It's my pleasure to introduce Charlotte. Charlotte is here today to demonstrate the new transition Asia website and please join me in welcoming Charlotte. Hello Charlotte.

Hey, everyone.

Hang on for a second. I think we're checking on sound.

 Okay.

All right.

Okay. Very good. I think we're good. So let's go ahead. Welcome everyone. I am glad to have you with us today. I can see some of you have introduced yourselves already and I can see that we have quite a few folks from around the United States as well as some people who are working internationally. So hopefully this content will be applicable to you, no matter where you're working. Hopefully you will learn a little bit about ways that this website can support whatever activities you're doing. This site, as with any project, is a result of many people working hard to make it happen. I specifically want to name Debbie gleesen, who is the original coordinator for PERK national coordinator and I want to recognize curt Horton who worked in that position and is now retired. The two o of them did a lot to make this site come into being. What we're going to do today is we're going to look at a power point presentation but we're going to be going back and forto the actual website and seeing the pages live. Some people will be using this in a recorded format later on, and some people will be printing out the power point as a manual. So there will be a little repetition in the slide and we will try not to spend too much time talking about anything that we have looked at live. But just so you have both versions. Basically, our objectives today is, as you can see on the screen right now, to explore this transition planning Asia site posted by PERK school for the blind . we want you to be sure you become familiar with the range of content available on the site. There's a broad range of content. I would like to teach you about the interactive features of the site and how you can add content. And we're going to talk about ways that the website can be of assistance to people who are working in the field of blindness, specifically in the Asia region. If this is applicable to you in other parts of the world, that's wonderful also. So the background of this project is that its sponsored by perk cognizance international. -- Perkins international. They wanted to provide services to those who are blind, deaf and blind, or other disabilities. Many children don't go to school at all and this is a website to hopefully get information out into the field and into the hands of people who need it. There was a strategic planning meeting in ban cock in 2009. They expressed an interest and a need and collaborate more and share resources more. This website grew out of that discussion. There's been a number of different purposes. One, this is an interactive HUB for teachers and families and other care givers. I want to underline the word interactive because that's a big part of what makes the site function best. It's a place to share ideas, and questions about youth who are blind or visually impaired with additional disabilities, as they make the transition to adult life. Sometimes that's leaving schools, sometimes its getting more active in the adult life and in the community. It's a resource with basic information and tools and ideas. It's a place to share case studies and functional activities and questions. And it's also a site to post materials in any language. We will talk about that later. , including photos and videos to help tell the stories. So at this point I would like to go live to our home page and show you some of the features of the home page. Bear with us a minute while we get that set up on your screen. Okay. So this is the home page and what I want to point out is the accessibility features in the top right hand corner, which allow you to increase or decrease the size of the font as well as to change the background, black on white, white on block, yellow on blue or the standard view. There's a search bar, where you can search within the site. We're going to go through each of the sections of the site in detail. But you just get a sense that we have a menu going across the top with some drop down parts that will pop open. And then there's a rotating slide show of the different countries. Again we will go through those in detail. There's a user log-in. We will look at how you can register and log in. And the welcome message, translation feature. The news from the field, these are the most recent posts that are made as they pop up automatically as they are posted. Associated links, new form forum topics, upcoming events and specific information on how to use this site. So in case you really need a little bit more support or you have some questions or share this with families and colleagues, this would be a place for you to be able to get a little bit more information. Okay. Now we're going to go back to our power point presentation. And the next slide, these are the general sections of the website. Again, we're going to look at each of these in detail. But just so that you know a little bit of the scope of what's here, there's a section on transition, personal futures planning, transition programs, functional activities, case studies, resources and a forum. We look at what transition is. And it's tricky to define in places where people don't necessarily go to school in the United States. It's pretty agreed upon at the age of 14 the process officially starts for when a student leaves school at the age of 22. In Asia it's not as clearly defined there's also information about key elements of transition which we will look at in a minute. And some sample tools and forms, a little more background information as well as charts and checklists and documents that can help you get started. We have also included some sample plans from Thailand and from the Philippines. So if you want to get ideas of how other people with using the tools that's a great place to do it. We will switch to the live site. We're going to look at the transition section. I specifically wanted to show you the key elements. In the key elements, you can see that there are three key elements that have been defined as being important for a successful transition and those are planning, advocacy, and program. This goes through each of those elements, but I wanted to also point out that we try to give examples in each case of where there are case studies in the website supporting this. So for example, with planning, there's the story in south India and the quality of life and the village in India, she's a deaf blind woman and there's information on how she participates in her village. Another young woman in south India with a wonderful story about how she and her mother produced and sold curry powder. With advocacy, we have given you links to other organizations, primarily in India, which are the links we have now. Although we're always interested in adding more. With program elements, we gave some examples of this particular one from shanghai high school for the blind and showing basic elements that are often helpful as beginning building blocks for a transition program. What are critical skills and court saws for students. We have a story -- competent saws from students. -- Competency for students. We go back to the slide. For some this may be a familiar concept and for others it may be brand new this is sometimes called person's centered planning, also. And it's really central to the transition process. It's a way to help assist teens to plan for the next stage of an individual's life. And it differs from traditional planning. You can see there's a little sheet that shows the differences. But basically person's centered planning is a little more fluid and a little more flexible depending on what is going on in an individual's particular life. We're going to switch to the live site and look at examples of person's future planning and the tools that might be useful. So when the personal future's planning section, we have a little bit about what it is. And I want to point out similarly in the transition section, there's some basic information. But there are also resources that were developed in Asia. A chapter from a book that was published in India. In this case, in the transition section. There was another chapter from the same book in India as well as a power point presentation, made from one of our colleagues in Thailand. In this section, we also have a video produced in India called "making dreams real." It's an 8-minute long video. You can play it directly. We won't do that today because it takes a little while for it to download. It's aa wonderful exploration of what tools tools are most useful and why and it's a discussion between the colleague and the teacher. And the colleague is saying this is hard and takes too much time. And it goes through all of those steps. And there's a full transcription to transcript to the video too. Maps, I wanted to spend a minute looking at the maps. This may approximate something that's familiar to some of you and may be brand new to some of you. Our colleague, -- oh, we have a very condensed map. Our colleague, Mary ZATA created some maps, so it's fun to use them. There's other samples made in Asia. Basically maps are a pictorial way to represent a student or a youth life, their background, their relationships, communication, it might include work experience, and different aspects of their lives. I wanted to highlight this because it's a different way of looking at transition planning, besides a traditional action plan that's just text. It's very visual. And it tries to highlight things. For people who may not have done this before, certainly the families may be new to the process, as well as rehabilitation workers or teachers. As with transition, we also have samples included here. The next part I wanted to look at is the transition programs. I wanted specifically to show you a couple of sample programs. There are two I wanted to highlight today. One, is the northern school for the blind in Thailand. This page is very thorough, and it's part of why I wanted to show it. This is a community-based program they are talking about. And it shows really a wonderful range of activities happening in this village in northern Thailand. This young woman, this is her house. It's become the focus place for where some activities are taking place. Animal care is part of what they do, and gardening, and growing rice, and growing and cooking mushrooms, there's a cat fish farm. They learn to cook food in the traditional style, in other words by making a fire. And the community got very involved. This is one of the exciting parts of the story. The other thing I wanted to point out, there's three videos on here, there's an overview of the halfway house, where these young people live. There's a video of families and communities. Some of these are in THAI with English subtitles or voiceover. There's a little bit about the learning and the halfway house. There's a sample program. If you're working in the program, we would love to include information about your program and you can e-mail us either with the contact link at the bottom of the page or with the address we saw at the beginning. The other program I wanted to highlight here is one that's started by parents in India, and I think it's particularly lovely because it was started by parents. Ball is one of the founders of this program and he found and as other parents found as well, when students are blind with additional disabilities, there's very few services or programs for them in the first place, and when they become older and school age, the number of options go down even more. This is for parents who banded together and identified a market for crafts. And you can read on the website at the interview with him about all of this. They identified a market for crafts and they made lovely crafts that they now sale, jewelry and different traditional items. It's a way for them to be productive and use their skills as well as to earn money. In this country, that kind of thing used to be called the shelter workshop. This is one model started by parents. We're going to go back to the power point presentation now. So we're going to click through transition programs because we just looked at that live online. Now I want to talk a little bit about the interactive features of the site. To me, this is one of the things that makes this site most valuable and most potentially interesting and exciting. And there's a number of different ways that you can interact with the site. You have to be a registered user in order to use any interactive features. We just want to be sure there is not a lot of SPAM that's happening. You don't have to pay money or do anything else. You just have to register with the site. So I want to start by talking about the registration process, since this is part of what you need to do. We're going to go live to the site again and look at how this happens. For the registration process, you're just going to go to the left side bar where it says user log-in, and you begin by creating a new account, which will take you to a new screen. The contrast on our screen is very poor. On a smaller screen like a lap top or regular computer, it's better. [laughter]. Hopefully everyone will be able to use that. Anyway, you just create a user name for yourself, that can be your real name or whatever you would like. It's something that will appear with all the posts you make and be your public name. And we need an e-mail address, which can be your home address or work address. Whatever you prefer. And the name of your agency or organization, and your position or title. And then there's some terms of use that you can read. These are typical with most websites. And then you just need to check the box to say that you agree with these terms if you do, indeed, agree with them. There's a capCHA. It's a hopefully that will work and you click on create a new account. If you already have an account you can just log in after the initial part. I am going to take you now to the functional activities. Actually I want to take you to the overview section of the functional activities. And the reason we have included functional activities here is people tend to think of trainings situation programs as start -- transition programs as starting when the student is able to leave school. We really believe strongly that the whole process starts early in a student's life. Functional activities can begin immediately. You know, we have some examples on here. Preschoolers, 3 and 4 -year-olds doing functional activities. These are things that can be built in from the beginning. I think for the students who are blind or visually impaired with additional disabilities, it's important to start these things early. Because they are often the most meaningful activities for some students we're talking, talking about there's a little bit about what functional activities are and why we should teach them. How you can teach many skills through one activity. Sometimes people have a hard time getting all the subjects into the day. How can I cover map and literacy and social skills? Functional activities are a great way to do that. How can I teach lots of different students when they are at different levels? Functional activities is a great by to do this. Each student can enter at his or her own level. Finding opportunities to teach functional skills. How do you get started if you have not done this before? We give you ideas on how to do that. In the functional activities section you will also see we have a template in there for planning activities. And the template basically is just a way for you to think about what kinds of skills can be taught through a single activity or theme. So I give the example here, if you're going to the market or going shopping, what are skills that can be taught? This is a form you can print and share with other people and write in the different boxes which kinds of skills the different students are working on. If you have a group of students, you may find each child may have their own page to fill out. Maybe someone is actually working on addition and subtraction, whereas another might be working on counting. So this can be individualized, depending on the student. We have also given you an example here, under sample activity, of one of these forms already filled out this is shared by one of our colleagues from south India. And this is a wonderful activity that the students and the deaf and blind program are doing there to make chocolate candies. These are photos of the process and they ultimately sell these. They are lovely all tied up with ribbons. That team has broken down this particular activity into the different skill areas with language and cognition and concept development and so on. That's a good way to help you get started if you have not done this before. The other thing in this section is an activity listing. This is the interactive part. These are all activities that have been shared. Many of them, you will see I am actually one who posted them, but they were shared by our colleagues in different parts of the world. So I just want to highlight that one of these -- first is in Chinese. That's no problem at all for this website. It's able to recognize Chinese characters. We put enough English in so a non-Chinese speaker knows what the topic is. We didn't translate all of these. They give you a range of packaging snacking and making cookies. Writing and sending a betterment I am going to show you this particular activity. This is near and dear to my heart because I actually did this activity in India as part of a training a number of years ago. This is an activity showing how -- this is a class of students who are blind with additional disabilities. The teacher was not sure how to introduce functional activities. And this wonderful I think so operational part of the story is about a young boy who we meet here. He's about 10. He has been introduced to braille at the age of 5 or 6, and he had been working on the letter A for four years. And he had made no progress. He did not like school. He did not like class. His teachers didn't enjoy teaching him and thought he was not motivated and he was taken out of the regular class and put into the special class for kids with multiple disabilities. This is one of the very exciting moments that makes us glad we're teachers. We went to the post office -- he's a residential student, so he goes home in India. This is not very often, a couple of times a year. The idea is we were going to write a note to his parents to tell him how he was doing. So he went to the post office and we bought postcards. That was an activity, talking about what we're going to buy and make the purchase you can see the coins on the counter he made the purchase. He brought the postcards outside and he showed the younger children what he had bought. This is an example of teaching many levels. This particular girl was nonverbal. For her, we wanted her to see this is a card, a piece of paper to interact with her classmates. So our goal was different for her. Here, they are looking at the postcards. We went back to the classroom and here he's using a slaten stylist. And his teacher is helping him compose a message to his family. And there was this pause when we did this, when we finished the activity. He's going over to his classmates. He said, you mean that my father will know this is from me? And he will know how I am doing when he gets this? And it was this moment of revelation because he understood for the first time the power of the words he had written. Honestly, from that day forward he became a reader. He's no longer in the multiple disabilities program. So it was a wonderful story. We don't guarantee that type of story each time. But it shows the power of functional activities. He's showing his classmate what he wrote. Now it's a mobility lesson. They are going back to the post office. One of the very young students is learning how to open the school gate. He doesn't understand what the post office is. But this is part of the lesson for him. And then we went and mailed the letter. One of the boys has low vision, and he was very excited about the red mailbox. This is an example of the power of functional activities. Now I am going to show you case studies, and I think it might be kind of time-consuming to go back and forth with some of these slides that don't have a lot of information. But there are there for your reference. In the case study section, this is an interactive section. So you have to be logged in in order to post a case study. I want to point out that we have some social media options here, ways that you can share the information. So if you love this particular case study, or that functional activity or the resources, you can tweet those on twitter, you can e-mail them to a friend or to yourself, you can share them on Facebook. So these are some different case study stories from around the world. And again, I want to highlight a couple of stories. This turning point in learning braille from the Philippines is similar to the story I just told you about. Actually, that mother was inspired to share her daughter's story as a result of the story we just discussed. The story that we're going to hear is a wonderful example of the power of posting on this website. So I would like to introduce this 13 -year-old girl from Lang Bangladesh. She is nonverbal and several developmental I did developmental delays. What we talk about transition, we talk about her plead being 13 and trying to find a meaningful way to be a part of the community and prepare for her adult life. She lives with her grandmother and she is elderly. What happened in her case, this is her caseworker, in the blue here who shared this story with us. There was a discussion among people in the village and the caseworker and the grandmother about what would be an appropriate future for her. They decided on purchasing a goat. So they purchased a goat. Here you can see her being introduced to her goat. She went from being a fairly low asset. She didn't smile a lot or laugh, to completely being animated when this goat came along. It was immediately something that was enjoyable and motivating for her. She felt proud. She was viewed differently in her village because she became a contributing member of the village. She learned to take care of the goat. This is a video about her and the grandmother taking the goat to graze in the field. What I want to demonstrate here, though, is the power of this site. She's fairly isolated where she works in Bangladesh and was not too sure about what to do next after she got the goat with the grandmother, and then what? So she had some questions and she posted them on this website. She wanted to build her independence and learning through this experience. What should my first teaching goals be? Do you have any ideas on how to provide support for the grandmother? Where do I draw the line on how much help to give the family? She posted those three questions and a colleague in a different country, a woman named LeeLA in south India, posted her suggestions and responses. To me, this is one of the exciting parts about this site. Because these people are not even in the same country. They have never met face to face. Still there's a way to share information so there even if you don't have someone you can directly ask these questions of, if you have internet access, this is a great way to be able to share information. The other thing that you can do in case studies, I am going to take another example of south India. In his situation, this was shared by the teacher I just mentioned, he's deaf-blind, and there's a long case study here about -- it's kind of an amazing story about how he passed his exams and got to a place where you can see he has very little vision and very little hearing. And he actually is running the canteen, which is like a snack bar or snack shop, at the school in India. This particular case study shows some examples of him using literacy to look at the schedule and identify coins. He writes out the canteen account. He actually is the one who makes the purchases for the canteen. So he has developed a rapport with the whole team. Bringing in the sodas and buying it buy sodas and bringing it in from the truck. He negotiating the best prices with the vendors this is a slide showing him working with the residential school warden. He's able to understand sign language and he can see if the signs are close to him. He uses oral language to express himself. Anyway, what I wanted to show you here is we have a couple of video clips of him doing his account. And also, an interaction with the same residential supervisor we were looking at. But one wonderful thing about this website is that this update is a feature that's also built into the website. So if you have posted a case study and want to show what else has happened, once you're signed in, you can provide an update. So this is a really happy update here, he got another job outside of the school, and he moved to the planetarium, which is a public building that's very busy. And he's in charge of sales there. Had he also supervises all the people in the kitchen, or people with different kinds of disabilities or differently abled. So they are deaf or not able to walk. Or they are blind or low vision. And he is their supervisor, which is kind of a wonderful story. Again, the ability to add another chapter here is part of what's night nice about the interactive features there's stories on here that's not happy stories. There's problems people are facing. That's part of the reality. Maybe the student is not doing well, or the parents are frustrated. This is the kind of story that people are reluctant to sometimes share because we don't like to share our failures, but we can get suggestions from others. Many times other people in the field have been through some similar. I think at this point we can switch back to the power point presentation. We will just do a little recap of some of the funs that we skipped over so you will see that they are there. Again, functional activities. We have looked at case studies. Now we're looking at resources. So this is another area where people can send in their own ideas for resources. And this can be anything. This could be a website. The things that we have post shown on this particular slide, is first is a slide show from end I can't and the second a-- from India and the second is a book from India. You can up load a power point presentation if you have developed training materials. Many people are starting to do trainings in their own countries and countries where not so much training is happening or regions where not so much training is happening, those people are often looking for training material this is a nice place to be able to find those. And the next slide I want to point out the forum. That's another place where people can post their questions. There is one particular question up there about literacy and if we have time at the end, maybe we can look at it a little bit more. But I encourage you to go on there even if you don't have a case study. Maybe you can share some of the resources you have if you're in the United States, or Canada, wherever you are. You might have ideas that would be helpful. Comments, again you need to be logged in for all of these interactive features. So at the bottom of the functional activities that we looked at or the case studies we looked at, there's a place where you can add your comment, like, oh, here's what I would try in this situation. Or just a place to share your own ideas. Now we're going to look at some of the countries featured on the website. And there are ten Asian countries. This is not all of the countries in Asia, as you know. But the way that we chose these countries, we chose countries where Perkins is actively working with transition Asia students. We're going to go to the live site and give you a scope of the countries. So if you go to the home page, you can see a slide show that shows the different countries and it starts with Bangladesh and we go to china and India, end donees I can't, malacia, the Philippines, Thailand and Vietnam. It really depends where the most activity has been happening already. I am going to just show you the examples of India where there's quite a bit of information. If you click on the thumbnail or where it says read more, it will take you to a landing page. This is where they can display by country. There's also a list of the partners in the transition projects, and where they have websites. Their websites are added, as well as the contact information. You know, I think I need to log in to be able to show you a feature. If you can just pass me the keyboard, that would be great. I am going to show you how you can subscribe here. It's easier if we're logged in for you to see it. Allow me to do that. Hopefully this will work. What you can do now is you can subscribe to contents of a particular country. So in the user menu, you go to my account, and subscriptions, and what this allows is you can decide depending on your own interest and what your job is. You might live in Bangladesh and you only want to know about what's happening in Bangladesh or you might be interested in the whole Asia region and you can check off the different boxes. What will happen if you subscribe to these, you will be able receiving an automatically generated e-mail notification when there's a new post on that topic. I wanted to show you that. All right. While we're in the live site, I think it's easiest to go next to -- let's go back to the power point, please. So each of the countries have a slide in here for reference purposes later. We will go to the end of those and the landing page. Okay. The next thing I wanted to mention is permissions. As always when we discussed information about a student or a youth with whom we're working we want to make sure we have their permission and permission of the families and the school, certainly verbal you want to have that discussion and also there is on the website in the "about" section, section on confidentiality and a policy and a release form. I won't take you through that right now. It's posted there if you want to add a case study or any information. I will let you find that on your own. The next slide is sharing content. We looked at that already on the live pages, but just to go through that again, you can subscribe by country, e-mail, Facebook, twitter. I didn't mention before but there's an icon on each of the pages that shows its printer friendly. You can print things off. The next thing we're going to look at is translating the site. [laughter]. I am laughing because we have mixed things to tell you about this. We have limited it to four Asian languages that are available in google translate. And this is, as some of you may know, there's actually a computer-generated Al rhythm for coming up with translations and they are not normal speech. So what we have done is we have selected some key vocabulary words and put those words into the correct speech of a given country. Words like personal futures planning or maps, words where there's not obvious translations, we have asked the native speaker to supply us with those words and updated those in the site. It's still not perfect but our dealing feeling after a bit of discussion, it's better than nothing. There's ways we have a custom glossary, which is what I was describing. If you are interested in helping us to improve the languages, any of the languages, we welcome that. I also just wanted to mention again that materials can be posted into any language. I think at this point we have them in Chinese and THAI and English obviously and we're happy to add anything else that comes along. So how can this site be used? Well, I think we have talked about a lot of this as we have gone along through the presentation today. But I think, again, the interactive feature is one of the key things I wanted to underline. To share ideas and to learn from others is really one of the key ways to use it. Whether you're the person asking the questions, or you're the person who has some experience you would like to share, that's the great way to use this site. Similarly, if you have resources you have created and you want to share them and you want other people to use it as well, this is a great place to post it. This is a place to put training materials that you're ready to share and is also a place to look for same resources and training materials. I know some teens are starting to use the site together. So maybe one particular teen member will be more comfortable on a computer and haveer and net access, for example in an office, and maybe a family member or another member of the team will join them and look at ideas here. It's something you can use as a discussion board. We do take copy right seriously. We're bound by the laws of the United States to follow the copy right laws in the United States. Other countries don't have the same laws. But I just ask you to think about if you were not the creator of a material, we need to be looking at permissions and being sure that we give and recognize whoever was the creator. So we hope that we will see you online and we hope that you will share this site with colleagues and with anyone you think would be interested. We hope that you will talk to families and we really hope you will help us to gather stories. Because I am based in Massachusetts, and it's not so easy for me to get into the field and get stories from the field. So those of you who are out there working with people, this would be a great opportunity for you to share your stories. So thank you again for joining us today. And we hope that this site will be useful for you.

Charlotte, thank you so much. What an exciting website that's been created here with tremendous resources at this point in time we will take a few minutes for questions and answers. So feel free to type your questions into the question and answer box. There's been a couple of questions that's come in already that I will read. Charlotte, we have a question about "what age should I start teaching functional activities?

That's a great question. Really, it's never too early to begin. We talked about that a little bit already. I think with very young children, you can encourage them to help to actually set up activities, to go and get the materials, carry them to the work area, clean up after themselves, and carry those materials back again. Sometimes materials just appear out of nowhere. A helpful person or would be-helpful person just set something down in front of a totally blind child, and that can be confusing. So this is a good way to practice functional skills from the immediate get-go. Another idea is just to look within the classroom where the work environment or the home at things that you can count. You can count a chair and make sure there's a chair for each person. So you're working on one to one correspondents and counting and matching activities, as part of a daily routine, and you can have a child help to set up the place settings. Make sure there's one plate at each place, and so for. If possible, it's great to get children and students starting as early and as young and possible to prepare snacks and lunch. This doesn't need to mean that they are going into the kitchen and disturbing the cook. That can be a difficult thing initially. But just look at what parts the student may be able to do. Can they help to at least get the tray or the drinks or some small part of that? Maybe the utensils. As the students get older they can do more complex activities and really I would work at that point to help them get more out into the communities and look at activities that are off campus or outside their home. Those are some ideas.

Those are great ideas, Charlotte. We have another question. There are no transition programs where I live. How can I get something started at my school?

That's another great question. And it's a very common question that people have. There's some specific ideas on the website. But I would really encourage you to begin by just looking around the school or the home in the community for jobs that need to be done. These could be things where you might be a little creative, like delivering the mail or taking messages from one teacher to the other or to the office or the head master. That's something that the students could learn to do. So it would help them with communication skills and orientation and mobility, social skills. You could have students -- you could look at what people are being paid to do currently around the schools. Things like working in the garden and the grounds, and working in the cafeteria. What part of that can students participate in? You don't want the paid people to feel like their job is threatened. But what I have seen happen is if the paid people are really brought into the discussion, they are often quite creative with ideas. Oh, this is part of my gardening routine I need help with that I think this student can help with and they can make your job easier in providing supervision and mentor to the students. You can also create jobs. Think about things your students could prepare or create or sell. Maybe packaging snacks or serving tea to teachers. Those would be some ideas.

Another question, Charlotte, how can literacy materials be used during functional activity?

Another great question. I think sometimes we forget that for our students who are blind or visually impaired, especially when they have additional disabilities, they don't have the same access to literacy materials the rest of us might. So they may not know how crimped and braille reading and writing is being used around them all the time. Really we need to be talking about how we're using print. I think I need to give Mary a message. I think I will go and write down a message for Mary. Or I notice that we have no more milk in the house. I think I will write down milk on the shopping list. We also want to think about literacy in a broader context than just reading and writing braille and print. And we want to think about literacy, including objects and pictures and symbols and spoken language, sign language. All of those are part of literacy. We want to look autonym are saw and how recognition of numbers is part of literacy. Based on some activities we have seen today, you can use your imagination to think about how a shopping list or a recipe can be a part of an organized activity in the classroom. And once you go out into the community, there's lots of ways to use literacy by identifying signs in a store, or a road sign, or putting braille up in different places so that a student who might be a braille able to recognize those. So those would be some ideas.

Great. And we have, I think, one final question. This is from Nancy. First she says this is exciting work. Can you tell us when the power point will be on the Perkins website? I can answer that question.

Great.

So it should be by tomorrow that the recorded Webinar will be available on the Perkins website. So I want to thank Charlotte. This has been incredibly exciting work. And we appreciate your time and all the energy that you put into this and all the great ideas. We also want to thank our participants for joining us today and we hope you found this Webinar to be informative. Please join us for future Webinars. Thank you so much. Thank you, Charlotte. Thank you, everyone. [Event Concluded].