# Technology for Us Too

## Presented by Nathalie de Wit

## [Not part of recorded webinar]

[Robin Sitten] Good afternoon everyone. Welcome to Perkins elearning webinar series. Today is Thursday, March 27, 2014. My name is Robin and I welcome you to today's presentation. Technology for Us Too, an exploration of basic communication instruction for students were blind or have low vision with significant multiple disabilities, using assistive technology devices both low-tech and high-tech. Perkins e-learning webinars are presented throughout the calendar year. They are just one of the professional development and learning opportunities available to you. If you're interested in getting more information about future webinars or other teaching resources, including publications, newsletters, webcasts and on-site training, please visit our website, <http://www.perkinselearning.org>.

Every month we are joined by new attendees. Before we get started, I'd like to review a couple of things about the technology. You should see our title slide and a video screen shot of our presenter on the screen in front of you. If you are not seeing the Perkins welcome screen, look at the bottom of your screen where your desktop icons are and look for the Adobe meeting icon. It is probably to the far right. To keep noise levels and control, we have muted your lines. The question enters space will be provided on the screen shortly and we encourage you to post questions as they occur during the webinar. We will address them at the end. You may see a pop-up screen asking you how you would like to receive audio for this webinar, as you login. You can click the cancel button on that screen. We are using the virtual meeting room. We no longer use a telephone conference line. It's improved the audio quality and reduced dropped calls. You do have individual controls for your screen. You may choose to enlarge or minimize the windows that you see, such as the captioning area, for example. Your review of the slides is as large as your screen here to view don’t need captioning window, you might choose full-screen or the maximum view.

You also have individual audio controls for the computer speakers and had loads. Please make sure you have the volume up, the highest that it can go. If you view this on your own, individually, then your phones or ear buds are the best way to go. The best way is to give you time to make the audio adjustments as you need them. At times, your computer video may not be in sync. We will have Nathalie live on video and this is an issue of connectivity. It can be especially troubling, if you are on a wireless connection. If you find synchronization distracting, you can hide the video window. This event will be recorded and available tomorrow on the Perkins website, including a PowerPoint version of the slide presentation you see today. Thank you. Thank you for joining us. We do our best to ensure that you have a good experience, as you attend this webinar.

## [Recorded webinar begins here]

[Robin Sitten] It is my pleasure to introduce today speaker. I ask Nathalie to make sure her mic is on, thank-you. Nathalie de Wit is currently the lead teacher at Perkins School for the Blind lower school. She has been the assistive technology specialist and has taught in the self-contained classroom with students who are blind and have significant additional disabilities. Nathalie is also teaching in a special education classroom at the Colorado School for the Deaf and Blind and thank you, Nathalie, for joining us today.

[Nathalie di Wit] Welcome to our webinar for today. Technology for Us, Too, Students with Visual and Severe Multiple Disabilities.

A small overview of our presentation today. We will be showing multiple types of assistive technology to access and adapt to the curriculum. And also assistive technology to communicate. At Perkins School for the Blind, we have a lot of children who are non-verbal and auditory learners. They need assistance with basic communication [low volume, indiscernible] For them, communication comes first. We work a lot at trying to build that communication for them. And we have two polls to start off with. One is about [Indiscernible-low volume]. And one is about the assistive technology you are using so we can get a feel for it.

I hope this is better. The first poll is coming up. There are some parents, that is great. Speech pathologists, OT, a few [Indiscernible] people.

We will go to the next slide. The question is web assistive technology, what you are using at the moment. That would be another poll.

Lots of iPads, iPhones, some object calendars, that's great. Laptop with speech, button switches.

We will go to the next slide.

Here is an example of what we use in our classrooms. This is the Talking Tactile Tablet -- it is by Touch Graphics and is a device attached to the computer through USB. It comes with its own software and is a device that has a touchscreen on it and you program it so the buttons that you made -- we've presented for sounds. For kids with multiple disabilities, we do a cause and effect type of activity and maybe their favorite song, part of a book. A YouTube video, something like that. For some other kids, we use it to access the curriculum and they may use it to listen to part of the books or an entire book -- an audio book. If they can't view other devices. On the top left, there are three squares on it. This is made for [Indiscernible] and he loves car sounds, so we looked online to find some sounds for him, different sounds. In this case, on the bottom right button, you can see that he has more control over it.

The other one, it's a TTT made of bird sounds. Some kids love bird sounds and we have a CD we loaded onto the computer and programmed it so each bird represents its own sound. Found the birds and copied them onto the sheets. The bird sounds are fun for some students and in this case we put a tactile piece over it. Student stayed stained tactile input and some students have more vision and still enjoy looking at some of the birds.

We have also made a bells TTT sheet, before. This is the next slide and here are examples of tactile and picture symbols we use in our classrooms. We use them with yes and no symbols. Kind of the basics. We also have Meyer-Johnson pictures, symbols and pictures. The ones on the top left, the purple ones, are yesterday, today, and tomorrow board. They use the tactile symbols for those. In this case, it's Monday, Tuesday, Wednesday. They use those symbols. In the bottom, it’s a crayon because they have art and on Tuesdays they have a key for a field trip. Tuesdays are the field trips. Wednesday is swim day so they have a piece of towel. That is a support to learn yesterday, today, and tomorrow.

On the right, there is a picture of classroom schedules. Classroom, PT, snack, and they have music, OT, lunch, speech, classroom and then they go home. Those are symbols we have in our school and we make them within the school. Many students need more input. Some students who might use their vision, as well, they have the bottom board is tactile and visual symbols, they made a combination. For some students it's too much, for example if they have CVI, that might be too busy. For some students, it's a good support and one step further to learn something. Seasons, days of the week, and [Indiscernible-low volume].

We found that a lot of our students who have severe multiple disabilities, their tactile input -- they also have difficulties with those, and some motor impairments. The auditory channel is really the one they use the most. So we Sometimes use the symbol on top of an audio button, so that it would be a recordable button but then sometimes the teachers will go over the boards with them and give them auditory feedback.

As we saw, a lot of people are using the iPad. Here are some of the iPad apps that we use. I really liked the IT, which makes 5 Little Aliens, 5 Little rock Stars. [Indiscernible] -- it's another good one they make. For some CVI kids they really love the Peekaboo Barn. Some literacy apps that we use, learning A - Z, which is a subscription, part of a subscription with [Indiscernible] kids. You can use the app for the same purpose. Star Fall apps, Dora ABC and read to Learn are some good literacy apps. On the bottom left, we have examples of switch accessible apps. You would have to look within the app. Those, I know, are successful. You would have to look within the app setting to make sure that your app is switch accessible. And, then put it on that mode. We have another poll coming up and this is the last one for this webinar.

We would like to share -- have you share some apps that you like. There are so many apps out there, so many different apps that people use that it's always nice to give examples of what apps you found useful.

TAP and see, we use that a lot, too. Read to go, [Indiscernible]. Somebody was talking about that today, they really like that one, too. Fireworks. There are a bunch of cause and effect apps that are free and you can type in cause and effect and you get a whole bunch of three different ones. Just put that in, like fireworks I never heard of buzz back. That would be interesting to see.

Okay. That is great. Thank you. There is a list of websites that we have enjoyed and more stuff that helps kids learn. My favorites, they are both subscriptions. Star fall -- for some kids, that's good. YouTube, of course, that's always a nice one. Raz-kids is part of Learning A-Z, if you have the learning A-Z app, if you have raz-kids available to you, you can use it on the iPad, as well. Some computer programs, Inclusive Technology makes a bunch of them. We've used Scanning Skills a lot and the Big Bang Pictures. On the website, when you go to help kids learn, that is their website. By the way, that is kids with a Z. If you’re looking that up make sure it’s “kidz” with the “z.” That website gives you all the different options that they have. Then they have the computer programs that there create, a bunch of different computer programs. For one of them, we use the app that is switch scanning -- switch getting part of the help kids learn website and then we got the switch scanning computer software, which had a ton of possibilities, many different options for this.

Here are some different switches that we use. The top one is the Bluetooth. We use it for the iPad. It's a Bluetooth interface and you are connected through the Bluetooth to your iPad and you can either use those two switches, or plug in your own switches if you have you have a student who may not be able to physically reach that switch. I have a student to I put that switch to her iPad, but then she has a head switch and I plugged in the head switch and the Bluetooth switch was part of the system behind her wheelchair and the head switch was the only one that was plugged in, so she was able to access the iPad in a different way. The middle picture is a picture of a Don Johnson switch interface that would be connected through a USB to the computer and you can have two switches connected, many different options. You actually can have up to four switches connected. I have never used it -- four switches, I've only used two switches. One, is what we usually do. That is Don Johnson.

The white button is a little recordable button. You can buy at Amazon for $8, so it's a very good way. They do not last very long, but because they are so cheap, we usually buy a whole bunch of them. This is also one that if you want to put some kind of symbol on it, you can have that auditory feedback. What I do, is the speaker -- for kids -- for some kids, who have some motor impairments, we might switch -- put the switch upside down, so that the surface is not just the little button on the top. You put it upside down and press it and you have a larger surface. The speaker is on that side, as well. So, that is helpful. You could put Velcro or something on top of the speaker and that’s been very functional for us.

On the bottom is the PowerLink that we use. You can see the arrows pointing down. I hope you can see the arrows pointing down. That's where you plug in the switches. You would plug this into a regular plug and maybe an appliance or something. You plug in the appliance and the appropriate switch on the left or right. Then, you can set it on either continuous or intermittent and you can also have -- if it's continuous -- you can have a certain amount, up to a minute and a few seconds. You might be able to put it even higher, where there are several minutes. I've never done that. We've used those in cooking classes a lot. There is a plan where we might do that. A vibrating pillow from APH, it’s a pink pillow and you can plug that in. Some kids really love that. This PowerLink is made by [Indiscernible], but you can get it on [Indiscernible].

The middle picture is the Big Mac. I'm sure many people are familiar with those. This is a step-by-step, so the Big Mac is in there. It's a recordable switch, quite expensive. We use that one so the student may be recording a switch either themselves, or if they're able to do so. Most of the time, the teacher will record what happened the news of the day and the parents will record what happened at home and share it during circle time, that’s some of the ways we’ve been using it. We also can use this step-by-step for delivery jobs, you have three different options. I might say hi, I'm here for your delivery and the next time they had it, I would say it costs $1 and say thank you very much, something like that.

The last picture on the bottom right, is the search interface that works similarly to the Bluetooth switch. It's RJ Cooper. It's a little bit tricky and it does work, it's almost the same amount of money as the other one and you do have to buy extra switches to attach to that.

Here is a picture of a student using a switch and the student -- we put the mouse -- the computer program they're using is more [Indiscernible] and they have a wonderful library for talking books. You hover the mouse on your computer over the arrows where you can turn the pages. Then, you have a switch interface connected to a USB and one switch connected to the switch interface. The student -- this student will listen to the entire page being finished and then he will hit the switch appropriately at the appropriate time. Some students keep going and going and going. It's a great way for them to learn. There are some short books and longer books, there’s nonfiction, there’s fiction. They keep updating the libraries and that’s really great. We have -- in the classroom -- I have several students listening at the same time, doing independent literacy activity. And you can see when the page is done, because they highlight the words. That is really a great part of that one.

This is the digital book player and we get it from the talking library. We have a talking library for kids. It's a great device to use for listening and some independent skills, because the green button is the play and stop button, so it's the same button and sometimes we put some Velcro on it, depending on the student. We've had many, many students who can upgrade that independently. There are cartridges you can get and record or download any program, any audio file from your computer onto it. You need a USB extension cord and that works fine. On the side, you can't see it very well, but there's a headphone jack. You can see that for the headphone jack. Above that is another USB -- where you can put a USB in. You can put it on your computer programs, the USB. We've done audio books, we've recorded our own books that we just read into the computer, or some other recording device is downloaded to the computer and its put and copied and pasted onto a USB cartridge. From our library, we sometimes get books. But they are usually too high for our students.

Earlier, I talked about the two Switch Scanning Skills software. This is an example of that. The half- moons which is the one that they scan with. They go through each of those three options. In this case, it's fireworks, nothing here, nothing here. The switch on the right, the jellybean, the yellow one on the right, that is the one that they use to select. They scan, scan, until they get the one that they want. Then, they use the other switch to select it. If they selected on that file, it extends the file. On the next slide, I have a movie of a student using this.

## [Movie showing]

Guitar playing. [Music]

Nothing here. Nothing here. [more music]

Trumpet player. [trumpet music]

Nothing here.

## [Movie ended]

[Nathalie de Wit] In one video, you can see that she is anticipating. She already understands when it says nothing here that she can skip that. This student has multiple disabilities and is completely blind. She has great auditory skills. So, she is anticipating that and we've taken that further to use for communication skills as well. She got interested in it through this computer program, specifically.

Here is an app that we use that's called Sounding Board and it's a free app. For this one, we’ve used it for basic tools. This is an example of six choices. On the bottom of this, this is the first screen when you open sounding board. On the bottom of that, that is other boards and the one on the top, between the top orange lines, those are the boards that you would program yourself. I programmed this for a student who had a choice between reading and other activities. Here, the scanning part would go through the choices of book and play. Every time, with the left switch, sometimes it's the half-moon switch sometimes we have other switches on loan. On the iPad switch, if you use the Bluetooth switch, it's the white one. The yellow one would be the choice switch. The scanning switch would go through and play -- it would say read and play, read and play, read and play. Until they make a choice, they can go through it as often as they want. It gives them a lot of time to use it and as much time as they need for processing. Once they do that, they will say make a choice. In this case, it would be the books. Once they hit that switch, that it was a yellow switch in the picture. The choice switch, it would go to the new board, it would say I want to read a book and it would go to the next board once you made the choice and then it would give you a choice of three books he or she could scan through with -- I'm sorry -- with the half-moon switch through the book titles. Once they get through the book titles and pick one with the switch on the right, it would say -- we would program to say I want to read Jellybean, jellybean, or whatever the title may be.

On the bottom, if they were to choose I want to play, they would go through levels and files. If they pick bubble's, it would say I want to play with the bubbles. The specific board was made for a student who was totally blind. The pictures were very important. The B for bubbles was for staff to look at. To put something in place. You can use your own pictures with this app and can also -- these are the pictures I chose were the pictures that come with it. I do notice that when you use a lot of boards on Sounding Board, it seems it has some difficulties. We have used board maker with Speaking Dynamically Pro more often for that purpose, the cause is much more dependable.

Using two switches to access the curriculum. We have many different ways we use two switches for. Basic wants and needs, like I am hungry or thirsty would be a similar type we just looked at, those two choices. The first one would say, I’m hungry and the second one would say I’m thirsty. And then go through that and say the different choices of what they would like to eat or drink. That’s kind of basic.

The boards can be used to start with organizational skills, such as the calendar, what day it is. I have a couple of slides to show you how we program it. Then, you are not really limited anymore to just yes/no questions. You can ask questions and have certain answers that they can choose multiple choice answers, basically, for students who -- before, they didn't really have a choice.

I've used -- later on in the webinar you can watch this movie where a student uses WH questions, which is part of his IEP goals. So, we've integrated the WH questions within his communication system. We just started this really fun, interactive, social interaction game. The student would go through the choices and they would make the adult do something, if they couldn't physically do it themselves. Maybe jump up-and-down, clap hands or something like that. Certain kids really love that communication and interaction with other people. We are hoping that we might have student to student interactions, as well for that, in that specific way.

This is an example of how we did multiple choice questions. Like, what did you do in art today? That would be the first board. In this case, they don’t have a choice of two choices for the first board. The first board would say what did you do? And then, the choices would be clay, paint, and sand. They choose that with their choice switch and it goes to say, I played with clay today, I painted today. I played with sand today. Something that they did here on board maker, it’s easy to be programmed. If you haven't set it up the right way, you can top -- tap on the button and it makes it a very easy way to do it.

Here is a movie of the social interaction game that we just started. The student is totally blind. He has multiple disabilities and this is the very first time that he has started this program. He has never had it before. You will see the staff explain this program or game to the user, this game to him. He does know how to use two switches. But he has never done this specific game before.

[Movie showing]. In our game, you will have the choice to clap your hands, stomp your feet, thing, laugh out loud, or shut the door. You can do it or make me do it. Does that sound fun?

[Indiscernible-low volume]

We are going to use your switches. We will practice together a little bit. Until it makes more sense.

Okay buddy. Reach out and find the switch and let's listen to your choices. Here is the step switch and here's the choice switch.

I want you to clap your hands. Clap your hands.

Stomp your feet.

Laugh out loud. Shut the door. Clap your hands.

Which one do you want to make me do? Which one do you want to do?

Stomp your feet. Laugh out loud. Shut the door. Clap your hands.

Pick one, now. Which one will you pick? Pick by using the choice switch.

I want you to clap your hands. [Hands clapping]

What do you think?

I wanted to clap your hands. [Hands clapping]

Your turn.

Clap your hands.

No.

Click on bingo. Count to 10. Jump. I want you to jump.

Stomp your feet.

I want you to stomp your feet.

Click on bingo. Count to 10. Jump. I would love you to jump.

[Sound of jumping.]

[Movie ended].

[Nathalie de Wit] You can see that he was very excited. In the beginning, it took him a little while to get used to the different choices, because he had never been -- he had never had those choices – been exposed to those choices before. He knew how to use the switch and sometimes he'll still needs some cues. Some tap cues, some auditory cues. It depends on how tired he is, too. But, he got really excited and even though he can't jump, it’s exciting for him to hear somebody else jump. So, he loves those kinds of sounds. One of the choices was to close and open the door. I don’t think in the beginning he understood what that was, but he made the choice and throughout this 30 minute period, and then once he actually understood what that meant, he picked it several more times.

Those are ways that we want to see if they understand the concepts and expose them to more kinds of concepts within the environment that our students can explore physically. But, are still able to do through some interactive play. We are developing more on this in the future.

Here is an example of a flowchart that we used for creating boards four days of the week. The first -- we might say we are talking about days of the week or if they have calendar choices, the first board would say days of the week, months of the year, the weather. If they want to talk about days of the week, the question on my first board will say, what is the date -- what is the day today? He or she would scan through Monday, Tuesday, Wednesday, Thursday, Friday. When they make a choice of the day, say Thursday. Once they hit the switch, the choice switch, it will say today is Thursday. Automatically, we connect to the song for that. That’s their Thursday song. There’s some auditory feedback and they might -- some kids really enjoy those songs.

We do the same thing for months of the year, and the weather. That is kind of how we decided that certain students would be better able to participate in circle time in the morning or group meeting—for this age it would be a group meeting. They may not do it every day, but they may do it everyday, it depends on the classroom and their activities that they need to do for that day. These are ways for us to practice those concepts and to also get a better understanding -- to see if they really understand what day it is that week. With certain symbols, some of our students have a hard time, physically, to touch the symbol or explain to us what they really know.

Some teachers have come up with great ideas and they coming up with new ones. This one, I really loved. This is for a non-verbal student and the teacher felt like she had specific people she wanted to change her. So, there is a bathroom symbol that she uses. This is another way for her to give a preference. It would say, on the board, it would say -- who do you want to take you to the bathroom? It would be Janice and Mary Beth. She could scan through those, two names as often as she wants. Once she had the choice switch, it would say I want Janice to take me to the bathroom or Mary Beth to take into the bathroom, depending on her choice. Of course, that person would take her to the bathroom.

This is the same student as we saw before. Here is another board – a combination of boards that we have made. He is up to now five boards in a row where he can use questions. This is the WH question example. We have done a lot of work on trying to make it work, so that he understands what he is -- so he understands the boards. We need to tweak them a little bit. This is our first try with him. He really enjoys this.

[Movie showing]

I want to do an activity. [Laughter]

Are you hungry or thirsty? [Laughter]

I am hurt

I am hurt. I want a break. I want to do an activity. I want to do an activity. What would you like to do? Packaging. Play a game. Play on the computer. What would you like to do? [Laughter]

Packaging. Playing a game. Play on the computer. What would you like to do? [Laughter]

What would you like to do? Packaging. Playing a game. Play on the computer. What would you like to do?

Make a choice.

What would you like to do? Packaging. [Laughter] Play a game. Play on the computer.

What would you like to do? Packaging. Play a game.

Make a choice, Andrew.

What do you want to play? Matching sounds. Ball.

Pick ball.

Play outside. What do you want to play? Matching sounds. Ball.

If you want ball, Pick ball.

Playing outside. What do you want to play? Matching sounds. Ball.

Pick ball, then.

I want to play ball.

Great.

Do you want to play?

We will get the ball. [Laughter]

Answer the question, Andrew. [Laughter]

[Indiscernible-low volume]

Suzanne. [Laughter] Do you want to play? Suzanne. Which one do you want to play?

Pick me.

[Indiscernible] Suzanne. With whom do you want to play?

Andrew, you need to make a choice.

[Indiscernible] I want to play with Letta.

She is not here.

[Movie ended]

[Nathalie de Wit] So, he had a lot of different questions and you could see that he needed a few verbal prompts. He does get a little silly, sometimes. So, he would just keep going through it here if you give him a verbal prompt, Let's make a choice -- sometimes it has to be a little stern. You need to make a choice. He will make a choice. It was -- this is, specifically, this was done in a speech setting. We’ve used it in the classroom. We are trying to just get him to show the understanding and preferences. Who do you want to play with? The packaging activity, where would you like to package. He loves to do a packaging activity, but I would like him to have the choice between doing a packaging activity in the classroom or the workshop. So, he can show us that -- what choices he has and preferences he has.

We have time to do questions and answers or share some ideas and my contact information.

[Robin Sitten] Thank you so much, Nathalie. I am seated behind Nathalie, so you can look to the camera so you are responding to them. We have had a couple of questions come in and I would encourage others to use the Q&A box on the screen to enter a question and we will take those as they come in. Some are starting to come in. At the very top, Claire had asked about literacy apps that are accessible. You showed us a number of them. I wonder if you could repeat maybe one or two that you think are either the strongest or the most versatile that you have used with switches.

[Nathalie de Wit] For literacy, specifically, we've used -- let me get back to that page -- my favorite is the learning A-Z. You don't need to, necessarily, put a switch on their and less they have motor impairments. The cause, with an iPad, it can be started by just touching it and then can run it through -- the switch accessible apps keep changing. I haven't really had a lot of literacy apps that I could use. But, some of the switch accessible ones are stories and -- or counting stories, like Five Little Aliens and Read to Learn. Read to Learn is one that is a little bit more complicated. I have not used it -- for a student like our last student, Andrew that we saw. He would be able to use that. But, it's quite an expensive app. That one is switch accessible. I would just encourage you to look at different apps that you enjoy and see if in their settings they are switch accessible.

[Robin Sitten] Thank you. What was the last student -- what was the software he was using?

[Nathalie de Wit] That was Sounding Board -- I’m sorry, that wasn’t sounding Board, that was [Indiscernible-low volume: sounds like Board Maker Pro (?)]. You could see that he had the Bluetooth switch. What we do, we have it on the laptop and the laptop is programmed so it can stay closed and in his backpack or on the tray behind him, or on the table, somewhere, depending on where he was at with his mobility, you can make choices within the mobility setting it needs to be a little bit more able to be in his backpack. The sound is not high. Most of the time, it's somewhere near him. It doesn’t have to be right next to them.

[Robin Sitten] Was that the same -- is using the same devices in both of those?

[Nathalie de Wit] Yes. Same at -- same devices. Different boards [Indiscernible-low volume].

[Robin Sitten] We talked a lot about texture throughout the presentation, as well. What -- one of the attendees asked what the big buttons -- what have you found that works well with those curved surfaces and adhering things to those sort of gushy curvy surfaces?

[Nathalie de Wit] The half-moon switch comes that way. They call it the Gushy switch. It's like a jelly one. The kids keep hitting it constantly and it gives you more feedback, so you need to press present hard because the jelly is inside of it. It comes with music or without music. Also, the one that has music. On the regular switch we try to make the scanning switch either that half-moon one, or just plain. Then, the choice switch, we tried to put Velcro on it. That’s our main thing because it's so consistent across every setting. In OT and speech and the classroom they can always find a piece of Velcro. They will always be the same, so that just what we do. There was a picture of a switch that had little knobs on them and you can buy covers for the switches. And on the TTT, if you were talking about those textures, we use that texture box that APH makes. And those you can cut out whatever size you need and apply it [Indiscernible-low volume], as well.

[Robin Sitten] A number of members of the past Literacy team are this webinar and they would all like you to know that there are other items and apps on the pathstoliteracy.org site and we will make a connection between this presentation and there and post ideas about literacy apps. There's also a question about math using this switch technology and question and answer to address Mathematical concepts.

[Nathalie de Wit] Yes. We have done that, too. We've made boards, basic counting. A board would go to 100. Just like a 100 board for student. Every time they hit a switch, it would count forward. We've also made questions and answers in math. We started scrambling the numbers and they could put it in order. We've got some basic addition, but our students -- most of the students aren’t there yet, the basic addition [Indiscernible-low volume]. Some of the math apps like five little aliens, those are counting. I’m sure there are t9ons of math apps out there right now. This -- it's a great way to do anything that you want. If you want to have it in the math capacity, you can certainly do that. Just make the board to say what it says. Sometimes, you have to adjust it with the way that they say it work usually, like 1 and 6 sounds a little different. You can record your own voice if that's better for the student.

[Robin Sitten] We do have time for a few more questions, if anyone has questions. Nice idea using a laptop that can stay closed. She hadn't seen that before. Do you have how you came to that idea about using the closed laptop?

[Nathalie de Wit] Actually, our IT department was able to program it that way. I don't know exactly how they did it. It was a basic laptop with Bluetooth capability. I was very excited that it was able to stay closed. Because then it was the size of an iPad, basically. Then, we have all this extra capability to use Board Maker on that, specifically. What we can also do, with that, is attach it to computer programs . So, not only for basic songs behind the boards, once they choose it -- the way we did all the Monday, Tuesday, Wednesday. We also have them make choices of computer programs. We would have a board of all the computer programs they can do. With their scanning switch, they can scan through them and with the choice switch, they would make a choice and then it would automatically jump to the next program. The program of their choice. That's also a great way to use them.

[Robin Sitten] Pausing for any final questions that people have. We really want to thank you, Nathalie, for joining you. Here's a question. All it takes is for me to threaten to wrap up. What other programs does that student use on that laptop?

[Nathalie de Wit] We have him -- who likes to use [Indiscernible]. He likes to use [Indiscernible-low volume] the standard. He chooses that. Those have different options. That has a board behind that choice board with different options of that computer program. We have linked it to the YouTube song and their -- let's see -- there's some websites he likes to use. Likes some sounds, the PBS Kids -- there's a list of PBS Kids books he likes. We've tried different things. There's other students that enjoy the counting skills. We need more vision for that one. We think that’s [Indiscernible], as well.

[Robin Sitten] All right. Thank you. The material from today’s webinar, including this presentation, handouts in the Q&A, will be posted and are usually available by the next business day. Look for this tomorrow. You will also receive a link to it in your follow-up thank you email, those of you that registered. The literacy team will be posting the Q&A from this webinar, as well as links to other literacy and switch use articles and resources on their website. Look for that. You can see Nathalie's contact info on your screen. Be sure to tune in next month, actually in a couple of weeks, will be our next webinar. Thank you again on behalf of the Perkins eLearning team, myself, and Phuong Nguyen, and Dr. Mary Zatta. We want to thank you, again and spread the word. Join us next time.

[Nathalie de Wit] Thank you.

## [Event concluded]