

Breaking Down Attitudinal Barriers in the Workplace

- ACCESS 2024 - 3Play Media

[00:00:00.17] KELLY MAHONEY: I think we're reaching a good place. In the interest of time, I'd like to go ahead and get started. Welcome. And thank you for joining us for Day 1 of ACCESS 2024. My name is Kelly Mahoney and I'm on the marketing team here at 3Play Media. Just a brief self-description, I'm a young, white woman with long, red hair wearing a white top today.

[00:00:21.65] I'm happy to welcome you all to the session, Breaking Down Attitudinal Barriers in the Workplace. But before we dive into the session, I have just a few quick housekeeping items to go over. This presentation is being live-captioned. And you can view those captions by clicking the CC icon in your Zoom control panel.

[00:00:39.21] This session also features ASL interpretation courtesy of our sponsor, Deaf Services Unlimited. Please, feel free to ask questions throughout the presentation using the Q&A window or the chat box, whichever is most accessible to you. And with all of that taken care of, I'd like to introduce today's speaker. Today, we are joined by Alice Pan, project management coordinator at The Disability Foundation.

[00:01:03.10] You'll have to forgive us, we're working through some technical difficulties. But we do have her lovely profile picture with us here. Thank you very much for joining us, Alice. Are you there?

[00:01:12.63] ALICE PAN: Yes. Hi, everyone. Thank you for the warm welcoming, Kelly. And, again, I am sorry for the technical difficulties. I don't know why my camera isn't working. But I will try my best just to make this section more interactive and interesting.

[00:01:31.48] And hello, everyone. Again, I am Alice Pan. And currently, I am the project management coordinator at The Disability Foundation, like Kelly mentioned. And my pronouns is she and her. And I have long, brownish-black hair. Today, I'm wearing a black top and black blazer. And as a partially-sighted person, I use ID cane.

[00:02:01.09] And today, I'm delighted to be here and to share my insights about the attitudinal barriers that youth with disabilities encounter in their job-seeking process. And I just would love to share some of the insights that we have gained throughout working on this project. So glad to be here today.

[00:02:25.72] KELLY MAHONEY: Thank you, Alice. I think that's a great place to start. Would you want to give us maybe a little bit more of a background on yourself-- how you came to work for the disability foundation, how you became interested in this? I think personal story probably has something to do with that. So we'd love to learn more about you.

[00:02:42.65] ALICE PAN: Sure. I remember back in university, I volunteered for several non-profit organizations that serve our youth community. And that's where my passion lies. And just

throughout my early career life, because of my disability, I chose to be self-employed. At that time, I didn't know anything about workplace accommodations. So I thought, oh, self-employed is my only career path.

[00:03:12.30] However, as my vision loss progressed, I feel like, OK, I could no longer handle my self-employment job. Then I went back to school, went through some assistive technology training. Then I started just to think about, OK, what's my next step in my life? Then that reminds me of my passion in serving our youth community.

[00:03:37.74] Then the opportunity arised. A disability foundation, back in 2020, embarked on a new national initiative called Youth Leadership Initiative. So this project is a national initiative aiming to overcome employment barriers that youth with disabilities face in their job-seeking process. So I think, here is the opportunity for me, and three years past, and we are delighted to share our research findings and also the development of the YLI Toolkit.

[00:04:16.32] KELLY MAHONEY: That's wonderful. Thank you so much. Now, the name of today's session, and something you've already spoken a lot about, is attitudinal barriers. So I think it's a great place for us to level set and start out with defining that. Could you provide some examples of attitudinal barriers that individuals with disabilities commonly face in the workplace?

[00:04:35.76] ALICE PAN: Sure. Attitudinal barriers in the workplace come from both internal feelings and external perceptions. Internally, individuals with disabilities often struggle with issues like low self-confidence, stemming from either societal stigma or doubts about their abilities.

[00:04:59.85] And also, they fear discrimination, maybe due to the past experience or just biases, and leading to their anxiety about how they will be treated at work. And additionally, there's a common worry about managing work stress, especially if they feel unsupported or being misunderstood.

[00:05:32.17] And externally, prejudice and stereotyping plays a major role here. And this would lead to the assumptions about their barriers or limited expectation.

[00:05:54.65] KELLY MAHONEY: Thank you. Now, when it comes to thinking about these attitudinal barriers in practice, how do these contribute to broader issues of inclusion and diversity across an organization or within a company culture?

[00:06:11.09] ALICE PAN: Wow, I see these barriers contribute to broader issues in several ways. One, under-representation. This stems from the attitudinal barriers that are often excluding people from being hired or being promoted. And that really limits their career path and also fewer job opportunities for these young individuals with disabilities.

[00:06:45.01] And another consequence is the emergence of exclusionary practices. These barriers hinder the full participation and engagement of employees with disabilities. This creates

less diverse and also innovative environment, not just for people with disabilities but I think for the organization as a whole as well.

[00:07:15.05] And also, I see that these barriers is contributing to a culture lacking awareness, empathy, and sensitivity towards people with disabilities. And this also creates a workplace that's less welcoming, less supportive, again, not just for people with disabilities but also for every employee within the organization.

[00:07:44.11] And ultimately, I think it affects the morale and also the productivity across the board as well. And now, we talk about the negative impact on the morale. And I think this is evident. If individuals, both with disabilities or disabilities, are facing these barriers, it really undermined their job satisfaction and also their sense of belonging. And eventually, it will lead to a higher turnover rate.

[00:08:30.67] KELLY MAHONEY: Thank you. Now, you mentioned misconceptions and stereotypes a little bit ago. Can you share some insights into common misconceptions or stereotypes that people with disabilities are prone to facing in the workplace?

[00:08:46.49] ALICE PAN: Well, there are a lot. And I think the first one is people often think that disabilities mean lower productivity, but obviously that's not true because that often overlooks people with disabilities' talent and also their other skill sets. And the other thing I can think of is many people mistakenly believed that disabilities equate to incompetence and also limited abilities.

[00:09:25.09] And they also think that people with disabilities can't contribute meaningfully. And also, there are limitations in their progression in their career as well. And they also assumed that providing accommodation for people with disability is costly. But in fact, a lot of accommodations are simple and help people to work better.

[00:09:57.49] They can be very simple, as simple as allowing frequent but shorter breaks. So these are free accommodation. This doesn't cost any money. And this is a misconception that we really have to address. And it's also a myth that people with disability need constant help and also they can't handle challenging tasks.

[00:10:25.52] So I think because of this misconception, it unfairly portrays people with disabilities as a burden, and that really hinders employers from hiring people with disabilities. And I think last but not least is a lot of people think that people with disabilities are the same. But in fact, obviously, that's not true.

[00:10:56.54] Even for two persons having the same disabilities, they can have different experience and different needs. And this reminds me of a story that-- last year, I attended a job fair. And I was having a conversation just to promote the YLI project with a machinery company.

[00:11:23.33] Despite our efforts to highlight our mission of assisting youth with disabilities in gaining meaningful employment, our conversation took a negative turn. The company expressed

their concern of inability to accommodate wheelchair users because of their office layout and also the machinery.

[00:11:48.47] I think this interaction was discouraging but also enlightening that apparently many people still thinks that all people with disabilities are wheelchair users. But in fact, we know that's not true. And it is discouraging to witness this barrier, but also I think it's a powerful reminder of us to realize that there is an urgent need of disability awareness training and also inclusive practices across the industries as well.

[00:12:28.86] KELLY MAHONEY: Thanks. I'm really glad that you brought up the idea of accommodations and the misconception that they're very costly or it's a big undertaking. We run into that at 3Play a lot. And I appreciate you hitting on that point. Because a lot of the time, it is something that can just be built into what you're already doing.

[00:12:46.15] So when we think about accessibility in the workplace, or getting workers with disabilities to be in these spaces where they are accommodated for and these misconceptions are ideally erased, how can these misconceptions impact the process of getting job seekers with disabilities over the finish line, whether that be in recruitment, retention, or career advancement? How do these misconceptions change that?

[00:13:21.51] ALICE PAN: Well, I think firstly, in recruitment, I think bias often creep in. So that's leading employers to overlook these highly qualified candidates. And this would definitely lead to fewer job opportunities and also limited career paths for people with disabilities.

[00:13:44.69] Like I mentioned, there are still people thinking that, oh, visually impaired people can't use computers, so you can only work on some hands-on job, like, for example, massage therapist. But apparently, this is a good job, but it might not be suitable for everyone who has visual impairment.

[00:14:09.67] Or there's a wider misconception that visually people can only work at a call center because we can rely on audio. But in fact, that's not true. There should be more opportunities and there should be a wider career path for people with disabilities. And then when it comes to retention, I think the negative stereotype and also lower expectation of people with disabilities can really create a tough environment for people with disabilities.

[00:14:48.20] Employers may not provide enough support, fail to accommodate needs, or even create a hostile environment. And I think having all these coming together will lead to dissatisfaction for people with disabilities and also hinder-- and also leading to a higher turnover rate among these talented people.

[00:15:21.04] And also, another thing, it's about the advancement in career opportunities. I think having all these negative biases will also hinder people with disabilities from getting promoted or even getting up to the leadership roles because their abilities are being underestimated or they don't have the opportunity to really showcase their skill sets.

[00:15:49.75] So there might be no opportunity for promotion for these individuals with disabilities. And also, with all these negative biases and such, the individuals may not be able to realize their full potential as well. And also, on a personal level, constantly facing these barriers will erode self-confidence.

[00:16:24.18] And that's also one of the main attitudinal barriers that the YLI has looked into. And because of these barriers, people may feel inadequate and eventually may lead to imposter syndrome.

[00:16:42.46] KELLY MAHONEY: So when we think about that again in practice, in what ways do these sort of broader societal attitudes and the impacts that you're talking about-- how does this change organizational dynamics or even workplace policy?

[00:17:03.42] ALICE PAN: That's a good question. And I think just in terms of the organization culture, I think one key thing is to create a very safe and open environment for people to feel comfortable. This will involve with fostering non-judgmental and positive environment and also welcoming as well. I think keeping the communication channel open is one of the keys.

[00:17:48.12] KELLY MAHONEY: And so when it comes to after that employee has gotten over the finish line, they've, in theory, been recruited, they've been onboarded, how do things like inclusion and diversity initiatives or events that happen at the company-- how are those impacted by all of these sorts of misconceptions that we're talking about or the accommodations that are needed?

[00:18:16.62] ALICE PAN: Yeah, I think if-- so after these young people are onboarded, I think it's important that-- I think both employers and also the colleagues have to work together on this. Well, I think in terms of the organizations, it's important to have inclusive policies around that. And organizations should take the lead in initiating to foster such environment.

[00:18:52.17] And that can be achieved through hosting training, awareness training about disabilities. And also between colleagues, I think it's important to have an environment that encourages questions and curiosities as well. Just allow people to ask questions about disabilities and to clarify any misconceptions that people might have. And I think down the line is to be respectful and to be open.

[00:19:34.14] KELLY MAHONEY: I like that you mentioned colleagues as well, too, because a lot of the policy and organizational sort of guidelines definitely come from the employer as a whole. But the day to day is absolutely impacted by the people that are around you. So with that being said, what role can individuals who work within an organization play in promoting empathy, understanding, and ultimately allyship towards individuals with disabilities?

[00:20:03.89] ALICE PAN: Well, I think active listening is one of the key components, being open about listening to the experience people with disabilities have. Listen to their stories. And through this open dialogue, they are able to have a better understanding of the challenges, the strains that their colleagues are experiencing.

[00:20:34.23] And it's also an opportunity for them to learn from each other as well. And second thing is, I think, advocate is important as well. I think sometimes it's also important to advocate for the need of colleagues, especially if they maybe hesitate to really voice out their needs.

[00:21:04.02] And maybe it might be a good opportunity for colleagues to step up and just to raise their concern. And this also involves with amplifying their voices to create this platform that allows them to share the concerns and also feedback as well. And one thing that I can't stress enough is education.

[00:21:31.59] I think education is so important throughout this process. And also, education is not something that can be done overnight. Often, it takes a long time to shift people's mindset and behaviors. So I always talk about education and awareness, always take the opportunity to raise the concerns and awareness around any disability-related topics, and clarify any misconceptions that people have.

[00:22:03.69] And also, last but not least, I think leading by examples are important. It can be very powerful. And often, if we demonstrate inclusive behaviors and attitudes, we will inspire other people to do the same. And that will create a ripple effect of allyship and empathy as well.

[00:22:30.73] KELLY MAHONEY: I'm glad-- you brought up colleagues, I think, at some point there. And I wanted to press on that point a little bit further, talking about fostering this open and inclusive dialogue. When we want to make sure that it's open communication, it's a sort of safe space for people to ask questions, do you have any more recommendations for colleagues or co-workers of people with disabilities who may not be familiar with disability issues, who may not be so in the accessibility space as we might be here at 3Play or at YLI? Do you have any further recommendations for how to continue navigating in an empathetic and very conscious way while still admitting there's something to be learned?

[00:23:12.76] ALICE PAN: Yes. For between colleagues, I think it would be beneficial for an organization to have a diversity, equity, and inclusion training sessions or group. At the Disability Foundation, we host monthly DEI meetings. And the aim of this meeting is to bring together all the staff members just to discuss on topics. And we also invite the speakers to talk about certain topics.

[00:23:52.60] For example, we have topics on invisible disabilities and ableism. Or we also talked about the racism in our healthcare system. And the other topics is evolving language around gender. So we have a very comprehensive approach in tackling the diversity and inclusion.

[00:24:17.95] Because in addition to focusing on the disability piece, we also want to have a broader understanding of other societal barriers that contribute-- that are hindering the diversity and inclusion as well. And again, I think people need to have a mindset of openness and also non-judgmental when talking about disability-related topics. I think for both people with disabilities or their colleagues without disabilities, it's like a both-way communication as well.

[00:25:03.63] KELLY MAHONEY: Thank you very much. It seems like education is a huge part of almost everything that we've talked about today. So I assume that that'll probably be a part of this next question I'm about to ask. But what are some practical strategies that organizations can implement to challenge and, again, hopefully dismantle these attitudinal barriers in the workplace?

[00:25:27.14] ALICE PAN: Yeah. I think on the level of organization, there are so much that they can do and, in fact, they should be the lead taking initiative in all aspects. As I mentioned, I think having inclusive policies is important. Having the mindset of providing reasonable accommodations is important because without those in mind, people will feel unsupported and also unwelcome as well.

[00:26:05.03] They don't feel like that their voices are heard. And also, the other thing, yes, regarding the voices, I think it's important for people to feel valued as a part of the team. So they have to feel like their voices are heard by the management team. So I would also encourage location one-on-one check-in, so between the employers and the employee with disability, so that the individuals have a chance to talk about their struggles.

[00:26:43.15] And the other thing is also to have a feedback mechanism within the organization so people with disabilities have the opportunity to speak out the concerns, especially the instances of biases or possible discrimination within the organization so that management can take proactive steps in finding solutions for those instances.

[00:27:17.22] KELLY MAHONEY: That's wonderful. I think we may have reached the stage of the presentation where it would be useful for me to share my screen. You've talked a lot about the Youth Leadership Initiative and the research that you've done. So we have a quick presentation. And Alice, would you like to share some of the key findings and recommendations? I'll go ahead and share my screen now.

[00:27:37.83] ALICE PAN: Absolutely.

[00:27:40.01] KELLY MAHONEY: All right, I'm screen sharing, and we're on slide one. Alice, you can take it away.

[00:27:44.13] ALICE PAN: Yes. Thanks, Kelly. And let's go to slide two, shall we? Yes. Yeah, so for the YLI, as I mentioned, we looked into attitudinal barriers and also other employment barriers that we explored throughout this process. And for this research, we specifically looked into young Canadians, aged 17 to 29, living with disabilities.

[00:28:21.69] And why we picked this particular group is that throughout our literature review, we find that research around this age group is underexplored, and so we want to look into it. But we find that all the barriers that we have explored also resonate with people in other age groups as well.

[00:28:42.52] So in this slide, it shows that the statistics of out of the 450 surveyed youth, over 51% of them are unemployed. And why this number is significant is that because based on the

statistics, Canada, only 9.8% of youth are unemployed, so compared to 51%. And clearly, there is a big gap.

[00:29:15.18] And one thing worth noting is that there are research suggesting that young people with disabilities who went through post-secondary education, their employment likelihood, it's similar to their counterparts without disabilities. However, our research showed different.

[00:29:44.47] Despite the fact that these young people went through some sort of post-secondary education, their unemployment rate is still higher than those without disabilities. So it really shows that education is not the only solution to tackle the employment barriers that these young people are facing.

[00:30:07.76] And there are other things that we should look into. For example, if there are accommodation provided or if the society is inclusive as a whole. So these are the things that we have to look into as well. And can we go to the second slide?

[00:30:33.29] Yeah. And as I mentioned, in the YLI Survey, we have explored all types of employment barriers. And there are four that we have identified. One, low self-confidence. Two, perceived discrimination. Three, lack of workplace accommodation. And four, hesitation in disability disclosure.

[00:31:02.88] Can we go to the next slide? Yeah. And out of all our studies, I think there is a main major barriers that we-- oh, yes. And this is the slide that talks about the performance expectations, so meaning that how people perceive work stress.

[00:31:36.37] And I think based on this statistics, it shows that over 56% of young adults with disability feel like that they need to work more hours in order to just to be comparable to their non-disabled colleagues. And one interesting fact is that originally, our hypothesis showed that if young adults are experiencing higher performance expectation, they are less likely to get employed.

[00:32:22.73] However, the result shows different. Young people who are willing to work longer hours are, in fact, are more likely to be employed. I think that really highlights their resilience and also their commitment in getting the work done. Can we go to the next slide?

[00:33:03.06] Oh, sorry. Oh, I have talked about this slide. Right, OK. Can we go to the next one?

[00:33:10.84] KELLY MAHONEY: Absolutely. Does this look like where you want to be?

[00:33:15.28] ALICE PAN: Yes. Yes. OK. And this is the main point that I want to talk about is the self-confidence piece. And our research shows that the chances of getting employed jumps 50% when youth with disabilities feel confident in their ability to perform tasks.

[00:33:40.39] So I think here comes an important aspect in our YLI study and the solutions that we have created, that when it comes to the internal attitudinal barriers, it's important to tackle this piece as to how to boost one's self-confidence. Can we go to the next slide? Yes. OK.

[00:34:09.77] And one last information I want to share is about the effect of transitional programs. Although this is not a part of the attitudinal barriers, there are research showing that youth who went through some sort of employment programs and vocational training will have a higher employment likelihood.

[00:34:37.57] Yes, it is true. But there's one main piece that we have to remember, that people feel like it would be useful if the transitional programs are programs that can provide a hands-on experience, either paid or unpaid. Youth would feel that those would be beneficial for them to look for work.

[00:35:02.36] If the transitional programs are focusing on resume writing or interview skills, they don't find it as helpful as they hoped. So I think this piece really showcased that we have a lot of talented young people out there, and all they want is an opportunity to really showcase their skill sets. And they really to hope to do it through these hands-on experience. OK, so I think that's all the findings that I have to share.

[00:35:54.72] KELLY MAHONEY: Wonderful. Now, tell us a little bit more about how people can reach out, if they feel so compelled.

[00:36:00.27] ALICE PAN: Yes. Before that, should I talk about some of the insights that we have from the YLI studies?

[00:36:16.74] KELLY MAHONEY: Oh, yes, please do that. Let me reverse the slide so that you can do that.

[00:36:21.15] ALICE PAN: Yes. So, yeah, after three years of research, one of our major deliverable is the development of this YLI Toolkit. It's a comprehensive resource hub that's full of recommendation and advice from our advisory committee.

[00:36:43.31] Our advisory committee comprises of youth with lived experiences, academic professionals from disability studies, as well as vocational trainers or career advising office staff members. So all these people either have lived experience or have worked with people with disabilities.

[00:37:05.31] So just based on our identified barriers, the low self-confidence, perceived discrimination, increasing workplace accessibility, and also knowing how to disclose their disabilities-- just based on all these identified barriers, we have come up with this resource hub. I think one thing about this resource hub is it's free. It's accessible to everyone.

[00:37:34.31] We are hoping that this is a tool to empower young adults with disabilities. So we have provided a lot of self-help tools, from boosting self-confidence, or time management apps, or a lot of coping strategies that young people can navigate at their own pace.

[00:37:59.40] And also, this toolkit is not just for young adults with disabilities. It's also for employers as well. As we mentioned, I think employers play the most important role in breaking down all these employment barriers. So we want this YLI Toolkit to be a one-stop database for employers to help their young colleagues to navigate employment barriers.

[00:38:34.54] Because we believe that sometimes, employers might not have the time or resources to really have their own D and I group, et cetera. But having this resource on hand could help them navigate those hurdles. So in this toolkit, other than the self-help tools that we talked about, we have also included, for example, a list of employment programs for youth with disabilities.

[00:39:04.74] Those provide hands-on training. Or there's a list of organizations or government programs that help Canadians-- assist in acquiring assistive devices as well. There are a lot of programs out there that can help young people with disabilities in gaining meaningful employment, but it might be scattered around.

[00:39:29.04] So we hope that having this one-stop database can help both employees and also employers as well. And last but not least, we are hoping that this resource hub will serve as a platform of knowledge sharing as well. So we are also covering topics like universal design as a topic that might be familiar within the disability community but maybe not necessarily among the employers.

[00:40:01.91] So we want to add, again, this educational piece into this YLI Toolkit as well. We are hoping that through this toolkit, it's a platform for young people to build network, to have a sense of support and belonging in this YLI Toolkit. So we welcome all the feedback that you have, and also we welcome you to share your stories with us.

[00:40:31.48] KELLY MAHONEY: Thank you very much. I'm very glad that you reversed me so that we could go over all of those helpful resources. Just for everyone in the chat, we did drop a link to this hub that Alice is referencing. If you'd like to check it out yourself, please make sure to do that. I'll go ahead and sum up the last couple slides.

[00:40:48.26] We have a couple minutes left, Alice, and I'd love to use them for some attendee questions that we received. So on the screen now is all of the ways that you can reach the Disability Foundation. On Facebook, Instagram, and LinkedIn, they are @DisabilityFoundation.

[00:41:03.92] On Twitter, they are @DisabilityFdn. And on TikTok, they are @yli_2023. Thank you very much, Alice. Let me stop sharing my screen now so that I can pull up the questions we received. The one that I'm really excited about-- we got one from Lizzie.

[00:41:24.32] "When you're working with a company as a disabled service provider or a contractor, how can one address attitudinal barriers with that company's employees when you're in a situation of diminished power of influence? Like, again, as a contractor. Do you have any advice there or any best practices?"

[00:41:43.40] ALICE PAN: Well, that's a tough one, I would say. I mean, self-advocating is always difficult. And I think it's important that right at the beginning of the hiring process-- I think it's a personal choice of whether or not you disclose your disability. But I find that if disclosing your disability right from the interview process, it will make your interview smoother in a sense that you will get a better understanding of how employer perceived disability or what their attitudes toward disability, how likely they will provide accommodation.

[00:42:29.84] I think that's important to get a better understanding. So for myself, I would disclose my disability right-- I am a cane user, so I don't have a guide dog. But I would let them know that I may need certain accommodation in navigating the building, for example. And throughout my résumé, I would sprinkle some hints that I have some sort of visual impairment.

[00:43:02.82] So that would give them a mindset to get ready of what kind of candidate they're expecting. And throughout the interview, I would also question what kind of accommodations they are willing to provide and also to gauge their perception about disability. So I think having all these preparation in mind just down the road if I start to get on board, when I really need accommodation, it will make our conversation easier. And I think--

[00:43:36.72] KELLY MAHONEY: Thank you so much. Oh, go finish what you're saying.

[00:43:39.97] ALICE PAN: Yeah. I would also encourage people to reach out to the local disability advocacy groups as well because they often have a lot of resources that they can provide and also some guidelines on how to carry this conversation. And again, on the YLI Toolkit, we also have resources around that, how to carry this difficult conversation.

[00:44:07.18] KELLY MAHONEY: Thank you so much. I was just going to say, you gave me a two-for-one there. Because the next question I was going to ask you was about disability disclosure. So that was great. I want to squeeze in one more question, so maybe you can answer it quickly. We just have a minute here.

[00:44:20.53] "With people working in higher education, what's one thing that they can do in accessibility services to maximize the success of students with disabilities? Does it, again, come with this advocacy and education?"

[00:44:34.14] ALICE PAN: Yes, absolutely. I think in higher education, there are a lot of accommodation and also services supporting either students with disabilities or their staff with disabilities. I think in that setting, we are in a better position. I think because like we talked about previously, the societal-- I think people's mindset have gradually changed.

[00:45:07.23] I think our society should be inclusive for all. So yeah, advocacy and training is important. And also, raise the awareness often. Just take whatever opportunity you have. Always raise your concern and advocate for yourself.

[00:45:26.99] KELLY MAHONEY: That's amazing, Alice. This has been a wonderful discussion. Unfortunately, that's all the time that we have for today. I'd like to thank you for

being here with us. I'd like to thank everyone in the audience for watching. Thank you to Deaf Services Unlimited for their work in interpreting too.