

JONES MEMORIAL LECTURE-APRIL 15TH, 2013.

MS. DEBRA RUSSELL: HI, EVERYONE. I THINK WE'LL GET STARTED. IT'S MY PLEASURE TO WELCOME YOU TO TONIGHT'S JONES MEMORIAL LECTURE. I'M DEBRA RUSSELL, AND I'LL BE YOUR EMCEE THIS EVENING. AND IT'S MY PLEASURE TO WELCOME EACH AND EVERY ONE OF YOU. AS YOU KNOW, WE HOLD THESE LECTURES ONCE A YEAR, AND THIS YEAR'S IS A VERY SPECIAL EVENING FOR US. WE HAVE TWO GUESTS OF COURSE FROM THE UNIVERSITY OF NORTH FLORIDA.

JUST A COUPLE OF COMMENTS ABOUT WHY THE CAMERAS. YOU MIGHT REMEMBER LAST YEAR THAT WE LIVE STREAMED THE LECTURE, BUT OUR TECHNOLOGY WAS NOT FABULOUS, AND SO THIS YEAR WE'RE GOING TO VIDEOTAPE IT, AND THEN WE'LL PUT IT UP ON THE WEBSITE AFTER, AND IT WILL BE ACCESSIBLE THAT WAY TO THE OTHER PEOPLE WHO WOULD LIKE TO SEE IT WITH THE SAME QUALITY THAT WE WOULD HAVE EXPERIENCED THIS EVENING.

SO THAT'S WHAT THAT'S ABOUT.

AND I'VE JUST HAD AN E-MAIL. DR. FERN SMART IS NOT ABLE TO ATTEND THIS EVENING. SOME EMERGENCY HAS COME UP SO SHE SENDS HER REGRETS, AND HER WARM WELCOME TO THE FACULTY OF EDUCATION AND THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND TO EACH AND EVERY ONE OF YOU FOR COMING TO SUPPORT THE

LECTURE.

FOR THOSE OF YOU WHO HAVE BEEN TO A JONES MEMORIAL LECTURE BEFORE, YOU'LL KNOW THAT THE LECTURE IS ENDOWED BY THE GOODNESS AND THE GENEROSITY OF A FAMILY BY THE NAME OF PAT EIDEM AND DR. ROD EIDEM WHO ARE WITH US THIS EVENING. AND I WANT TO ACKNOWLEDGE THEIR GENEROUS CONTRIBUTIONS TO THIS LECTURE AND TO EVERY LECTURE THAT WE HAVE HAD. SO BEEN MY PLEASURE TO HOST THE LAST 12 JONES MEMORIAL LECTURES, AND WE THANK VERY MUCH PAT AND ROD FOR YOUR SUPPORT, AND WE HAVE A SMALL GIFT TO YOU, PAT, TO SAY THANK YOU VERY MUCH.

[APPLAUSE]

TESTING, TESTING? WE DON'T SEEM TO HAVE MICROPHONE SUPPORT.

TESTING, TESTING, ONE, TWO, THREE. IS THAT BETTER? A LITTLE BIT? NOT AT ALL? A LITTLE BIT?

I APOLOGIZE. WE'LL CALL THE TECHNICIAN IN JUST A FEW MINUTES.

SO AT ANY RATE, TO THE EIDEM FAMILY, THANK YOU AGAIN FOR ENDOWING THIS LECTURE IN HONOUR OF YOUR PARENTS, MR. AND MRS. JAMES JONES.

SO THE ENDOWED LECTURE SERIES ALLOWS THE UNIVERSITY TO BRING CURRENT RESEARCH TO OUR LEARNING COMMUNITY, WHICH INCLUDES EACH AND EVERY ONE OF YOU. AND SO THIS EVENING, IT'S ALSO OUR PLEASURE TO WELCOME A SPECIAL VISITOR, AND I'LL DO

THIS IN ASL.

I'D ACTUALLY LIKE TO GET KRISTEN'S ATTENTION. I HAVE A SPECIAL RECOGNITION TO DR. KRISTEN SNODDON. SHE WILL BE TAKING OVER THE POSITION OF THE PEIKOFF CHAIR STARTING JULY 1ST. SO SHE'S TAKING THE OPPORTUNITY TO COME HERE TONIGHT, AND I CERTAINLY HOPE YOU WILL TAKE ADVANTAGE TO INTRODUCE YOURSELF AND TO MEET HER.

WE ARE THRILLED, VERY, VERY THRILLED, THAT SHE WILL BE ABLE TO TAKE THIS POSITION AND HAS ACCEPTED OUR OFFER AND WILL BE JOINING US. AND WELCOME THIS EVENING.

I ALSO WANT TO RECOGNIZE VISITORS FROM SASKATCHEWAN, ROGER CARVER AND SHELLY CARVER.

SOME OF YOU OLDER IN THE AUDIENCE PERHAPS REMEMBER THAT ROGER WAS INVOLVED WITH WCCSD FROM THE INCEPTION WITH DR. RODDA AS WELL, SO AGAIN, WELCOME BACK.

AND WE'RE HAPPY TO SEE YOU HERE TONIGHT.

I'LL TRY THIS AGAIN IN ENGLISH.

I'D ALSO LIKE TO ACKNOWLEDGE OUR STUDENT VOLUNTEERS. THIS EVENING WE'RE JOINED BY TWO STUDENTS FROM NAIT WHO ARE SHADOWING THE CART REPORTING, SO THEY'RE FROM THE NAIT, WHICH IS CAPTIONING AND COURT REPORTING PROGRAM, AND SO GETTING SOME PRACTICAL TRAINING. SO THEY'RE ACTUALLY DOING THE LECTURE AT THE BACK OF THE ROOM

AND GAINING THAT EXPERIENCE, SO WE THANK THEM VERY MUCH FOR THAT.

SO NOW IT'S MY PLEASURE TO INTRODUCE OUR TWO SPEAKERS FOR THIS EVENING, DR. SHERRY SHAW AND DR. LEN ROBERSON FROM THE UNIVERSITY OF NORTH FLORIDA. YOUR PROGRAM BOOK GIVES YOU THEIR BIOS. I WON'T REPEAT THAT. WHAT I CAN SAY IS THAT THESE ARE TWO RESEARCHERS AND TWO EDUCATORS THAT I HAVE FOLLOWED WITH GREAT INTEREST SINCE I FIRST MET LEN AT CIT IN 2008, I BELIEVE, IN PUERTO RICO. AND SO SINCE THAT TIME, LEN AND I HAVE WORKED COLLABORATIVELY ON SOME RESEARCH THAT'S FOCUSED ON LEGAL INTERPRETING AND CONDUCTED A SURVEY OF NORTH AMERICAN INTERPRETERS. LEN IS A WONDERFUL COLLABORATOR, A CREATIVE THINKER, AND I'M CERTAIN THAT HE NEVER SLEEPS. HE'S THE FATHER OF SEVEN AND YET SOMEHOW MANAGES TO PUBLISH ABOUT 400 ARTICLES A YEAR, SO I DON'T KNOW HOW HE DOES IT, BUT THAT'S LEN.

AND IT'S ALSO BEEN MY PLEASURE TO GET TO KNOW SHERRY OVER THE LAST FEW YEARS AS WELL TOO. AGAIN, A WONDERFUL RESEARCH COLLEAGUE. SHE OFFERS A RICH BLEND OF PUBLICATIONS THAT OFTEN BRING DATA FROM BOTH SPOKEN LANGUAGE, SIGN LANGUAGE, AND BRING IT FROM AN INTERNATIONAL PERSPECTIVE. MUCH OF HER WORK IS CONDUCTED IN EUROPE AND IN THE UNITED STATES.

THE TWO OF THEM ALSO FIND TIME TO EDIT THE JOURNAL OF INTERPRETATION FOR THE REGISTRY OF INTERPRETERS FOR THE DEAF, AGAIN IN THEIR FREE TIME. I'M NOT SURE WHEN THAT IS. BUT SINCE THE TWO OF THEM HAVE TAKEN OVER THE JOURNAL, WHAT WE NOTICE IS INCREASED RIGOR AND STANDARDS OF ACADEMIC SCHOLARSHIP AND THE FACT THAT THEY'RE WORKING WITH VERY NEW SCHOLARS TO GET THEM PUBLISHED IS A WONDERFUL CONTRIBUTION THAT THEY'RE MAKING TO THAT JOURNAL.

SO TONIGHT LEN AND SHERRY WILL SHARE THEIR RESEARCH THAT IS GROUNDED IN THE DEAF COMMUNITY ON A SUBJECT THAT IS NEAR AND DEAR TO ALL OF OUR HEARTS, AND THAT IS WORKING WITH DEAF SENIORS. PLEASE JOIN ME IN WELCOMING LEN AND SHERRY.

[APPLAUSE]

DR. LEN ROBERSON: THANK YOU. I DON'T THINK ANY OF OUR MIKES ARE WORKING. HELLO? HELLO? SO I'LL JUST TALK REALLY LOUD. I HAVE KIDS, SO I HAVE TO YELL A LOT, SO THAT WON'T BE A PROBLEM. SO THANK YOU SO MUCH FOR ALLOWING US TO BE HERE TONIGHT. WE'RE VERY, VERY THRILLED. WE TRIED TO BOX UP OUR FLORIDA SUN SHINE. IT DIDN'T WORK OBVIOUSLY. SO, SORRY, WE TRIED TO BRING THAT SOME OF THAT IN THE FUTURE.

SHERRY AND I WANTED TO START WITH JUST A FEW THANK YOUs. FIRST OF ALL, THANK YOU FOR THE

OPPORTUNITY. WE ARE THRILLED TO BE INVITED TO BE A PART OF SUCH A PRESTIGIOUS LECTURE SERIES OVER THE YEARS AND ARE THRILLED TO BE ABLE TO SHARE SOME OF OUR RESEARCH WITH YOU TONIGHT, SO WE WANT TO THANK YOU FOR THAT VERY MUCH.

WE'D LIKE TO THANK OUR UNF FOUNDATION. THE RESEARCH WE'LL SHARE TONIGHT HAS BEEN FUNDED BY OUR UNIVERSITY FOUNDATION, AND SEVERAL YEARS AGO, SHERRY AND I PUT FORWARD A PROPOSAL THAT WAS QUITE EXTENSIVE. IT HAD MANY FACETS INVOLVING DEAF CHILDREN, FAMILIES WITH DEAF CHILDREN, DEAF SENIORS, SENIOR CITIZENS, NOT 12TH GRADERS, AND IT WAS FUNDED. AND SO IT ALLOWED US FOR A FEW YEARS TO COLLECT DATA, AND WE'LL SHARE ONE ASPECT OF THAT RESEARCH WITH YOU TONIGHT. SO CERTAINLY OUR THANK YOUs TO THE FOUNDATION.

WE WANT TO THANK OUR PARTICIPANTS WHO ARE NOT HERE TONIGHT, BUT YOU WILL SEE THEM. WE HAVE SEVERAL VIDEO CLIPS OF OUR DEAF SENIORS WHO WERE PART OF OUR STUDY, AND WE WANT TO CERTAINLY THANK THEM. WE'D LIKE TO THANK OUR TWO INTERPRETERS TONIGHT FOR THEIR WORK FOR HELPING US TO COMMUNICATE AND HAVE ACCESS TO THIS, AND SO WE WANTED TO THANK YOU AND THANK THEM.

WE ALSO WANTED TO SET THE STAGE FOR OUR VIDEO. OUT OF RESPECT FOR OUR DEAF PARTICIPANTS AND THE DEAF COMMUNITY, WE WANTED TO HAVE THE ASL VIDEOS

PRESENTED, AND SO THROUGHOUT THE EVENING, WE WILL HAVE A VIDEO SHORTLY AND THEN TOWARDS THE END WE HAVE SEVERAL. AND THE WAY THAT WE PRESENT IT IS THE VIDEO WILL BE FIRST. THEY VARY IN LENGTH, MAYBE 30 SECONDS, THE LONGEST ONE IS PERHAPS A MINUTE AND A HALF, AND THAT WILL BE AN ASL ONLY.

WE DIDN'T WANT TO PUT OUR NEW INTERPRETERS ON THE SPOT, AND SO THEY'LL BE PRESENTED IN ASL. WHEN THEY'RE FINISHED, THERE WILL BE A SLIDE FOLLOWING THAT WITH AN ENGLISH TRANSCRIPTION THAT WAS THERE. SO THOSE OF YOU WHO MIGHT NOT SIGN, YOU WILL HAVE OPPORTUNITY TO SEE THE ENGLISH TRANSCRIPT AS WELL. SO THAT'S HOW OUR VIDEOS WILL BE PRESENTED TONIGHT. AND WE HOPE THAT WORKS WELL. ALL RIGHT? SO THANK YOU VERY MUCH, AND LET'S GET STARTED.

DR. LEN ROBERSON: OUR RESEARCH THAT WE'RE GOING TO SPEAK ABOUT LOOKS AT THE SOCIAL CONNECTEDNESS OF DEAF SENIOR CITIZENS. SO WE SET OUT TO EXPLORE THE RELATIONSHIPS THAT DEAF SENIORS HAVE WITH OTHERS AND THEIR FAMILY AND THEIR NETWORK OF FRIENDS AND HOW THAT CONNECTEDNESS CAN BE IMPROVED, HOW IT CAN BE ENHANCED. WE CHOSE THE VIDEO CLIP YOU JUST SAW, AND AGAIN THE ENGLISH TRANSCRIPTION IS THERE FOR YOU, BECAUSE IT REALLY HIGHLIGHTED SOME OF THE FINDINGS THAT REALLY JUMPED OUT TO US.

WE ENTERED THE RESEARCH LIKE MANY RESEARCHERS WITH A HYPOTHESIS WITH THOUGHTS AND IDEAS, AND WE

LEFT WITH SOME SURPRISES TO BE HONEST, AND WE'LL HIGHLIGHT THOSE FOR YOU. BUT IF YOU SAW THE VIDEO OR AS YOU READ THE TRANSCRIPT, THE HIGHLIGHT, THE YELLOW, ARE JUST SOME KEY THINGS THAT SET THE STAGE FOR WHAT WE'LL TALK ABOUT TONIGHT.

THE FACT THAT INTERACTION IS CRUCIAL, THE IDEA THAT VIDEO PHONES OR TECHNOLOGY PLAY A SIGNIFICANT PART TODAY IN THAT INTERACTION. YOU'LL SEE THAT IT'S ONE OF THE THEMES THAT WE FOUND IN THIS RESEARCH.

THE IDEA OF RETIREMENT. AGAIN, OUR POPULATION, DEAF SENIOR CITIZENS APPROACHING RETIREMENT AGE RETIRE FROM THEIR EMPLOYMENT AND ARE FACED WITH A WHOLE NEW LIFE. OTHER IDEAS, FIGURING OUT WHAT TO DO WITH THEMSELVES ONCE THEY HAVE RETIRED, WHICH HAS A DIRECT IMPACT TO THAT CONNECTEDNESS THAT THEY MIGHT FEEL OR MAY NOT FEEL. AND TO THAT OPENING VIDEO SETS THE STAGE FOR SOME OF THE THINGS THAT WE HAVE FOUND THAT WE'D LIKE TO TALK ABOUT AS WE EXPLORE THE FINDINGS OF OUR RESEARCH.

DR. SHERRY SHAW: THE VIDEO CLIP THAT YOU SAW COULD HAVE BEEN ANY OF US. IT COULD HAVE REFLECTED ANY OF US IF WE WERE -- WHETHER WE WERE DEAF OR HEARING. THEY WERE GENERAL -- IT WAS A GENERAL DESCRIPTION OF A PERSON ENTERING RETIREMENT AND THEN EXPRESSING THE DESIRE TO DO MORE THINGS AND SO

FORTH.

SO WHAT WE'D LIKE TO DO FIRST IS TALK TO YOU A LITTLE BIT IN GENERAL ABOUT THE TERM "SOCIAL CONNECTEDNESS" FOR THE ENTIRE POPULATION, AND THEN WE WILL NARROW DOWN WHAT THAT MEANS IN THE DEAF COMMUNITY.

SO SOCIAL CONNECTEDNESS IS A TERM THAT IS OFTEN USED IN RESEARCH RELATED TO QUALITY OF LIFE AS A BENEFICIAL FACTOR OF LIFE. RELATIONSHIPS, INTERACTION, COMMUNICATION, ALL OF THOSE ARE CONTRIBUTORS TO SOCIAL CONNECTEDNESS AND THUS THE QUALITY OF LIFE.

SOCIAL CONNECTEDNESS REFERS TO THE SENSE OF BELONGING TO SOME GROUP. IT REFERS TO HAVING INTERACTIONS WITH PEOPLE THAT FULFILL YOU. SO NOT JUST REGULAR INTERACTIONS, BUT INTERACTIONS THAT FULFILL YOUR EXPECTATIONS AND GIVE YOU CONTENTMENT AND A SENSE OF JOY OR PEACE WITH THE PEOPLE WITH WHOM YOU INTERACT.

INTERGENERATIONAL BONDS, THIS IS A VERY CRITICAL COMPONENT OF SOCIAL CONNECTEDNESS THAT CAME OUT OF OUR RESEARCH. SO WE ARE GOING TO ELABORATE ON THIS WHOLE IDEA OF THE CONNECTION BETWEEN GENERATIONS.

NOW, INTERESTINGLY, WHEN WE STARTED THIS PROJECT, WE WERE NOT LOOKING AT THIS. WE DIDN'T EXPECT TO FIND SEVERAL OF THE FINDINGS WE DID, AND

THIS IS ONE OF THEM, THE INTERGENERATIONAL CONNECTEDNESS AND THE IMPORTANCE OF THAT IN THE DEAF COMMUNITY.

BUT WE HAD SEVERAL SURPRISES ALONG THE WAY, AND WE'RE VERY EXCITED FOR THE OPPORTUNITY TO SHARE THOSE WITH YOU. AND OUR GOAL FOR TONIGHT IS FOR YOU TO HOPEFULLY CATCH SOME OF THE ENTHUSIASM THAT WE EXPERIENCED BY DOING OUR RESEARCH.

I'M TRYING NOT TO JUMP AHEAD, SO I'LL GO AHEAD AND FINISH THIS SLIDE. THE QUALITY OF RELATIONSHIPS AND USEFULNESS TO OTHERS. THOSE ARE ALSO KEY COMPONENTS OF FEELING CONNECTED TO OTHER PEOPLE.

SO IN THE RESEARCH OR THE LITERATURE ON SOCIAL CONNECTEDNESS, THERE ARE CERTAIN INDICATORS. NOW, THESE INDICATORS ARE PULLED FROM A REPORT CALLED THE SOCIAL REPORT, AND IT WAS PUBLISHED IN 2010. THIS LIST IS TAKEN FROM A VARIETY OF SCALES THAT MEASURE SOCIAL CONNECTEDNESS. AND IT'S NOT ALL INCLUSIVE, BUT IT DOES SHOW SOME OF THE KEY THINGS THAT CAME OUT IN OUR STUDY.

SO INTERNET AND TELEPHONE ACCESS, THIS WAS MENTIONED IN THE OPENING VIDEO, THAT ACCESS TO THE VIDEO PHONE CERTAINLY HAS CONTRIBUTED TO SOCIAL CONNECTEDNESS. CONTACT WITH FAMILY AND FRIENDS, SO THAT AGAIN HAS BEEN SUPPORTED BY THE INTERACTION THROUGH VIDEO PHONE AND VIDEO RELAY. CONTACT WITH

YOUNG PEOPLE AND THEIR PARENTS, TRUST IN OTHER PEOPLE, LONELINESS IS AN INDICATOR OF DISCONNECTEDNESS. AND I WOULD LIKE TO DIFFERENTIATE BETWEEN TWO TERMS, BEING ALONE AND LONELY. CERTAINLY NOT SYNONYMOUS.

>>: IF I MAY INTERRUPT FOR A MOMENT. IT'S NOT TURNED ON.

DR. SHERRY SHAW: TIME OUT.

>>: SOMEBODY MUTED -- SOMEBODY WAS PLAYING WITH THIS.

DR. LEN ROBERSON: WELL, THE WHOLE THING SHUT DOWN.

>>: NOBODY ADDED ENOUGH TIME. THAT'S WHY. IT RESET. ALL RIGHT. SO YOUR MIKES SHOULD BE GOOD NOW.

DR. LEN ROBERSON: OKAY. YES, THERE IT IS. THANK YOU.

DR. SHERRY SHAW: NOW MY MIKE IS WORKING. THANK YOU.

THE SOCIAL CONNECTEDNESS INDICATOR AT THE LAST OF THE LIST IS VOLUNTEER WORK, AND THE FEELING OF GIVING BACK INDICATORS A SOCIAL CONNECTEDNESS. SO THESE ARE KEY INDICATORS OF A PERSON'S CONNECTEDNESS AS A POSITIVE INDICATOR OF QUALITY OF LIFE.

DR. LEN ROBERSON: I THINK ONE OF THE -- ONE OF THE FINDINGS THAT SURPRISED US MOST AND WE'LL TALK

A LITTLE BIT ABOUT THIS RELATES TO NUMBER 3 AND THE CONNECTEDNESS BETWEEN GENERATIONS. THAT WAS QUITE A SURPRISE FOR US, BECAUSE WE WENT BACK AND LOOKED AT THE DATA. WE'LL TALK IN A MOMENT ABOUT THE TYPE OF DATA WE COLLECTED, BUT SHERRY AND I WERE BOTH SURPRISED TO HEAR ABOUT THE FEELING THAT THERE'S A DISCONNECT BETWEEN THE DEAF GENERATION OF TODAY AND THE DEAF GENERATION FROM BEFORE, THE DEAF SENIORS THAT WE WERE LOOKING AT.

ANOTHER IDEA IS SOCIAL ISOLATION WOULD BE IMPORTANT FOR US TO BE KIND OF ON THE SAME PAGE OF WHAT WE WERE LOOKING AT AND WHAT SOME OF THE LITERATURE SAYS. AND REALLY IT HAS TO DO WITH BELONGING AND ENGAGEMENT, CONTACT WITH OTHER PEOPLE, AND RELATIONSHIPS. SO I'LL GIVE YOU A MOMENT TO TAKE A LOOK AT THIS QUOTE.

FLORIDA IS A POPULAR PLACE FOR RETIREMENT, IN CASE YOU DIDN'T KNOW THAT AND YOU'RE NEARING THAT AGE. COME ON DOWN TO FLORIDA.

SO WE HAVE A LOT OF SENIOR CITIZENS. WE HAVE A LOT OF FOLKS WHO RETIRE, COME TO FLORIDA, AND THAT CERTAINLY INCLUDES THE DEAF COMMUNITY, AND REALLY BECAUSE WE HAVE SO MANY DEAF SENIORS AROUND, IT REALLY SPARKED OUR INTEREST IN LOOKING AT HOW ISOLATION IS FELT BY THIS COMMUNITY.

YOU ADD DEAFNESS TO THE FACT THAT YOU'RE A SENIOR CITIZEN, AND WE WERE REALLY CURIOUS ABOUT

HOW THAT IMPACTS THAT ISOLATION, AND SO HENCE OUR RESEARCH.

THERE'S A LOT OF RISK FACTORS. AGAIN, IF YOU LOOK ACROSS THE LITERATURE, YOU LOOK ACROSS WHAT'S OUT THERE, YOU'LL FIND A VARIETY OF INDICATORS, THINGS THAT CAN TELL YOU YOU'RE AT RISK FOR EXPERIENCING ISOLATION, FOR BEING ISOLATED. AND THESE INCLUDE INCREASING AGE, SO THE MINUTE WE TALK ABOUT SENIORS AND RETIREMENT AGE, YOU BEGIN TALKING ABOUT THE FACT THAT YOU'RE GETTING OLDER. WE ENJOYED THE MAIL THIS WEEK AT MY HOUSE, MY WIFE IS A WEE BIT OLDER THAN I AM, NOT BY MUCH, AND SHE GOT HER I GUESS THE AARP SENDS OUT PREARRIVAL AGE LITERATURE, SO SHE GOT HER PACKET ABOUT GET READY, YOU'RE ALMOST TO THAT AGE. AND SO THAT INCREASING AGE.

THERE'S ANOTHER RISK FACTOR THAT WE SEE IN THE LITERATURE ABOUT NON-DOMINANT LANGUAGE AND CULTURE, SO YOU'RE APPROACHING AN AGE OF RETIREMENT, YOU'RE GETTING OLDER, BUT YOU'RE ALSO FROM A NON-DOMINANT LANGUAGE USING GROUP, YOU'RE FROM A NON-DOMINANT CULTURE. THAT IS A POTENTIAL RISK FACTOR FOR ADDITIONAL ISOLATION. YOUR NATIVE LANGUAGE IS SOMETHING DIFFERENT THAN THE MAJORITY LANGUAGE, AND THAT COULD ADD FACTORS TO YOUR FEELINGS OF ISOLATION.

CHRONIC ILLNESS, CERTAINLY IF THERE IS A

CHRONIC SICKNESS THAT YOU EXPERIENCE, THAT'S AN ADDITIONAL RISK FACTOR. POVERTY WAS IDENTIFIED AS A RISK FACTOR. LACK OF EDUCATION.

INTERESTINGLY IN OUR GROUP OF SENIORS THAT WE WORKED WITH AND WE'LL TALK A LITTLE BIT ABOUT THIS, MANY OF THEM HAD HIGHER LEVELS OF EDUCATION, BUT STILL MANY OF THESE FACTORS WERE FOUND IN THAT GROUP.

THE LAST ONE IS GEOGRAPHICAL DISTANCE, SO AGAIN THINKING OF DISTANCE IN GENERAL POPULATION FROM FAMILY AND FRIENDS, SO OFTEN FOLKS DO RETIRE TO A DIFFERENT STATE OR DIFFERENT LOCATION, SO GEOGRAPHICALLY THEIR DISTANCE APART FROM FAMILY OR FRIENDS MAY ALSO ADD TO THE RISK FACTORS OF ISOLATION.

SO WHEN YOU TAKE THOSE RISK FACTORS AND YOU START LOOKING AT THE DEAF COMMUNITY, YOU HAVE ADDITIONAL THINGS TO CONSIDER. AND CERTAINLY ONE IS THE SENSE OF DISTANCE FROM HEARING PEOPLE. SO EVEN THOUGH OUR PARTICIPANTS WERE IN A COMMUNITY AND THEY WERE CERTAINLY SURROUNDED BY MANY PEOPLE, THOSE WHO MAY NOT SHARE THE SAME LANGUAGE, THERE'S STILL A DISTANCE. SO WE MAY BE PHYSICALLY QUITE CLOSE, BUT THERE ARE FACTORS THAT INFLUENCE THE ACTUAL FEELING OF DISTANCE BETWEEN THEM. SO IF THEY DON'T SHARE THE SAME LANGUAGE, THE SAME VALUES, THEN THAT MAY ADD TO THAT.

ISOLATION WITHIN THE HEARING WORLD AGAIN, BEING IN AND WORKING AND LIVING IN A HEARING WORLD AND THE COMMUNICATION ACCESS IS NOT ALWAYS READILY AVAILABLE IS SOMETHING TO CONSIDER THAT'S ADDITIONAL WITH OUR DEAF COMMUNITY.

AND THEN THERE'S A LOT ABOUT CONNECTEDNESS, SO WHETHER IT'S FRIENDSHIP AND FAMILY, WHETHER IT'S CONNECTEDNESS TO INFORMATION THAT MIGHT BE SHARED, WHETHER IT'S CONNECTEDNESS TO THE LARGER COMMUNITY, THESE ARE ALL FACTORS THAT HAVE TO BE CONSIDERED AND THAT MAY COMPOUND THE ISSUE OF BEING ISOLATED OR THE LACK OF A CONNECTEDNESS TO THOSE AROUND THEM.

SO THESE ARE ALL FACTORS. SOME OF THE LITERATURE IF YOU LOOK AT -- AND WE QUOTED FROM FOSTER HERE OR HAVE IDENTIFIED A REFERENCE OF FOSTER -- SPEAKS TO THE FACT THAT WHETHER IT'S TECHNOLOGY OR LANGUAGE, THAT WHEN YOU ADD ANY TYPE OF DISABILITY OR ANY TYPE OF COMMUNICATION DIFFERENCE TO IT, IT COMPLICATES IT. SO IT'S NOT JUST THESE FACTORS, BUT NOW WE USE A DIFFERENT LANGUAGE, AND IT JUST COMPOUNDS THAT.

SO THESE ARE THINGS THAT WE TOOK INTO CONSIDERATION AS WE LOOKED TO THE POPULATION WE WANTED TO STUDY.

FOSTER BACK IN THE MID '90s DID SOME WORK RELATED TO THIS, AND THIS CONCEPT HERE WE USED

BECAUSE IT WAS SO POWERFUL. WITHIN THE DEAF COMMUNITY, WE KNOW THAT THERE'S THIS SENSE OF BELONGING, AND IT REALLY DOESN'T MATTER WHETHER BY BLOOD WE MIGHT BE RELATED, WE'RE FAMILY. YOU'RE DEAF, I'M DEAF -- WE'RE FAMILY. AND THAT CONCEPT RINGS THROUGHOUT WHAT WE SEE IN THIS WORK THAT A STRENGTH THE DEAF COMMUNITY HAS IS THIS APPROACH, IS THIS IDEA THAT, YOU KNOW, IT DOESN'T MATTER.

WE WERE -- YOU KNOW, YOU'VE GOT A FRIEND OF A FRIEND AND THEY'RE INSTANTLY BROUGHT INTO THE GROUP, AND THEY'RE HELPED, AND THEY'RE CONNECTED TO THAT GROUP. AND SO THIS WAS A POWERFUL CONCEPT FOR US THAT KIND OF LED US THROUGH OUR WORK.

DR. SHERRY SHAW: SO WE HAVE ALLUDED TO THE PRIOR RESEARCH AND HOW IT LED US TO THE STUDY WE DECIDED UPON. WHEN WE WERE ORIGINALLY WRITING THE GRANT TO OBTAIN FUNDING TO DO RESEARCH, WE BASED OUR PREMISE ON THE LITERATURE THAT WE READ. SO WE DID A LOT OF READING. WE THOUGHT ABOUT OUR OWN COMMUNITY, AND WE DECIDED TO DESIGN A STUDY THAT LOOKED ALONG A CONTINUUM FROM CHILDREN TO OLDER ADULTS AND THE HIGH RISK THAT THEY RUN FOR BECOMING ISOLATED.

AS LEN MENTIONED, WE DID HAVE COMPONENTS OF OUR ORIGINAL GRANT PROPOSAL THAT FOCUSED ON ISOLATION OF DEAF CHILDREN, PRIMARILY THOSE WHO ARE PLACED IN EDUCATIONAL SETTINGS OUTSIDE OF THE

SCHOOL FOR THE DEAF. AND AN INCLUDED CLASSROOM, CHILDREN IN OUR VICINITY TENDED TO BE PLACED IN ISOLATION, SO THEY WERE AT INCREDIBLE RISK FOR SOCIAL DISCONNECTEDNESS AND SLOW SOCIAL DEVELOPMENT.

AND THEN ALONG THE CONTINUUM, WE BECAME PARTICULARLY INTERESTED IN THE SENIOR CITIZENS BECAUSE IF YOU CONSIDER WHERE WE LIVE, WE LIVE IN JACKSONVILLE, FLORIDA. IT IS THE LARGEST CITY IN THE UNITED STATES LAND-WISE. IT IS 800 SQUARE MILES, 842 TO BE EXACT, SQUARE MILES OF REAL ESTATE. THIS IS A VERY LARGE TERRITORY. AND THEN YOU HAVE ONE HOUR FROM JACKSONVILLE ST. AUGUSTINE WHERE THE SCHOOL FOR THE DEAF IS LOCATED.

SO WE FELT THAT WE HAD A REALLY UNIQUE POPULATION IN OUR VICINITY TO STUDY THIS WHOLE SPECTRUM OF PEOPLE AND THIS WHOLE CONCEPT OF ISOLATION.

NOW, YOU MIGHT WONDER WHY WE WERE EVEN INTERESTED IN THAT, SO IN JUST A MINUTE, I'M GOING TO TALK TO YOU ABOUT MOTIVATORS FOR THIS WHOLE ENTIRE STUDY. BUT I WANT YOU TO KNOW THAT WE DIDN'T JUST JUMP INTO IT BECAUSE WE THOUGHT THIS WOULD BE A FUN TOPIC. IT IS INTERESTING. MY DISSERTATION WAS RELATED TO DEAF BLIND CHILDREN AND THE INFLUENCE OF THEIR GRANDPARENTS ON THEIR COMMUNICATION DEVELOPMENT. SO I DO HAVE A LOVE FOR

THIS TOPIC. THIS IS PERSONALLY RIGHT UP MY RESEARCH ALLEY.

BUT THE READING, INTENSIVE READING THAT WENT INTO PREPARING THIS AND ACTUALLY THINKING ABOUT WHAT WE SHOULD STUDY AND WHY WE SHOULD STUDY IT, WHAT WE HOPE TO ACCOMPLISH WAS FOUNDED IN THE LITERATURE. SO WE HAVE COMPILED A FEW THINGS THAT ARE WELL DOCUMENTED BY THE RESEARCH OF OTHERS.

FIRST OF ALL, THERE IS A HEALTH RISK ASSOCIATED WITH ISOLATION. AND WHEN I SAY WELL-DOCUMENTED, I'M TALKING ABOUT RESEARCH THAT WAS DONE PRIOR TO US WITH EVIDENCE. SO TO BASE OUR STUDY ON THE PRIOR EVIDENCE, WE DISCOVERED THAT HEALTH -- HEALTH IS ENDANGERED BY SOCIAL ISOLATION.

AND ISOLATION HAS THE CAPACITY TO REDUCE SOMEONE'S QUALITY OF LIFE. AND QUALITY OF LIFE IS A VERY COMMON TERM IN SOCIAL CIRCLES OR SOCIAL RESEARCHERS. THE INTEREST IN QUALITY OF LIFE IS A VERY CRITICAL AREA OF RESEARCH. THAT THERE ARE BENEFITS TO INTERGENERATIONAL CONNECTION; THAT THERE ARE COPING STRATEGIES THAT PEOPLE NEED TO DEMONSTRATE IN ORDER TO MAINTAIN A SENSE OF BALANCE IN THEIR LIVES; AND THE LARGER THE SOCIAL NETWORKS A PERSON HAS AFFECTS THE QUALITY OF LIFE.

SO IF A PERSON HAS VERY SMALL SOCIAL NETWORKING OR HAS A VERY SMALL GROUP IN WHICH THEY INTERACT, THAT QUALITY OF LIFE IS CORRESPONDINGLY

REDUCED.

SO THIS BACKGROUND IN THE LITERATURE REALLY TOLD US THAT A STUDY LIKE OURS COULD BE SUBSTANTIATED AND SUPPORTED BY PRIOR RESEARCH, AND WE BECAME EXTREMELY CURIOUS THE MORE WE READ, THE MORE CURIOUS WE BECAME ABOUT THE STORY AND THE LIVED REALITY OF DEAF PEOPLE IN OUR AREA.

SO HERE'S A SUMMARY OF WHAT MOTIVATED US: HERE IS A DISCLAIMER: LEN AND I HAVE NOT DONE A LOT OF RESEARCH TOGETHER. IN FACT, THIS STUDY WAS DEVELOPED THE YEAR I WENT TO FLORIDA TO SET UP THE INTERPRETER EDUCATION PROGRAM. WE DIDN'T EVEN KNOW EACH OTHER. I MEAN, HE RECRUITED ME, AND HE HIRED ME. THAT'S ALL WE KNEW.

BUT WE REALLY STEPPED OUT IN FAITH TO TAKE ON A STUDY -- WELL, REALLY NOT JUST THIS STUDY, BUT THIS WHOLE GRANT FOUNDATION THAT SUPPORTED A LOT OF OUR STUDIES THERE AFTER. WE DECIDED TO MOVE FORWARD JUST BECAUSE WE WERE BOTH ENTHUSIASTIC, SO WE BOTH HAD SIMILAR INTERESTS IN THE COMMUNITY.

AND WE HAD OBSERVED DISTANCE BETWEEN DEAF SENIOR CITIZENS AND THE YOUNGER DEAF COMMUNITY. AGAIN, WHEN I FIRST MOVED THERE, IT WAS ONE OF THE FIRST THINGS THAT I NOTICED. BECAUSE I HAD COME FROM A COMMUNITY WHERE A DEAF BLIND COMMUNITY WAS ORGANIZED AND POLITICAL, AND THE AFRICAN AMERICAN, THE BLACK DEAF ASSOCIATION WAS VERY ACTIVE AND

POLITICALLY RESPONSIVE AND ORGANIZED. I MOVED TO JACKSONVILLE, SUCH A VERY LARGE CITY, BUT THE ORGANIZATION WAS VERY LOOSE IN THESE ORGANIZATIONS. AND IT STIRRED IN ME AN INTEREST IN QUALITY OF LIFE, IF THIS IS THE CASE, HOW ARE PEOPLE STAYING CONNECTED? I REALLY, REALLY DIDN'T UNDERSTAND IT. SO I CAME IN AS GREEN AS I COULD BE ABOUT DEAF PEOPLE IN THIS AREA. BUT I KNEW THAT THERE WAS A LOT WE COULD LEARN IF WE COMBINED OUR SKILLS AND OUR BACKGROUND BEING A NATIVE FLORIDAN, WE HAD DIFFERENT PERSPECTIVES. SO THAT'S THE REASON WHY WE WORKED TOGETHER TO DO THIS.

WE ALSO NOTED THAT IN YOUNG PEOPLE, ESPECIALLY WHO WERE TRANSITIONING OUT FROM SCHOOL SETTINGS INTO UNIVERSITY OR WORK SETTINGS HAD POOR SELF ADVOCACY SKILLS. SO THERE WASN'T A LOT OF ABILITY TO ADVOCATE FOR COMMUNICATION, FOR EXAMPLE. IF THEY NEEDED INTERPRETERS, THEY DIDN'T KNOW HOW TO GO ABOUT IT IN PUBLIC SCHOOLS, IF THAT'S WHERE THEY HAD BEEN. INTERPRETERS HAD ALWAYS BEEN PROVIDED. THE LAW PROVIDED INTERPRETERS, AND THEN WHEN THEY LEFT, THEY REALIZED MAYBE THEY SHOULD HAVE TO DO SOMETHING. IT WAS QUITE A SHOCK TO MANY OF THEM, AND I WAS SEEING THAT BECAUSE I WAS WORKING AT THE UNIVERSITY AND SEEING STUDENTS COME IN WHO REALLY FLOUNDERED WITH THAT.

AND THEN I BEGAN TO THINK, THINGS LIKE SELF

ADVOCACY AND SELF WORTH AND SELF-ESTEEM, ALL OF THOSE THINGS ARE SOMETHING THAT WERE INSTILLED IN ME BY MY GRANDPARENTS, AND OF COURSE YOU SEE HOW THIS IS ALL STARTING TO CONNECT, WHETHER IT'S DEAF CHILDREN, IT'S DEAF YOUNG PEOPLE STARTING OUT IN THE WORKFORCE, AND WHETHER IT'S ELDERLY DEAF PEOPLE, THERE'S SOMETHING HERE ABOUT THE BENEFITS OF THE INTERGENERATIONAL RELATIONSHIPS.

AND THEN I NOTICED THAT THEY REALLY DIDN'T HAVE A CHANCE TO INTERACT. CHILDREN IN SCHOOL SETTINGS WHO WERE ISOLATED RARELY SAW DEAF ADULTS, MUCH LESS DEAF ELDERLY PEOPLE TELLING THEM STORIES AND THINGS LIKE THAT. IN OUR INITIAL BRAINSTORMING, OUR GRANT INCLUDED ADOPT A GRANDPARENT FOR DEAF CHILDREN TO ADOPT DEAF GRANDPARENTS SO THAT THAT FOLKLORE COULD BE PASSED ON FROM GENERATION TO GENERATION. NOW, AS YOU CAN SEE, WE ARE FOCUSING ON THE ASL-USING DEAF POPULATION. SO THIS REALLY NARROWED OUR FOCUS. WE WERE CONCERNED ABOUT THAT.

SO ALL OF THESE THINGS MOTIVATED US TO DO THIS PROJECT.

SO THE PURPOSE OF OUR STUDY WAS TWO-FOLD: WE WANTED TO SHED LIGHT, SO WE USED THE ANALOGY OF A LANTERN, THAT WE'RE GOING TO LOOK AT THIS PHENOMENON THAT'S SORT OF HIDDEN FROM US. THIS IS THE WAY RESEARCHERS' BRAINS THINK, OKAY? AND WE'RE

GOING TO TAKE THIS LIGHT AND WE'RE GOING TO SEE WHAT IT'S REALLY LIKE.

AND WHEN WE GET TO THE METHODOLOGY, I HOPE YOU SEE WHY IT WAS SO IMPORTANT THAT WE TALK WITH DEAF PEOPLE ABOUT THEIR STORIES, THAT WE DON'T PASS OUT PAPER SURVEYS IN A SECOND LANGUAGE AND EXPECT TO GET DATA THAT WE REALLY, REALLY CAN USE.

SO WE WANTED TO SHED THE LIGHT ON THE ISSUES THAT SURROUND DEAF PEOPLE'S RELATIONSHIPS AS THEY MOVED INTO RETIREMENT AND BEYOND. ANOTHER INTERESTING THING I MIGHT POINT OUT IS THAT WE DISCOVERED THERE WERE STAGES LONG PAST THE AGE OF RETIREMENT. SO WHEN WE FIRST WANTED TO FOCUS ON RETIREES, WE REALIZED THAT WITHIN THAT GROUP, WE HAD AN INTERGENERATIONAL DYNAMIC. SO WHEN WE -- WE'RE GOING TO SHOW YOU A VIDEO IN A LITTLE BIT WHEN THE WOMAN TALKS ABOUT NEEDING TO TAKE CARE OF OLDER PEOPLE. THIS WAS QUITE A SURPRISE FOR US. SO WE HAD IN OUR MINDS WE HAD A LOT OF OPENING UP TO DO. YOU KNOW, WHEN YOU START A PROJECT, YOU CAN READ ALL THE LITERATURE ABOUT EVERY TOPIC, AND YOUR BRAIN CAN BE SO FULL OF INFORMATION, AND YOU CAN NOT KNOW ONE THING ABOUT THE LIVED REALITY OF A DEAF SENIOR CITIZEN WHO IS SOCIALLY DISCONNECTED, NOT ONE THING. AND THAT'S WHY WE FELT THAT IT WAS SO IMPORTANT TO SHED LIGHT ON THEIR EXPERIENCE.

WE WANTED TO EXPLORE THIS GENERATIONAL THING.

WE THOUGHT THAT DEAF CHILDREN NEED MORE INFLUENCE FROM DEAF SENIOR CITIZENS. WHAT WE DIDN'T REALIZE THAT WAS DEAF SENIOR CITIZENS NEEDED TO GIVE THAT CONTINUITY TO CHILDREN. AND I SAY CHILDREN LOOSELY. YOUNG PEOPLE.

SO THIS WAS A LEARNING EXPERIENCE FOR US. I HAVE TO SAY. WE WENT IN WITH GOOD INTENTIONS, AND OUR HEARTS WERE GOOD AND ALL THOSE WONDERFUL FUZZY THINGS, BUT WHEN WE FINISHED THIS PROJECT, WE REALIZED WE HAVE MOUNDS OF WORK TO DO, THAT WE CAN'T STOP. IT WILL NEVER BE ENOUGH. THE MONEY IS GONE. THE MONEY LASTED THREE YEARS, AND IT'S TOTALLY GONE, AND THIS IS ALWAYS A PROBLEM WITH RESEARCHERS. FOR THOSE OF YOU WHO HAVE HAD THE EXPERIENCE WITH RESEARCHERS, YOU KNOW THAT FUNDING IS ALWAYS THE PROBLEM, BUT I -- I CAN PROMISE YOU FROM THIS THAT WE WILL FIND A WAY. WE MUST NOT STOP. THIS IS REALLY TOO VALUABLE. THE LONGER WE WAIT, THE MORE PEOPLE WE LOSE, AND THEY ARE LIKE NATIONAL TREASURERS. THIS IS AN ATTITUDE -- OF COURSE WE CHERISH THEM TO START WITH, BUT WE HAVE COME TO TREASURE THEM THROUGH THIS RESEARCH. TWO-FOLD PURPOSE: SHED LIGHT ON THEIR LIVED EXPERIENCES, NATIVE USERS OF AMERICAN SIGN LANGUAGE WAS THE POPULATION WE WERE STUDYING, AND THE IMPACT OF A NEGATIVE AND POSITIVE IMPACT OF ALL OF THE CHANGES THAT HAVE HAPPENED TO THEM.

SOUNDS SIMPLE, DOESN'T IT? WE ONLY HAD ONE, ALBEIT COMPLEX, RESEARCH QUESTION. ONE QUESTION: HOW DO THEY PERCEIVE THEIR RELATIONSHIPS WITH OTHERS? AND IF THEY FELT A BIT DISCONNECTED, HOW WOULD THEY IMPROVE THE SITUATION?

SO WHAT'S YOUR SITUATION, AND HOW COULD YOU IMPROVE IT? WE ALSO ASKED THEM WHAT DO YOU DO FOR FUN JUST TO SEE WHAT THEY DID, BUT THIS WAS REALLY OUR PRIMARY RESEARCH QUESTION. WE DON'T HAVE A HYPOTHESIS BECAUSE THIS IS NOT A QUANTITATIVE STUDY. WE HAVE ONE RESEARCH QUESTION. SO LET ME TALK A LITTLE BIT ABOUT THE DESIGN THAT WE DECIDED TO USE.

AS I SAID, THE USE OF A SURVEY, AN ENGLISH SURVEY, REALLY COULDN'T CAPTURE THE KIND OF DATA WE WERE SEEKING. WE WANTED AUTHENTIC STORIES. WE WANTED TO HEAR FROM THE PEOPLE WHAT THEY FELT ABOUT THEIR OWN LIVES. YOU KNOW, WE CAN SAY, OH, YOU'RE AT RISK; THEREFORE WE NEED TO DO SOMETHING ABOUT THAT. THE LITERATURE SAYS YOU ARE AT RISK FOR ISOLATION; THEREFORE WE CHANGE POLICIES, WE SET UP PROGRAMS, WE ORGANIZE -- DID ANYBODY STOP AND ACTUALLY LISTEN TO WHAT DEAF PEOPLE HAD TO SAY? DID WE HEAR THE VOICE OF DEAF SENIORS?

THIS HAS ALWAYS BEEN A PROBLEM. IT'S A PROBLEM IN INTERPRETER EDUCATION AND OTHER SERVICE PROVISION THAT WE TEND TO ACT BEFORE WE ASK. OR WE

TEND TO RESPOND BEFORE WE HAVE ANY DATA. SO WE'RE TRYING TO DO THIS RIGHT, AND WE DECIDE THE BEST WAY TO THIS PHENOMENON OF SOCIAL CONNECTEDNESS HAS TO BE EXPLORED BY TALKING TO PEOPLE IN A LANGUAGE THAT IS NATIVE TO THEM.

WE DECIDED TO USE THE TECHNIQUE OF FOCUS GROUP INTERVIEWS. NOW, WE COULD HAVE USED ONE-ON-ONE INTERVIEWS, AND WE COULD HAVE DONE THAT TO GET INFORMATION ABOUT HOW CONNECTED THEY ARE AND HOW MIGHT THEY IMPROVE THEIR CONNECTEDNESS AND SO FORTH. BUT THERE IS SOMETHING ABOUT A FOCUS GROUP WHERE THE PARTICIPANTS FEED OFF OF EACH OTHER, SO ONE RESPONSE LEADS TO ANOTHER RESPONSE, AND THEN IT TAKES ON A LIFE OF ITS OWN. AND THAT'S THE BEAUTY OF IT, BECAUSE ALL WE HAD TO DO REALLY WAS SIT BACKING AND LET THE PROCESS WORK.

WE WANTED TO GET OUR DESCRIPTIONS CERTAINLY OF OUR OWN CONNECTEDNESS; WE WANTED TO IDENTIFY WAYS THAT DISCONNECTEDNESS MIGHT IMPACT THEIR LIVES; AND WE JUST WANTED TO EXPLORE ALL OF THE COMPLEXITIES.

SO YOU CAN -- YOU CAN CALL THIS A DESCRIPTIVE STUDY, AND THE METHOD OF USING FOCUS GROUPS SEEMED TO BE THE BEST WAY TO ADDRESS OUR RESEARCH QUESTION.

THIS WAS KEY TO BEING ABLE TO COLLECT THE DATA. EVEN THOUGH LEN AND I COULD COMMUNICATE AND WE ARE TRAINED QUALITATIVE RESEARCHERS AND WE COULD

FUNCTION AS MODERATORS, WE DECIDED IT WAS IN THE BEST INTEREST OF THE GROUP AND CERTAINLY OF THE DATA THAT WE COLLECTED THAT WE WOULD GET A MORE AUTHENTIC STORY IF WE BROUGHT IN DEAF MODERATORS.

NOW, LET ME EXPLAIN JUST A LITTLE BIT ABOUT THE ROLE OF A MODERATOR. CERTAINLY WE HAD A LIST OF QUESTIONS THAT WE WANTED THE MODERATOR TO ASK, AND IT WAS IMPORTANT THAT EVERYBODY HAD A CHANCES TO ANSWER THOSE QUESTIONS. HOWEVER, AS YOU MAY KNOW, SOMETIMES CONVERSATIONS DON'T ALWAYS STAY ON TRACK, AND SOMETIMES THEY GO OFF IN DIRECTIONS THAT LEAD US BEYOND WHAT WE THOUGHT WE WOULD GET, AND SO WE HAD A LITTLE DEBRIEFING MEETING WITH OUR MODERATORS, TWO DEAF FACULTY MEMBERS AT OUR UNIVERSITY; AND WE TALKED ABOUT HOW TO GUIDE PEOPLE BACK TO QUESTIONS WITHOUT TOTALLY DISRUPTING THE FLOW OF THE DISCUSSION. AND WE ALSO TALKED TO THEM ABOUT HOW TO ASK PROMPTING QUESTIONS.

SO IF SOMETHING IS NOT GETTING ANSWERED, HOW MIGHT WE FIND AN ANSWER. AND THEY REALLY, REALLY DID A BEAUTIFUL JOB. MUCH BETTER THAN WE COULD HAVE DONE. EVER SO OFTEN, THEY'D STOP, AND THEY'D SUMMARIZE. OKAY, HERE'S WHAT WE HAVE DISCUSSED SO FAR, AND THIS IS A WAY OF CHECKING. THIS IS TYPICAL IN QUALITATIVE GROUP -- AND QUALITATIVE RESEARCH WITH FOCUS GROUPS IS THAT YOU DO THIS CHECKING EVERY ONCE IN A WHILE JUST TO MAKE SURE

THAT WHAT YOU SAW ACTUALLY WAS CORRECT.

AND SO THEY DID A BEAUTIFUL JOB OF THOSE SUMMARIES, AND THEY PROMPTED, AND THEY PULLED WONDERFUL, WONDERFUL STORIES FROM THE PARTICIPANTS. WE USED FOCUS GROUPS IN THE TWO GEOGRAPHIC AREAS, ST. AUGUSTINE WHERE THE SCHOOL FOR THE DEAF IS LOCATED. MANY OF THESE PEOPLE WERE PROFESSIONALS WHO ORIGINALLY WORKED AT THE SCHOOL FOR THE DEAF. ONE WAS A RETIRED PRINCIPAL AT THE SCHOOL THERE. AND THEN ANOTHER GROUP IN JACKSONVILLE JUST SO WE COULD GET A LOT OF PERSPECTIVE OF THE ISSUES.

AND THEN OF COURSE ONCE WE VIDEOTAPED ALL OF THE FOCUS GROUPS, ALL OF THEM, ALL TWO OF THEM, WE VIDEOTAPED THEM; THEN CAME THE DIFFICULT AND ACTUALLY THE EXPENSIVE PART IS TO PAY A TRANSCRIBER. FOCUS GROUP INTERVIEWS TYPICALLY ARE QUITE EXTENSIVE WHEN IT COMES TO THE TRANSCRIPTS THAT EVOLVE OUT OF THEM. WE POOLED TOGETHER A HEARING AND DEAF TEAM TO DO THE TRANSCRIPTIONS SO THEY DID SOME MEMBER CHECKING TO MAKE SURE THAT EVERYTHING WAS ACCURATE ABOUT THE INTERPRETATIONS, AND THOSE WERE -- AND TRANSCRIPTS WERE DEVELOPED FROM THOSE INTERPRETATIONS.

THEN FROM THOSE TRANSCRIPTS, LEN AND I DID THE ANALYSIS FOR THE RECURRING OR EMERGENT THEMES. SO THERE AGAIN, THE LANTERN WAS SHED ON THE TRANSCRIPTS SO THAT WE COULD FIGURE OUT WHAT ARE

THE THEMES OR WHAT WE CALL PATTERNS OF RESPONSES THAT THE PARTICIPANTS GAVE US.

I HAVE TO SAY, WE HAD A LOT OF FUN. WE HAD A LOT OF FOOD. WE MET IN SOMEONE'S HOME. WE TRIED TO MAKE IT AS AUTHENTIC AS POSSIBLE, MEANING WE WANTED TO BE IN A NATURAL ENVIRONMENT WHERE PEOPLE COULD SHARE FREELY ABOUT THE WAY THEY FELT. BECAUSE WHEN YOU'RE ASKING PEOPLE HOW THEY FEEL ABOUT ISOLATION, THIS IS VERY PERSONAL, AND WE WANTED TO BE ABLE TO GET INFORMATION THAT WAS OF COURSE USEABLE. SO THAT'S THE WAY WE SET UP OUR STUDY.

DR. LEN ROBERSON: ALL RIGHT. SO LET'S TALK A LITTLE BIT ABOUT PARTICIPANTS, AND THEN WE WILL TALK ABOUT SOME OF THE THINGS WE FOUND. SO WE DID HAVE TWO DIFFERENT FOCUS GROUPS. ONE AS SHERRY DESCRIBED WAS IN A HOME. THE FIRST FOCUS GROUP WE DID WAS IN A CENTRALLY LOCATED UNIVERSITY IN ONE OF OUR CONFERENCE CENTRES. WE HAD A TOTAL OF 14 PARTICIPANTS IN THOSE TWO DIFFERENT GROUPS, BOTH HAD DEAF MODERATORS. OUR PARTICIPANTS WERE AGED FROM 65 TO 97 YEARS YOUNG. SOME OF THE MOST PRECIOUS VIDEO HAVE IS OF OUR 97-YEAR-OLD GUY WHO PASSED AWAY RECENTLY FOLLOWING AFTER THIS STUDY. SO ONE OF THE THINGS WE GAVE TO PARTICIPANTS WAS A DVD OF THEIR WORK, AND THEY COULD SEE THEMSELVES, AND SO IT WAS NICE TO BE ABLE TO OFFER BACK TO THIS

FAMILY A DVD COLLECTION OF THIS GENTLEMAN WHO JUST PHENOMENAL VIDEO. BUT THEY WERE 65 TO 97.

AND THEIR OCCUPATIONS VARIED. SO THEY WERE RETIRED -- WE HAD A RETIRED PRINCIPAL FROM THE SCHOOL, FROM THE SCHOOL FOR THE DEAF. WE HAD A RETIRED LIBRARIAN, WE HAD SOMEBODY FROM MILITARY SERVICE, WE HAD A NEWSPAPER PRINTER, SOME TEACHERS. JUST A WIDE VARIETY OF INDIVIDUALS THAT WE LOOKED AT.

WE HAD -- I'LL SHARE WITH YOU THE THREE QUESTIONS THAT WE ASKED. SO SHERRY SAID WE HAD -- THE RESEARCH STUDY WAS GOVERNED BY THE LARGE QUESTION, AND THEN WE HONED IN ON THREE SPECIFIC QUESTIONS FOR OUR DEAF MODERATORS. WE ASKED OTHER THINGS, AND THEY WERE REALLY GOOD AT GETTING BACK. THESE WERE THE THREE QUESTIONS WE ASKED. NUMBER 1 WAS HOW WOULD YOU DESCRIBE YOUR SOCIAL INTERACTIONS? SO WE GAVE THEM THE SCENARIO THAT YOU'VE GOT A GIVEN WEEK, AND HOW WOULD YOU DESCRIBE YOUR SOCIAL INTERACTIONS, WHO DO YOU INTERACT WITH, HOW DO YOU COMMUNICATE? THE SECOND QUESTION WAS IF YOU FELT YOU NEEDED TO BE MORE CONNECTED; AGAIN, THEY MAY NOT FEEL THEY NEEDED TO BE MORE CONNECTED, BUT IF THEY FELT THEY NEEDED TO, WHAT WOULD THEY SUGGEST WOULD HELP THAT?

AND AGAIN AS WE LOOK AT THE THEMES IN A MOMENT, YOU'LL SEE SOME OF THOSE IDEAS. AND THEN

WE ASKED THEM AS SHERRY SAID FOR A LITTLE BIT OF FUN. TALK TO US WANT YOU DO. SO YOU'RE A SENIOR CITIZEN. WHAT DO YOU DO FOR FUN? WHAT ARE THE THINGS YOU ARE INVOLVED WITH? WE FOUND A SET OF EMERGING THEMES. SO WE TOOK THE DATA. WE HAD LOTS OF VIDEO. AS SHERRY SAID WE HAD A DEAF AND HEARING TEAM INITIALLY INTERPRET AND TRANSCRIBE THAT OUT FOR US, AND THEN WE DID SOME ANALYSIS OF WHAT WE FOUND IN THE TEXT, GROUPED THINGS AND PULLED OUT THEMES AND THEN BEGAN TO EXPLORE. IT HAD A GREAT MANY, MANY HOURS LOOKING AT VIDEO AND BEING ABLE TO PULL OUT SOME OF THIS RICH -- THESE RICH THEMES.

SO WE HAVE PICKED SIX TO SHARE WITH YOU, AND THEN WE'LL HEAD INTO SOME OF THE DATA FINDINGS. THESE WERE THREE: COMMUNICATION NETWORKS. SO WE SAW THROUGHOUT THE VIDEOS, THROUGHOUT THE DATA THAT THE DEAF SENIORS GAVE US THE IDEA OF ESTABLISHING WELL ROOTED COMMUNICATION NETWORKS, BE IT FAMILY, BE IT FRIENDS, COLLEAGUES, PEERS DOWN THE ROAD, PEOPLE THEY COULD COMMUNICATE WITH READILY. TRANSPORTATION WAS A BIG ONE. AGAIN, PARALLELS THE LITERATURE FOR JUST SENIOR CITIZENS SOCIAL CONNECTEDNESS IN GENERAL, BUT WAS DEFINITELY A THEME THAT WE FOUND THAT THE DEAF SENIORS FELT. IN PARTICULAR A LOT OF IT DEPENDS ON TRANSPORTATION. AS YOU GET OLDER, THE LICENCE GO AWAY, AND THEN WHAT DO YOU DO? HOW DO YOU GET TO THESE SOCIAL

EVENTS THAT MAY HAVE BEEN HAPPENING IF YOU NO LONGER HAVE THE ABILITY TO GET THERE, IF YOU CAN'T AFFORD COMMUNITY TRANSPORTATION, THAT TYPE OF THING.

A THIRD THEME WAS THE PROXIMITY. SO, SURE, I'VE GOT FAMILY, AND YES THEY MAY SIGN, BUT THEY'RE SIX HOURS AWAY FROM ME. THEY'RE ALL HEARING, ALTHOUGH THEY SIGN, SO THEY DON'T HAVE A VIDEO PHONE. SO THOSE THINGS KIND OF PLAYED INTO THIS. THOSE WERE THREE OF THE THEMES THAT WE FOUND.

DR. SHERRY SHAW: I WOULD LIKE TO ALSO ADD ABOUT THE TRANSPORTATION AVAILABILITY, AS BIG AS JACKSONVILLE IS, WE DON'T HAVE EXTENSIVE PUBLIC TRANSPORTATION, SO WE DON'T HAVE TRAINS. WE DO HAVE BUSES, RARELY USED. THERE IS EVEN A STIGMA ATTACHED TO USING A BUS. AND SO IT'S VERY DIFFICULT IF A PERSON LOSES THE ABILITY TO DRIVE AND BE INDEPENDENT TRANSPORTATION-WISE.

SO THAT -- AM I WORKING?

SO TRANSPORTATION WAS QUITE A MAJOR ISSUE. AND WHEN YOU TALK ABOUT LONG DISTANCES, IF YOU THINK BACK, WE STARTED THIS IN 2007, AND GAS WAS VERY EXPENSIVE, AND IT HAS NOT REALLY EASED UP ON PEOPLE IN THE LAST FIVE YEARS. I'M SURE YOU'RE EXPERIENCING A LOT OF THE SAME THING, JUST NOT HAVING THE FINANCIAL MEANS TO TRAVEL. IF YOU HAVE TO TRAVEL ACROSS OUR TOWN, YOU CAN DRIVE FOR 45

MINUTES AND BE HALFWAY THERE. SO YOU HAVE TO DECIDE WHAT YOU WILL ATTEND AND WHAT YOU WILL NOT ATTEND BASED ON YOUR ABILITY JUST TO GET THERE.

SO GOING ONTO SOME MORE THEMES THAT WE DISCOVERED, TECHNOLOGY. THIS COULD HAVE BEEN A STUDY IN AND OF ITSELF. IN FACT, THERE HAS BEEN A LOT OF RESEARCH ON THE USE OF TECHNOLOGY AND THE BENEFITS AND THE IMPACT AND THE WAY IT HAS CHANGED LIVES FOR THE SENIOR CITIZENS OR SENIORS OR RETIREES OR HOWEVER WE WANT TO SAY IT. PEOPLE IN THIS STAGE OF LIFE PAST WORK.

AND IT'S POSITIVE, AND I WOULD HAVE THOUGHT BEFORE THE STUDY THAT IT WAS ALL POSITIVE AND WONDERFUL AND EXCITING AND NEW. BUT THERE ARE DOWNSIDES TO TECHNOLOGY. ACCESS, AFFORDABILITY, THOSE SORTS OF THINGS. YOU KNOW, THERE ARE SOME THINGS THAT ACTUALLY CONTRIBUTE TO ISOLATION THAT ARE RELATED TO TECHNOLOGY. THESE CAME UP IN OUR FOCUS GROUPS. TECHNOLOGY IN -- I'M THINKING OF THE SECOND FOCUS GROUP IN PARTICULAR, THEY HAD AN AFFINITY FOR TECHNOLOGY. THEY REALLY USED THE INTERNET FOR INFORMATION, FOR NEWS, FOR E-MAIL. THEY WERE REALLY QUITE A SAVVY GROUP, THE SECOND GROUP.

AND THEN THIS ONE, THE SCHOOLS FOR THE DEAF AND THE RELATIONSHIP THAT THIS GROUP OF RETIREES HAD WITH SCHOOLS IN THEIR PRIOR YEARS AND WHAT THEY

HAVE NOW WAS ONE OF THE MOST SADDENING RESULTS OF OUR STUDY, THAT THIS DISCONNECTEDNESS FROM THE SCHOOL THAT THEY HAVE LOVED FOREVER, THEY DID NOT FEEL WELCOME ANYMORE. THESE ARE SOME VIDEOS WE'RE GETTING READY TO SHOW YOU. SO YOU CAN ALSO FEEL IT. BECAUSE I CAN TALK ABOUT IT, BUT IT'S NOT THE SAME AS WATCHING SOMEBODY TELL YOU, WE USED TO BE CHERISHED BY OUR SCHOOL; WE USED TO BE INTEGRAL PARTS OF CHILDREN'S LIVES AT THE LOCAL SCHOOL. BUT NOW THEY DON'T ASK US TO COME ANYMORE. THIS IS POWERFUL, POWERFULLY SAD, BUT JUST VERY EYE OPENING TO US, THAT THIS RELATIONSHIP TO THE SCHOOL WAS ONE OF -- A PARAMOUNT DISCOVERY OF OURS. AND THEN OF COURSE THAT GENERATIONAL DIVIDE AND FEELING LIKE THEY'RE NO LONGER USEFUL TO YOUNGER GENERATIONS WHO JUST DECIDED THAT THEY DIDN'T NEED THE OLDER GENERATION ANYMORE. THEY GOT THEIR INFORMATION FROM OTHER PLACES. THEY DIDN'T TAKE THE DEAF CLUB EXPERIENCE. LET'S GO BACK TO THE '50s, '60s, '70s, WHEN DEAF CLUBS WERE VIBRANT PARTS OF THE DEAF COMMUNITY, AND THAT CONNECTEDNESS CULTURE CENTERED AT THE SCHOOLS AND THE CLUBS. AND THIS IS WHERE MAJOR INFORMATION WAS EXCHANGED. NEWS WAS EXCHANGED, RECIPES, EVERYTHING ABOUT EVERYBODY WAS EXCHANGED IN THOSE ENVIRONMENTS. AND IF NOT THOSE ENVIRONMENTS, THEN WEEKLY GATHERINGS AMONGST THEMSELVES OR AT EACH OTHER'S HOUSES PRIMARILY IN

ONE PARTICULAR ROOM WHICH WAS THE KITCHEN, THE MOST WELL-LIT PLACE IN THE HOUSE.

THOSE THINGS JUST WERE NOT THERE ANYMORE IN ORDER FOR THE YOUNG TO INTERACT WITH THE OLDER, AND SO THESE ARE THE TYPES OF THINGS THAT THEY TALK ABOUT IN OUR STUDY.

DR. LEN ROBERSON: ALL RIGHT. SO LET'S LOOK AT SOME OF THE VIDEO CLIPS, AND WHAT WE'D LIKE TO DO IS SHARE. AND MOST CASES RELATE TO A THEME THAT YOU'VE ALREADY SEEN. OKAY? THE VIDEOS WILL BE THE SAME AS THE FIRST ONE, SO THEY'LL COME UP. THE MOMENT WE GO INTO THE SLIDE, THE VIDEO WILL START. THE ASL IS PRESENTED FIRST. AND THEN WE'LL GO TO THE NEXT SLIDE WHICH WILL HAVE THE ENGLISH, AND WE'LL ALLOW YOU TIME TO TAKE A LOOK AT THAT. AND THEN WE'LL JUST BRIEFLY TOUCH ON A FEW POINTS WITH EACH ONE.

ALL RIGHT? ARE WE READY? THE FIRST AREA IS IMPACT OF TECHNOLOGY.

(VIDEO PLAYED)

WE COULD SPEND -- DEB COULD HAVE US HERE FOR A WEEK, AND WE COULD SEQUESTER YOU IN THE ROOM AND LOOK AT VIDEOS. WE HAVE HOURS AND HOURS OF VIDEO. AND JUST I GET LOST IN THE VIDEO WITH A CUP OF COFFEE AND JUST WOW. SO THIS WAS ONE OF MANY, MANY, MANY COMMENTS ABOUT TECHNOLOGY. AND AS SHERRY ALLUDED TO, INITIALLY YOU SEE THAT

TECHNOLOGY IS SUCH AN ENHANCEMENT. I'M DEAF, I'M RETIRED, I'M FEELING ISOLATED, AND NOW ALL OF THE SUDDEN I HAVE A VIDEO PHONE, AND I CAN COMMUNICATE WITH ANYBODY ANYWHERE. I CAN JUST CALL UP SOMEBODY AND JUST CHAT FOR HOURS.

BUT WHAT WE ALSO FOUND WAS AS THIS GENTLEMAN SAID, YOU -- IN THE OLD DAYS WE USED TO GET TOGETHER, WE'D COME TOGETHER, WE'D BRING FOOD, WE'D SOCIALIZE, BUT NOW WE ALL JUST STAY AT HOME. SO, SURE, I COULD CALL YOU UP AND I COULD CHAT, BUT THEN I'M DONE, AND NOW I'M STILL ALONE. I'M STILL ISOLATED.

SO IT'S REALLY INTERESTING TO SEE THAT TECHNOLOGY WAS AN ENHANCEMENT. IT'S GREAT. AND IF YOU NOTICE, THE GENTLEMAN EVEN SAID IT STARTED WITH TTYs, SO WOW, THAT WAS AN IMPROVEMENT. NOW WE HAVE TTYs, RIGHT? BUT EVEN THAT MADE IT I DIDN'T HAVE TO GO OVER TO FIND YOU. I COULD DO THIS. UNTIL WE GOT THE VIDEO PHONES. SO THE IMPACT OF THE TECHNOLOGY ALTHOUGH POSITIVE HAS ALSO HAD SOME OF THE NEGATIVE IMPACT BECAUSE I'M AT HOME. AGAIN, MANY, MANY CLIPS ABOUT TECHNOLOGY, AND SEVERAL OF THEM KIND OF HAVE THIS IDEA THAT, YEAH, IT'S GREAT, I'VE GOT MY I PAD, I HAVE A CELLPHONE, I TEXT, WE HAD LOTS OF COMMENTS ABOUT TEXTING, BUT ONE GUY SAYS I HAVE A DEAF FRIEND AND HE JUST SITS ALL DAY AT HIS KITCHEN TABLE JUST TEXTING AND VIDEO

CHATTING. HE DOESN'T GET OUT TO SEE ANYBODY. SO YES YOU MAY COMMUNICATE, BUT I'M STILL FEELING SOCIALLY ISOLATED.

SO TECHNOLOGY IS AWESOME. I'M A BIG TECHY. IT'S WONDERFUL. BUT IT SURPRISED US TO SEE COMMENTS. AND WE DIDN'T LEAD THEM. WE JUST LET THEM ANSWER THE QUESTIONS. YEAH, BUT WE DON'T REALLY GO OUT ANYMORE. WE JUST VIDEO PHONE. AND THAT WAS SOMETHING THAT WAS SURPRISING TO US.

(VIDEO PLAYED)

DR. SHERRY SHAW: SO HERE WE HAVE A REAL TREASURE. THIS PRESENTATION AND ESPECIALLY BY THIS GENTLEMAN, THIS WHOLE IDEA THAT THEY CONTRIBUTE TO THE DEVELOPMENT OF NOT ONLY THEIR OWN CHILDREN BUT OTHER CHILDREN, AND THAT THIS REPRESENTS THIS COMING TOGETHER AND THEN THIS MERGING BETWEEN THE GENERATIONS THAT HE EMPHASIZED WAS VERY, VERY POWERFUL TO HEAR FROM HIM.

THIS WHOLE IDEA THAT BETWEEN THE GENERATIONS THEY HAD A SENSE OF USEFULNESS AND A SENSE OF CONTRIBUTION AGAIN IS ONE OF THE MOST POWERFUL DISCOVERIES OF OUR RESEARCH. WE'RE GOING TO KIND OF RUN THROUGH THESE A LITTLE MORE QUICKLY BECAUSE WE'RE RUNNING SHORT ON TIME, SO I'LL JUST TURN IT OVER.

(VIDEO PLAYED)

DR. LEN ROBERSON: SO AGAIN THE IDEA IS SOCIAL

CONTACT, SOMETHING THAT WE HAVE GOT TO LOOK AT AMONG THE DEAF SENIOR CITIZENS, AND THE IDEA HERE PRESENTED IS BEFORE, IN THE OLDEN DAYS, THERE WAS A CENTRAL LOCATION, THE DEAF CLUB, THE COMMUNITY OF DEAF INDIVIDUALS COMING TOGETHER. AND HERE TODAY THERE IS NOT THAT CENTRAL LOCATION ANY LONGER. MANY DEAF CLUBS HAVE HAD BUILDINGS, OWNED BUILDINGS OR RENTED SPACE, AND THAT'S NOT SO MUCH ANYMORE. SO THAT WAS SORT OF AN ISSUE TO BE AWARE OF.

DR. SHERRY SHAW: WHICH TAKES US TO THIS DISCUSSION OF DEAF CLUBS AND THE NEW GENERATION.

(VIDEO PLAYED)

DR. SHERRY SHAW: PERHAPS YOU'RE AWARE OF ROBERT PUTNAM'S WORK ON THE LOSS OF SOCIAL CAPITAL IN SOCIETY. HE WROTE A BOOK CALLED BOWLING ALONE, A FAMOUS BOOK, ABOUT HOW WE AS A SOCIETY USED TO BE ORGANIZATION BASED, AND WE USED TO BE PARTICIPANTS IN ORGANIZATIONS. AND THAT WAS A WAY OF SOCIAL LIFE DURING THE '50s AND '60s AND SO FORTH. AND HIS DESCRIPTION OF THE LOSS OF SOCIAL CAPITAL REALLY PARALLELS WHAT WE'RE SEEING WITH THE DEMISE OF DEAF CLUBS, AND THIS HAS BEEN OUR EXPERIENCE IN THE U.S. THAT CLUBS ARE FOLDING AND THAT NEW ORGANIZATIONS ARE POPPING UP. AND THIS REALLY WAS PART OF WHAT THEY WERE DESCRIBING HERE, THIS DEAF PROFESSIONAL HAPPY HOUR HAD BECOME THE PRIMARY PLACE FOR THE 30-ISH GROUP TO GO. AND SO THEY HAD

SOMEPLACE ELSE TO BE, AND THAT WAS VERY EXCITING AND WONDERFUL, AND THAT'S A GREAT DEVELOPMENT. BUT IT'S VERY INTERESTING FOR THE MODERATOR THAT WAS ONE OF OUR DEAF FACULTY MEMBERS WHO WAS SUMMARIZING AND THEN OFFERING A PROBING QUESTION TO THE PARTICIPANTS. WELL, WHAT DO YOU THINK ABOUT THIS OTHER ORGANIZATION THAT HAS DEVELOPED AND HOW DOES THAT IMPACT YOU? THUS THE DISCUSSION ABOUT DEAF PROFESSIONALS HAPPY HOUR. AND THEN THE IDEA THAT WE LIVE IN A DIFFERENT TIME ZONE, AGAIN THE YOUNG PEOPLE. SIMPLY THEY START PARTYING WHEN WE'RE READY TO CALL IT A DAY.

DR. LEN ROBERSON: I CAN RELATE. I THINK EVEN THOUGH I'M NOT QUITE THERE YET, THAT 9 O'CLOCK ENDING IS -- MY KIDS WERE UP AT 5 EVERY DAY BECAUSE MY TWO DEAF KIDS ARE DAY STUDENTS, SO WE HAVE THEM LIVING AT HOME, BUT WE HAVE TO CATCH THE BUS AT LIKE 5:45 IN THE MORNING. SO FOR EIGHT YEARS IF I'M NOT IN BED BY 9, I'M MESSED UP. SO I CAN RELATE TO THE IDEA.

BEING ACTIVE, SO AGAIN ANOTHER ISSUE THAT CAME FROM THE DATA WAS THE NEED AS A DEAF SENIOR TO MAINTAIN ACTIVITY, TO BE ACTIVE IN MIND, BODY, SOUL, AND SPIRIT, AND THE WHOLE PACKAGE. AGAIN, WORKING 30, 40 YEARS WORKING IN THIS ENVIRONMENT, YOU'VE GOT YOUR ROUTINE SET, AND NOW ALL THE SUDDEN YOU'VE GOT THIS TIME, SO HOW DO YOU MAINTAIN THAT

ACTIVITY, HOW DO YOU MAINTAIN CONNECTEDNESS?

(VIDEO PLAYED)

DR. LEN ROBERSON: SO AN ISSUE TO FOCUS ON IS HOW TO MAINTAIN THAT ACTIVITY, NOT NECESSARILY PHYSICAL ACTIVITY, BUT THE ACTIVITY OF THE MIND, THE COMMUNICATION AND INTERACTING WITH OTHER PEOPLE AND HOW WE CAN MAINTAIN THAT IS SOMETHING THAT'S QUITE IMPORTANT.

(VIDEO PLAYED)

DR. LEN ROBERSON: I JUST HAVE TO SAY YOU SEE THE LADY IN PURPLE WHO WAS SPEAKING, THIS IS THE DAUGHTER OF THE GENTLEMAN WE SAW ON THE TAPE THAT MANY GENERATIONS DEAF IN THEIR FAMILY, BUT YOU SAW THE LADY ON THE RIGHT AT THE END WAS LIKE, RIGHT, RIGHT, YES, YEAH, AND THERE WAS A LOT OF THAT, JUST THIS AGREEMENT ABOUT THIS IDEA HERE ON TRANSPORTATION.

SO SHERRY SAID, WE WENT IN THERE AND THERE WAS THIS POPULATION OF DEAF SENIORS, AND THEN THEY BEGAN TO KIND OF STRATIFY THEMSELVES BECAUSE WE'RE THE YOUNGER SENIOR CITIZENS AND WE'RE THE OLDER SENIOR CITIZENS, AND WE YOUNGERS NEED TO HELP THE OLDERS AND THIS IDEA THAT THIS COMMUNITY NEEDS TO -- WE NEED TO TAKE CARE OF OUR OWN. YOU'RE DEAF, I'M DEAF, WE'RE FAMILY. THIS IDEA THAT WE NEED TO TAKE CARE OF OUR OWN.

(VIDEO PLAYED)

DR. LEN ROBERSON: JUST BEAUTIFUL, THIS IDEA THAT THE BOUNDARIES ARE DRAWN NOW. OUR SCHOOL FOR THE DEAF -- I'M SORRY, I'LL GIVE YOU THE ENGLISH. I'M SORRY.

IN THE STATES, WE'RE FINDING MORE AND MORE -- I DON'T KNOW HOW IT IS HERE, BUT MORE AND MORE OF OUR SCHOOLS ARE BECOMING LESS OPEN ACCESS, AND SO OUR SCHOOL FOR THE DEAF IN ST. AUGUSTINE, BEAUTIFUL, YOU KNOW, JUST CELEBRATED 140 YEARS, I THINK, BEAUTIFUL CAMPUS, HAS BEEN LOCKED DOWN FOR PROBABLY CLOSE TO 20 YEARS NOW.

SO WHEREAS YOU COULD COME RIGHT OFF THE SIDEWALK INTO THE DEAF SCHOOL AND IF YOU WANTED TO COME IN TO VOLUNTEER AND INTERACT, YOU COULD. NOW THERE'S ONE WAY IN, ONE WAY OUT, POLICE 24/7. YOU HAVE TO HAVE AN IDENTIFICATION, WITH SCANNED, A BADGE, REGISTER. AND IT'S TOUGH. SO THERE ARE THESE BOUNDARIES THAT HAVE BEEN SET UP THAT HAVE BEEN PRETTY HARD TO DEAL WITH.

THIS IS RELATED.

(VIDEO PLAYED)

DR. LEN ROBERSON: SO THIS TAPS INTO A COUPLE OF THINGS. ONE IS CERTAINLY THE GENERAL IDEA THAT DEAF SCHOOLS -- SENIORS IN BOTH GROUPS FELT LESS USED THAN THEY HAD FELT IN THE PAST, SO NO LONGER CALLED UPON TO BE A RESOURCE FOR THE DEAF SCHOOLS, THE NEW -- THE DEAF CHILDREN, THE YOUNGER

GENERATION. BUT ALSO AS YOU CAN SEE AT THE CLOSING COMMENT THAT THE INDIVIDUAL HAD MANY STUDENTS THAT HER FAMILY HAD HELPED OVER THE YEARS BECOME SUCCESSFUL AS LANGUAGE MODELS, AS CULTURE MODELS, AND THAT'S NOT HAPPENING TODAY.

AND THIS REALLY HITS HOME. I HAVE SEVEN KIDS AS DEB SAID, TWO OF MY CHILDREN ARE DEAF. MY GRANDFATHER WAS DEAF, SO I HAD DEAF FAMILY MEMBERS. SO TODAY MY KIDS, WE'RE AN ASL FAMILY, OUR ENTIRE FAMILY SIGNS, LANGUAGE ACCESS IS THERE. BUT THERE IS NOT THAT OLDER GENERATION FOR MY TWO CHILDREN. MY CHILDREN -- MY DEAF CHILDREN ARE 11 AND 15, AND SO I WORK HARD TO BRING IN THOSE DEAF MODELS FOR THEM, THOSE DEAF SENIORS, AND IT'S A CHALLENGE. AND SO THAT ALSO IS ONE OF THESE MOTIVATORS FOR ME AND THIS CONCEPT OF BUILDING INTO THE NEXT GENERATION OF DEAF KIDS, THAT SUCCESS.

SO WE'RE GOING TO WRAP UP. AND AS WE CLOSE OUT, HERE'S A FEW OTHER THINGS WE FOUND. AGAIN, LOTS AND LOTS OF WONDERFUL VIDEO. THE IDEA THAT TECHNOLOGY, MANY OF THESE FOLKS SHARED WITH US AND SHERRY AND I WERE GIST SO SURPRISED THAT THEY USE THE TECHNOLOGY TO STAY CURRENT WITH HOW LANGUAGE IS USED. SO YOU THINK ABOUT NATIVE DEAF SIGNERS, NATIVE DEAF ASL USERS, AND, YOU KNOW, TO WATCH ALL OF THE CURRENT V-LOGS, ALL OF THE VIDEO LOGS THAT'S PREVALENT TODAY FROM THE NATIONAL ASSOCIATION FROM

THE DEAF OR JUST ANYBODY CREATING A VIDEO LOG. AND A COUPLE OF THEM SAID THAT'S HOW THEY KEEP UP WITH THE SIGNS OF TODAY, WATCHING THE CHANGES IN THE LANGUAGE AND THE NEWNESS IN SIGNS.

DR. SHERRY SHAW: YOUTUBE.

DR. LEN ROBERSON: RIGHT, YOUTUBE OR ANY TYPE OF V-LOG. AND THEN A STRONG AFFINITY FOR TECHNOLOGY, THE DOWNSIDE IS THAT IT'S ALSO ISOLATING US AT TIMES. TALKING ABOUT HEALTH RISK. YOU KNOW, ONE SAID I JUST SIT ALL DAY. I JUST SIT ALL DAY AND I EAT AND I CHAT. SO THAT'S GOT SOME HEALTH ISSUES THERE AS WELL.

AND THEN THE IDEA OF A SCHOOL BEING THE CENTER OF A COMMUNITY, AND HOW THAT'S CHANGING. DEAF CHILDREN TODAY ARE THROUGHOUT THE COMMUNITIES. OUR DEAF SCHOOLS IN THE STATES ANYWAYS, DEAF SCHOOLS ARE SHRINKING IN SIZE, MORE AND MORE PROGRAMS ARE BECOMING BETTER ACCESSIBLE, RIGHT OR WRONG OR WE CAN HAVE A WHOLE OTHER DISCUSSION ON LANGUAGE ACCESS, BUT THE SCHOOLS ARE CHANGING IN THE CENTER OF THE COMMUNITY.

AND WE'LL WRAP UP.

DR. SHERRY SHAW: YOU KNOW, AS A QUALITATIVE RESEARCHER, I WAS TRAINED THAT IT'S VERY IMPORTANT TO STAY WITHIN THE TIME CONSTRAINTS THAT YOU TELL PARTICIPANTS YOU WILL DO. FOR EXAMPLE, IF I ASK YOU TO PARTICIPATE IN MY STUDY, I TELL YOU WE WILL

TALK FOR AN HOUR AND THEN WE WILL STOP. OKAY? DO YOU SEE THE PROBLEM ALREADY? THIS WAS THE MOST DIFFICULT THING FOR US ABOUT RUNNING THE FOCUS GROUPS WAS TO ACTUALLY CUT THEM OFF. WE COULD HAVE STAYED HOURS AND HOURS, AND WE NOTICED THAT DEAF -- THE DEAF PARTICIPANTS WERE STARTING TO PROVIDE SOLUTIONS FOR THE PROBLEMS. SO THE MORE THEY TALKED, THE MORE THEY REALIZED THE ISSUES AND THAT THEY REALLY ARE MAYBE MORE ISOLATED THAN THEY THOUGHT OR REALLY DISCONNECTED FROM THE OTHER GENERATIONS. WHAT COULD WE DO? AND THEY STARTED TALKING ABOUT WHAT WE COULD RESERVE THIS BUILDING IF WE DID THIS, AND WE COULD SPONSOR THIS, AND WE -- HERE'S HOW WE COULD GET THEM TO COME. AND THEY STARTED STRATEGIZING.

THIS IS SOMETHING WE REALLY DIDN'T EXPECT. AND IT WAS SO HARD TO CUT THEM OFF, BECAUSE IT WAS REALLY GOOD INFORMATION THAT WE HOPED THAT AFTER WE MET WITH THEM, THEY CONTINUED TO MEET ONGOING AND REALLY ADDRESS SOME OF THE THINGS THAT HAD BEEN ELIMINATED IN OUR STUDY.

LEN AND I COMPILED THE DATA. WE WROTE AN ARTICLE. IT'S IN PRESS AT THE MOMENT. IT WILL BE PUBLISHED IN JULY WITH A JOURNAL CALLED EDUCATIONAL GERONTOLOGY. AND HERE IS THE CONCLUSION THAT WE CAME TO, THAT WHILE MANY OF THE THINGS WE DISCOVER WERE NOT UNIQUE TO THE DEAF COMMUNITY, WE DID

DISCOVER THE DEVOTION OF OLDER DEAF PEOPLE TO THE YOUNGER GENERATIONS.

WHAT DO WE DO NOW? I HAVE IS ALREADY ADDRESSED THE ISSUE OF FUTURE RESEARCH. WE CAN'T STOP. WE ARE DEFINITELY ON A ROLL. WE ARE PROBABLY THE MOST HEAVILY SCHEDULED PEOPLE OUTSIDE OF DEB RUSSELL ON THE PLANET, BUT WE STILL THINK THAT THIS IS A TOP PRIORITY FOR US. YOU KNOW, ONCE YOU START SOMETHING ABOUT -- AND YOU'RE DEALING WITH PEOPLE'S LIVES, IT REALLY MUST BECOME A PRIORITY.

WE FEEL IT IS A NEED TO GIVE BACK TO THE COMMUNITY, THIS WHOLE IDEA OF EXPLORING QUALITY OF LIFE AND SOMEHOW BEING CONTRIBUTORS TO THAT QUALITY, TO BRIDGING THAT DIVIDE BETWEEN THE GENERATIONS. WE'VE GOT TO EXPLORE THIS MORE.

WE HAVE DECIDED THAT PROBABLY A NEXT STEP FOR THIS STUDY WOULD BE TO ALSO GET THE PERSPECTIVE OF A YOUNGER GENERATION, SO WE THOUGHT WE MIGHT TAKE THE SAME QUESTIONS AND BRING TOGETHER A GROUP OF THOSE DEAF PROFESSIONALS AND FIND OUT WHAT THEY THINK ABOUT THEIR CONNECTEDNESS TO EACH OTHER AND OTHER GENERATIONS BOTH YOUNGER AND OLDER, SO WE FEEL LIKE IF WE GET THE MIDDLE GENERATION, THAT WE MIGHT GET SOME NEW INFORMATION THAT WOULD HELP US AGAIN SHED LIGHT ON THIS PHENOMENON.

SO THIS KIND OF PARALLEL STUDY WOULD HELP US,

AND IT WOULD HELP US IN A WAY THAT WE MIGHT BE ABLE TO EVENTUALLY AFFECT POLICY OR PROGRAMS AND SO FORTH.

AND THEN OF COURSE INDIVIDUAL CASE STUDIES ARE ALWAYS TEMPTING, TO TAKE A LIFE HISTORY AND TO SHARE THAT TREASURE THAT WE FIND THROUGH INTERVIEWING DEAF ELDERLY SENIORS, YOUNG AT HEART, WHATEVER.

DR. LEN ROBERSON: I THINK --

DR. SHERRY SHAW: THAT'S WHERE WE'RE GOING NEXT.

DR. LEN ROBERSON: AND WHAT'S EXCITING ABOUT THE SECOND, THE PARALLEL STUDY, AT THE SAME TIME WE HAD THESE FOCUS GROUPS, WE WERE ALSO RECORDING INDIVIDUALLY ANOTHER SET OF QUESTIONS THAT WE'RE IN THE PROCESS NOW OF WRAPPING UP. AND WE ASKED EACH OF THESE DEAF SENIORS WHAT ADVICE THEY WOULD PROVIDE TO FAMILIES TODAY WHO HAVE DEAF CHILDREN, AND WE ASKED THEM TO FRAME IT FROM THEIR PERSPECTIVE AS BEING DEAF. MOST OF THEM WITH A FEW EXCEPTIONS WERE FROM HEARING FAMILIES. THERE WERE A COUPLE OF MULTIGENERATION DEAF FAMILIES. JUST -- I HAVE GOOSE BUMPS RIGHT NOW JUST THINKING ABOUT THESE -- THIS ADVICE THAT THESE DEAF SENIORS PROVIDED. SO WE SAID IF YOU WERE SITTING DOWN ACROSS THE TABLE FROM A YOUNG FAMILY, A HEARING FAMILY OR DEAF FAMILY THAT HAD DEAF CHILDREN, WHAT WOULD YOU TELL THEM TODAY? AND WHAT WE GOT WAS

JUST AMAZING. EVERYTHING FROM COMMUNICATION TO
DON'T TELL THEM NO TO PUSH THEM AS HARD -- I MEAN,
IT WAS JUST A WONDERFUL SET OF RECOMMENDATIONS THAT
IS SITTING ON MY DESK NOW.

SO THESE VIDEOS THAT WE'RE GOING THROUGH RIGHT
NOW WILL BE THE NEXT STEP. AND IT WAS JUST
BEAUTIFUL TO SEE -- I MEAN, TEARS WERE GIVEN. IT
WAS JUST HEART WRENCHING TO SEE THIS ADVICE THAT
CAME FROM THIS GROUP OF PEOPLE. IT WAS REALLY
AMAZING. SO THAT'S WHERE WE ARE. SO THERE YOU GO.

DR. SHERRY SHAW: SO TO WRAP UP, THIS IS THE
STUDY THAT'S COMING OUT. AND THE NEXT IS OUR
CONTACT INFORMATION.

DR. LEN ROBERSON: THAT'S IT.

DR. SHERRY SHAW: REFERENCES ARE AVAILABLE UPON
REQUEST, AND THANK YOU VERY MUCH FOR ALLOWING ME TO
COME TO CANADA FOR THE FIRST TIME. I'M SO EXCITED
TO BE STANDING RIGHT HERE WITH YOU TONIGHT AND ALSO
FOR YOUR ATTENTION TO A SUBJECT THAT IS VERY NEAR
AND DEAR TO OUR HEARTS. SO THANK YOU VERY MUCH FOR
THIS WONDERFUL OPPORTUNITY ON BEHALF OF BOTH OF US.

>>: THANK YOU. [APPLAUSE]

MS. DEBRA RUSSELL: SO WE HAVE DR. DAVE MASON THAT
WILL ACTUALLY PRESENT FOR THE PRESENTATION AS WELL
AS THE QUESTIONS.

DR. DAVID MASON: I'VE GOT NO PODIUM. WHERE
SHOULD I PUT THIS? NO, NO, THAT'S OKAY.

I'M HERE TO RESPOND FIRST OF ALL TO YOUR PRESENTATION. I AS A RESEARCHER AS WELL APPRECIATE THAT IT WAS A QUALITATIVE RESEARCH. YOU CAN FIND RICH INFORMATION AND RICH DATA FROM THAT. I AM A TRAINED RESEARCHER, AND I ALSO AM A SENIOR CITIZEN. [LAUGHTER] SO PERHAPS I AM THE IDEAL PERSON TO BE RESPONDING, PERHAPS NOT.

I CAN'T RESPOND FOR EVERYONE. FROM THE PEOPLE IN THE AUDIENCE, I THINK EVERYONE HAS A DIFFERENT PERSPECTIVE WHEN LISTENING TO THIS INFORMATION AND APPLYING IT TO THEMSELVES, WHAT IS THEIR EXPERIENCE, WHAT IS THEIR CONNECTEDNESS TO THE COMMUNITY OR NOT. AND I THINK EVERYBODY HAS A DIFFERENT RESPONSE TO THAT. AND HOW THEY APPLY IT TO YOUR INFORMATION.

AND SO ONLY THEY INDIVIDUALLY WOULD BE ABLE TO RESPOND FOR THEMSELVES, BUT, HOWEVER, I AM HERE, SO I'M GOING TO TAKE THE OPPORTUNITY TO SAY A FEW THINGS ANYWAY.

SO I THOUGHT IT INTERESTING WHEN WE WERE TALKING ABOUT THE GENERATIONAL DIVIDE. I THINK IT'S A REALITY, AND I THINK WE HAVE EXPERIENCE WITH THAT HERE IN EDMONTON IN OUR OWN COMMUNITY. I RECALL OFTEN GOING TO MEETINGS, FOR EXAMPLE, AND HEARING THOSE COMMENTS FROM SENIOR CITIZENS. WHERE ARE THE YOUNG PEOPLE? THEY SHOULD BE HERE.

BUT THEY HAVE THEIR OWN WAY OF DOING THINGS,

THEIR OWN TIME AND WHATNOT. YOU KNOW, FROM THE YOUNGER GENERATION, THE PERSPECTIVE IS WE'RE DOING OUR OWN THING. WE'RE TRYING TO -- WE'RE SEEING THAT THERE WAS A DEFINITE CHANGE IN THE PAST TO WHAT WE'RE OBSERVING CURRENTLY. ACTUALLY JUST RECENTLY THERE WAS AN EVENT HERE HELD ON SATURDAY LATE AFTERNOON INTO THE EVENING. IT WAS AN EVENT WITH SENIORS AND YOUNG PEOPLE, A BIG STANDOFF, A DART TOURNAMENT. AND WE WENT AT IT FOR QUITE A NUMBER OF HOURS. IT WAS A BIG, BIG SUCCESS. AND SO EVIDENTLY, I THINK BOTH OF THESE GROUPS HAVE SEEN SOMETHING WITHIN EACH OTHER, SOMETHING THAT COMMANDED A MUTUAL RESPECT. I THOUGHT THAT WAS VERY INTERESTING TO OBSERVE HERE LOCALLY. AND EDMONTON DOES HAVE TWO LOCATIONS, MAYBE THREE, FOUR, TWO MAIN ONES CERTAINLY, AND I THINK BOTH OF YOU HAD TALKED ABOUT THAT CONCEPT EARLIER IN YOUR LECTURE ABOUT HAVING A CENTRAL HUB, A CENTRAL LOCATION THAT PROVIDES THIS OPPORTUNITY. SO I SUPPOSE IN EDMONTON, THERE'S A FEW FOR SURE. THE ONES PRIMARILY WOULD BE THE AEDC, EDMONTON ASSOCIATION OF THE DEAF COMMUNITY CENTER. IT'S A CENTRAL HUB WHERE THE DEAF COMMUNITY MEMBERS CAN GATHER, AND WE'VE HAD THIS FOR MORE THAN TEN YEARS NOW, AND WE'RE CERTAINLY SEEING INCREASED SUPPORT FROM THE COMMUNITY, WE'RE SEEING MORE INVOLVEMENT, AND WHAT IS UNIQUE ALSO IS THAT WE OWN IT. AND SO

WE'RE ALL SHARING THIS RESPONSIBILITY AND THIS TREASURE THAT WE HAVE.

SO HAVING A LOCATION IS REALLY KEY TO HAVING A PLACE WHERE WE CAN MEET AND GATHER. SPEAKING TO THE CONCEPT OF DEAF SCHOOL AND THE INHERENT BOUNDARIES THAT ARE THERE, CERTAINLY IF YOU COMPARE IT TO THE PAST IT WAS OPEN AND ACCESSIBLE, AND YOU COULD WALK IN. BUT FOR EXAMPLE NOW WITH THE ALBERTA SCHOOL FOR THE DEAF, SO IN THIS SITUATION, THE ALBERTA SCHOOL FOR THE DEAF IS ACTUALLY QUITE WELCOMING AND WANTING THE DEAF COMMUNITY MEMBERS TO MAKE MORE USE OF THIS SCHOOL.

SO AGAIN WHEN YOU'RE REFERRING TO THE TREND OF DEAF CLUBS CLOSING AND DEAF SCHOOLS CLOSING AND MORE MEANS, IT SEEMS TO ME WE HAVE THE OPPOSITE TREND HERE WHICH IS INTERESTING IN ITSELF. PERHAPS IT MIGHT BE THE WEATHER. I DON'T KNOW. I'M NOT SURE IF THAT'S AFFECTING US.

BUT THAT IS A DIFFERENCE, AND, YOU KNOW, WE ALSO HAVE A FEW DEAF CHURCHES AS WELL THAT STAND IN AS A COMMUNITY AS WELL. SO I'M NOT SURE IF WE CAN ACTUALLY PARALLEL THE SAME SIZE AS JACKSONVILLE, SO EDMONTON QUITE AS LARGE. PERHAPS THAT'S ANOTHER REASON. WE'RE MORE CENTRALIZED HERE, AND IT'S EASIER FOR EVERYONE TO GET CLOSER TOGETHER GEOGRAPHICALLY.

I'M LOOKING FOR MY NOTES, BUT SHOOT.

REALLY THOSE WERE THE MOST IMPORTANT COMMENTS THAT I WANTED TO MAKE. THE REST I PERHAPS WOULD LEAVE IT FOR OTHERS WHO WOULD LIKE TO ENGAGE IN SOME QUESTIONS AND COMMENTS. IN VIEWING YOUR PRESENTATION, I THOUGHT IT WAS QUITE VALUABLE, AND I ENCOURAGE YOU TO TAKE THOSE NEXT FEW STEPS TO REALLY -- THIS WAS JUST SCRATCHING THE SURFACE REALLY, AND THERE IS SO MUCH MORE THAT WE CAN ACTUALLY GET TO. THIS IS NOTHING. THIS IS ONE HAIR.

SO I THINK THAT WE NEED TO KEEP GOING WITH IT AND REALLY FIND THAT RICH SOURCE OF INFORMATION, AND WE LOOK FORWARD TO SEEING MORE OF IT. UNFORTUNATELY WE'RE IN CANADA, WE CAN'T HELP YOU WITH THE MONEY. WE ALSO ARE GOING THROUGH SEVERAL CUTBACKS, SO I THINK THAT WAS REALLY TO WRAP UP --

OH, YES, I FORGOT TO MENTION ONE THING. YOU SEE, NOW I NEED TO READ MY OWN NOTES HERE. AND I SAY GOOD LUCK, AND MOVE FORWARD WITH ALL THE HARD WORK. THANK YOU FOR ALL YOU HAVE DONE THUS FAR.

[APPLAUSE]

MS. DEBRA RUSSELL: SO WE DO HAVE TIME FOR SOME QUESTIONS IF ANYONE WOULD LIKE SOME QUESTIONS, PLEASE COME TO THE FRONT. YOU CAN EITHER SPEAK, USE ENGLISH, OR USE AMERICAN SIGN LANGUAGE. AND THE FLOOR IS OPEN. AND OF COURSE LINDA CUNDY, I'M LOOKING AT YOU. I KNOW YOU HAVE A QUESTION. AND I

APPRECIATE THAT. THANK YOU.

>>: SO I'M GOING TO BREAK THE ICE
HERE A LITTLE BIT. SO THANK YOU, DAVID, FOR THAT,
AND I WOULD BE CRUEL NOT TO ALSO THANK YOU FOR YOUR
PRESENTATION. ACTUALLY, IS IT POSSIBLE TO GO BACK
ONE SLIDE? IT HAD TO DO WITH THE FUTURE -- FUTURE
RESEARCH. CAN YOU FIND THAT SLIDE? IT WAS KIND OF
NEAR THE END. THE NEXT STEPS, YES. NEXT STEPS,
HERE WE GO, PERFECT, GREAT.

SO FIRST OF ALL, YOU WERE ABLE TO FIND THE
FUNDING THERE TO ACTUALLY SUPPORT A THREE-YEAR
PROJECT, WHICH IS FANTASTIC. NOW THE MONEY IS
GONE. AND WE KNOW THAT'S THE WAY IT GOES. WE NEED
MORE MONEY THEN TO CONTINUE ON THESE STEPS.
HOWEVER, WHEN WE TALKED ABOUT SETTING -- WHEN YOU
HAD REFERRED TO SETTING UP NEW POLICY, CASE
STUDIES, CASE STUDIES OF ACTUAL INFORMATION AND
ACTUAL NARRATIVES AND ACTUAL STORIES IN REGARD TO
SOCIAL IS CONNECTEDNESS.

SO ONE OF THE THINGS -- ONE OF THE TRAPPINGS
OF RESEARCH IS THAT RESEARCH LEADS TO OTHER
RESEARCH WHICH LEADS TO IMPLICATIONS WHICH LEADS TO
OTHER QUESTIONS, AND THEN FINALLY TO GET THE GRANT
TO ACTUALLY GET THINGS ROLLING AND TO ACTUALLY GET
THINGS IN PLACE, WHICH IN TURN IMPROVES SOCIAL
CONNECTEDNESS.

DR. SHERRY SHAW: THE THING ABOUT FUNDING --

EXCUSE ME. I'M SORRY. I FORGOT.

THE ONE THING I RELATED TO FUNDING THAT I CAN SPEAK ABOUT, ONE THING YOU NEED IS THE EVIDENCE IN ORDER TO GARNER THE SUPPORT FINANCIALLY, AND I THINK FOR THE CURRENT EVIDENCE, IT WILL BE VERY HELPFUL IN THE FUTURE TO GET FUTURE FUNDING. SO HOPEFULLY -- HOPEFULLY WE CAN GET THE SUPPORT FINANCIALLY FOR FUTURE STUDY. BUT SO FAR, THERE'S BEEN A LOT OF CHANGES HAPPENING. OUR RESEARCH HAS LED TO SOME ACTIVITIES WITHIN THE COMMUNITY; FOR EXAMPLE, SETTING UP A THEATER GROUP ANNUALLY IN THE FALL WHERE THERE ARE DEAF CHILDREN WITH OLDER SOME SENIOR CITIZENS, SOME JUST OLDER IN GENERAL, AND BEING ABLE TO VIEW THE STORIES AND THE FOLKLORE THAT IS PASSED ON TO THEM FROM THIS OLDER AND ALSO SENIOR CITIZENS WITHIN THE GROUP. SO THE YOUNG ONES THAT COME FOR THE DAY, THEY'RE TAUGHT FOR THE DAY, AND IN THE EVENING, THE THEATER OPENS UP, AND EVERYONE COMES. IT'S A MIXTURE OF HEARING AND DEAF PEOPLE, AND YOU CAN SEE THOSE WILL IMPACT ON THE YOUNGER PEOPLE.

A LOT OF THESE ONES ARE QUITE ISOLATED. THEY HAVEN'T EVEN HAD EXPOSURE WITH ASL BECAUSE THEY'RE WITH OTHER CHILDREN AND NOW THEY'RE HERE IN THE THEATER MEETING PEOPLE THEIR OWN AGE AND THE OLDER ONES, AND THEY'RE LEARNING SUCH RICH THINGS AND THEY'RE HAVING GOOD TIMES, THEY'RE HAVING STORIES.

IT'S A VERY EXCITING TIME FOR THEM TO MEET EACH OTHER.

THIS IS A VERY RICH EXPERIENCE FOR THEM, FOR THE YOUNG AND OLD TO COME TOGETHER, AND ALSO TOO CONVERSELY FOR THE OLDER ONES. THEY'RE FEELING THAT USEFULNESS THAT THEY'RE BEING ABLE TO OFFER SOMEONE SOMETHING, AND THEY HAVE SOMETHING THAT THEY CAN OFFER. AND THAT'S A BEAUTIFUL THING. SO THIS HAS BEEN A VERY SUCCESSFUL THING WITH OUR THEATER GROUP.

SOME OF US HAVE A FAMILY SUPPORT FUN DAY, WHERE THERE'S AN OPPORTUNITY TO SOCIALIZE AND GET TOGETHER IN OUR COLLEGE. WE HOLD IT THERE. WE BRING IN STORY TELLERS SO THAT WE NETWORK THESE OLDER ONES THAT WILL BE PRESENT, AND THEY GO AROUND TO THE DIFFERENT SCHOOLS WHERE THERE WILL BE YOUNG ONES THAT THEY'RE TARGETING, AND THEY WILL JUST SIT DOWN WITH THEM, GIVE THEM STORIES ABOUT THEIR LIVES, IT'S A REALLY FUN EXPERIENCE FOR THEM. ONE DEAF STUDENT WHO IS ALONE PRETTY MUCH IN THE SCHOOL WAS SITTING AMONGST MANY HEARING CHILDREN, AND ALL THE CHILDREN WATCHING THIS OLDER DEAF PERSON RELAYED THEIR STORY, AND FOR THIS DEAF STUDENT WHO HAS BEEN BY HIMSELF UNDERSTOOD WHAT HAS BEEN HAPPENING, AND ALL THESE OTHER HEARING STUDENTS HAD TO RELY ON INTERPRETERS BECAUSE THEY DIDN'T HAVE THAT QUICK ACCESS. IT WAS SUCH A NEAT REVERSAL FOR

THIS YOUNG DEAF STUDENT, AND WHAT AN EXPERIENCE FOR THEM TO EXPERIENCE THAT PRIDE IN THEIR LANGUAGE, IN ASL.

SO THESE HAVE BEEN SOME ACTIVITIES THAT WE HAVE SEEN. AND STILL OF COURSE THERE'S ALWAYS THE NEED FOR FUNDING, AND ANNUALLY WHEN IT COMES CLOSE TO THE THEATER GROUP WHEN WE HOLD THE EVENT, WE OFTEN HAVE IN INTERPRETING STUDENTS. WE BEG AND WE BORROW TO GET PEOPLE TO COME AND SUPPORT US SO WE CAN HAVE IS INTERPRETERS AVAILABLE FOR THE THEATER GROUP TO VOLUNTEER THEIR TIME. WITH ALL THESE DIFFERENT THINGS HAPPENING, THIS IS FROM OUR RESEARCH.

MS. DEBRA RUSSELL: I THINK WE HAVE TIME FOR ONE MORE QUESTION.

MS. TRACY HETMAN: I'LL ASK IN ENGLISH. I KNOW THIS RESEARCH IS VERY NEW. I JUST WONDER IF YOU HAVE STARTED TO OR AT LEAST GIVEN THOUGHT HOW THIS RESEARCH AND DATA COULD BE INCLUDED IN THE INTERPRETING PROGRAM. HOW MIGHT WE BE INCORPORATING THAT LEARNING INTO YOUR INTERPRETING PROGRAM?

DR. SHERRY SHAW: I AM SO HAPPY YOU ASKED. I WILL HATE YOU LATER FOR ASKING ME THAT QUESTION. BECAUSE I'M A STRONG ADVOCATE OF WHAT'S CALLED SERVICE LEARNING. SERVICE LEARNING MEANS THAT INTERPRETING STUDENTS BECOME ALLIES WITH THE DEAF

COMMUNITY AND SUPPORT THE GOALS OF THE DEAF COMMUNITY, NOT AS ADVOCATES. NOT TAKING ON EMPOWERING POSITIONS OF LEADERSHIP IN THE DEAF COMMUNITY OF ANY KIND, BUT SIMPLY FROM THE BACKGROUND PROMOTING DEAF COMMUNITY GOALS.

AND LET ME GIVE YOU AN EXAMPLE OF WHAT WE HAVE DONE. WE MET WITH A DEAF CLUB LEADERSHIP, AND WE CONDUCT AN ASSET MAP OF THE DEAF COMMUNITY. SO WE FIND OUT WHAT STRENGTHS ARE THERE IN OUR LOCAL COMMUNITY YOU CAN DO THIS WHEREVER YOU ARE. AND THEN WE EVALUATED OUR OWN STRENGTHS, AND WE FOUND THE COMMON GROUND WAS WE HAD VERY GOOD LEADERSHIP, BUT WE HAD A FLOUNDERING DEAF CLUB. WE HAD A NEW PRESIDENT, VERY ENERGETIC, WANTING TO BRING TOGETHER THE GENERATIONS AND SO FORTH, AND SO FROM THAT ACTUALLY CAME THE DEAF THEATER, WHAT WE CALL HANDS-ON THEATER. IT CAME FROM THE INTERPRETING PROGRAM BRINGING THE DEAF PEOPLE IN, FINDING OUT WHAT THEY WANTED. AND ONE OF THE GOALS AT THE DEAF CLUB AT THAT TIME WAS THAT THEY WANTED TO BRING IN YOUNG PEOPLE, AND THEY WANTED TO FEEL LIKE YOUNG PEOPLE WERE INTERESTED IN WHAT THEY HAD TO SAY OR DO. AND THAT WAS ONE OF THEIR GOALS, JUST PLEASE LET'S GET SOME MORE DIVERSITY AS FAR AS THE AGE GOES. AND THAT'S WHAT WE DID.

SO INTERPRETING PROGRAMS CAN GET BEHIND THIS AS LONG AS THEY DON'T TRY TO TAKE OVER. THIS IS --

THIS IS SUCH A VERY CRITICAL ISSUE WITH INTERPRETING PROGRAMS AND INTERPRETERS AS PRACTITIONERS THAT THEY RECOGNIZE THEY HAVE AN OBLIGATION OTHER THAN TO LEARN SOMEONE'S LANGUAGE AND THEN GET OUT AND EARN A LIVING OFF OF IT. SO WE REALLY, REALLY HAVE A MENTALITY, A MINDSET THAT NEEDS TO BE SHIFTED AWAY FROM LEARNING A LANGUAGE FROM THE PEOPLE AND THEN EARNING A LIVING OFF OF THAT.

THANK YOU FOR ASKING.

MS. DEBRA RUSSELL: WE HAVE ONE MORE QUESTION.
>>: WHAT I WANTED TO ASK YOU WAS REALLY IN REGARDS TO THE YOUTH IN THE COMMUNITY. SO WHEN WE'RE LOOKING AT TRYING TO BRIDGE THAT GAP, HOW DO WE DO THAT? YOU KNOW, I'M THE YOUTH COORDINATOR FOR THE EDMONTON ASSOCIATION FOR THE DEAF HERE CURRENTLY ON OUR BOARD, AND THAT'S MY GOAL RIGHT NOW. THAT'S MY PORTFOLIO. I MEAN IN THE PAST WE HAVE REALLY GOOD COLLABORATION WITH YOUTH AND SENIORS, AND WE STILL DO. AND PLUS WE ALSO HAVE A LOT OF COMMITMENT FROM INTERPRETING STUDENTS AND OTHER INTERPRETERS WHO ARE INVOLVED. WE TRY TO KEEP THAT GOING.

BUT HOW -- WHAT ARE OTHER OPPORTUNITIES? WHAT ARE OTHER WAYS TO HAVE -- START THE MOMENTUM AND KEEP THE MOMENTUM, RIGHT? BECAUSE IF WE'RE ONLY DOING THE SAME THING OVER AND OVER AGAIN, THE

PEOPLE ARE GOING TO LOSE INTEREST.

DR. LEN ROBERSON: THANK YOU. THAT'S AN
EXCELLENT QUESTION. VERY INTERESTING. ACTUALLY MY
SON BEING DEAF, HE'S 11 YEARS OLD, RECENTLY WENT
WITH ANOTHER DEAF SENIOR CITIZEN. I WAS ENGAGED
WITH SOME OTHER THINGS AND BUSY WITH THAT, SO MY
SON -- MY DAUGHTER ALSO WHO IS 16, AND THEY WENT
OUT FOR ABOUT THREE HOURS TO A DEAF CLUB. WHEN
THEY GOT BACK, I ASKED THEM, SO, HOW WAS THINGS?
DID YOU -- HOW DID YOU ENJOY IT? THEY SAID IT WAS
TERRIBLE. AND I THOUGHT, WHAT? WHAT HAPPENED?
DID SOMETHING HAPPEN? DID YOU -- THEY SAID, OH, IT
WAS BORING. THEY'RE OLDER PEOPLE. THEY JUST TALK
AND TALK AND TALK AND THEY TALKED AND THEY TALKED.
I SEE. DID YOU GET INVOLVED AND TALK TO THEM? NO,
NO, THEY JUST KEPT TALKING AND TALKING AND TALKING
ABOUT THIS AND THAT. SO I SAID, WHAT DID YOU DO?
WELL, WE WENT -- I WENT AND SAT AND PLAYED SOME
GAMES, MY TEXTING IN THE CORNER. WAIT, HOLD ON.
OKAY. SO IT'S GOOD BECAUSE IT REMINDED ME OF THE
STUDY ABOUT CONNECTEDNESS, AND YOU HAVE THESE TWO
GROUPS, AND FIGURING OUT HOW TO BRIDGE THE GAP WITH
THE SENIOR CITIZENS, THEIR EXPERIENCES WHAT THEY
HAVE DONE TRADITIONALLY WITH THE YOUNGER GENERATION
WHICH WOULD INCLUDE MY SON, VERY YOUNG OBVIOUSLY.
BUT EVEN AT THE AGE OF 20, THERE'S STILL A
DISCONNECT. SO WITH THE OLDER ONES WHO SAID WITH A

DEAF PROFESSIONAL HAPPY HOUR THAT WAS MENTIONED EARLIER IN ONE OF THE CLIPS, THE FUNNY THING IS THAT THE SENIORS DID TRY TO DO THAT. THE PROBLEM WAS THE TIMING. IT WAS USUALLY AT A BAR AT 11 O'CLOCK AT NIGHT. IT WOULDN'T INTEREST THEM TO BE AT A BAR AT 11 O'CLOCK. SO WE WERE TALKING ABOUT HOW COULD WE MESH THIS TOGETHER AND HAVE THEM TALK ABOUT THE SAME ISSUES AND ADDRESS THESE.

THE APPROACH WAS TO GET SOME PEOPLE TOGETHER AND FIGURE OUT HOW THEY COULD GET THEM ALL INVOLVED AND SOLVE THIS ISSUE, SOLVE THIS PROBLEM WITH CONNECTEDNESS. AND REALLY THAT'S BEEN HELPFUL SO FAR TO GET TOGETHER, SHARE THESE EXPERIENCES, GET THE FEEDBACK, LOOK AT THE COMMON ISSUES AND IMPLICATIONS, AND FIGURE OUT WHERE TO GO FROM THERE BASED ON THEIR EXPERIENCES AND THEN HOW THEY CAN ADDRESS AND HELP THE YOUNGER GENERATION. SO IT'S GOING TO BE VERY INTERESTING. AND I'M VERY HAPPY TO HEAR THAT YOU'RE A COORDINATOR FOR THE DEAF AND TAKING THAT LEADERSHIP ROLE IN THE COMMUNITY. THAT'S REALLY EXCELLENT. YOU DON'T SEE THAT VERY OFTEN. YOU SEE THAT GENERATIONAL -- INTERGENERATIONAL DIVIDE, AND SO IT DOES TAKE SOME WORK. AND I COMMEND YOU FOR THAT.

THE ONE GENTLEMAN WHO PASSED AWAY AND THE WOMAN WHO WAS ALSO TALKING, THE OTHER SIGNER HAD ALSO PASSED AWAY TOO. BUT WE'RE FINDING THAT A LOT

OF OLD GENERATION ARE PASSING AWAY, AND SHERRY HAD ALSO MENTIONED EARLIER. SO THAT INFORMATION ALSO IS WITH THAT DATA BECAUSE OF THE LOSS OF THE OLDER PEOPLE IN THE DEAF COMMUNITY.

MS. DEBRA RUSSELL: SO I INVITE YOU AFTER WE'RE FINISHED HERE, I INVITE YOU TO PLEASE APPROACH THE PRESENTERS WITH MORE QUESTIONS. DO I NEED TO STAND? NO.

SEE, I TOLD YOU I DON'T NEED TO STAND. I THINK THEY'RE LYING. WELL, WE'LL SEE. [LAUGHTER] I'M SAYING STAND. STAND UP THERE.

SEE, I ENJOY WORKING WITH THEM. THEY'RE FUN PEOPLE. AGAIN, THANK YOU VERY MUCH NOT ONLY FOR YOUR RESEARCH BUT FOR SHARING THE DATA, THE VIDEO CLIPS AND ALL OF YOUR COMMENTS AND RESULTS. I THINK IT'S REALLY, REALLY IMPORTANT INFORMATION. AND IT DOES PARALLEL TO WHAT'S HAPPENING HERE IN THE COMMUNITY I THINK.

I DO RECALL, YOU KNOW, WHEN WAS IT, LAST JANUARY AT THE DEAF CLUB WHEN I WAS THERE, I HAD INTERVIEWED SEVERAL OF THE OLDER PEOPLE IN THE COMMUNITY. WE WERE GATHERING JUST SOME INFORMATION. WE WERE -- INFORMATION FOR THE PROVINCIAL GOVERNMENT FOR ARDN. THAT'S THE ALBERTA RURAL DEVELOPMENT NETWORK.

THERE WAS SOME INITIAL RESEARCH. THERE WAS BRENT AND DAMIAN THAT WERE BOTH INVOLVED AND SARAH.

IN TRYING TO GARNER SOME INFORMATION FROM THE DEAF BLIND COMMUNITY AS WELL AS OTHERS WITHIN THE COMMUNITY, WE INTERVIEWED PEOPLE FROM CALGARY, FROM ALBERTA, ALL OVER THE PROVINCE, FROM EDMONTON, ALL OVER THE PROVINCE. SO OUR INFORMATION IS ONLINE NOW, AND WE HAVE RECENTLY RECEIVED GOOD NEWS TODAY. WE HAVE A GRANT, A FEDERAL GRANT OF \$25,000 APPROVED TO CONTINUE THIS PROGRAM.

AND, AGAIN, WE'RE LOOKING AT A MENTORSHIP PROGRAM BETWEEN SENIOR CITIZENS WHO LIVE IN RURAL COMMUNITIES AND WITH YOUNGER YOUTH AND AGAIN TO BRIDGE THE GAP VIA TECHNOLOGY. WE'RE DOING SOME BABY STEPS. WE'RE TAKING SOME STEPS, AND AGAIN I BELIEVE THE WORK THAT WE'RE DOING HERE YOU HAVE ACTUALLY FOUND IN YOUR RESERVE. AGAIN, THANK YOU SO MUCH FOR COMING TO CANADA. THANK YOU FOR YOUR PRESENTATION.

AND I DO HAVE A SMALL GIFT AS WELL.

AND AGAIN, THANK YOU.

I HAVE SEVERAL OTHER PEOPLE THAT I WOULD LIKE TO THANK. WE ALWAYS WOULD LIKE TO THANK ROBIN DEMKO OF COURSE FOR TAKING CARE AND COORDINATING EVERYTHING THAT NEEDED TO BE DONE FOR THIS EVENING. ALSO WE WOULD LIKE TO THANK THE INTERPRETERS WHO ARE WORKING THIS EVENING, DIANE AND CHRIS. THANK YOU. [APPLAUSE]

THANK YOU TO THE CART REPORTER, JEFF. THANK

YOU FOR BEING HERE AND FOR YOUR WORK. [APPLAUSE]

AND ALSO TO THE STUDENT INTERPRETERS WHO HAVE VOLUNTEERED TO DO THE VIDEOTAPING FOR US. THANK YOU. [APPLAUSE]

AND LASTLY BUT NOT LEAST, I WOULD LIKE TO THANK PAT AND ROD EIDEM AGAIN. THANK YOU FOR YOUR SUPPORT FOR THIS EVENING. [APPLAUSE]

I HOPE YOU HAVE ENJOYED YOURSELF AND ENJOYED THE PRESENTATION, AND ONCE WE'RE OUT IN THE LOBBY OUT HERE IN THE HALLWAY, THERE'S SOME REFRESHMENTS. PLEASE TAKE YOUR TIME AND WE CAN DISCUSS -- WE NEED TO LEAVE THIS ROOM AT 9 O'CLOCK BECAUSE WE HAVE A TIME LIMIT, BUT LET'S CONTINUE OUR CONVERSATIONS IN THE HALLWAY. IN THE HALLWAY WE WILL CONTINUE THAT.

THANK YOU. BYE-BYE.