





Welcome to
**Historical Wounds,
Present Realities**

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...

Icebreaker Question
(answer in the chat)
What is your favorite summertime activity?

Survey & Certificate of Completion
Available following the training.
CEUs available for LCSWs, LMFTs, LPCCs, and LEPs

Connect With Us!   

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Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC, CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS
mark your calendars!

Visit **caltrin.org** to view and register for upcoming webinars or workshops

 **August 5** | How to Lead an Effective & Engaging Team Huddle

 **September 5** | Science of Social Support

 **August 7** | Parenting Traumatized Infants and Toddlers: Myths vs. Facts for 0-5

 **September 9** | Strengths-Based Leadership


 **August 19** | Protective Factor of the Month: Parental Resilience

 **September 11** | Protecting Your Peace: Supporting Well-Being and Resilience During Turbulent Times


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Before We Begin...


DURING




Access your notetaking slides now! The link can be found in the chat.



Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.




This presentation is being recorded.




External AI assistants are not allowed in CalTrin trainings due to California privacy laws.

AFTER



Complete the survey to receive your Certificate of Attendance. CEUs available for LCSWs, LMFTs, LPCCs, and LEPs.



A follow-up email will be sent to all participants within two days.

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Historical Wounds, Present Realities

Presented by Andrea French, MSW



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Speaker SPOTLIGHT



Andrea French, MSW

Training & Technical Assistance Specialist, National Native Children's Trauma Center

- Social worker with experience in child welfare and community behavioral health
- Has worked as a State and Tribal Child Welfare Social Worker, emphasizing culturally sensitive practices and fostering collaboration with tribal communities
- In her current role, she continues to advocate for the well-being of Native children and families through comprehensive training and support initiatives

CALTRIN is not responsible for the creation of content and any views expressed in its materials, and presentations.

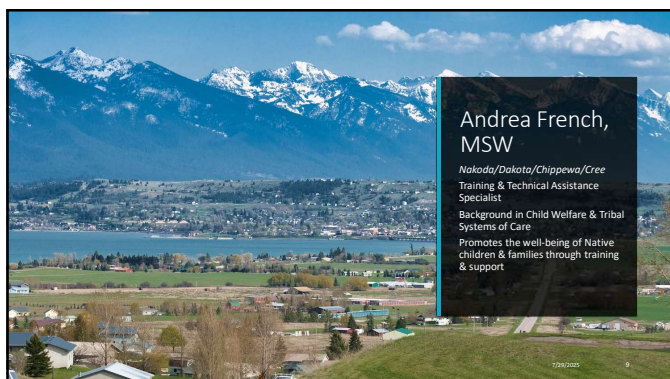
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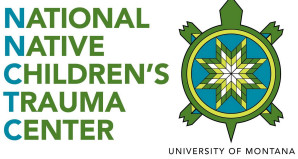
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**NATIONAL
NATIVE
CHILDREN'S
TRAUMA
CENTER**

UNIVERSITY OF MONTANA


Our Mission:

Co-facilitate trauma-focused healing for native children, families, and communities. support any agency in enhancing trauma-focused services. This work requires understanding, respect, and honoring of tribal sovereignty, specific community needs, and the use of traditional healing practices.

7/29/2025

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**NATIONAL
NATIVE
CHILDREN'S
TRAUMA
CENTER**

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A note of caution...

Discussing trauma can be a reminder of our own experiences and may be upsetting.

If upset feelings don't subside, seek help:

- Talk to a trusted person or a mental health professional.
- Take part in healing practices.

Text the Crisis Text Line at 741741 to communicate with a crisis counselor (www.crisistextline.org).

Call the National Suicide Prevention Hotline 1-800-273-8255 or text 988.

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Disclaimer...



Power, privilege and race will be our companions:

- This may mean feeling uncomfortable
- This may challenge our paradigms
- This may mean helping one another create safety to engage in the process

Everyone is on a spectrum of knowledge about American Indians

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Presentation Journey

DEFINE	the concept of historical trauma, intergenerational trauma, and transgenerational trauma as it applies to AI/AN communities.
DESCRIBE	historical trauma experiences of AI/AN individuals.
IDENTIFY	at least three current impacts of historical trauma on AI/AN communities.
EXPLAIN	two culturally grounded strategies to promote healing.
DESCRIBE	protective factors that contribute to resilience among AI/AN youth and families.

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Roots of Who We Are



Write, sketch, or think about the following questions (5 min)

Who are you—beyond your job or title?
 What are three words that describe your identity?
 What family, cultural, or community traditions have shaped you?
 What parts of your identity are evolving, emerging, or being reclaimed?
 What gives you a sense of belonging?



Breakout Rooms- Small Group Sharing (20 min)

Please take turns sharing one or two reflections

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Roots of Who We Are

In The Chat:

- What is one word or phrase that stood out to you in your reflection or in your group?
- What are you carrying forward with you from this activity?

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Think and Share (In the Chat)

HOW DOES YOUR COMMUNITY THINK & TALK ABOUT TRAUMA & RESILIENCY?

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Why talk about Historical Trauma?

Historical Trauma is the soil in which all other traumas take root.

Our people can heal from Historical Trauma.

Applying a Historical Trauma lens teaches us to ask the right question.

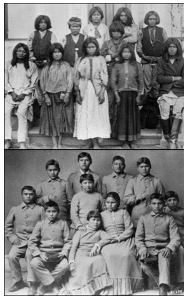
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Primary Elements of Historical Trauma

Trauma or wounding, set of traumas
("Soul Wound" Duran & Duran, 1995, Duran 2006, Mohatt, et al, 2014)

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Primary Elements of Historical Trauma

Trauma is shared by a group of people who share a specific group identity
(Walters, et al. 2011)

Genocidal or ethnocidal intent
(Walters, et al. 2011)

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Primary Elements of Historical Trauma

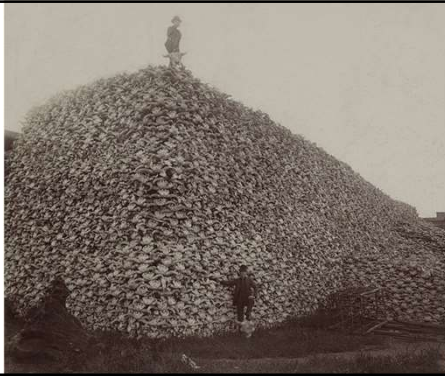
Spans multiple generations
(Mohatt, et al. 2014)

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Historical Unresolved Grief

"I feel like I have been carrying a weight around that I've inherited. I have this theory that grief is passed on genetically because it's there and I never knew where it came from. I feel a sense of responsibility to undo the pain of the past. I can't separate myself from the past, the history and the trauma. It has been paralyzing to us as a group."

A Lakota/Dakota Woman
(Brave Heart & DeBruyn, 1998)



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Types of Trauma

Historical Trauma: "The cumulative psychological wounding across generations, which emanates from massive group trauma." -Dr. Maria Yellow Horse Brave Heart

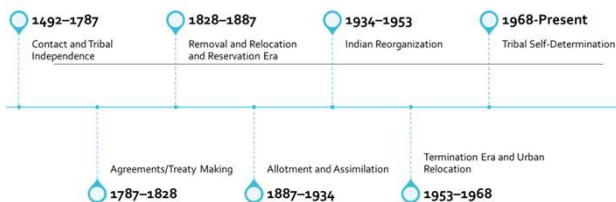
Intergenerational Trauma: When the effects of trauma are passed down between generations.

Transgenerational Trauma: When offspring pass effects down to descendants who have not been exposed to the initial event.



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Federal Indian Policy



Pewee, L. Stephen. (2012). *The Rights of Indians & Tribes*. Fourth Edition. Oxford University Press. NY: New York

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Contact & Tribal Independence 1492-1787



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Agreements & Treaty Making 1787-1828



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Removal, Relocation, and Reservation Era 1828-1887



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Allotment and Assimilation 1887-1934

General Allotment Act (Dawes Act)	Tribal Lands Divided & Sold	Assimilation
Unusable Land	Land Loss	1924 U.S. Citizenship

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Indian Reorganization 1934-1953

1928 Meriam Report	1934 Indian Reorganization Act (IRA)	Protection of Tribal Lands	Tribal Self-Government
Stop of Forced Assimilation	Access to Support for Housing, Roads, Schools, Health Programs	Update of Bureau of Indian Affairs Hiring Practices	First Federal Policy that supported Tribal Policy and Renewal in 100 years

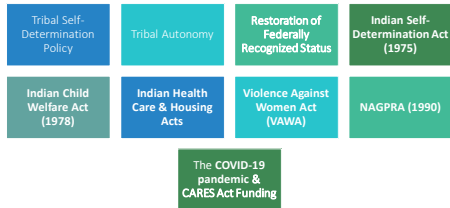
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Termination Era & Urban Relocation 1953-1968

Assimilation and End of Federal Trust relationships	House Resolution 108, End to services & support	109 Tribes Terminated, 2.5 million acres removed from Trust	Under Public Law 280, several states took over criminal jurisdiction on reservations
TUrban Relocation Program	Barriers to living off-reservation	Effects of Termination Policy	Current Termination Efforts

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Tribal Self-Determination 1968-Present



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Break Time

5 MINUTE BREAK

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Examples of Traumas for AI/AN Communities

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Imagine this...

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Boarding School Removal

"A great general has said that the only good Indian is a dead one. In a sense, I agree with the sentiment, but only in this; that all the Indian there is in the race should be dead. Kill the Indian in him, and save the man."

"General Richard Henry Pratt, Carlisle Indian Industrial School, Carlisle, Pennsylvania"



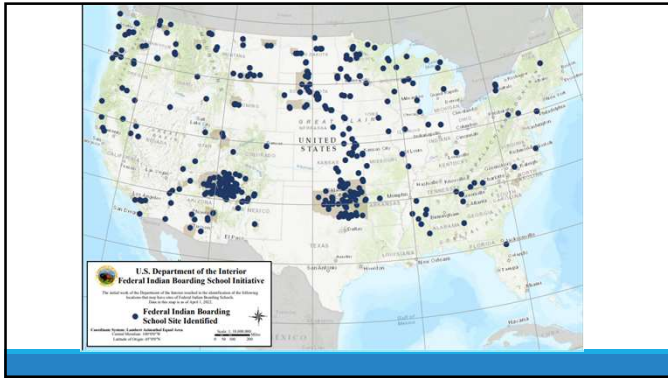
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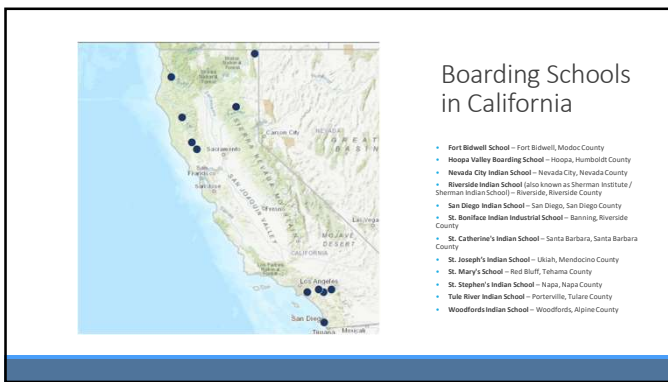
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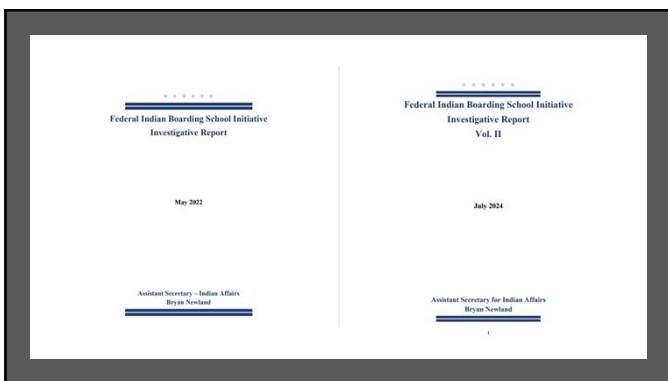
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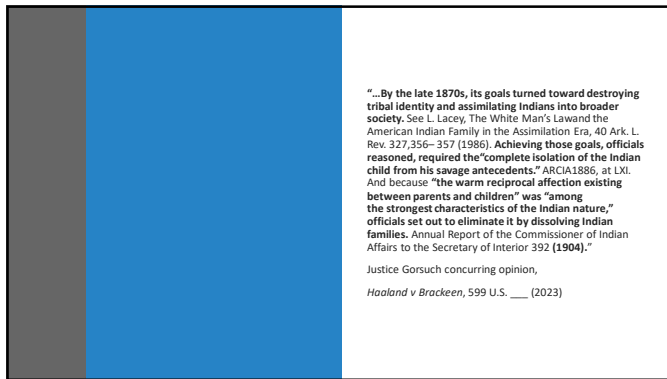
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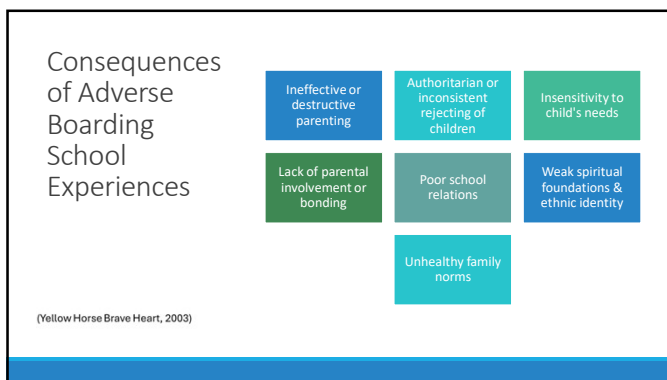
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"...By the late 1870s, its goals turned toward destroying tribal identity and assimilating Indians into broader society. See L. Lacey, *The White Man's Law and the American Indian Family in the Assimilation Era*, 40 Ark. L. Rev. 327, 356–357 (1986). Achieving those goals, officials reasoned, required the "complete isolation of the Indian child from his savage antecedents." ARCA 1886, at LXI. And because "the warm reciprocal affection existing between parents and children" was "among the strongest characteristics of the Indian nature," officials set out to eliminate it by dissolving Indian families. Annual Report of the Commissioner of Indian Affairs to the Secretary of Interior 392 (1904)."

Justice Gorsuch concurring opinion,
Haaland v Brackeen, 599 U.S. ____ (2023)

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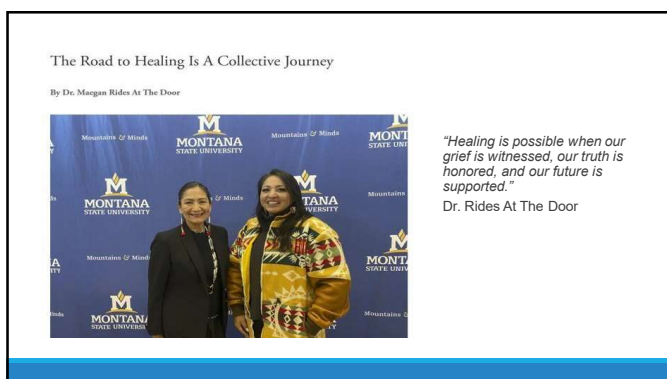


Consequences of Adverse Boarding School Experiences

- Ineffective or destructive parenting
- Authoritarian or inconsistent rejecting of children
- Insensitivity to child's needs
- Lack of parental involvement or bonding
- Poor school relations
- Weak spiritual foundations & ethnic identity
- Unhealthy family norms


(Yellow Horse Brave Heart, 2003)

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The Road to Healing Is A Collective Journey

By Dr. Maegan Rides At The Door



"Healing is possible when our grief is witnessed, our truth is honored, and our future is supported."
 Dr. Rides At The Door

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Survivor Stories

"And my grandpa was on a wagon and took our little suitcases off, my brother and I, and when we got on, I got off the wagon to go get on the bus. My grandpa's last words were, 'We're going to experience some things,' in Cheyenne. He was talking Cheyenne. We're going to probably get our haircuts, because a lot of our Cheyenne people got our haircuts. He said, 'When they go away to school,' he said, 'they get haircuts.' He said our hair is very sacred. Culturally, our hair is sacred. 'We do not cut our hair, but they're going to do that to you. You get there, your black braids are not going to come home.' And that was hard. My braids got cut off. Excuse me. Just remembering what happened to some of us first day of school."

~The Road to Healing Montana Participant

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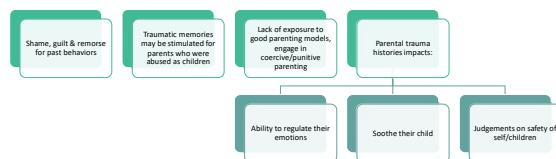
Survivor Stories

"I could just hear all – you could just hear crying. First it would just start really slow and then pretty soon, you could hear the whole dorm crying. You'd hear girls saying they want to go home. And it was true, all our clothes were taken away from us and we were given government issued clothing and...we were given numbers, you know, we weren't – we never called by our name, we were all called by our numbers. My number was 77 too because my sister was there before me and her number was 76 and then – and it was marked on everything you owned."

~The Road to Healing Alaska Participant

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Parent-Child Relationship Effects



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Revitalizing Parenting Practices & Build Trust

Revitalization of Traditional Parenting Practices

Understanding Intergenerational Trauma

Questions to Reflect On:

- How can we respond instead of reacting to challenging situations?
- How can we better connect with and support Native families in culturally respectful ways?

Path to Healing:

- Build trust, foster healing, strengthen partnerships

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The Legacy of History

"The historical losses experienced by North American Indigenous people are not 'historical' in the sense that they happened long ago and a new life has begun. Rather, they are 'historical' in that they originated long ago and have persisted."

Whitbeck, Walls, Johnson, Morrisseau, & McDougall, 2009



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Historical Trauma Manifestations

Historical Unresolved Grief: not adequately expressed, acknowledged, nor resolved

Disenfranchised Grief: Cannot be voiced publicly or not publically acknowledged

Internalized Oppression: Internalize views of oppressor, perpetuate self-hatred either to oneself or to others (lateral violence)

"The reminders of historical loss remain ever present, represented by economic disadvantage on rural reservations, national disrespect, discrimination, and a sense of continual erosion of traditional cultures."
-Whitbeck, Adams, Hoyt, & Chen, 2004

Source: SAMHSA GAINS Center for Behavioral Health and Justice Transformation
<https://caaj.georgia.gov/document/document/trauma-training-fact-sheets/download>

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Lets think about this...

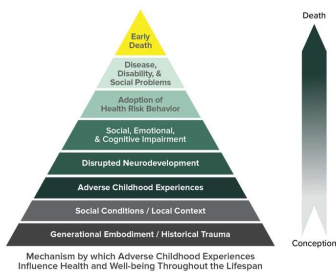


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Adverse Childhood Experiences Study



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ACEs
Pyramid
& RYSE
Center

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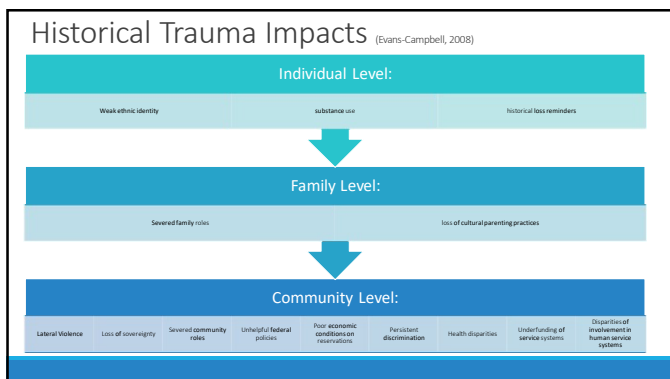
Population Sample	Trauma Category	Trauma Exposures	
		1+	Multiple/Severe
86 incarcerated AI/AN in NM (De Ravello et al., 2008)	Childhood ACEs	97.2% (35 of 36)	81% 53% reported childhood SA
288 youth ages 14-24 from one NP reservation (Brockie et al., 2015)	Childhood ACEs	78%	40% 37% reported 3-6 exposures
233 adults aged 50 and older living in rural off-reservation locations in MN and SD (Roh et al., 2015)	Childhood ACEs	75.6%	Mean ACE score = 2.6 31.8% reported 4+ exposures
516 adults from 7 tribes in SD (Warne et al., 2017)	Childhood ACEs	83.15%	61.57% 50.04% reported household substance abuse

ACEs in Indian Country

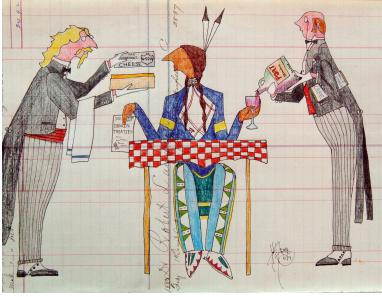
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Systemic Trauma

Treaties have been and continue to be broken

- Education was a part of treaties

Systems were systems of loss and acculturation

- Physically
- Mentally
- Emotionally
- Spiritually

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Current Trauma

AIANs are facing current traumas in the community that are not historical but will be in the future if we do not recognize the impact and respond.

Current systems that serve tribal children and families are expected to address past, present, & vicarious trauma of American Indians.

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Ann Coulter @AnnCoulter

We didn't kill enough Indians

Marina Medvin @MarinaMedvin · 1d
Letters radicals at "Socialism 2025" conference are giddily discussing the destruction of America.
This woman is a college professor.

"They Heard It Too" ~Alicia Nevaquaya

*"We were passing the dinner plate, beans still warm, the laughter of my son just teasing the dogs during dinner time when the words came.
Not from a history book, not whispered in the corner of an old treaty but loud, public, as if she were telling us we should have never made it to this table.
"We didn't kill enough Indians," she said on the news,
And my son's eyes, wide like the sky fraze mid-bite, my youngest asked, "Are they talking about us?"
Yes, baby. They are.
They mean the braids you wear with pride, the syllables of your name, the language we sing before meals, the buffalo we pray for. They mean this land, this laugh, this lineage. They mean our continuance.
I wanted to howl, but I did not.
I lifted the spoon again, I poured them more to eat and I told them:
She does not get to finish the story. We are still here. Still eating. Still loving. Still rising like smoke from every fire they tried to stamp out.
You are not a mistake. You are the answer. And no voice of hatred can undo the miracle of your being.
So eat my children. With joy, with honor, with love that feeds you like corn. We are not ghosts. We are the heartbeat they can never silence."*

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How does historical trauma impact how we do our work today?

Mistrust

Cumulative Trauma

Services come from a Western Perspective

Cultural Knowledge/Competency

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Acknowledging Variability in Responses

Age
Developmental Stage
Knowledge of historical traumatic events and losses (generally and tribal-specific)
Understanding of impacts
Relationships within and outside
Other life adversities
Prior and ongoing support and healing
Other risk and protective factors (individual, family, community)
Familial or Community Narratives

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Generational Perspectives

Historical Trauma Lens:
• How we view etiology of illnesses/addiction/etc.
• How do we view parents behavior?
• How do we view communities?

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Historical Trauma Lens

What's wrong with you?	What's happened to you?
What's wrong with this parent/caregiver?	What's happened to this parent/caregiver?
What's wrong with this family?	What's happened to this family?
What's wrong with this community?	What's happened to this community?

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Break Time

5 MINUTE BREAK

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Healing & Resilience

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Positive Childhood Experiences (PCEs)

How much or how often during your childhood did you:

- feel able to talk to your family about feelings;
- feel your family stood by you during difficult times;
- enjoy participating in community traditions;
- feel a sense of belonging in high school;
- feel supported by friends;
- have at least two non-parent adults who took genuine interest in you; and
- feel safe and protected by an adult in your home.

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The Other Side of the Pyramid



Focuses on healing instead of deficits



Provides a framework for communities to take ownership of



Acknowledges the work already happening



Realizes the need for healing the whole community



Encourages a comprehensive community-wide effort

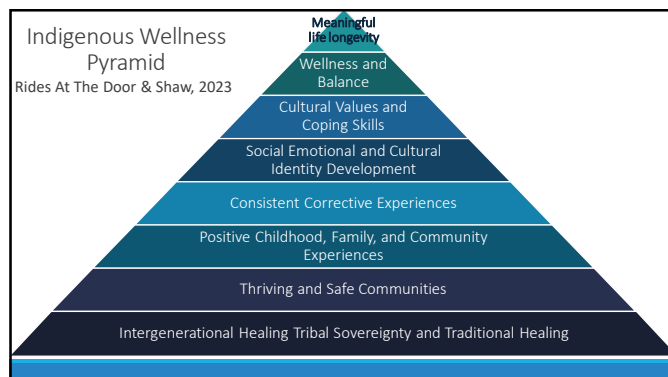


Gives us hope!

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Indigenous Wellness Pyramid

Rides At The Door & Shaw, 2023



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Defining Resilience

Resilience is a dynamic developmental process resulting in **healthy adaptation despite** adversity.

Healthy adaptation is viewed as achieving appropriate developmental tasks and milestones.

Many of these achievements are universal expectations across cultures and society (e.g., learning to walk, completing school, and gaining a sense of identity), however, they must take into consideration individual differences and variables from child to child.

Newer concepts of resilience include the sustainment of well-being as a component of healthy adaptation.

National Child Traumatic Stress Network-Essential Elements of
A Trauma-Informed Child Welfare Program.

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Resilience

The "ability of American Indians to maintain optimism during adversity is related to spirituality, compassion, empathy, humor, friendships and familial and community strengths."
(Goodluck, 2002)



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Resilience

"A positive, adaptive response in the face of significant adversity."
- Center for the Developing Child

Resilience can:

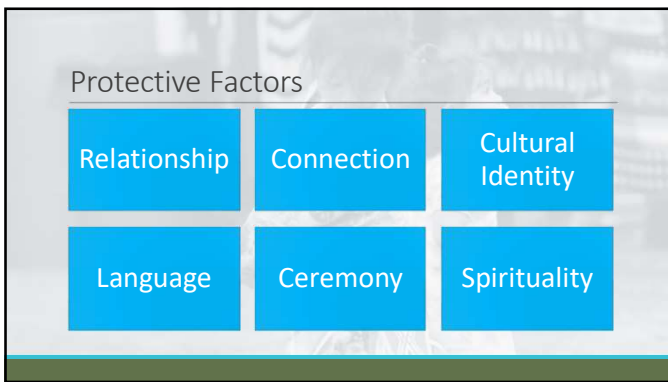
- Exist naturally
- Be built and;
- Erode




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Protective Factors: Relationship

Research continuously finds that having at least one solid and trusting relationship with a supportive adult is the single most important protective factor for children.

There are three conditions:

- The support is unconditional
- The person shows stability
- The child trusts the person

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Protective Factor: Cultural and/or Spiritual Connections

- Connection to people, place, and community create a sense of belonging that builds a resilient child.

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Protective Factors: Building Mastery

- A sense of control over their life- making their own decisions
- A belief that they can overcome difficulties
- A sense that they can accomplish something if they put their mind to it

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Community or Cultural Resilience

"capacity of a distinct community or cultural system to absorb disturbance and reorganize while undergoing change so as to retain key elements of structure that preserve its distinctness"

(Healy, 2006)

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Considerations for Working with AI/AN Communities

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World View Differences

Universe: interdependent; relying on the maintenance of harmony, balance, and respect for all animate and inanimate things

Family: includes those beyond the nuclear; blended, extended, adopted, clan, band, and society; a commitment, support; a source of identity connection, direction, purpose; a sign of prosperity, wealth and security

Elders and children: the most sacred; to be revered and respected


Time: things happen when they are supposed to

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Improving Services & Relationships

- The term "cultural humility" was introduced in 1998 as a **dynamic and lifelong process focusing on self-reflection and personal critique, acknowledging one's own biases**. It recognizes the shifting nature of intersecting identities and encourages ongoing curiosity rather than an endpoint.
 - Other-oriented rather than self-focused
 - Respect for others
 - Lack of superiority
 - Entertaining hypotheses rather than drawing conclusions
 - Life-long commitment to self-evaluation & critique
 - Staying open to new information
 - Wrestling with the tendency to view one's own beliefs, values, and worldview as superior
 - Willingness to hear "you don't get it"

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Principles of Trauma Informed Care

Principles of Trauma- Informed Care

- History & Culture
- Safety
- Trust
- Peer Support
- Mutual Collaboration
- Voice & Choice

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Building Safety & Trust

People need to feel physically and psychologically safe whether they are children and families receiving services or staff within the organization

- Practices that support belonging

Planning and decisions are conducted with transparency and with the goal of building and maintaining trust among staff, children and families.

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Meet the Family & Youth Where They Are

Native Families are diverse

Families living in the same community may be culturally different

Cultural humility means having the family teach you about them, their beliefs, and their dynamics

Have an of a cultural lens vs. Western lens in working with Native families

Be aware of kinship (extended family, cultural adoptions, clans)

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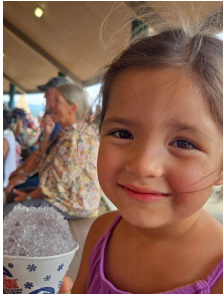


Family-Driven Care

Family-driven means families have a **primary** decision-making role in the care of their own children as well as the policies and procedures governing care for all children in their community, state, tribe, territory and nation. This includes:

- Choosing culturally and linguistically competent supports, services and providers.
- Setting goals
- Designing, implementing and evaluating programs.
- Monitoring outcomes
- Partnering in funding decisions

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Definition of Youth-Guided Care

Youth Guided means that young people have the right to be **empowered, educated**, and given a decision-making role in the care of their own lives as well as the policies and procedures governing care for all youth in the community, state and nation.

This includes giving young people a **sustainable voice** and then **listening to that voice**. Youth guided organizations create safe environments that enable young people to gain self-**sustainability** in accordance with the cultures and beliefs with which they identify. Further, a youth guided approach recognizes that there is a continuum of **power** that should be shared with young people based on their understanding and maturity in a **strength-based change process**. Youth guided organizations recognize that this process should be **fun** and **worthwhile**.

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Reframing Family Engagement

NOT THIS...

Individual Responsibility
Deficit-Based
Adversarial
Random Acts
Add-On
Events Driven
Compliance
One-Time Project

BUT THIS...

Shared Responsibility
Strength-Based
Collaborative
Systemic
Integrated
Learning and Outcomes Driven
Ownership and Continuous Improvement
Sustained

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Family Involvement Vs. Family Engagement

INVOLVEMENT

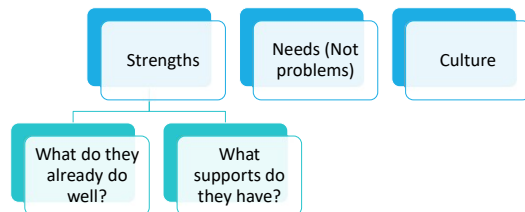
Ideas and energy come from the agency
 "We're involving them"
 Families completing agency directed tasks

ENGAGEMENT

Ideas elicited from parents
 Families are challenged to do something
 Community organizers do things for themselves with the support of the school

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Focus of Family Engagement



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Communication with Families

FROM THIS

Offering Multiple Communication Methods

TO THIS

Working together with families to design methods and process for effective communication

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One-on-One Relationship Building

01

Remember names and the tribe they belong to

02

Inquire about their wellbeing

03

Share something about yourself, so they get to know you

04

If you promise or are asked to do something, get it done

05

Don't be afraid to be your authentic self

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Promote Cultural Protective Factors

- Create opportunities for families to reclaim traditional ways
- Look to local Nations or the Nation of the Family to connect to their community
- Integrate healing practices, traditional ways of knowing, and language
- Be open to the family engaging in services that are most appropriate for them
- Support their connection with nature and ceremony

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Voice & Choice, Mutual Collaboration

Strengthen staff, children and families experience of choice and seeks an individual approach that builds on unique strengths rather than focusing on perceived deficits

Healing happens in connection with relationships and authentic sharing of power and decision-making

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Peer Support Individual & Groups

One of the key benefits of **Peer Support** is the greater perceived empathy and respect that **peer** supporters are seen to have for the individuals they **support**.

Peer Support also has benefits for **peer support** workers themselves, increasing levels of self-esteem, confidence and positive feelings that they are doing good.

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Walking Alongside Each Other

Provide information on case plan and treatment

Inform families about assessment

Families have opportunities to participate in the creation of plans and selection of treatment approaches

Create a picture of the whole family together with the family and use this collective information

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Personal Strategies for Engaging Indigenous Families



Be willing to acknowledge your lack of genuine knowledge of Native culture: Native people have anxiety about being stereotyped **OR**



Understand the differences between AI people in their level of identification with and connectedness to their culture even from reservations



Continue to examine your own worldview and be willing to challenge your paradigms



Intentionally engage with cultural humility

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Community Engagement Strategies

- 1 Learn about the community and tribe
- 2 Build relationships with tribal members
- 3 Build partnerships with formal and informal service providers
- 4 Identify cultural resources for families
- 5 Participate in community gatherings

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Be Present in the Community You Serve

- Powwows
- Fairs
- Feasts
- Rodeos
- Community & School Sponsored Events

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Practice: Build Authentic Relationships

Tribes & Tribal people value connection

It begins with youth but does not end there.

Tribes and Tribal People need allies who genuinely care about their wellbeing.



Sustainable



Mutually beneficial



Reciprocal

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Tips for Asking Questions

- Ask for instructions on how things might work best
- Ask open ended questions
- Nothing can replace sincerity and kindness
- Listen closely
- Slow down, relax and be calm
- Be open minded

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Practice: Develop Indigenous Literacy



Devote time and resources to build basic knowledge



Learn a tribal community's history, culture and experiences



Identify whether a community has one or more tribes represented



Rely on primary sources of information

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Move Toward Healing Approaches

- Acknowledge and depathologize historical trauma
- Shift the narrative to recognize strengths that have been passed down
- Remember that healing supports future generations

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Helpful
Resources

Tribal Colleges

Native American Studies Departments

Tribal Museums, Cultural Centers, Libraries

Tribal Nation Websites

Tribal Elders


Culture and Language Teachers

Historical Preservation Officers

Tribal Government Departments and Officials

Urban Indian Centers

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Final Considerations

Keep a rigid state of flexibility

Adapt communication and your expectations

Build staff and program capacity for better outcomes for children and families

Be willing to change process to include accommodating the expressed needs of the tribal program

Relationship, Relationship, Relationship

Tribal Program leadership and staff are looking for connection

They are looking for an ally who is willing to have long term commitment to their success of their programs and supporting the wellbeing of their children and families

Engagement can be Ceremony

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"We must acknowledge that we are all related. When one child is hurt, we all hurt. And the opposite is true as well; When one child is protected and loved, put in a place of honor, we all benefit."

Elsie Boudreau, LMSW, Alaska Native Justice Center

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Closing Thoughts

On-going commitment to enhancing one's own knowledge and embodying cultural humility

Remember, It is not only what we do, but how we do it; if we have a strategy we are implementing, it should feel healing in our processes

Need to move out of systemic crisis mode to be intentional

Think about what you will do with what you have heard today...

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Closing in a Good Way

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Thank you!

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