**Functional Curriculum**

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>> This is Robin and I want to make sure the captioning is connected.

>> Welcome to Perkins e-learning to webinar series. Today is Thursday, November 13, 2014 that my name is Robin since I met Walkman you to today's presentation Functional Curriculum. And exploration of functional skills for independent living through developmentally appropriate goals and activities that offer opportunities to practice such skills within the learning environment. Perkins e-learning webinars are presented throughout the calendar year. If you're interested in getting information about future webinars, or other teaching resources, including publications newsletters, webcast, on-site and online training opportunities, over self-paced and instructor led, please visit our website Perkins e-learning.org.

>> Let me review a couple things about the technology for this virtual meeting room. We have muted your lines and helps us keep noise levels and control. And we will provide an on-screen question-and-answer box for you in just a few moments. We encourage you to post your questions as they over to during the presentation will address them at the end during Q&A.

>> We are using this virtual meeting room for audio so make sure your volume is on and turned up and external speakers or personal headphones can give you the best audio.

>> You do have individual controls for your screen for both audio and video. So you can take this time to make adjustments as you need them, you may find sometimes that the video of our speaker is not in sync with the sound -- this could be due to your bandwidth -- your connectivity may just be a little behind. If you find that distracting, you can minimize the video window. It usually corrects itself in a few moments.

>> This event will be recorded and available by the end of the week on the Perkins website including both the PDF and a rail ready version of the presentation slides that you'll see today.

>> Thank you for joining us for this event. And thank you for those of us those of you who joined us yesterday it's nice to see people coming to both of these events back-to-back. Because there's a lot to gain from both of those information together.

>> Let me introduce today speaker Natalie DeWitt is the lead teacher at Perkins school for the blind forward school. She has been the assistant technology specialist and has taught in a self-contained classroom with students who are blind and have significant additional disabilities. She will introduce us to one of them today. And Natalie has also taught in special education classroom at the Colorado school for the deaf and blind and she would will activate your video and turn the floor over to.

>> Thanks Robin. Welcome. Today we will talk about Functional Curriculum. Welcome everyone. It's wonderful to have you today.

>> The fundamental questions we will talk about today is where are we going with our students and how will we get there?

>> So Functional Curriculum -- what is this? It's a curriculum that helps our students learn about the world around them. Curriculum that helps our students learn how to interact with this world and it teaches our students a systematic way of what other students might gain through this learning it's a curriculum that teaches functional skills.

>> Things to think about -- chronological age is the age of the chronological age of the students and they may not be the same. They aren't the same. For those students who use Functional Curriculum as their developmentally challenged. In natural environments, Functional Curriculum is taught in natural environments -- we have to teach incidental learning so intertwined things that might be learned incidentally. By intertwining the concepts throughout the day -- we will have some or examples of that later in the presentation.

>> Routines -- it's are extremely important they help our students expect to know what's coming up and they also will help develop memories which is also crucial in learning.

>> Individualization -- each student is unique and we need to adapt routines and activities to those students. And we have to think about physical needs psychological and emotional needs and adapt routines to those needs so that they can learn the best to their abilities. And ultimate goal is independence. We are focusing on independence throughout the day. And independence is also an important way to occupy free time. And it becomes a quality-of-life issue.

>> Chronological age -- what we discussed in the previous slide -- chronological age is not the same as the age of the student development so 14-year-old all only likes Clifford Clifford the big red dog that's okay but we need to work really hard to see if we can create opportunities for the student to be exposed to other songs in activities that he or she might like.

>> Natural environments -- there are different types of environments where we teach Functional Curriculum. We teach it at work and school and at home in the community during leisure time. We need to focus on how these skills are carried over throughout these different types of environments. Sometimes our students will learn one -- one activity and then they might not be able to carry this over into school or work or sometimes they might be able to learn it at home but can't do the routine in school.

>> Incidental learning -- we need to teach it. Students gather a lot of information looking around in the world and seen a big tree a little ant a large truck a little dog a medium-sized pony a large force -- all these things are examples of what we need to teach our students who are blind and visually impaired. They don't easily learn easily because we can't give them access to all of these concepts. You can take the time to touch a tree when you walk by it, but you may not be able to do that as many times as possible because you're going to a destination and a me know they need more exposure to those kind of things.

>> And Functional Curriculum we need to work on these types of things and also create these opportunities throughout the day. Is and because we have so many things that we need to teach our curriculum needs to be purposeful and has to have a function. It can't just randomly decide to do something because we don't have enough time in order to teach everything. We have to make sure that we give enough opportunities to learn things that are students need.

>> Here is our friend Claire, she's nine years old, and she learned to walk just a couple of years ago. We will talk throughout this presentation and show some videos about Claire. She is a unique person. We made sure she has her own routines that are part of the workday but also within the classroom but also they are to you -- unique to her needs. She is nonverbal. Uses a total vindication system and she's totally blind and she receives oh TP tea street speech and physical therapy -- and SMI adapted as my sensorimotor integration adapted to a PVR in assistive technology. In order to teach Claire about the world, we have to take each opportunity we get. So in this case, I made sure that her table was close to her cubby so that she could walk from her cubby to her table and then she could want from the table to the bathroom which is that door you see right there behind her or next to her. These are short walks dashboard distances -- but every time she does it she gets more opportunity to walk independently.

>> We slowly require her to do more things. When she goes to the bathroom initially she was just asked to open the door and now she's required to close the door as well. And that's within a couple of months. We have to gauge what each student can do and think about our next steps.

>> Routines are crucial. As we stated before, routines create memory and they make the world more predictable. We can build and many a curriculum and expanded curriculum into these routines. We have -- you can create those in the cooking activity which there's an example of -- hi Jean -- object identification -- independent activities -- and prevocational activities.

>> As I said before, for Claire, we use a total, medication approach. So whatever she communicates through her behavior -- any type of gestures -- manual signs -- augmentative communication devices -- picture symbols and tactile symbols -- ever her it's picture symbols for other students. She just uses tactile symbols to understand and to communicate.

>> These are all important because every part of her day is intertwined with this sort of communication.

>> Choices are essential. They're opportunities to create expressive, medication and create meaningful choices for students. We focus very much on different types of choices so I nonverbal student often misses out on opportunities where they can express themselves. We need to create our opportunities -- opportunities for students. One of the ways we do that is to try to be creative and so for example we've done it before where we've given students through and I had the opportunity to choose who they want them to take to the bathroom. Those are some examples we have for being creative. Who they want to eat with -- or want to walk to the next session with -- those kind of things.

>> Choices make the world more predictable -- they also increase preferred behavior -- you can focus on giving them choices in two different behaviors that are different choices and we both except and they also can show comprehension.

>> Here's a movie of Claire using and I had to make choices and she uses a wireless switch that is connected through the of Lou to then there's another switch that attaches to the Bluetooth because she has difficulty using that switch because she clicks too often and too quickly so we use a jelly switch so we can show the clip.

>> -- IPad -- dance to music -- listen to the -- dance to music --

>> Now we will make a choice. You want to use iPad?

>> You want to dance to music?

>> I want to dance to music.

>> Amanda would you like to dance to music? Use your words here, would you like to dance to music? EA okay all right

>> There you saw she had three choices -- she had to use the left switch to make her choices and then confirm the choice with the switch on the right and -- for Claire we decided that we wanted to have her confirm her toys with her sign and when you saw her to her sign for yes and or her sign for more those are the signs for her that's kind of at the end you can see her hands coming together and that is for yes. That's where she showed us comprehension. This is done in teaching phases so we want to really make sure that she is comprehending what we are asking her and once she gets the hang of this one, that's when we will go and continue on so there might be another board behind the board where she made a choice about I want to dance to music when she makes that choice, then she could the next board could see what kind of song choices she would make. Music is very important.

>> This is an example of our tactile schedule that we use. These are tactile symbols. We will use this throughout the day and this is in this picture there's a picture of one day schedule in the classroom that she goes to PT and has

>> And then goes to music SMI lunch speech classroom and then home again. So she's very busy throughout the day. And throughout the day we have the smaller transitions. We will also show through the symbols so they'll be finish simple in between the classroom and EPT symbol and we will show and a PT symbol and now it is time for PT and for Claire I have decided that we also will increase the complexity by adding another symbol to it so in this case it might say classroom is finished. And we have PT and after PT you have snack. A I try to think about what is next for stews because it's important not to just stay with what you're doing now, but within these routines, you try to add little things that make it more complex because they can handle that or once you think they can handle it.

>> Here's an example of objects identification job we are doing with clear. There's I hairbrush on the left and Bill code to a board and toothbrush is on the right -- we will describe the hairbrush first and described the toothbrush as a learning phase or teaching phase and then we will ask her to find the hairbrush and then she usually will take the hairbrush and brush her hair with it. She hasn't gotten to the point where she will use the toothbrush to brush her teeth. We describe objects as well so the hairbrush is hard and the bristles are hard and the bristles of the toothbrush is are soft and the handle is longer. Those are also many concepts that bring into this kind of activity.

>> After, you do this and you have the concepts that they have it down in understanding objects and then you can start matching them and then you can start sorting them and slowly add more choices and also later on you can change the objects as well. Of course.

>> Daily living skills turned into Functional Curriculum activities. Setting the table we use a lot of object identification when setting the table -- you need to know what a plate is a bowl, a spoon, a fork, a knife, cups, and pictures those type of things and of course you will learn left and right concepts top and bottom next to -- these are all sort of certain concepts that address core curriculum and early and as well as ECC skills extend the core curriculum such as social skills -- mobility -- independent living -- cleaning up the table after meals -- in and out -- those are the concepts -- hygiene -- we will teach them a paper towels, soap, shampoo, washcloth, all those kind of things and location -- so location is of course important to keep in the same spot at all time so they can become more independent and not just you know change where you put the shampoo and in the shower in certain [ indiscernible - low volume ]

>> Would you do the laundry students need to also match their close maybe you have them color coordinated -- color sorted and maybe you have some tactile identification so they can understand what goes where. We also are still working with Claire on object identification when it comes to clothing that she actually uses. And before that also texture discrimination is very important. -- When you do certain activities like that.

>> This is a fairly long video of a cooking activity and it's important to look at this video -- when you look at this video -- we are looking for the routine and the routine is always the same for cooking activity. The cooking itself might be different but we start with identifying each object turning each lesson and then when it starts to -- then we start to combine the ingredients. You have to focus on independent skills and this also is really an activity that includes literacy and numeracy. We have to think of the next that's so for Claire what I'm thinking about doing next is I will change -- this is been going on for about a month or so were we've done cooking and Jell-O -- so I will change the recipe and then once I change that recipe if it goes well, I might add the recipe itself so that she has tactile objects that she can identify -- what's the next step -- currently I am telling her what the next steps are. We use up our link in page our link to access the mixer and she uses a switch that's connected to the PowerLink so she can independently turn the mixer on and off. We can show the video.

>>

>> Look on the inside of the bowl -- it is empty -- and a large bowl we are looking at the large bowl has its anti-also -- here is -- what's this -- check it out -- it is full of milk and cold -- very good -- cold milk -- here we have two boxes of Jell-O -- there's chocolate and there is vanilla.

>> I want you to to tell me do you want chocolate pudding -- make chocolate pudding? Yes or no? You want to make chocolate Jell-O?

>> You want to make vanilla Jell-O?

>> All right we will make vanilla.

>> Open the package can you find the package on the tray?

>> That's vanilla pudding -- we forgot to check out the mixer. Look at the mixer and check it out

>> Use this hand -- this that's the handle -- very good --

>> Okay so we will open the putting and put it into the bowl.

>> That's the bag of putting. It's our pudding mix and we will open it up and I'll make the beginning and you can open it up -- can you feel it -- is coming out -- good job.

>> That is the pudding mix. Can you smell it? It's vanilla pudding.

>> Do you like to check out the vanilla pudding? It smells good doesn't it.

>> When you're ready we will check out the milk -- that might make you cough -- we made need 2 cups of milk and we will pour 1 cup and then pour another cup.

>> When you're ready to pour you can start -- good job. Awesome -- checking out the milk -- here's the big bowl back -- pour the milk -- good job

>> That's one -- you'll have to hold the bowl and we are not ready to mix it but we are checking it out and I do like that -- the next one -- it gets messy -- ready for the next couple of milk? -- Cup of milk?

>> Let's pour -- two hands -- awesome.

>> Hold the bowl -- pour in the milk -- awesome.

>> This can your hands cleaned up -- let's get your hands cleaned up

>> We will use this switch to mix our pudding

>> Ready? Hold the mixer with your left hand and your right hand goes on the switch -- awesome.

>> Do like that sound?

>> Try it again -- find a switch --

>> How about one last time -- can you find the switch? Good job. This is looking a lot more like putting and first you felt the powder then you felt the milk and now you can feel the putting -- putting

>> Now you can eat it. Good job.

>> Put it onto the tray. Nice work. Do like the feel of the putting

>> Thank you Amanda this --

>> That was our friend Claire and we have taken videos of her doing this about a month ago and I've seen a lot of improvement. I have to adjust a little bit for her specifically she likes to do -- likes to push back and I tried reengage her away from her chair -- give her enough time to process the questions and also engage her a little bit socially. She's a very social child. She likes to clap and interact with staff not so much her friends but with the staff -- these are important things to know about the student so that you can adapt the cooking activity for her. She in this case, God it is just exposure to the concepts of empty and full and cold and hot or cold in this case -- the milk was cold -- in and out those kind of things.

>> So it's also very important to give her the time and this is a fairly fast activity but for her, 10 min. is quite long to sit through and so we also sometimes need to sandwich the activities so that certain -- you might get some music right before the activity did -- [ indiscernible - low volume ] and then she gets a music right after which helps a lot. Here is example of the story boxes that we created -- it's a wrasse go book a rag book -- you can use any book you want -- I think it's important to spend the time both creating the books and the time with the student to access all the receive portion of the day that you do make it valuable. A bedtime routine for this little boy named Ben and we found the objects like a washcloth and in the story -- there's hope and a sock and shoe and toothbrush and toothpaste so when we read the story, we pause and we will have the student touched the objects in the page on the page and he brushes his teeth so -- access the toothbrush sometimes still pick the toothbrush depending on their level --

>> Really is important to spend the time creating the story boxes that are and not maybe you plastic objects because many of ours didn't have a hard time identifying general objects and for us, they might look really great, having a plastic spider for example -- but they may not get as much information out of that as perhaps a toothbrush or toothpaste or a sock or shoe. In order to make these stories more valuable or -- expand the stories -- you can do them in groups. We've done it in groups before. And make it fun and you can add some social part two and where you can say handy object to your student to your left or right and things like that.

>> I also create experience books. This is a very simple one. It's three pages it's actually not made for Claire but she will access it. Is one for a student who has a little bit less of an attention span so when the first page goes when I go to the playground if you the turf under my feet and they feel the turf -- they can touch the turf and these experience books also create memory which is very important. And it also is a way to go back to activities that you've done in the past. A marked time so it that's important as well. So, I try to create one of these books for each day of the field trips we take -- anything that's important throughout the day. Sometimes I try to work with other team members -- maybe OT or PT and data book of routines that students have within those specific settings. So that we carryover those we carry those memories into a different setting and sometimes we send the books home as well and sometimes the parents make experience books that we might be able to access in school.

>> Here's another movie of Claire doing a prevocational activity. She is making hollowing treats for her friends in the school. We identify all the objects and sometimes she likes to eat them. She likes to read everything so we have to be careful with the types of objects we pick. Also, try not to paid too much attention to it because she also likes to get attention from that so you really do have to understand the student and make sure that it's appropriate for them. This activity -- these are great activities because of packaging job is something that she needs to learn how to do. You have object identification within this job a left or right progression and she also will deliver these specific bags to her friends and that's a point to the project and she knows where it goes and also sometimes who will sell them -- packaging activities we might deliver them but we also might sell them. We announced to the school that we will have a little stand selling certain things and that's also some money skills built their so we can watch this.

>> Think of all the things we will package today and we will deliver it to our friends and first we will start on the left and go left to right -- on the far left pick this up -- nice work -- those are smarty candies -- you with both your hands and those are smarty candies -- is and check out the next and what's in their? That's any racer -- don't put in your mouth -- check it out with your hands -- it's a small piece -- put it back -- put it back in their -- you found the next one -- that's a pencil, check it out -- it's long and then and then -- in the next one is a lollipop -- check it out with your hands it's also been -- within TH I N

>> The last one candy and a little bag

>> That's awesome -- now we will package them

>> Here's the bag it's an empty bag -- we will make a full -- left right -- after this you will get music -- one -- two -- awesome -- three -- there's the pencil long and skinny -- 4 -- that's the lollipop and you like to eat the lollipop but not now -- try that one again --

>> 4 -- last one -- five -- good job.

>> Now check it out. It's full see? Good job.

>> You want some music? Awesome.

>> Has you can see, she didn't really like to do this activity very much and try to push herself away from us but it was important to start and finish and after that she was very excited to have her music she was saying yes right away.

>> This is very new activity so she doesn't know this very well and it was a lot of hand underhanded she wanted to explore everything with her mouth -- I try to give her the necklace as a more appropriate choice but obviously that wasn't really what her preference was -- it was more trying to understand what the object was and I think she does really like to eat the lollipop so -- that is definitely one of the things.

>> But she needs to learn how to do this it's about a 3 min. job and doesn't take very long. We can only do two or three bags but we have to sandwich with basic and he cleaned the two bags or three bags at the pants -- but it's a good activity for her. She still will learn left to right. She has to work on using her left hand more so it's also an important job and important part as an OT to use the jig on the left and to make sure that her left hand is guiding her to those green partitions. Also we will be counting every object that we put in the bank and make sure that the bag is empty before we start and make sure that it is and understand its full once those are all inside.

>> I'm hoping that with more exposure to this type of activity we will -- you will be able to do more independently and also be able to be -- pay more attention and a longer attention span. That is where I hope to go with this. And it is one of those things that you have to do repeatedly that as you can see her schedule is very busy so we tried to get it in whenever we can.

>> When Claire asses access at the computer many of our students access the computer it they will use which is then on the left you can see a picture of the switch interface with two switches that are connected so this is a way that Claire was making choices on her iPad. It's the same idea. You can use a computer program to be able to access switch scanning skills is a computer program on the right and you can see the scanning switch is the half-moon switch which is I gently one and that's how we started -- and on the right, there's the choice which and with the last which they can keep going through the choices as often as they want and they will hear a preview of what the choices in the same way that Claire was hearing those choices and the right switch will confirm the choice so that they can take as much time as they need to be able to make the choice and then confirmed the choice. Once they have confirmed it.

>> We use word maker to create boards these are great ways to have some social skills and her some communication -- there's also we use it for answering questions of a book for example we may make a board where we have multiple-choice questions and so those are easy to make -- especially since many parts different don't need the support but even with the support of the board, make pictures it will be just very easy way to do that.

>> One of these things you can use -- access the computer can be both educational and also for leisure activities.

>> This brings us to independent activities.

>> One of Claire's favorite activities is listening to music. There is a movie of her using the TT T -- the TTT is essentially a touchscreen that's flat and it's accessible for her. Reprogram it with whatever we want -- usually for her and songs and sometimes reprogram it with books or phrases -- for Claire this is one of her favorite free time activities. It continuously increases for attention span. She can now independently get from her chair to this other table and we can -- it is very -- because she loves it so much so she is very willing to work for it.

>> We have program this with 12 choices and she is able to manipulate through all of them. Sometimes we used just to choices and sometimes we have a student who can -- trying to use like this which we would use one choice but for Claire, she has 12 choices and let's see the clip.

>> As you see she really enjoys one part and one song and she tends to listen to that over and over but it's a nice wave that she also will wear headphones Erie it is a very nice way for her to spend some leisure time and also maybe when she's waiting for another activity or waiting for another class to start it's a good way for her to interact with somebody -- with interact with another person that's really what she wants the best.

>> So throughout this presentation, we talked a lot about understanding your student and his or her needs and that is very very important. Because you have to adapt to the Functional Curriculum to the student. It's important to analyze each routine and activity to understand what can be taught. So for Claire, she wears SMO's to just to add a little bit extra I started asking her to write identify her sock and shoe and SMO so she can handed to me and within that routine of taking off her SMO, socks and shoes twice a day, at least she has a little bit of extra exposure to those specific objects. We talked a lot about choices. Choices are crucial. It makes the day go much easier. They are give -- your student choice a voice which is important. And celebrate your student. That is really what it's all about.

>> This last slide will give us use some resources -- I'd like to share with you -- independent living skills assessment has been very useful for me to kind of understand where Claire is that. It's not out yet. I think Perkins has created it -- I also enjoy the organ project to checklist of development will checklist you can use and there's a couple other researchers resources you can use for getting more ideas for to do and teacher students

>> Thank you.

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>> I want to add one more resource to that screen which is the webinar you presented earlier in the spring -- technology for us to. Those of you who were ingested and some of the switch activities and how switches can be used for book choice making but also vocabulary building and helping the student make a higher level toys such as who would you like to take you to the restroom today -- that's really interesting talk there and you can find that on our list of webinars. If you do have questions -- the Q&A boxes open. And you can and -- enter a question there and I will ask on your behalf -- one question I had just watching Claire and the clicking activity -- you can see there's places where she is sort of anticipating she's starting to know what comes next and holding the box and what happens when we open the box and she gets very excited. I just wonder if you could tell me broadly about ways that you determine both the speed of information and the frequency of information that helps a child like Claire get from one level to another? What are some things you are looking for?

>> Well specifically in cooking, at least I tend to use the same activity for the eight times. So either a month or two months perhaps depending on the students. And I do look for those little things where she understanding that the measuring cup is always on her right and she trying to reach out -- the types of activities that we do will depend on their ability to access them physically so she has a pretty big range of what she can do even though her left hand isn't working as well. But she also -- we have other students that may only be able to use a switch and we want to make sure that they will have access and maybe making a smoothie or things that will be able to use a mixer for and I think start easy but if it feels to we see then continued to increase the level of difficulty and I think repetition is important and if you make the movie as a baseline movie and a couple -- maybe a month or so depending on if you had time to do it four times and for translator make another movie and see if there's some improvement.

>> Dish to get reinforcement from so those activities at home?

>> I have sent the movie home so now parents were interested in doing something like that and there's a lot of communication between home and school. But I think since she's only nine, I think they aren't quite ready to do that. She also has siblings so it's a busy household.

>> You had mentioned that she's beginning to interact more with some of her teachers and perhaps her care professionals but not yet connected with children -- what are some the plans you have you know formally in her plan or if the shoe doesn't talked about to help her make some were connections with her classmates?

>> So we have invited a student your classroom once a week so they can do sensory time together. She's a student whose the same age as Claire and as you can see in the putting clip she really likes to touch different things and different textures. So we make sure there's we have sensory time once in their room and once in our room so she gets exposed to different classrooms. We also do we have the social aspect part of our day every day -- we use news from home and news from school which is an activity kind of like Circle time activity and then she also has big new -- big music where several classes groups or classes come together so that we try to access since you liked music so much we do limit the social skills there and we also have her play with her friend -- with some friends at school during recess time which is one today. So we try many different ways and many times of the day and she still is definitely at a place where she is more ingested in staff but slowly I see some improvements and her interaction with students.

>> What's your next big transition that you guys are trying to get her ready for?

>> Well the biggest transition would be in a few years. So for right now, it's really the focus is really on communication and trying to keep her behavior in check so that she tends -- if she doesn't want to do something she pushes her chair where he or she doesn't want to do some other things like walking is difficult Shimbun might sit down. So some possible reinforcements for those and transitioning it to a new classroom is a big deal so we work with our -- once we know who the teacher will be next year, we work together to make sure that the transitions go smoothly and one she's 14 she will go to secondary which will be another large [ indiscernible - low volume ]

>> That's great.

>> Last call for any questions from the room we have about 5 min. left. If there's any questions that you are interested in about this material or about your specific work -- we could try to address those.

>> All right then let me ask for feedback from and I wonder if you could bring in the last poll. Would like to hear from you about the material presented here today for on Functional Curriculum and let us know what usefulness this material has to your daily attractions with a child whose wider visually impaired -- would you say it is highly and immediately useful -- perhaps it's useful and you are already thinking of ways that you can adapted for your students -- is it informative and you're still thinking about how you might use some of this material -- perhaps you found this material not useful for your immediate needs -- but it might be down the road -- or is is not relevant to the students that you work with though the practice of your specialty. Just let us know that. These we are getting account and it helps us figure out who we are reaching in the content material is it that is useful to you.

>> We will be that on the screen while I have the closing credits and thank you so much Natalie doing for joining us today in the middle of a very busy day. At a very busy time. Thank you for coming over and doing that with us. I want to thank everybody for participating today and as always this webinar will be available shortly. Both the recorded event and the handouts that you saw her will at have that available in the braille writing formatted that's a format you prefer. Our next webinar is actually next week it's part two of our data collection presentation with members of this Fitzgerald and we hope you'll join us for that as well but if not look for that recording. I'm Robin send on behalf of my partner from when Dr. resided in all on the pre-per continuing to we want to thank you for joining us today and have a pleasant week.

>> [ Event Concluded ]