to you today and I'll hand it over to Katie.

Thanks Kat.

Uhm, welcome back everyone and welcome to our new folks.

My name is Katie Miller and I am the executive director at Inclusive Arts Vermont.

I am a a very pale skinned woman in her mid 30s with big black glasses and pink headphones hanging down.

And wearing a.

I don't know what color I would call this dusty olive green sweater and today my hair is blonde.

It changes colors a lot, but today it's blonde and I'm I'm seated in my bedroom which has.
Grayish blue walls, chunky white trim, and there's a potted plant and some picture frames over one of my shoulders.

00:03:32 Katie Miller

I'm going to start with some of our typical announcements for all.

00:03:37 Katie Miller

Of you and.

00:03:38 Katie Miller

The very first reminder is that we are humans 1st and everything else comes after that.

00:03:44 Katie Miller

So just a reminder to take bio breaks if you need them.

00:03:48 Katie Miller

If you need to be joined by people, bigger small animals, you need to turn your camera.

00:03:52 Katie Miller

On and off you need to get up and.

00:03:54 Katie Miller

Move around, do.

00:03:55 Katie Miller

Whatever it is you need to do to take care of yourself today, we highly encourage that, uhm?

00:04:01 Katie Miller

If you have questions or comments, if you want to add them in the chat, we try to keep up with the chat and read that out loud.

00:04:09 Katie Miller

We will also come, you know, you can use.

00:04:12 Katie Miller

The raise hand feature.

00:04:14 Katie Miller

Or you can.

00:04:14 Katie Miller

Visually raise your hand.
Uhm, if I miss you for some reason sometimes.

If there's a.

Lot of questions I can miss you.

Just feel free to nudge me and like turn off your mic and tell me that you have your hand raised.

I appreciate those reminders.

The we do ask that if you speak for the first time today, if you could do a just like cat.

And I did a very brief verbal description of yourself and surroundings as an accessibility feature that would be great.

What else am I missing?

Oh, this session will be recorded and a link will be live on Vermont Arts Council website likely next week.

So if for some reason you're speaking and you don't want your image on the recording, make sure to turn your camera.

OK I am going to turn it over to Kat.

Now, so this this session is on sensory needs in a digital space.

We're going to talk broadly about that.
With that, we're also going to talk a little bit about autism.

00:05:20 Kat Redniss
This is not directly a workshop on autism, but with talking about sensory needs.

00:05:25 Kat Redniss
Autism comes to mind because it is often a group of folks who sensory needs are kind of a prevalent piece of there.

00:05:32 Kat Redniss
Experience I also want to preface this I am not autistic.

00:05:36 Kat Redniss
I do not.

00:05:37 Kat Redniss
I am not autistic.

00:05:38 Kat Redniss
I have worked with autistic folks Katie.

00:05:41 Kat Redniss
Is this OK if I disclose this while we're on here just to give?

00:05:44 Katie Miller
Oh yeah, I.

00:05:44 Katie Miller
Can yeah, I can describe too.

00:05:46 Katie Miller
Yeah, I'm also not an autistic person, but I I've talked about this in other trainings before.

00:05:51 Katie Miller
I am the mom to a very awesome autistic, almost 5 year old.

00:05:56 Katie Miller
So I have that lived experience through her, but neither cat and I have lived experience as actual autistic people and and before we give you.

00:06:04 Katie Miller
Any information, we just want to.
Say that when you can get.

The information from people with that lived experience, that's.

The number one source and we're going to share some links with you.

Today where you can get just that.

Yep Yep, so and also as we're saying that sensory needs are something we all have.

Everyone experiences the world in a sensory capacity.

Everyone has sensitivities to certain sensory inputs.

Everybody has their favorite sensory experiences.

You know, people talk about love languages.

People talk about that.

Like all of those are connected to.

You know the the sense of touch, the sense of smell.

All of those.

'cause they're part of our daily lives.
Some folks have stronger sensory input and and some folks there's certain senses that they can't access. But every one of us has sensory needs and sensory sensitivities. There are folks who are sensory seekers who want to immerse themselves in as much you go in their home. There's incense, there's candles. There's soft blankets. There's everything like that, and then you have folks. That that is a really overwhelming experience. You know you'll see folks that are asking in events for their to be sent free spaces, and because that can be a really intense sensory input for folks sent is not something that we have to worry about in a digital space, but visual input sound input. There's a lot of that coming in, and it can be very overwhelming in a sensory space. UM and UM with sensory needs. One of the things that that when you're thinking about is the digital spaces. I'm looking at this. I'm seeing you know about 40 people out here.
There's a lot of visual input that's coming into a sensory digital.

A lot of sensory in sorry stumbling over myself in a digital space.

There's a lot of.

A lot of busyness going on on the screen, and so one of the things that Katie and I are going to talk about is offering things that may seem counter intuitive to what?

We think of or what I think of or what I've been trained as a neurotypical person come to expect and kind of challenging some of those expectations about that and.

When we talk about sensory needs, I said we're going to talk a little bit about autism.

This I'm going to give a definition of autism and this is from the autism self advocacy network and in the chat there is a direct link to that.

And this is folks there one of their mottos is nothing about us without us.

These are folks who are autistic who are helping define.

These terms.

For themselves, and so I'm utilizing some of their language and linking directly to them so you can access this and I just want to read a little bit of their definition.

The folks who are who are working on.

That website autism is a developmental disability that affects how we experience the world around us.
Autistic people are an important part of the world. Autism is a normal part of life and makes us who we are. Autism has always existed; autistic, autistic people are born autistic and we will be autistic our whole lives. Autism can be diagnosed by a doctor, but you can be autistic even if you don’t have a formal diagnosis. Because of myths about autism, it can be harder for autistic adults, autistic girls and autistic people of color to get a diagnosis, but anyone can be autistic regardless of race, gender or age. Autistic people are in every community. We have always been autistic. People are people of color are immigrants. Are part of every religion, every income level in every age group they are women. They are queer. They are trans. They are often many of these things at once. The communities that they are a part of and the ways they are treated shape what autism is like for.
And there is no one way to be autistic.

00:09:53 Kat Redniss

Some autistic people can speak, some people need to communicate in other ways.

00:09:57 Kat Redniss

Some autistic people also have intellectual disabilities and some autistic people don't.

00:10:02 Kat Redniss

Some autistic people need to have a lot of help for their day-to-day lives, and some people only need a little bit of help.

00:10:09 Kat Redniss

All of these people are autistic.

00:10:11 Kat Redniss

Because there is no wrong or right way to be autistic.

00:10:13 Kat Redniss

All of us experience autism differently, but we all contribute to the world in meaningful ways and we deserve understanding and acceptance.

00:10:22 Kat Redniss

I love that definition because it shows one of the things that we always say is, if you've met one person with autism, you've met one person with autism.

00:10:28 Kat Redniss

Yeah, you know it's called a spectrum for a reason.

00:10:31 Kat Redniss

It's, you know we're going to talk a little bit about it.

00:10:33 Kat Redniss

It's actually broader than a spectrum.

00:10:35 Kat Redniss

It's kind of this amorphus cloud of experience.

00:10:38 Kat Redniss

Some of the commonalities of autism and.
Again, this is from this definition that's linked in the chat.

00:10:44 Kat Redniss
We think differently.

00:10:45 Kat Redniss
Some of the common things that you might see for autistic people, strong interests, great problem, solvers, attention to detail.

00:10:54 Kat Redniss
There might be some trouble with executive functioning figuring out how to start or finish a task.

00:10:59 Kat Redniss
Routines can often be very important.

00:11:02 Kat Redniss
There can be overwhelmed when there isn't the.

00:11:04 Kat Redniss
If there's an unexpected change or a change in routine which can make it hard to process thoughts, feelings, and maybe even have a more reactive body experience.

00:11:15 Kat Redniss
We processed senses differently, so we were talking about sensory experience.

00:11:19 Kat Redniss
They might be extra sensitive to bright lights or sounds might have trouble understanding what sensory input is telling folks they may move differently.

00:11:29 Kat Redniss
There may be fine motor skills or communication challenges.

00:11:33 Kat Redniss
It can feel like there's a mind.

00:11:35 Kat Redniss
Body disconnect, uhm, they communicate differently, so sometimes there may be echo echolalia which is repeating things or scripting.

00:11:44 Kat Redniss
Some folks may use augmented communication devices, so some folks might be using an iPad, or of you know.
Or, you know, using different images to communicate their needs, so there's a variety of different things.

A letter board and some people may also be communicating with behavior and body language.

Autistic folks socialized differently.

Often they may not understand or follow common social rules.

They might be more direct.

Than neurotypical folks.

They might just say exactly what’s on their mind.

They might not be able to guess how people feel, and they might just need people to tell folks how they’re feeling so they don’t have that.

Less work and there might be.

Again, we said that help with daily living, so some folks can live totally independently.

One thing that we really talk about is there often is a demonising of interdependence in our world help and assistance and working together to make sure people have whole info lives is something that.

We really support UM and so that's kind of just a really broad overview of autism.

And uhm yeah, yeah Katie.
Any thoughts anything you'd like to add to that?

Yeah I would just like to share that graphic really quick if that's OK so we can just get a quick show of hands for those who are on video.

Yeah, absolutely.

How many folks here have heard of the autism spectrum?

Or OK everybody great so I have a graphic here.

That I'm going to show you, and I will verbally describe.

Assuming I can successfully share my screen, which.

There we go.

OK so this graphic hat is a white rectangle divided in the center by a black line and on the left hand side and black font it says what people think the autism spectrum looks like, and it's a horizontal bar that's in filled with a rainbow gradient from green to red and on the left hand side it says.

Less autistic and on the right.

Hand side is more autistic.

On the right hand side of this graphic, the top says what it can actually look like, and then there's a circular, UM.

Like that's also like a rainbow broken up into different sections, much like you slice of pie, and each slice is a different color.
And they say language, motor skills, sensory perception and executive functioning.

And this is really to drive that point home that.

Just because you've met one person with autism, all that means is you've met one person with autism. Autistic people are people, right?

So where one person might have strong skills in one area, some person might need assistance in that area and vice versa all over the map.

Then the sensory processing works the same way.

So for each of the sensory areas, you can have someone who is a seeker or an avoider. So for example, I use my own kiddo as an.

Example she is.

A hearing and auditory avoider so loud so sounds and.

It's not even.

Loud sounds.

It's like particular sounds are really upsetting for her.

She carries around big headphones and wears those.
She is a visual seeker too.
The nines like she'll take a flashlight and shine it right in.
Her eyes when.
With her visual disabilities, she's extremely light, sensitive, sensitive, and has something photophobia, so it's not always logical.
It doesn't always come, at least to us neurotypical people.
It's it's not something where it needs to make sense.
It's just things that she seeks.
Better voice.
OK.

Yeah, and then I just want to add 122 quick things. One is what I love about that graphic that Katie just showed is it moves away from this idea of creating a hierarchy of the autism experience of more or less or often. You'll hear the words like severe autism versus you know. And there's.
Or higher higher low functioning is often.
Exactly, and so there's a.
At least as well.
00:15:50 Kat Redniss

There’s a move away from that, and part of that is because what it really is is ableist ideas is that when somebody described as lower functioning or somebody described as.

00:16:00 Kat Redniss

Less severe or more severe it’s it’s that ableist idea that there are certain ways that you should function in society and the further away from that that you are, the more disabled you are, and so so the what I like about that graph is taking away from this idea of the spectrum of you’re here, or you’re here, and you’re saying you’re in this.

00:16:20 Kat Redniss

Place where these are different pieces of your autism.

00:16:23 Kat Redniss

You’ll also notice Katie and I are using the phrase.

00:16:26 Kat Redniss

A person who or we’re using the phrase, an autistic person, or you know, we talk a lot about language use and disability in the autism community.

00:16:38 Kat Redniss

There is more of a default these days to identity first language, which means defining yourself.

00:16:46 Kat Redniss

With autism as the forefront of your identity.

00:16:50 Kat Redniss

So I’m autistic, or I’m an autistic person instead of I’m a person with autism, and I’m not going to go ton into that.

00:16:57 Kat Redniss

If you go to the autism.

00:17:00 Kat Redniss

Self advocate self advocacy network.

00:17:02 Kat Redniss

They talk a lot about language use, but just to explain why we’re using that when we may have been using person first language and other workshops.

00:17:10 Kat Redniss

So just in case you want to read.
More on that.

So now we're going to take what we've just talked about and we're going to apply it to practices in a visual space.

So Katie is already modeled.

A lot of.

This and so one is making space.

Katie did the human first announcements, offering more than one way to participate, and so.

I'm a very verbal person.

I'm a Uber extrovert.

You know any test I take?

I'm like all the way on the extrovert cycle so I can be one of those people anytime there's a question in a space whether it's in person or it's or it's virtual.

I'm like the first one to chime in and be like, oh, let me. I had 75 thoughts on that and let me talk for 25 minutes on.

That that does not work for everybody.

Whether you're autistic or not, or whether you.
So offering a variety of different ways and also offering processing space for thinking and for really like one processing the question.

Often if there's a question directed to the group doing it.

Both verbally, but then also putting it in the chat so that.

If somebody is in the process of maybe they're processing something that was said before they missed the question or they didn't hear the question fully, having it in the chat so it can be revisited as they're developing their thoughts on it can be really helpful.

So both offering prompts and offering questions in multiple ways and then doing that same thing.

For how folks might want to respond, uhm, speaking like this in front of a group can be really intimidating for a lot of folks.

It can also just not be the.

Of the way the person feels most comfortable expressing themselves and so offering a different way.

Even something as hey give us one word or, you know, put one word in the chat or show us, uh, you know, show us something, show us a gesture that shows how you're feeling about this or you're responding to this so.

Making sure that all forms of communication are welcomed and then also this is a big one and this is 1 where I think a lot of what we you know we think.
It can often mean being seen by the other people.

As you'll see, there are tons of people here who have their cameras off, and we encourage that if that's what feels most comfortable, and I think the offering cameras to be off can feel counter intuitive, especially.

As we're struggling to connect over digital spaces, but it can be really important because somebody having their camera off could make that a much safer braver space for them to be in, and so that's a really crucial thing to offer.

Even though it feels.

Like maybe in your mind, somebody is not as.

Present it may.

Actually mean that they can be present for the first time in a meeting like this, and so that's really crucial.

Also, we have so much of this like you must sit and attend like be there.

Somebody may need to move around.

They may need to.

Stretch, they may need to take space.

It could have to do with like being close to the computer.
There might be too much sound.

00:20:16 Kat Redniss

The light of the computer or the way the light comes off the computer could be really intense for them.

00:20:21 Kat Redniss

They might just need to move moving around and moving their body might help them process that information and have that come in.

00:20:28 Kat Redniss

Taking breaks is really encouraged.

00:20:31 Kat Redniss

We’re all I know.

00:20:32 Kat Redniss

My brain is functioning differently, especially in the pandemic.

00:20:36 Kat Redniss

So sometimes the amount of time that I can dedicate to something but giving time and space.

00:20:41 Kat Redniss

And breaks and that can be, you know, have them planned in.

00:20:44 Kat Redniss

But then also, if you’re noticing that there’s a shift in energy, maybe offering them and encouraging people like Katie did at any point take a break if you need them, and so really encouraging that.

00:20:57 Kat Redniss

And I mentioned this before chat box utilized that chat box because some folks may just want to put their ideas in there and then.

00:21:04 Kat Redniss

This is a big thing.

00:21:05 Kat Redniss

We talked about.

00:21:05 Kat Redniss

Routine can be really important and also changes can be really difficult for a lot of folks who are on the autism spectrum.

00:21:15 Kat Redniss
Who are autistic.

So if you have an agenda as much as you can, sticking to it and not making any grand shifts from that or really going through like the intention of why OK, we're going to add this.

Let's I'm going to want to give everybody a minute to regroup with this and really understanding that that shift could really throw somebody off in that space.

And then this is.

This is something that almost in you might hear this in every single thing that we do in this series, which is the question mark symbol for access.

So on anything you're doing, having that idea that there is an access symbol on your marketing materials on the way you're promoting.

Things on a website so that folks know that you are willing to make accommodations that you have accessibility practices and.

Knowledge and that there is a key point person for somebody to reach out to if they have means that they want met in the meeting.

And so if you're putting out marketing materials and you can OK, here's who you would contact for accessibility requests and that could be as simple as hey, you know.

I really have, you know?

Or if you're doing, if you're doing any sort of like registration form, offering a space for folks to add their own needs in so that you can have that ahead of time and.

Be aware of that.
And yeah, I think that's where we're at and we're over right at 9:55 KT. Anything to add to those.

Uhm, not right now.

I did put the list of what Kat went through in the chat box as well as a link to the question mark tip sheet that tells you how to use that question mark symbol.

We also talk about that.

I think in the very first training, so if you go back to the links on the Arts Council page you can watch that first training and we talk about it.

The one thing I do want to add sort of as a transition is following up on what Cat said is that autism and sensory processing disorders.

Of any kind.

And aren't considered an invisible disability, so that might mean that someone going to someone could show up and they could be autistic, or they could have sensory processing needs and you don't know that looking at people, so my recommendation would be to employ these things from the very begin.

And all of these things we're talking about are no cost things to you.

They actually help.

Just like many accessibility features.

While these are originally designed with a specific group in mind, they're actually good for a lot of people and a lot of these things are really great for creating, you know, human centered environments on in the digital space that also help work against or.
Not work against, but uh.

At least minimize zoom fatigue, which I think all of us are experiencing these days and these you can use both in a zoom meeting or in a digital presentation of any kind.

So just stuff to keep in mind.

Alright, I'm going to talk about visual and auditory practices and then we are going to have a a break for questions.

So if you have questions.

You can either put them in the.

Chat or write it down so you don't forget.

OK, so the.

1st is something I'm doing right now is to use either an actual microphone or you know headphones with a mic.

Or make sure your web camera or computer has a decent enough quality microphone that people can understand you when you're speaking.

Clearly maybe if you're presenting jump on a few minutes ahead of time.

Other people test your sound with them.
And and that is to help make sure that the sound is high quality and the less tinny it is, the less sort of embrace. If it will be on people's ears so that.

00:25:05 Katie Miller
Can really help out, UM?

00:25:08 Katie Miller
And I found that I like the headphone mic combo because I can hear people better and in my own environment and eliminates all of the other background noise or not at least eliminates.

00:25:18 Katie Miller
But it dampens it a little bit when I have.

00:25:20 Katie Miller
Headphones in so I can hear everybody better.

00:25:23 Katie Miller
Along the noise dampening thing on zoom and many other streaming platforms, there is a noise background noise dampening feature within the settings of zoom itself and.

00:25:35 Katie Miller
It's if you have zoom, it's it's something that comes standard with it, you do, but you do have to turn it on.

00:25:40 Katie Miller
It can go from low background noise all the way up to high, so things like typing, dogs barking.

00:25:46 Katie Miller
I live next to a train yard, so sometimes it helps with those trains.

00:25:50 Katie Miller
Turning that on can help a lot for folks.

00:25:54 Katie Miller
Visually choosing a background that is as simple as possible so.

00:25:59 Katie Miller
If I was gonna do this differently, I might actually either.

00:26:03 Katie Miller
Turn my chair.
Around so I'm seated against the door next to me or get rid of like the picture frames and potted plants and stuff.

00:26:10 Katie Miller

The less sort of clutter you have in the background, the better, uhm?

00:26:17 Katie Miller

Next is announcing a shared system for turn taking or speaking, asking questions, making sure that there is some sort of systems.

00:26:24 Katie Miller

So in the beginning of this training, we said, hey, raise your hand or use the right raise hand feature so that you don't have lots of.

00:26:31 Katie Miller

People speaking at once.

00:26:32 Katie Miller

'cause not only does that cut the other people off.

00:26:36 Katie Miller

But it also in terms of like you can't hear everybody at the same time zoom and other streaming platforms just don't work that way.

00:26:44 Katie Miller

It's less confusing for.

00:26:45 Katie Miller

Everybody and just to make that that.

00:26:49 Katie Miller

System really clear in the beginning.

00:26:51 Katie Miller

Giving folks the option to turn off their video if they want.

00:26:55 Katie Miller

Uh, giving this one is, uh?

00:26:59 Katie Miller

Another one of those things where the technology and the accessibility features designed with one group specifically in mind, but a lot of people use it and that's captions.
So giving folks the options to turn their sound off entirely, their speakers and everything, and use just the captions.

If they want, you know, in zoom and many streaming live streaming platforms.

Auto captioning is standard now.

I will say.

That if someone makes an accessibility request for captioning, it does not meet the standard of accessibility.

For that purpose, so if someone requests captioning as an accessibility feature, then you would need to hire a captioner.

Excuse me and go that route but.

Just to have as an option for people the the auto captioning AI feature works pretty well.

What's next on my list?

Oh, making an announcement.

If the event I'm thinking if you're streaming a performance or.

You're doing some.

Sort of class or whatever to announce if it will have flashing lights.
Sudden loud sounds, any big changes in the sensory experience.

Just announcing that to.

People in the.

Beginning can be really helpful so that they’re prepared for that.

And the last thing I’m going to mention is creating movement breaks sometimes like.

Hello I have a cat trying to get into my lap.

I have two pandemic kittens that love to try to make an appearance every once in a while.

Uhm, anyway the movement breaks though.

Cat talked about creating breaks sometimes you can turn those into movement breaks or in our longer training sessions for if anyone done our access series for organizations we had we would have music breaks where I would play a song and people could get up and move if they want.

Or just listen to it.

Or not, uhm.

And you can find ways to make that fun. The recommendation is anything longer than 45 minutes to an hour should have some sort of break in it, even if it’s just two to three minutes long enough for people to take a breather and.

Step away from the computer.
OK, we just did a lot of talking.
At you so.
I'm going to pause.
I'm going to share what's in the chat.
I did share the list of the things I just mentioned as well.
As I said before, the link to the question Mark Tipsheet, UM Darlene says, I hung a blue sheet to make a solid background.
It's helpful for my theater classes as we serve.
People with developmental challenges, yes.
Lots of people have done that.
I know someone who has been working doing zoom meetings from their basement since the beginning of the pandemic and they have a sheet hung up behind them to hang the OR to cover up their basement mess.
So what questions do people have or thoughts?
You want to share?
Uhm, Mel, I see your hand go ahead.
00:29:56 Speaker 2
I just wanted to.
00:29:57 Speaker 2
Say I am autistic and the parent.
00:30:01 Speaker 2
Of a 5.
00:30:02 Speaker 2
Year old Autistic Child who's also listening.
00:30:04 Speaker 2
Down the hall.
00:30:06 Speaker 2
And I've never before heard such a thoughtful, sensitive presentation of the world before in a mainstream setting.
00:30:17 Speaker 2
And I just need to thank you so sincerely, because no one else speaks like this at all of the other trainings.
00:30:25 Speaker 2
I attend like all the day, I just want my brain explodes with like rage and fury.
00:30:31 Speaker 2
All day.
00:30:32 Speaker 2
So thank you both of you.
00:30:36 Katie Miller
Yeah, you're you're most welcome, of course.
00:30:40 Katie Miller
I wish I wished everyone would just let's, but that's This is why we do the trainings the way we do.
00:30:44 Katie Miller
We model the things we're.
00:30:45 Katie Miller
Talking about and and it's not just for the sake of modeling like this is.
00:30:53 Katie Miller
We do it so thank you.

00:30:56 Katie Miller
Anybody else have any questions or?

00:31:00 Katie Miller
Thoughts about what we've talked about?

00:31:02 Katie Miller
Katie, go ahead.

00:31:05 Speaker 4
Uhm, I'm Katie.

00:31:06 Speaker 4
I'm in an office right now so I have some.

00:31:11 Speaker 4
Photographs on the wall behind me with a clock on a white wall and I have pale skin, shoulder length, brown hair, Hazel eyes and I think that's everything that's helpful.

00:31:26 Speaker 4
I just wanted to say I somebody I follow on Instagram, posted something the other day where they they.

00:31:34 Speaker 4
Some somebody said to them you don't then they have autism or they're autistic and someone said to them, you don't look like someone with autism.

00:31:44 Speaker 4
And then they said.

00:31:47 Speaker 4
Do I smell like someone with autism and the person looked at them and was like what do you?

00:31:52 Speaker 4
Why would you say that?

00:31:53 Speaker 4
And they were like, right exactly.

00:31:55 Speaker 4
Yeah, necessarily look like somebody with autism.

00:31:58 Speaker 4

You don't necessarily know like it's not a thing.

00:32:00 Speaker 4

So when you said it's invisible, that just sort of resonated for me.

00:32:05 Speaker 4

Yeah, we.

00:32:07 Katie Miller

This is just a personal story.

00:32:09 Katie Miller

Uh, I get those comments a lot, either based on the fact that my child has albinism, which.

00:32:15 Katie Miller

Is pretty apparent based on the color of her hair or with autistic.

00:32:19 Katie Miller

Some autism.

00:32:19 Katie Miller

Sometimes people will say well, she doesn't look autistic and if I'm feeling cheeky sometimes I might be like, well, what do?

00:32:26 Katie Miller

You think autism looks like.

00:32:28 Katie Miller

Uhm, most of the time I say, well, that's because you know I use that as an opportunity to.

00:32:34 Katie Miller

Educate and I say that's because.

00:32:36 Katie Miller

People with autism are people and autistic people look different just like everybody else looks different.

00:32:44 Katie Miller

Anybody else have any questions?

00:32:51 Katie Miller
No, OK, so we're going to move on a little bit and talk about parallels in the physical space.

Uhm, you know we know these trainings are largely focused on digital accessibility, but so many things of what we've talked about today are.

Exactly directly applicable, and some of the things from.

The physical space.

You could definitely implement as well, like I was thinking of.

This is just like a brief side thing before cat continues, but I was thinking today about some of the sensory things you might have present at a meeting.

So say you're doing an in person meeting or performance, and you had fidgets like one thing.

Inclusive Arts Vermont takes everywhere.

For in person, things is a package of pipe cleaners.

And we do those partially 'cause they're fun for everybody to play with.

But it's also a fidget, right?

Like people can fidget with their hands with a pipe cleaner and build pipes cleaner sculptures while we're talking or they're participating in a work.

And I was thinking about it and I was thinking if you could really get.
On the ball.

00:33:51 Katie Miller

Ahead of time you could either mail.

00:33:53 Katie Miller

Those to people.

00:33:55 Katie Miller

Or you could in a no before you go sort of email.

00:33:58 Katie Miller

You could suggest, like hey, bring a fidget with that might look like a hair tie or pipe cleaners or an and you could like list off.

00:34:07 Katie Miller

A few different things, like containers, Plato.

00:34:09

You know, I'm.

00:34:10 Katie Miller

Listing things that are all seated or laid out on my desk right now, actually.

00:34:16 Katie Miller

OK cat, go ahead.

00:34:19 Kat Redniss

So I'm going to talk a little bit, I'm.

00:34:20 Kat Redniss

Going to go.

00:34:21 Kat Redniss

Back a little bit to my experience at the Flynn and talk specifically about some of the things that we did at the Flynn around sensory sensitivities and sensory needs, and then also specifically to address needs of the autistic community.

00:34:37 Kat Redniss

And again, like Katie said, these apply to a lot of different places.
I also worked in libraries as well and and some of these Katie and I were talking the other day.

00:34:47 Kat Redniss
We were like why is it expected that every kid sits on a mat at a story time in libraries?

00:34:53 Kat Redniss
You know, so things like that and so much of that is just shaking.

00:34:57 Kat Redniss
These really.

00:35:00 Kat Redniss
Antiquated ideas of how we all have to participate in things, and that was one of the questions that really helped guide us when I was at the Flynn was why do we assume there's one singular, correct way to experience art?

00:35:15 Kat Redniss
And where does that come from?

00:35:17 Kat Redniss
And just like everything it comes from?

00:35:20 Kat Redniss
White supremacy culture classism ableism.

00:35:23 Kat Redniss
It comes from all the bad isms that make society function in the problematic ways it does because it assumes this very particular way that's defined by a very particular group of people, and.

00:35:36 Kat Redniss
So the first thing I can suggest is just shake that loose and understand that whether you have whether you're autistic, whether you are neurodivergent or a typical, whether you're fat, whether you're thin, whether you're short, whether you're old, all of those things, we all experience things differently.

00:35:53 Kat Redniss
Because we all come in with our own who we are, what our experience is.

00:35:57 Kat Redniss
Then where we've come from, what our biases are, what our interests are, those all impact the way that we experience art.

00:36:04 Kat Redniss
The way we experience meetings the way we experience experiences.
So shake that loose and understand that regardless of diagnosis, regardless of all of that, you're coming in as your own unique being.

So at the Flynn, a couple of the projects I did for the first time did sensory friendly performances in the mainstage theater and those were inclusive performances that were not.

Specifically they were not they.

They weren't only for families with autistic children or artistic member autistic.

Members they were for all folks, but they had certain shifts to the programming that helped support folks who had sensory needs so.

Things like the House lights didn't go all the way down.

We worked with companies to find out if there were any really abrasive sounds in the shows and sometimes we would adjust those.

Or sometimes we would let folks know ahead of time for all of those we did.

Social stories, social stories, or something that can be really helpful, and that's something.

That if you're not aware of what a social story is, we're not going to go into that in depth here, but it can be really helpful and they can be really simple, because it can be a simple.

Outlining with pictures and very plain language statements, what to expect in an upcoming experience.

And so it’s it’s.
Here's what you're going to expect, and here are some of the ways that you might be able to handle that in the moment, and it gives options and so social stories helped us to say, OK, you know there's going to be a loud noise.

00:37:33 Kat Redniss
If it's too loud, I can cover my ears.

00:37:35 Kat Redniss
I can wear headphones.

00:37:36 Kat Redniss
I can take a break and go out in the lobby offering things like that that provide kind of a little respite for that.

00:37:44 Kat Redniss
Moment we also had sensory toolkits and those were things like fidgets that folks could borrow if they didn't have one from home, or if they had a, you know, an unanticipated need.

00:37:56 Kat Redniss
We had headphones.

00:37:57 Kat Redniss
We had weighted blankets.

00:37:59 Kat Redniss
We had, you know, things that you could put on the seat that allowed you to wiggle and kind of get some of those.

00:38:04 Kat Redniss
Movement, you know if you have, if you're a, if you're somebody who has a.

00:38:08 Kat Redniss
Very kind of dynamic.

00:38:10 Kat Redniss
Movement need you could be moving in your seat and shaking on your on your on your seat and that would allow you to kind of do that energy.

00:38:18 Kat Redniss
Get that energy out.
Always at sensory friendly performances, we offered a quiet space or a break room and that was something that was decently away.

00:38:27 Kat Redniss

But it's not so far away that you were because the idea of that is to have respite, and then ideally to come back into the space.

00:38:35 Kat Redniss

If you're able to, and so it was something where you could take a break, it was calm, quiet.

00:38:39 Kat Redniss

There wasn't a lot.

00:38:40 Kat Redniss

Of sensory input in those rooms.

00:38:42 Kat Redniss

Just a place that you could take respite and and that's kind of the idea here that we're modeling, which is feel free to turn your camera off.

00:38:49 Kat Redniss

Feel free to get up and move away from the space so that is something that's modeled in this space.

00:38:53 Kat Redniss

We're just maybe not providing that room.

00:38:55 Kat Redniss

But providing that permission and acceptance of that practice in in a digital space.

00:39:03 Kat Redniss

One of the things that we also did so so in those programs I'm.

00:39:09 Kat Redniss

I'm going to talk about this at the end because I think it's the universal piece that I think is one of the biggest pieces.

00:39:13 Kat Redniss

We also did a sensory friendly performance that was specifically designed for children on the autism spectrum and this was redkite brown box and it was in collaboration with Chicago Children's Theatre and it was an interactive.

00:39:29 Kat Redniss

Sensory experience.
That all of the performers were trained really specifically to work with autistic children, and the idea was you moved through the space and everything you were able to interact with to touch to feel everything had different sensory, you know, inputs so sound and we were working the maximum.

Number of children who could attend each performance was 12, so it was this really kind of protected environment.

They it was almost its own.

We did a social story and then you would meet folks in the lobby.

There was a lobby experience to get to know people and then you would go into the performance space every child had their own area to.

Sit and then they were welcomed in everything was given a choice every every time.

There was an experience that was interactive.

The child was given a choice to participate, yes or no, and if they said no one time, they were never.

It was never like you were out.

You were always offered a choice at every different interval and there was no judgment of whether you chose.

To interact or yes or no.
And so it was really specifically designed for that, and it was one of the most beautiful experiences I've ever had.

00:40:36 Kat Redniss

Chicago Children's Theatre does some really. Their red kite programming is all designed for autistic children, so if you want to look into that, that's a really powerful.

00:40:45 Kat Redniss

Program that they do.

00:40:48 Kat Redniss

One of the biggest things that we did, and this is kind of the example of.

00:40:54 Kat Redniss

Having that access symbol and a contact person, one of the biggest things that we did was really training anybody who was having direct contact with the public on how to be welcoming, because the input that we had gotten first of all before we did this program.

00:41:10 Kat Redniss

Meaning we created like a task force that was working with us that was made up of autistic people and parents of autistic people and special educators and and folks were working in.

00:41:24 Kat Redniss

You know, in Human Services with folks who were autistic because we knew again, it was not us.

00:41:30 Kat Redniss

These were not.

00:41:30 Kat Redniss

Our experience is we we could make assumptions and we could read research, but we wanted to hear directly from folks about what they needed.

00:41:37 Kat Redniss

And as we were doing those programs, we were always asking for feedback about what, could you know, what could we do better?

00:41:42 Kat Redniss

What could change?

00:41:43 Kat Redniss

How was this for you?

00:41:44 Kat Redniss
What would be helpful next time?

00:41:47 Kat Redniss

And I apologize as the sensory experience of my dogs in the background happens, but one of the things that we really did was we.

00:41:55 Kat Redniss

We worked with our ushers and our box office staff because they are the folks who were meeting people directly.

00:42:02 Kat Redniss

They were the folks.

00:42:02 Kat Redniss

Who were welcoming them and one of the.

00:42:04 Kat Redniss

Pieces of feedback we got was how?

00:42:06 Kat Redniss

Unwelcome, especially in this case, parents of autistic children felt in public space.

00:42:12 Kat Redniss

And how much fear there was about if my child behaves in a way that is not seen as typical to folks, how will they react?

00:42:22 Kat Redniss

And will we be like looked at negatively and so one of the things that we really wanted to work with was our ushers.

00:42:28 Kat Redniss

So we talked about.

00:42:29 Kat Redniss

For instance, like if if a child is vocalising

00:42:32 Kat Redniss

In a way.

00:42:34 Kat Redniss

How do you?

00:42:35 Kat Redniss
Support that family because that vocalization might be excitement.

00:42:39 Kat Redniss
It might be.

00:42:40 Kat Redniss
I'm really excited about this.

00:42:41 Kat Redniss
I'm responding to what's on stage and so so often things like that are met in ways that can make folks feel shame.

00:42:48 Kat Redniss
Feel like they're doing something wrong, and so instead of saying something like you're disturbing.

00:42:54 Kat Redniss
The people around you know.

00:42:55 Kat Redniss
Hey, just checking in.

00:42:56 Kat Redniss
Can I provide any support?

00:42:58 Kat Redniss
Here are some options we have.

00:42:59 Kat Redniss
You know we have sensory here's we have a sensory box.

00:43:02 Kat Redniss
We have a break space.

00:43:03 Kat Redniss
Great, you're doing OK, you're really excited.

00:43:05 Kat Redniss
Awesome so glad you're enjoying the show.

00:43:07 Kat Redniss
So changing our language instead of being.
Instead of kind of reprimanding of providing support and providing information in those moments, and I think that that kind of frontline welcoming was so crucial and important in to making people feel safe in that space and feel welcome and feel like they can be themselves and experience art in that way.

00:43:30 Kat Redniss

And I want to just give like.

00:43:31 Kat Redniss

A quick anecdote about.

00:43:35 Kat Redniss

How come one family kind of went through stages with this process?

00:43:43 Kat Redniss

So we had parents and they had an autistic daughter and they came to redkite.

00:43:47 Kat Redniss

That was their first experience, so they came in to this very protected environment that was really geared towards a child who was.

00:43:56 Kat Redniss

And she had a great experience.

00:43:57 Kat Redniss

She felt safe, you know.

00:43:58 Kat Redniss

She read the social story ahead of time.

00:44:01 Kat Redniss

She felt safe.

00:44:01 Kat Redniss

She felt like, OK now I'm familiar with the space.

00:44:04 Kat Redniss

I know what the Flynn is.

00:44:06 Kat Redniss

I understand how we get there.
I understand that the people there are going to be kind to me that I can take a break if I need it that there are these supplies and so she came to RedKite.

00:44:16 Kat Redniss

And that was in the fall and then in the winter we had a sensory friendly performance that was in the large theater.

00:44:22 Kat Redniss

And so her parents said we're going to try that, you know?

00:44:26 Kat Redniss

And so they read the social story they came in.

00:44:29 Kat Redniss

They brought you know her phidgets and what she needed.

00:44:32 Kat Redniss

They were able to come to the sensory table and experience that they drew.

00:44:36 Kat Redniss

You know they did.

00:44:36 Kat Redniss

We had coloring pages out in the lobby and they were able to color on coloring pages they went in.

00:44:42 Kat Redniss

She was able to take a break if she needed another success.

00:44:46 Kat Redniss

So then because they had had these two scaffolding events, they said we think she might want to do a camp at the Flint like that feels really safe.

00:45:05 Kat Redniss

And they knew who to contact because they'd made connections and built relationships with people, so they were able to call me up.

00:45:05 Kat Redniss

They were able to call another of my colleagues up and say, hey, we'd love for her to.

00:45:08 Kat Redniss

Do a camp.

00:45:09 Kat Redniss
Could we meet with you all and talk about like what that might look like and what accommodations might be in place so?

00:45:15 Kat Redniss

We met with her.

00:45:16 Kat Redniss

We met, we brought the teaching artist in.

00:45:18 Kat Redniss

We talked about, you know she's going to have a one on.

00:45:20 Kat Redniss

One with her.

00:45:21 Kat Redniss

They're going to come in here.

00:45:23 Kat Redniss

Some of the things great, awesome.

00:45:25 Kat Redniss

We'll build that in we'll, you know we'll make sure we're you know we'll make sure that anything that she needs is.

00:45:32 Kat Redniss

That amazing and then the next time we had a sensory performance.

00:45:36 Kat Redniss

It was of this amazing children book called Shush.

00:45:39 Kat Redniss

We have a plan and which is a great book if you haven't read it.

00:45:42 Kat Redniss

It's phenomenal book.

00:45:44 Kat Redniss

And it's almost.

00:45:44 Kat Redniss

All wordless, which is part of it.
And they called us up and they said, we're really excited for this.

However, she has one trigger word, one word that she hates.

And it's shush.

And they said.

Do they actually say shush in it, and so because they had a contact person they knew where they built that relationship?

And you know, this is somebody who's completely comfortable in the space, but this one word, and so we called the company we checked in.

We said, you know, I know this says it's almost worthless, but do they actually say shush?

They said they do.

It's the one thing they do, they shush each other and so we were able to communicate to the family and they said for this one we're going to sit it out.

We're going to choose not to go because they knew that, but they had that information and they had the resources to make that contact ahead of time instead.

Of bringing her there, taking a chance and having her be super reactive in a space and feeling really unsafe in that space and.

Having a super reactive, which again it would have been OK that I'm not saying that it's it's not OK.
If she had that reaction in that space, but they were able to get the information they need and have the support they needed to make that really thoughtful decision for their child and for her to make that decision for herself.

They gave her that, you know, we know they're going to say this.

Is that OK?

And she was like no, I think I don't want to go.

And so so they were able to advocate for their child, and she was able to advocate for their self through the support.

So I just wanted to show that as an example of.

Kind of how putting things in place can help really build those thoughtful relationships and help really allow people to one have more self agency and self advocacy.

And also it's a you know like know that that's a place for me and then I can also choose when to go and when not to go depending on what.

It feels safe, and so I'm just looking if there's anything else, oh, so that's a beautiful story and I'm I was really but the other thing that I want to.

Add is this.

It's so easy to think like, OK, it's just this group of people who needs to do this.

When we did, when we did this work at the Flynn, we needed buy in from the folks who do our website.

The marketing folks budgeting folks folks who did programming front of house box office.
It is a complete bot.

You need to do this well.

It's complete by end.

Across as much as you can get because.

It's it's not just oh OK, here's a box of fidgets.

Look, we've done sensory programming like we're done.

Yay, pat us on the back.

Like look, we're accessibility champions.

That's a step.

It's a wonderful step, but it's also understanding that so much has to do with the approach, the kindness, the open mindedness, and just like.

Uh, uh, billing.

The willingness to adapt in that moment for folks and so, so I'll pause for a minute.

Let Katie offer anything as well, 'cause Katie has a bunch of experiences too.

And then if there's ever any questions that I know we have some things in the chat as well.
Thanks Kat, I'm gonna share just really quick from the chat, Mel said.

This story is incredible.

We all have trigger words involuntary, limbic responses i.e.

Trauma true and Audrey said that's a great point about how to mitigate anxiety around events for people as well.

It's like content notes for events.

Totally, UM?

I was thinking about social stories just now.

And I think.

Social stories for a digital event is something it might exist I have yet to see one, and I was thinking about, UM.

Now go ahead.

I saw your hand go ahead.

So the.

One at my organization called All Brains belong.
This is like that.
00:49:32 Speaker 2
This is the theme.
00:49:33 Speaker 2
The mission of the organization.
00:49:34 Speaker 2
And but but and we struggle with this that that that that you're talking about.
00:49:40 Speaker 2
It is an access need for many people to be able to visually preview an event before attending it.
00:49:48 Speaker 2
And we struggle because like when I when I make social story books or videos for my child, you know ahead of like when I make my own stuff I get something you know from a previous version.
00:50:03 Speaker 2
Like I'll I'll.
00:50:04 Speaker 2
Go to a thing, I'll film it and then I'll make.
00:50:05 Speaker 2
My thing for my child to see it before we go.
00:50:09 Speaker 2
If an event hasn't happened yet.
00:50:12 Speaker 2
It is very difficult to capture it 'cause it didn't exist, so we've thought about like stimulating it and capturing it.
00:50:23 Speaker 2
And it's it's very, very hard to do so if the I'd love.
00:50:28 Speaker 2
To partner with anyone.
00:50:29 Speaker 2
Who wants to figure out a method?
Because it's a huge access need problem.

Yeah, I agree, that's what I was going to say is that I think you know just for my own personal experience, I was thinking about how in the beginning of the pandemic, so so my daughter receives a host of different services and in the beginning of the pandemic those all went from in person. Things that had a very clear routine.

Set of expectations uhm?

We knew like what events were going to happen to.

To I mean this, this kid her whole world got flipped upside down.

I also had a baby the day the governor declared the.

State of emergency.

So I brought home a brand new baby like.

Her whole world got.

Flipped school got closed, etc cetera.

But anyway, I was thinking about it and I.

I remember looking for social stories.
About how to do zoom.

It's it there is.

Like a set of unspoken expectations and sort of a social contract.

Just like that happens in an in person setting, but there's not really a social story that I've found for that.

So if anybody finds one great, maybe we should work on making one is what I.

Think I just decided.

And not just for zoom, but sort of attending digital streaming events and things like that which you know there are nuances to each one, but I think that would be something that would be really useful for people, yeah?

Yeah, I'm I'm also.

I'm also thinking and this was I, you know, I really like.

Went in and I was so impressed with the at the autism Self advocacy network.

They have a lot of their resources and I'm thinking about this isn't exactly a social story, but it's helping folks understand what to expect is an agenda, and I think you know.

That is, it lays it out.

It's very clear, but we could also be doing potentially or an option if you know there's folks who need it.
Or maybe you know, just in general it would be great to work on is a visual agenda too.

00:52:28 Kat Redniss

So or you know there's this.

00:52:29 Kat Redniss

But then there could be a simple agenda.

00:52:31 Kat Redniss

That is, you know.

00:52:32 Kat Redniss

Here's an image and here's this, which kind of models?

00:52:34 Kat Redniss

A social story, yeah Mel, go ahead.

00:52:36 Speaker 2

Yeah, so so so we.

00:52:37 Speaker 2

Do that, I'm happy to share what we do for visual agenda.

00:52:41 Speaker 2

It's really about the visual I'm adding to that is the visual environment, like I can think about.

00:52:46 Speaker 2

Uh, my got feedback from a family.

00:52:48 Speaker 2

Where we were doing we had stuffys night.

00:52:51 Speaker 2

There's no right way to be a stuffy and this this teenager.

00:52:57 Speaker 2

Was not able wanted to go.

00:52:59 Speaker 2

This is actually like stuffys or a monotypic.

00:53:01 Speaker 2
Focus it's perfect.

Except that she needed to see what a group zoom would be like, how many people?

I don't know, you know and and and like.

What did it actually feel like and look like?

And even though you know there's the the.

Text bullet points.

And the words describing there's no right way to participate.

She needed to see it, and there's a lot of people who you know.

It's it's it's.

It's harder to visualize the thing, and it's not like walking into or like when you walk into a room, you can show people what the room.

Looks like yeah.

It's like had the the virtual the digital room had to show that, and there's sometimes dysregulation when the version you show people.

Is is a mismatch from the reality like you know and and that's hard so.

But anyway I'm I have I have I have lots of sample.
Pictorial agendas that work, especially you know and they need to be as thinking about the issues of visual possibility that Katie I shared earlier about the simplicity of the visual background.

The pictures also need to be simple.

So we use a lot of cartoon images that tend to be more simple like.

To start just less visually complex.

Yeah now.

Thanks so much, Mel.

Uhm, before we wrap up and looking at the time, does anybody have any last burning questions before we wrap up and talk?

About next steps.

Go ahead Kitty.

I just wanted to.

Offer a quick plug in in what cat was talking about with the sensory free.
Sensory accommodations shows that the Flynn it occurred to me that VFN has rolled out this whole sensory sensitive vaccine situation, like they're we've distributed to a bunch of doctors office at pediatricians offices.

These like phidgets and all these things.

For kids to have a more positive vaccine experience, and it's specifically because of COVID, we got COVID funds around it, but I just think it's really great because this has been an issue for my nephew has to go to the ER to get his flu shot every year because his pediatrician can't manage.

Giving him a shot.

So I'm just going to put this down in the chat.

I hope it's OK that I'm bringing this up, but it just mean.

Yeah, yeah, that's that's great.

OK, so next steps we like with the all the other trainings next week the same time next Tuesday, 9:30 next Tuesday we will be back here at the same zoom link and we'll have what we call open office hours.

So Kat and I will be here.

You can come chit chat with us, ask questions about this topic or any other topic related to digital accessibility.

And we'll be there.
From 9:30 to 10:30 and I will send out an email today that has the links we shared in today's chat, plus a link to a survey.

00:56:05 Katie Miller
And if you filled it out before, please feel free to fill it out again.

00:56:08 Katie Miller
If you have new thoughts, these surveys are a follow up for us and it's a way for us to get direct feedback from you on how today's training went.

00:56:17 Katie Miller
And if you put something in there, we we take those to heart.

00:56:21 Katie Miller
We read every single one and we change and adapt and make improvements as we go.

00:56:27 Katie Miller
So please feel free to.

00:56:28 Katie Miller
Use those.

00:56:31 Katie Miller
Yeah, I think that's it.

00:56:32 Katie Miller
Thank you everyone so much for joining today and for the Arts Council for sponsoring this along with the legislature and we'll see you next month or next.

00:56:43 Katie Miller
Week OK bye everybody.