

REALTIME FILE

AUCD-Including The AUCD Trainee Orientation Modules In Your Curriculum

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>> Christine Liao: Welcome to today's Webinar Including the AUCD trainee orientation modules in your curriculum. My AUCD is Christine Liao and I'm the manager here at AUCD. Before we begin, I would like to address a few logistical details. Let's start with the introduction and hear from the two presenters today, Gail Chodron and Jerry Aliston. Following the presentation, there will be time for questions. Because of the number of participants, your telephone lines will be muted throughout the call, however, we will un-mute your phones one at a time during the Q&A at the end. You will have time on your phone to be un-muted to ask your questionings. If you use the microphone on your computer, you can raise your hand by clicking the icon at the top of the screen that looks like a person raising their hand. You can also submit questions at any point during the presentation via the chat box on your webinar console. You may send a chat to the whole audience or to the presenters only. We will compile your questions throughout the webinar and address them at the end. Please know we may not be able to answer every question and may control bind every question. This webinar is being recorded and will be available at AUCD's library. There will be a short questionnaire at the end of the webinar. We ask that you provide feedback later.

Today's webinar is how to include the AUCD trainee orientation modules in your curriculum. First, what are the AUCD trainee orientation modules? First, when I started in fall of 2016, I did a survey to the network to see what kind of material they were looking for to help trainees with AUCD. An overwhelming number of directors and employees asked for modules to see how they fit in the bigger contribution. We thought we had a diverse group of stakeholders in developing and implementing the module. The people included were directors and trainees, current and former trainees. They gave important information that is crucial for trainees to know how to deliver that information in such a way that it is important for training.

There are three modules, the modules are designed to be self paced and sequential, and however, the beauty of the modules is the flexibility. If the trainee has background knowledge, they can jump in wherever they would like to begin. Module one continues three videos to help trainees learn about AUCD and meet the network and the AUCD trainee voices. The second is connect and the third is the importance of interdisciplinary training and how they being an AUCD trainee influenced the professional and personal goals. Module two is a webinar hosted by an AUCD intern. The purpose of that webinar is to help trainees connect and get involved. It is available or you can watch the rerun in September. Our last module is module number three, which is the final webinar in the end of the year that happens in April, also hosted by an intern. Basically, the trainee can assess their next steps in the professional journey after they complete the trainee ship. The modules are available on the AUCD community website. You can click on the link here to view the modules.

Launching the modules in 2017, we have programs and incentives to participate to determine if the modules were active. The pre and post pact for each module here is an example. You can see the significant learning about the AUCD mission, impact, and the disability rights movement. If you are interested in completing the evaluations for your program or center, please feel free to e-mail me directly. My contact information is here at the bottom for you to e-mail me and I'm able to compile the results to you and deliver them to you in a way that works for you.

So the importance of why we have the training modules is because we have over 3,000 trainees that are part of the AUCD network and in this community. We want them to know that they can stay connected with us. The modules will help to connect trainee to the network and find resources, opportunities for their professional growth. It helps to understand their role and improve you. We have a collective impact at the local, state, and national level. We encourage to meet these modules as supplementary resources to their orientation and/or curriculum for the trainee. Now, I'm excited to hear from Gail and Jerry. First, we will hear from Gail on how to use the modules.

>> Gail Chodron: Hi, can you hear me?

>> Christine Liao: Yes.

>> Gail Chodron: OK, great. Thank you. OK, we have utilized all of the modules. I'm going to show you some pictures in a minute that show how we integrated module one, but first, I wanted to say module two and three, which are the webinars, we have used those in one of two ways, first, when they coincide with the timing of our LEND seminar, we have used them live, but that doesn't always work. Obviously, LEND seminars or LEND meeting times at each program are different and they don't always match up with AUCD webinar times, so we have also shared these on our course management site, which we use for sharing materials of the LEND program with our trainees. So when we post it there, we make sure we see mail all of the trainees and let them know it is a valuable resource for them.

What I want to show you in more detail is how we integrated module one. I think we have come up with a unique and effective way of utilizing these, which we're pretty happy with right now. So I pulled up on the slide here a screen shot of one of our course management systems or sites. Basically, we have two sites that we share with our trainees, one is LEND specific and it has all of our LEND materials in it. The other is this site, which is for UCEDD trainees. All of our LEND trainees are also considered UCEDD trainees. This was set up for any LEND trainee to enter UCEDD. The trainees that come into our program do their orientation near the beginning. Our LEND trainees do it in the summer before they do their live LEND orientation and other UCEDD trainees do this as soon as possible upon arriving, it kind of depends on the program they are a part of.

You notice on the front page that they let them know they are UCEDD trainee and we tell you that you might be a different type of trainee as well, for example, you might be a LEND trainee. I don't think I have any screen shots of this training page, but it is where they would go to get their program-specific information. Where we integrated module one of the AUCD orientation is in the link that says UCEDD training orientation. This picture shows you the outline of what is in that course site. I'm going to show you pictures of actual pages in a moment, which will make it easier to relate to how we integrated the materials, but I thought this outline might help. The orientation, the UCEDD orientation that we do provides them with the Wasiman Center. After we do that, after we introduce the Wasiman Center and the UCEDD then we go to the AUCD network and I'll walk you through some of the pieces that we integrated in there and how we have done that. So that is the basic set up for us. We introduce them to this program and it is

tangible and we're fortunate to have videos that we're able to use from folks that are UCEDD and our IDDRRC and I mention that because it helps to understand the site as a whole has a range of videos embedded in it. So the AUCD videos fit in well and so after they -- I mentioned in the outline that we do the Wasiman story and we talk about the UCEDD mission and values. I'm not showing the screen shot for the UCEDD mission and value overview, but this is what comes next, which is the AUCD network.

We give them a little bit of content and say you're at a center that has an IDDRRC, UCEDD, and a LEND program and each of these are part of the AUCD network and what we do before we send them on to look at the videos is have them complete that pretest that AUCD offers, so we ask them to assess their knowledge before they learn about the network and they can click on the survey, takes them off to another site where they can do that pretest, so that's how we embedded that.

They click the next button and they get in. Introduced to the first video, so this will play right inside the course management system for that and this is the first of three videos that Christine mentioned letting them know about the network as a whole.

Then they proceed to the next two videos, I'm sorry, the words are probably small on here for you, but we just basically say at the Wasiman Center and UCEDD trainee, you're part of this national network, so watch these videos to learn more about the kinds of AUCD trainees and how trainees describe the impact of the training and the network. It walks them to the two videos and then we allow them once again to complete the post test, right, so we embedded the survey in here and that allows them to click in to AUCD's survey and do the post assessment.

So let me go back here, so that is how we integrated the materials into our UCEDD orientation, now the largest set of trainees that we have here are our LEND trainees. We have, gosh, about 40 new trainees in LEND every year, so it has really been beneficial to have this orientation for them before they arrive and during LEND orientation, we can reinforce these messages again. It is not like we never touch on it, but it gives them a way to start to soak it up and we can talk about it more in person. We felt like, I think this is the third training year that we have been using some of this. It hardly feels like the AUCD videos have been around that long, but I think we have three years of data already, maybe we have used it two years and it spanned three calendar years.

This has really felt like it helped the trainees to better understand what they are a part of. We do get the data back from Christine, so she sends like a year report, which is how we have the three different annual years that we have data on and for that data, we've used it as part of our evaluation of this UCEDD orientation to see if the online orientation is impacting things we do want trainees to know about. Obviously, the questions that are asked in the AUCD survey are only part of what we want to know, because we also introduced them to our UCEDD and our center. We do our own evaluation on that at the end.

It is also worth noting for those of you in LEND programs, we did integrate the trainee hand book from the AUCD, so we put that in there, too, and we created a quiz that is online. It just

uses the quiz that was from the book and we updated it to so it has the right number of LEND programs as an answer. When we get the data back from AUCD, we use that as part of the data that allows us to evaluate the impact of the entire site, but we're also able to see from the quiz and other questions we ask, how the rest of the site works for folks, so that gives us some information whether this has been impactful. We have seen great improvement in knowledge and I think that survey that AUCD does has actually text boxes where trainees are asked to type in, you know, what are the three entities and what is the funding source of things and you can see they are getting it more correct, which is fabulous.

The other way in which we learn about whether this has a good impact for our trainees, when they come, at least in LEND, when they come to the LEND orientation, we're able to see when we interact with them they understand the whole network a lot more. Our UCEDD trainees who aren't LEND trainees, this is all they get. They get the programs that are embedded in but they are not as adaptive to understanding the AUCD in the work and the whole national network of trainees, so this has been really transformative in terms of giving them some opportunity to get exposed to the network. The amount of information is being soaked up and integrated more by our trainees when they have more life orientation as well, more live discussion to help them reinforce and integrate what they have learned here. So that is what I wanted to share and I am happy to take questions at the end of Jerry is done so I'm happy to answer questions at that time and more on what we did if there is anything you're curious about.

>> Christine Liao: Thank you, Gail. We're going to move on to our next presenter Jerry.

>> Jerry Aliston: Thank you, Christine. Can everyone hear me fine?

>> Christine Liao: Yes.

>> Jerry Aliston: Oh, just making sure. I'm traveling today and with modern technology what you can accomplish. Thanks, Gail, because we're looking at how we're going to expand and how we're going to use some of this. I got some good ideas from your presentation. In Mississippi, we have a LEND program connected our Arkansas, so I have to do a shout out to University of Arkansas and all they do for us. They have been nice to share some of the program and so we participate with them online.

I have a three-fold approach, for a lack of better wording, but number one, we do an in-person orientation and we watch the videos as part of the orientation. Of course, there are lots of other facets of the orientation as well. Why I like the videos is they are short and concise and digestible so students like them because they are not overly long. We do a lot of videos that are UCEDD and through our LEND program with a lot of young self advocates, so we have a lot of people who can give us input and they love these videos.

When we watch the videos, we do a group discussion after each video, so usually, and of course, like Gail said these have been a couple of years since we've had them, usually there is questions after each one, if will is not, we developed facilitated questions, from what is the UCEDD, what is AUCD network, what is your partisan network to stimulate some of the conversations to see if they were paying attention to the videos. If not, we can rewatch them

real quick, a lot of times it is getting the group discussion going.

The key areas we want to focus on are the initial acronyms, AUCD, LEND, UCEDD, and I'm talking LEND here, but we do use these in the UCEDD trainees, but those are done on one-on-one so we have had good use of the videos then, so it is not as much of a group discussion but a one-on-one discussion.

Going back to the LEND trainees, it works well to work on the acronyms because we have a UCEDD program with a LEND program connected to it, I want them to understand the difference and I've been connected to the community education dissemination council, so the councils are important to me as well. That is always a focus area and the special interest groups, so there is usually a discussion or question around those as well.

The last one, which is pretty open ended, where we get the discussion and a lot of times they don't know and they watch the videos, so they have initial, but we're able to bring back to real life with you in Mississippi, how are you going to benefit from this wonderful network and these videos that introduce you to it and start talking about the great things Christine and all of the AUCD staff offer the trainees, which is a lot. It is wonderful, with a list from going to the annual conference, etc. That is always a grade lead-in, -- great lead-in. This year, we'll have six trainees in for a live orientation and we'll have two of the faculties with them. You do get one-on-one, but it is a small group setting.

The second fold, the second time they get this, we actually will have a second orientation with Arkansas, because like I said we are connected to the Arkansas program, so we'll do a second round of orientation and this year, I think they are connected to and each year is a little different, videos are always connected to that. Our Mississippi LEND trainees get a second time with the videos. Arkansas uses white board and videos are part of the initial orientation, which we recommend you watch the videos and have that information available to it. A lot of times, they can be getting three opportunities to watch the videos, but one, if nothing else. We asked the students, the trainees, some of them, do you go and listen to I a second time and a lot of them do. Of course, we're talking small numbers here and that is something we want to add and as Gail mentioned she had 40 LEND trainees, but having them available so they could go back and once the acronyms and the terminology, et cetera, start to click a little bit better for them. We made them available throughout the semester. Of course, they are online, but sometimes they come to me as the LEND director and they have questions, let's pull our the video and go through it again. They are so short it is a perfect learning opportunity. Facilitated discussions work well for us and having multiple opportunities, at least one time with small group, but a lot of times they will see them two or three times at a minimum.

Since we're talking about trainees in general, we do one-on-one with the UCEDD trainees because we get trainees from so many different disciplines and we do direct service from different programs, an inclusive program and step up council, there are a lot of different activities so we can have people coming in and out. We tried to do an orientation for everybody and the schedules don't always work well, so we have one-on-one, so pretty much any of our staff that are working with a trainee of any kind have these videos, use it as part of their mini orientation and they will get it at least once. I handle the social work and the step up council

trainees, so they get it at least twice, to be honest with you. Early in the semester there is so much information and so much knowledge they are getting, so we will bring it back out to them, especially one-on-one midway through the semester because it starts to click and their foundation is more extensive at that point. That is really how we're using them and it is working really well and I want to follow up more with Christine and doing the data. We were blessed to be part of the initial, I guess, focus group to look at the videos and so I've had two of my staff now were trainees, two-year trainees part of the initial focus group to use the videos. They see the advantages of it and they promote it and they are at different locations within our institute so that has worked really well.

Again, I have to say kudos because this has helped connect our Mississippi LEND, we are connected to Arkansas, but to connect our institute, whether it is LEND or UCEDD connect it to the overall, as our executive director says, the huge \$600 million network and that is hard, a lot of times for a new trainee. It is just learning about what disabilities studies is in itself and we do so much there are 67 UCEDDs and 52 LENDs out there. It is a lot to take in and the IDDRC's as well, so this has worked well to give us an initial foundation. I think that is all I have today.

>> Christine Liao: Thank you, Jerry. I really appreciate Gail and Jerry and how they view the training modules and the curriculum. Now, we have time for questions, as a reminder, to ask a question using your phones from the asterisks key and the pound. If you're using the microphone on your computer, you can raise your hand and we will un-mute you so you can mute your microphone. Lastly, you can ask questions via a chat box, so if you have any questions for either Gail or Jerry.

>> We got a couple of questions in the chat sent privately. This is for Gail and Jerry. Were there any ways that you had to adjust showing the trainees LENDs or UCEDD trainees, did you have to adjust where you had to show them examples?

>> Gail Chodron: I can start, so the way that we set up the site and I can go back here for a second, we didn't really adjust the site. It is set up so it will work for everybody, so part of what we did is say off the beginning here, you are UCEDD trainee and you may also be another kind of trainee. You may have been told that you're another trainee, but we set it up from the start that you are all UCEDD trainee. So we set it up so every LEND trainee is also a UCEDD trainee. I think we would have had to do that differently if we did not think of as every LEND trainee as a UCEDD training. We had the videos work for everybody and the link here that has the training programs, if I clicked to that page, it has a set of links to every identified program, named program that a trainee might be a part of and they could get the info that is more specific for them. On that page, it says, you know, LEND training program and it says rehab medicine fellows or I can't remember what all of them are and there is an outreach office training program, there is the Wisconsin early childhood training program, so we just link that and any information that is only relevant to those trainees would be there and available for them, including more training. I know the early childhood program is putting together content for its pages on the site that would be more specific to that, so we did try to set it up in a way that it would be universally applicable.

>> Jerry Aliston: Gail, I like how you do that, to be honest with you. We pretty much say you're

a AUCD trainee at this point and the name of our UCEDD disabilities trainee with that because the trainees could be attached to so many of the UCEDD different programs or be in the LEND, so we kind of get away from if it is LEND, UCEDD, they know that and that is path of it, -- part of it, but we want to do the holistic approach where you're part of this network and I think that is where the videos help us with it a little bit. It is a lot to take in. It is a lot of information.

The other part of that, I will say with the UCEDD, because we do have minimal and moderate, so you have the ranges where with LEND, we have only been doing long term trainees. For instance, we do recreational sports, so we do Quidditch if you do Harry Potter and they come in and they are working with the special Olympians, the special Olympic athletes. They're college students but that might be the only connection they have. We still want them to have a foundation of information, but you know when they think they are part of working with the institute, they are thinking about playing Quidditch. But we want them to have a field and know what else is available, so we say trainee in general. I like how Gail is doing that how they are all connected back to the UCEDD. I see advantages in that.

>> Gail Chodron: I like how you're doing the umbrella of making them be AUCD trainees as well.

>> Christine Liao: Here is another question for both of you, since you have been implementing the modules for years now, what changes have you made over time to adjust them?

>> Gail Chodron: Um, that's a good question.

>> Jerry Aliston: Do you want me to go first, Gail?

>> Gail Chodron: Sure, go ahead.

>> Jerry Aliston: When we first started, we didn't do the facilitated discussion, because to me the videos -- I love the videos. I'm not just saying that. We get to use them for a lot of different things, even beyond from the trainee perspective. Even new staff, we use them with all of the new staff, et cetera, I think facilitated discussion, because initially, we had them watch the video and work with a scene and do the pretest and post test or whatever, but discussing to make sure they got the key concepts and I think they are getting it, but when we do the facilitated discussion, we're bringing it back down to their specific level. For instance, you're playing Quidditch or you're a LEND trainee this is where you are and this is one of the aha moments where, this is where I'm connected to this. I always say the \$600 million sale sounds impressive and it is true, but for a trainee, you're part of this huge network and that is impressive and, you know, when you relate it to the benefits, it has worked really well for us to do that. We don't do them in isolation that is why we do the one-on-one. I would love to be able to do group with everybody, but it does not work as easy when you have people with different schedules or work with different programs. They do a one-on-one orientation and at least get a one-on-one discussion that is the only thing we changed, where you watch them and if you have questions, come to us. We want to target information and share and discuss and, again, we will do that throughout the semester or the year.

>> Gail Chodron: Yeah, that is a great idea. I feel like in a way we haven't changed anything. I think we rolled it out a little bit, but other than that, we haven't really adjusted, so the way we rolled it out, we knew we could offer this to our LEND trainees in a straightforward way first. With the other identifying training programs, it's been one by one getting them onboard and deciding how much additional resources we put on our site for the trainings program page. I think the next step for us is what Jerry has been doing and thinking about how to follow up more with the UCEDD trainees that aren't part of LEND.

Jerry, what you're experiencing is similar to what we're experiencing that live follow-up is critical. We mostly had the chance to do that with LEND trainees. I shouldn't say that because the other training programs, I'm not involved with them directly, so they could be doing more live follow-up. As Jerry mentioned, we're trying to encourage the UCEDD staff to go there the orientation themselves. I guess there is one new thing we have done, we had a number of new staff come on and we did assign it saying look at this orientation and go through it yourself and as a trainee, initially, so you understand what the UCEDD is all about. We want all of our staff to understand that training is embedded in pretty much everything we do here and so they are always going to be interacting with trainees. We want them to understand what the trainees are a part of, so that might be a way in which we've adjusted, but the way we integrated it for the LEND trainees has worked having them to do it or having them do it all online as part of a bigger online orientation and having an opportunity at LEND orientation and through mentoring to keep revisiting those ideas and helping them integrate it.

We also, I should probably say, we build in signing up for the AUCD list serve in our LEND orientation, so there is a station and every trainee is supposed to sign up and it is kind of required. I think most years we have had 100% LEND trainees sign up so it is part of the whole package because they get the AUCD e-mails that again, reinforce that they are path of this.

>> Christine Liao: Awesome. Jerry, you mentioned you developed facilitator questions, would you be willing to change them?

>> Jerry Aliston: Sure, they change depending on the group, straight to the point, I would be happen to share those with anybody who would like to see them.

>> Christine Liao: Awesome. We heard program centers use the modules as a recruitment tool, have any of you thought about doing that or have done it?

>> Jerry Aliston: I have not done that, but that is something I would want to look at, because of the size of our number of trainees we've had, we have not had difficulty obtaining our trainees, but I know it is going to be more competitive, et cetera, but I have not done that at this point. I would be curious to learn more about that.

>> Gail Chodron: We haven't done that either, but I like the idea. We do have a web page for trainee and other opportunities that are students and other learner opportunities on our UCEDD page and one page for LEND. Like Jerry, we haven't had a hard time recruiting people. We have all of these people who want to do training and we're trying to manage that, but I feel like the Youtube videos would work well on a web page that would allow you to kind of show what

your program is about, maybe we spotlight a past trainee, so maybe alongside a specific story from your program.

>> Christine Liao: Thank you to Jerry and Gail. I think this is all of the questions we have unless other folks chime in or in the chat box. I thought I would ask one final wrap up question for both of you. First of all, I want to thank both of you for the training and modules, so I thought it would be good considering most of the trainee programs are starting up for the year. We would like to hear from each of you as to why you think it is important for our trainees to be connected to the AUCD network and what implications that has on their personal growth that they are connected to AUCD?

>> Gail Chodron: I can start on this one. You know, I was a trainee myself in 2007-2008. I remember being just awestruck by what I was a part of, not just here in person, but realizing there are all of these programs and there was a national network. I did not have an opportunity in my training year to go to a national conference, unfortunately. I had a little kid and that didn't work. Because we have so many trainees, we can't send them all to those conferences, but I feel like for me personally, it felt impactful to understand that I was part of something with a long history and broad reach. I've stayed here in Wisconsin, now working at the same program that I was in as a trainee, but over the years, we've had, you know, trainees, they leave and they go work somewhere else and some go to a different state and we've heard from trainees when they went for interviews. Well, sometimes they knew there was a LEND program there or a UCEDD and they would say I'm a grad from one of these programs and they would spotlight that as part of their interview. Other trainees have gone somewhere, let's say one of them was an academic position that she was applying for, maybe in Michigan. I can't remember. When she went, for the faculty interview, someone on the interview committee said oh, my gosh you're a LEND grad. I know about that. That is really great. I feel like it's really important for the trainees when they are trainees to realize they are part of this bigger network, not only they realize they are part of something bigger, but also to realize when they go apply for jobs or connect with colleagues and collaborate that people will know often what LEND and UCEDD training is or IDDRC's and there are fellow grads out there.

Finally, I feel like it is not only impactful when you're going to a new work site that has a LEND or UCEDD, but I had trainees recently that I knew a grad from our program was working at UW Whitewater. I learned another one of our grads from a different year and they didn't know. They worked together at the same disability center and I was able to connect them. I tell the trainees, when you go out in the work world, even if you're not working somewhere where there is a LEND or UCEDD or IDDRC, but you're in the disability field, but there is a chance you are bumping into other grads from this network, particularly, given how many trainees they are in the country and they move between states and how many generations of trainees there have been. I think that is nice because then people can be a little more intentional and explicit about saying, I graduated from a program like this, do you know about this or do you know about the AUCD network and they might hear someone say yeah. I went to the program in another state or I heard about that network and it can be a point of connection, so there are at least three different reasons why I feel like it is important and I will add a fourth.

When I was a trainee, I did notice being on the trainee list serve there were great opportunities

shared around, some of them were specific to be people who graduated from the programs, maybe the emerging leader opportunity or the scholarships for attending the conference or presenting at it or if you have been a grad before and just the list serve gives a nice way to hear about opportunities more broadly. I think it is really important for trainees to understand they are part of something bigger for all of those reasons and I think our trainees valued learning it.

>> Jerry Aliston: I agree with pretty much everything. I could say ditto, but I was a trainee as well. I was a UCEDD trainee and before we had a LEND connection, I won't say when that was exactly. It was a few years ago. One thing I will say, for various reasons, I don't think I got a good grasp of the whole network at the time and I think I was siloed and looking at where I was and my studies, etc. It is not that the information wasn't there, it is one thing that motivated to me to make sure people know about everything and if you want to participate, the sky is the limit and that is one thing we say that will be lots of opportunities, but we want to make sure you truly know even though you're in south central Mississippi, there are trainees all over the United States and other parts, too. Territories, et cetera, and even connected to other areas. We want to make sure you are connected to them and one thing to me also there are always ways to improve and we have not been to the annual conference that is on my bucket list. Because we're a small program, I want to move to where we can take trainees and do the annual conference and do things in the state and promoting awareness day at the state capitol. Each year, I'm increasing it and there is not enough time to do everything you want to do, but we try to add on a new activity, etc.

Going back to what Gail said, this is just my third year to be fully over the LEND connected to the LEND, to be fully over it, I'm seeing the connections the word of mouth the people in LEND, we hired four people at your UCEDD that was part of the program in various ways. It shows you if you get good people, you want to keep them and they show you what they can do while they are a trainee. We want to collaborate. We're eventually going to have a full LEND program in Mississippi. We're proud of the relationship we have with Arkansas, but eventually, we still want to collaborate them where we can do a southeastern initiative four or five states. I am finding out that people in other states are LEND trainees.

I will put the point out there, I would love to see some sort of certification credential and we try to promote this as much as possible, but I would love for them to get a credential that when you graduate LEND you have a certification that you have a certification that you completed the LEND program that is recognized nationwide. I think we do a wonderful job in promoting all of this and like Gail said everyone is doing this, but I would love to see them get a national recognition that they complete all of the requirements of the LEND program. It brings me back to the network and how powerful that is.

>> Christine Liao: Thank you to Gail and Jerry for sharing that. Thank you, both and to everyone on the call for your commitment to have training and get involved and grow with AUCD I just wanted to share that today's webinar is the first in AUCD trainee orientation that shows the modules to strengthen the curricular and employee area. this shows positive examples across the country like we have done today. Our future webinars, including this one - - our future webinars will follow a similar context today. Stay tuned for more information and

see the schedule come together so thank you for attending this webinar and a special thank you to Gail and Jerry. This webinar has been recorded and will be in the library at [www.AUCD.org](http://www.AUCD.org). If you would like any information on the modules, please contact me. Please take a few moments to complete our survey that will pop up as soon as we end the webinar. Have a good day, everyone.

>> Jerry Aliston: Thank you, bye.

>> Gail Chodron: Bye.

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