

11/15/2012 Strategies on Infusing Deaf-Blind Related Content into the IEP Curriculum – A Share Shop Amongst Instructors

Time: 5:00 P.M. P.T.

Captioner: Carrie O'Brien.

Test.

¶ [Music] ¶

>>> Welcome to tonight's webinar. The shared talk amongst instructors. First I'd like, my name is Carrie White and I will be your MC for tonight. I have housekeeping items I need to review before I get started. Captioning and interpreters are provided. There is a cam to the audio and video on the far right. Click on the bottom corner and the menu will drop down. Click detach panel, then you can resize the video box. To open the captioning. Click on the captioning icon on the toolbar. Windows can be closed or sized to create your personalized viewing environment. If you have technical issues use the chat function and a member of the clearinghouse staff will aid you. Questions for the presenter tonight will be put into the chat function, Susanne encourages interaction, so type in questions as we go or ask for clarification. I would like to thank Susanne for coming here tonight and thank you to our interpreters, clerk and Darlene and our captionist, Carrie. Of course, our clearinghouse team, which is Jesse and -- all of her

helpers. So, without further ado, I would like to introduce Susanne Morgan Morrow.

>> Hi, everybody. Good evening. It's definitely evening out here because I'm on the east coast. So, we got a late start out here. I see that we have folks joining us from quite across the miles. So it is nice to have this webinar opportunity so we can connect across the miles. Very different than just even recent past, it was very difficult to share information across technology, but the world is changing around us.

So, I'm thrilled to be here. I want to thank Carrie and the folks at the Marie Center and Catie Center at St. Catherine University. They're the ones who were able to coordinate this and get it all put together. They will also be your go to folks with CEUs. The presentation is geared towards interpreter educators. The content is to working practitioners. Interpreters who are working in the field. I think this country tent is important regardless of your position, it will definitely influence and advise your work as you go out into the community and work with the broad spectrum of consumers that we work with.

So, as Carrie was telling you, I would encourage you to please use the chat box. I don't know if this is your first time joining a webinar it might be a new experience for you. It is bizarre that

you can see me, I can't see you. A nice way to be able to connect at least across the virtual space is to use the text chat box. That is down there on the left hand side, I would encourage you to use that. I will do my best to check in and questions as Carrie was mentioning and she will help facilitate those in case I overlook anything.

So, before we get started, just to get a feel for the audience. If you could, we'll go ahead and practice using that text chat box now. If you could just indicate what your role is, an interpreter educator, a working interpreter or a different role. Any other professors who may be interested in joining tonight where the information is applicable. If you are a teacher for the vision impaired for example. So, go ahead and indicate that -- in the text chat box. I will give you a second to type that in.

People are still joining the session. I'll be running out from dinner to try and log on. While use the text chat box, let me go ahead and talk about I was aiming to cover this evening. Here on the screen is an agenda. We want to talk about mainly the concept of special settings versus the spectrum of consumers. You want to talk about that, what that means and how that influences the, the field of education, both in terms of interpreter education and practitioners. We want to talk about then how can we as educators

or instructors can have define related content throughout the curriculum and learning and professional department opportunities and then conversations amongst ourselves, perhaps you have suggestions that you can share with us as well.

So, in case you didn't see me enough on the webcam, I guess, there is a picture for you. So to give background about myself. I have been in the field of interpreting now for a while, probably -- close to two decades. I didn't come into the field as an interpreter. So, my school of training was definitely more of the school of hard knocks. Because I was fortunate to learn from the community. My background, I have a master's degree in rehabilitation counseling for the deaf. So that is the first time I had met a deaf-blind person. So, being on the campus gives you more opportunity to meet a wide range of individuals.

So, but it from there I started my career and graduated with my master's degree my first career job was at Helen Keller National Center and Helen Keller is the only national training center in the United States for individuals with combined hearing and vision loss. It is a comprehensive training center where people come and stay for a period of time depending on the need for vacationing training. Independent living skills. Etc.

So, during my tenure there when I went from a world of

definition and the deaf community, head long into deaf-blind. What a learning experience that was. Of course, in my training there was, a blip of information mentioned about people with vision loss and, but then I had the good fortune of spending every day with a good number of people who are deaf-blind, 30 to 40 people who were in training at any given time and having that sort of exposure, as you can imagine, greatly influences your perspective, your work and your skills.

It was during that time that I actually became an interpreter. I, I was sort of learned the art of interpreting through working with deaf-blind people. So, again, a very unique perspective as it relates to the general field of interpreting.

For me it was more of, oh, you can't really see that person up there, let me relay that message. It was through a word of access in terms of vision. So, from there I went to work on the National Project on Deaf-Blind. It was during those days that I started doing a lot of work with interpreters throughout the country and started really seeing what a great divide there was between the famous quote, um, I -- do deaf-blind interpreting or I don't do deaf-blind interpreting. For me, that was -- a problem. Because -- it was, it became clear that as a field we were making a very clear, decisive decision of what type of consumers we were willing and able

to provide interpreting services to.

So, that became a problem for me. So, in my work then, became focused on that particular issue. Asking the questions about what, what is that about? What, what's behind the drive for someone to say that they don't do that type of work? So, um, from there I went on to become, I was the chairperson for the deaf-blind member section, RID, for a great number of years. Where we, as you all know, if you are connected with RID, it is a special interest group. So, kind of push along that philosophy of spreading information and content about deaf-blindness. Then, my colleague, Jamie Pope, the former executive director of the American association of the deaf-blind and myself, put forward the proposal at one of the RID conferences to put a task force on deaf-blind interpreting. We felt enough is enough, this great divide remains to be a great divide. A partnership was developed. A very broad and extensive partnership was developed by RID. AADB. The National Consortium of Interpreting Centers and various came together on a global level. From that there have been great resources developed and great partnerships and influence.

So, what have you. So, anyway, just kind of leading to, not see much about me per se, but just about why this is an important issue and how I felt it was and how -- we have been seeing over the

years throughout the country. We'll talk more about that as it relates to the National Task Force.

I'm reviewing some of the comments about people, in terms of current perspectives. We are some interpreter, interpreting students. This is perfect, this is who we wanted to have in the audience. Interpreter educator, teacher for the vision impaired. Perfect. VRS interpreters. Great, it is nice to see that we have a broad spectrum of folks who would have influence and where this content would be applicable.

So, this relates to the overall purpose of why this is important to have this conversation. I began to allude to that, historically the programs have not been successful in incorporated deaf-blind content into the curriculum. That's a blanket statement. It is an easy statement. We know that is true. It is not just hearsay, it is factual. For those who have graduated from an IEP, you can speak from your own experience, I'm sure.

Because, many, there is no main requirement of what sort of content should be incorporated. What we find is from that experience then people go into the field and of course, they are left ill equipped to work with individuals who are deaf-blind. People don't have an understanding what the definition is, what is the meaning of deaf-blindness, of course, if I say the word

deaf-blind, the first mode of communication that comes to mind is captioning. There is a myth in the field of, in terms of what the expectations are for communication support.

So, to address this issue and get a lot more information about sort of the current pulls of the interpreter education program. In 2007, this takes us back a little bit ways now. One of the first tasks that we took on, on the National Task Force was to conduct a national survey. We wanted to find out what is going on out there in the IEP. Maybe there was more happening then we realized. Maybe there are great resources we were not quite familiar with or using as well as we should. So, we conducted this survey. Sad but true our guesstimations were correct. There is a very wide range of the type of content that's covered and where those resources come from. Who teaches that content. Etc.

So, the bottom line is that the information, it was quite dismal in terms of representation and incorporation into the, into the curriculum. So, this became one of the main issues and interest of the Task Force. So see a way to create resources and pull people together.

So what we're left here, I'm going to kind of jump back and forth a little. What was left here with a theoretical dilemma. I say that because we sort of have this divide in terms of perspective

on what this quote-unquote deaf-blind interpreting relates to. What does that really mean? These are the words that come up when we talk about that. Special settings. Specialized settings versus a broad spectrum of consumers. I want to talk a little bit about that more in-depth.

See. We all learn when we have friendly faces in front of us. So, as our good friend Grover once said, one of these things is not like the other one. That definitely relates to this topic when we talk about is it a matter of setting or access? When I say one of these things is not like the other, it is when we talk about settings. If you talk to interpreters, we have done a survey and say, let's talk about the various quote-unquote settings where interpreting services are provided. You get a quick list and it rattled off of the top of people's head. Of course, medical is a specialized setting. Educational is a specialized setting. Legal, theatrical, religious -- mental health and 9 times out of 10, you will also have deaf-blind interpreting.

So if we actually stop and think about that for a second. Does that actually make sense? Can deaf-blind interpreting be its own setting? Of course, I'm seeing you up with that question. The answer is no. Right? Because deaf-blind interpreting isn't a place. These are all actually locations where a particular type

of content is being interpreted. A particular type of vocabulary that is necessary. Content knowledge that is necessary to make the interpreting exchange more successful. As opposed to deaf-blind interpreting. If we want to talk about that, we need to start thinking about this consent of deaf-blind interpreting a little bit differently.

Again, even though this conversation is initially to address interpreter education programs. If you are an interpreter sitting there and might have a-ha moment, you may have answered that question a little, similar to what is on the slide before we have this conversation.

There is a, I just saw there was a recent publication that came out last year in 2011 by a well-known respected author in our field of interpreting. As I opened up the table of contents and looked under specialized settings and deaf-blind interpreting was there and listed. This is and remains to be an issue. There is lack of knowledge about, about the topic in general.

So, I think we're really talking about for this, this misnomer and over generalization about what deaf-blind interpreting is.

So if we get to start thinking a little bit differently about this and you think about this sort of setting versus something else issue, because if you sit back and think about it, deaf-blind

people, these are individuals, go to every sort of setting or environment that deaf sighted people do. So, we have to start think about what ever jobs you go to, think about every scenario you have interpreted in, there is always the likelihood that person can have a vision issue. So it truly can be about setting. It has to be about something else. It has to be about the person and the needs of that person in terms of access and communication.

So, if I go back here to this question that Grover asks us, is it really a matter of setting or is it a matter of access? What I would like to encourage you to think about is, it is the access issue. Right? We will talk more about the linguistic components as well.

So here you can already start thinking about different types of settings you have been in. Of course, you have been in the medical settings and educational settings and what have you. In any one of those scenarios a person with different ranges of vision loss could have been present.

So, folks I think here what we are talking about is more than just a thought about it, it is really a paradigm shift, as our pal on the computer says, I thought it was a paragraph shift, but was my under shorts riding up. We talk about the thing, but they feel uncomfortable so we skirt by them, right? We don't want to talk

about them, because our work is busy, the scheduled are full. The interpreter education programs don't have time to put in extra content. There is no time for an extra course. So, understanding that -- I would like to propose different ways to the corm rat this information and to get that underway.

So we are asking for a bit of a shift. So it is really more in, um, thinking about things differently and then in terms of the teaching aspect, it really is a shift in pedagogy. In order to address that, we need to talk about folks like you. People out there in the field as the educators and carrying on a message. Excuse me.

So, back to that story that the National Task Force had hosted, those were some of the question that we had also for the interpreter educators. Because it is not just about the program and how it's designed, it is who's teaching in the programs. So, what we know is that some educators have reported they themselves don't have the content knowledge or the area of expertise, if they don't possess that, how can they turnaround and teach that concept to the students. Which is a very valid point. This is another piece I wanted to address tonight. Talk about as an educator how can I enhance my knowledge base and do it easily.

We want to encourage you to not only sort of engage in this

sort of paradigm shift and also a shift in your pedagogy.

So, this is a little visually complicated, but here is an example. So, again back to the idea of this spectrum of consumers. Right? Excuse me. So, this is a way, if we wanted to look at -- the spectrum of language users. If you wanted to look at very strong visual ASL users across the spectrum to people who are inverse signers. We know about that linguistic variation. We know that our work, in our work we use our skills to observe and adapt our language skills to meet the needs of the individual. So, we're already working across a spectrum in terms of language and linguistic access. If we take those individuals and put them into different settings. Right? So, we take that very visual ASL user and put them in the medical setting that big diverse stretch over there. Or the English user and put them in the medical setting in that case you are already modifying. You're modifying your output. You're modifying your vocabulary choice to meet the needs of that individual.

So, what I would like to propose is that we think about deaf-blindness in the same regard. So, you think about that, an individual who is an ASL user, for example, who's going to the doctor. So, you're taking the same language skills in the same environment that you already accepted the job for, for the deaf

sighted person and now we just have to think about the issue of access. It is not about the content, it is not about your knowledge base or level of comfortable, because you have already taken the job for the doctor appointment. Now you have to think about how do I allow and support access for that person?

Another layer that we can put on top along that top horizontal line, what we also can do is put the line, the spectrum of varying degrees of vision loss. If we did that, this picture would be so complicated. You could not visually understand it, but you have to think about things in terms of life experiences are layered. So we have a linguistic layer, right? I'm just asking you to think about and then we also have the visual layer. You can the same ASL user going to the doctor who happens to have lower vision. So, perhaps they just have blur he vision and cannot see very far. That's not terribly difficult to accommodate. In a doctor's office, you're sitting closer than a larger sitting. So, there are times with a person who is actually considered to be deaf-blind, but they don't need modification. It setting is good, the seating arrangement is fine, etc. It is a bit of a paradigm shift in thinks about these people. Those people that -- that, that interpreters have said, I don't work with that group of people. So I think we need to start thinking about that. How we as practitioners think about and have

dialogue with our colleagues about it.

So, what's the solution? What we have to start at the beginning. If we're thinking about interpreter education programs, then we need to think about embedding deaf-blind related content all throughout the curriculum. It is not just a special place. It is not just a special course -- because the further we perpetuate this idea of something that is different or separate, that's what it will remain and our field will view this as.

So, here's some individual -- suggestions on how to do that. I'm looking that chat box and checking in. Elizabeth is saying you're rocking our world. I hope that you mean that the paradigm shift is making you fall off your chair. Perhaps that is a good rock and Debbie is a working interpreter and has a deaf-blind friend and -- she wants to better meet the needs of the person and others. Those are good conversations to have, in that specific setting. There might be particular demands. What are strategies on how to make that more of a successful communication experience? So, that's a great one. So if we have -- some time at the end I would love to be able to talk about that more. Elizabeth is saying, yes. Changing the curriculum tomorrow. Excellent, our work here is done. We can close the webinar.

[Laughter]

Elizabeth, we will take you throughout the country, you can talk to the other IEP. Good.

So, here, so, let's move on to talk a little bit about that. So, what do you do it? When you're teaching? So, let's say that you're teaching in the interpreter education program or a professor in the field and giving awareness training. Doing professional development yourself -- even in conversation, I'm talking about teaching, but even as practitioners with your colleagues there are ways to embed this type of conversation.

So, when you're talking about the deaf community, what you want to talk about them is just provide examples of people in this, those deaf community members who have different types of vision loss. You have to constantly use scenarios, um, for interpreters to learn. There are always, you know, here's the paragraph that tells you the assignment. This is the scenario, a person is going to, you know, college, here is, here is the environment, etc., etc., then practice in those scenarios.

So, what I would challenge you then is always to be talking about, you talk about the deaf person or the different people that they are practicing with or envisioning that they are practicing with, that we're encouraging the use of saying that deaf person, this person has reduced field vision and maybe if you don't have

that language to incorporate in, later in the slides we'll share resources to get that language yourself.

So, a lot of people have said, that information is overwhelming. Because the field of vision is complicated. Those of us who have more of a deaf background, presumably most people on this webinar. We understand the hearing component. You understand what an audiogram looks like, probably. Profound hearing loss, moderate and mild, you understand that language and the difference between ASL, PSE and all of that. When we start throwing words around about vision, it gets confusing and convoluted because we didn't have that training. That is a natural expectation that's not the field you're in. I would suggest to think about vision in more simple terms. If you talk about it more simply, it is easier then for the students to comprehend or your participants to understand. So, I would suggest that you look at it in three different categories that listed here.

So, we can talk about vision in three ways. People who have close vision, or also referred to as low vision. Secondly, as having reduced field of vision. Or peripheral fields. Or no usable vision.

So if you can break it down into those sort of categories for your learners, it is an easier way for people to start to comprehend

information and then be able to talk about strategies in terms of access. So, just thinking about things categorically. So, how do we do that?

So, what we want to think about is using very low cost or literally no cost ways to simulate vision. So, you want to think about what sort of supplies you have at home. Because you can buy a fancy sit that's \$200, that provides you with different lessons and simulate different types of vision loss. Definitely if that is in your budget I would encourage it, but there are simple ways to encourage it. My very fancy 99 cent store item can make a significant impact on your learners or the people experiencing this.

So, for example if you want to simulate close or low vision. You want to take that saran wrap or a sandwich bag, you can get a box of 100 for 99 cents. So, you can never argue you didn't have it in the budget. You can stimulate different levels of vision loss by holding up the sandwich bag. If you hold it up in its original layer that vision is impacted it is a little blurred and not too difficulties, as you fold it down, the thickness of that, it gets worse.

So, you want to think about ways that incorporate this experience during your interpreting courses. Right? Any time

you're going to have a practice scenario at least once throw-in an environment using the simulators and do that on a regular basic. Okay. So, now you're going to talk about an individual with low vision, pullout your sandwich bags. We can talk about things and talk about them until you get your feet wet and get an idea, uh-huh, now I'm a recipient and I understand why this is difficult and that will influence them to make modifications and make it better the next time.

So, then to simulate reduced fields of vision. So, that's most commonly when we talk about a syndrome. Well, it is very easily done by using a toilet paper roll or a paper towel roll or a piece of paper if you don't have them handy. You can take a piece of paper and roll it up lengthwise and student can stimulate their own vision loss. You have them hold these up during an individual activity. Very, very quickly they will learn how significantly they have to modify their sign language output to make it accessibility to their communication partner.

Excuse me. Then, of course, no usable vision, that is easily done. Get scarves or different types of blindfolds. Meaning the person might not be completely blind, but perhaps they don't have functional vision that allows them to access their world in a visual sense. That is the case, we're talking about tactile communication

and sign language, there are a lot of strategies to facilitate that mold of communications. Which is probably a more advance level then many people are prepared to teach, but there are still ways to get that information across.

That's what we expect every interpreter who leaves the IEP to be the skilled practitioner, particularly in terms of tactile, but I think that doing some of these activities will help sort of breakdown the tactile defensiveness, hour that tactile concern that many interpreters carry. If we can sort of breakdown those barriers, then I think we're already ahead of the day -- game.

So, as an instructor or teacher in any respect, whenever you are designing your homework assignment or projects, I would always encourage you to include one example or a case example of an individual who is deaf-blind. Trying to use different sort of scenarios why we're not always talking about tactile. We want to try to stay away from that also. Because we want to continue to emphasis the broad spectrum of individuals with varying degrees of vision loss and different types of vision loss.

You may say I don't know how to do that. We want to encourage you that there are many resources that are available. I put a link here to the national consortium on deaf-blindness. Excuse me, and that is nationalDB.ORG. They are the federal grant, the only one

national grant that provides support, specific on deaf-blindness and their website has a wealth of information, it is really the clearinghouse of information on deaf-blindness. You can go to the topic. There is a list of different subjects. You go to the subject interpreting. Under there you will see a whole host of resources. Within there, there are some scenarios. Oh, I don't want to recreate the wheel. There might be scenarios available to me that I can select.

So, those are opportunities. So, some things that are ready available. There is also a host of different types of resources you can access on the national site. It also gives you information about trainings that are available and what have you. It is a go to place in terms of deaf-blind content.

Now because we are in a techno world, we also want to see current stuff. We want to see current video, you know, current state-of-the-art type of things. We are quite lucky, because the national consortium of interpreter education centers just recently captured some great video footage. They have little segments called in their own words. They did direct interviews with deaf-blind individuals of varying life experiences telling their story. These are some great clips available for you, free of use, that you can incorporate into your lectures or into your homework assignments.

It is very easy to say, tell the students to go and watch three vignettes and right a perspective about that. What was the impact and learn about the deaf-blind people's experiences.

So there are definite ways to incorporate content and activities into your curriculum without overburdening what is already required. And necessary for the program.

Other ways -- so, we want content and things to read. We want videos to watch, but of course, we want to bring people into your classroom as much as possible or into your workshops. So, how can you do that? Most of the time, our budgets are pretty strapped. It's difficult to pay someone to come in, definitely on an ongoing basis. But there are different ways to do that. Of course, the best would be live, in class presenters. I'm talking about people who are deaf-blind that can give you' direct perspective from their experience. So, live in-class presenters are always the best. If that cannot be done, based on your own location, you might be in a rural environment and don't have access to a-- a large deaf-blind community, so if that's the case, you want to be able to access people in a different way. So what we started doing. I have done with different programs and I heard other people doing, excuse me, is bringing people in through distance technology. I mean the beauty of webcams. Look what we're doing right now. We're bringing

content into your living room or office, wherever you are sitting. It and just fascinating. I posted a whole variety of other webinars through my site, deafblindtips. What we have done then we had the opportunity of to bring deaf-blind people into your living room. That's the way that we learn best is to hear directly from deaf-blind people. People may not have that hands on literally, hands on experience communicating with deaf-blind people, at least we are able to see and interact, ask questions, um, see the language use in action, it is very impacting.

So, using videophones, many, many, many deaf-blind people use videophone either independently or with support and could come into your classroom that way. Or again via the web on webcam. If someone is a tactile communicators it is really a great experience, particularly for students to be able to see that live interaction between an interpreter and the deaf-blind person and how the tactile communication works.

Then, of course, there are always recorded presentations that are available. Probably not you don't realize. There are actually quite a few. There is an old curriculum that has been around, I said old and emphasized it, the bad part I did it.

[Laughter]

So it is old, that is, it was the only and is still to date

the only national curriculum designed for deaf-blind interpreting. While the information or the video is pretty dated in terms of esthetics the content remains the same. The strategies really remain the same. Of course, there are always new ideas and new concepts. Basically, generally speaking some of those are the same. So, that's accessible to you. Later on I will show you the link to where you can find that.

You can simply go to YouTube and put in deaf-blind or deaf-blind tactile. Deaf-blind interpreting and you will find a host of clips. Some that have been posted by deaf-blind people themselves. So again, looking at no cost ways to sort of bring deaf-blind people and content eventually into your classroom.

Perkins school for the blind, and they have a great site that has free training and free information, different sort of resources and some recorded presentations on very specific content topics. So, for example, they have a presentation specifically on CHARGE syndrome, that is CHARGE. So, it being one of the ideologies that causes deaf-blindness would be great content for interpreters and students to learn about. Because if they are going to be going into the educational environment and working with students they very well could run into a student with CHARGE syndrome and needs modifications to sign language. There are a whole host of resources

out there.

Of course, as you see in bold here, what you want to do, you don't want to reinvent the wheel. Because there are some sort of canned or prepared presentations specifically on deaf-blind content available. More specifically, again, NCIEC was just designing a pilot curriculum they are kicking it off this fall and sort of piloting it and, in, I believe 15 different programs throughout the country. Because it is a federal grant that means that consent available to you for free to use. They have given me permission to tout that message. So, you want to look to your colleagues to see what is out there and available. If you don't know where to find that the national consortium and the place to go. You can reach out to the National Task Force for deaf-blind interpreting. They are very easy to find. Every one is accessible. I will type it here. They have a g-mail address. Those are you go to people to ask for resources as well.

So, of course, if you can't, there's always different layers of information and layers of content, right? If you can't bring the people in, well, there is always pictures after a picture is worth a thousand words. It is true, because you can at least show, think about it, how you can have discussions based on the pictures that are here. Uh-huh, look how the two are seated. They are using

tactile sign language, I never that they would sit this far a part from each other. Why do you think it is possible and works? What, what is his leading hand? Left or right hand dominant? And the consumer receiving the information? So there is always ways that we can still use resources, and they don't have to be fancy or costly resources. You can get these pictures and a whole host of pictures just through our friend Google. You go to Google images and put in tactile sign language or deaf-blind interpreting and you get a nice array of images available. If you don't know about them and describe them, then there is a way to reach out and ask for support. I would be happy to help or the Task Force. There are resources out there to support you.

So, our little friend here the mouse with the helmet. As he approaches the mousetrap he is repaired. Right? So it is all about preparation. That's what we need to do. So, as an instructor then you have to think about what do you need to do in order to portray this information, how do you share this information if yourself are not comfortable the country 20 or don't have the opportunity, how can you kind of beef up your own skills? Well, that's share some of those ideas here.

Of course, it makes sense to have specific training. If you have able to have access to deaf-blind interpreting that is the

best. For hands on experience. There is a seminar that is held at Helen Keller National Center here on Long Island. I'm in New York that I host every year, that has been one of the best experiences, as you can imagine, this is the deaf-blind, in terms of regional or excuse me, in terms of rehabilitation environment, where you will see a variety of individuals. So, you get a whole bunch of content and then interaction with individuals during the day and also at night, the residences, because people stay on-campus. There is also an amazing camp that is out west in, just west of Seattle that is recreation focused. It is really a social and recreation opportunity. All right. Daniel mentioned it here.

Thanks. So the Seabeck company. Amazing. So, look for the opportunities. Before we go on with that, in terms of professional training there are so many ways that you can enhance your own knowledge base in your own office, you don't have to go anywhere. Just like you're doing now. Sitting this webinar. There are a whole host of webinars offered for free or low cost, you can earn CEUs and enhance your professional knowledge. Again, I mentioned Perkins school for the blind. They have a host of for functional development series free of charge. NCDB, the national consortium of deaf-blind that I mentioned. They host webinars and DB -- the business that I host. I have a whole host of items there, but you

also can turn to, I would encourage you to turn to your state deaf-blind projects. If you don't know, every single state has a federal grant that provides support to kids and young adults who are deaf-blind. That's the job that I host. I'm the project coordinator of the New York deaf-blind collaborative. What we do is a how variety of support all around deaf-blindness. One of the main pieces is on training and awareness. We are all charged with using technology, distance technology in a way to bring content out to folks. So no matter what state you're in, you do have a deaf-blind project to reach out to them.

If you don't know where your deaf-blind project is or who the folks are, you can go to -- national DB.org and put in under find people and places. So, when you do that, you will be able to identify your state and the folks who are your directors and they can also provide you with information about trainings happening in your area or resources. Many of the states, actually probably all of the states with deaf-blind projects have simulators. You are able to borrow the simulators and use them in your classrooms. What have you.

Jumping down to the bottom, talking about Helen Keller National Center. There are regional representatives located all throughout the country. If you are not connected with that rep, I would

absolutely encourage you to do that. They can come in and do awareness training. That would be extremely helpful for you. Their website is HKNC.ORG. You can find the rep there. There are different ways to bring people in free of charge. Resources in free of charge. Content is available.

Now, about the fun stuff. So it is not just about sitting in a workshop or watching a webinar. It is about the full station. We mentioned Seabeck, which is an amazing camp that is intense and very, uplifting and exhausting. We have to throw that in, because fun comes with exhaustion, for those of us who have a tendency with AADB conferences, national association of the deaf-blind know what I'm talking about. Those are the best times for any sort of learning to take place. Because you are inside of the classroom being with people in their natural state.

There are many different types of deaf-blind retreats that are also held throughout the country. Michigan has a very strong one. I'm involved with the southeast transition network for young adults for deaf-blind. Last year I coordinated the interpreters and SSPs for that event. Again this January for Martin Luther King weekend in the south. Those are wonderful opportunities. Because we're able to draw in the local interpreter education program, to provide support. The interpreter educators come and use this as an

opportunity to, a learning opportunity. So, these are ways for you, as educators to beef up your own skills and get more knowledgeable bring them back to your students and see ways to pull your students in to get them to also to volunteer.

There are definitely other events that happen throughout the country. Another opportunity is with the CHARGE foundation. So, these are, this is an opportunity for people who have, the parents, most likely the parents of the children who have CHARGE syndrome, they have a conference every two years. Last year I coordinated for the interpreters for that event. As you can imagine we needed to have a whole host of interpreters to come in and have a great learning experience why, um, communication was taking place. So, a lot of volunteer opportunities.

I think, too, setting that precedent, if you do volunteering, you're students will understand the importance of volunteering and understand it is not only at the typical sort of deaf club or the deaf event. It is different types of events that will allow them opportunities to see different types of consumers.

Of course, in terms of materials. So, as an instructor you want to be familiar with what types of materials are out there. I mentioned the international curriculum. That is a resource and available on this website, who is hosting this webinar. They are

the folks who have house it, it is in their clearinghouse, you can download the entire curriculum for free, they have made that available. That came from the negation and work on the National Task Force to get the materials available. Because it was created with a federal grant and it was difficult to access and find. Now it is available. There is video footage that can also be streamed, it is pretty hefty content, it takes a while. Make sure that you have enough memory on your computer. Once you have it, it is available for you use.

There is another tool that's called the interpreting strategies, interpreting strategies for deaf-blind students, an interactive training tool for educational interpreters. That is a manual and interactive DVD that I designed for Ohio that's being used more broadly. It says for educational interpreters the content is applicable for many, many environments. It has an interactive DVD that allows for sort of viewing and assessing and there are quizzes that you can use. So there are materials that available to you. Again, so you don't have to recreate the wheel.

Sort of the book that has been around the longest and is probably the most recognized is the bottom one here, guidelines, practical tips for working and socializing with deaf-blind people. Author of Theresa Smith. That book is quite antidotal and gives you

great perspective in terms of cultural experience regarding deaf-blindness and more of a community perspective, great pieces for people to pull into a learning environment.

So, there are some major resources that are available to you out there that, that, again are there for free or very low cost that are pretty easy to access.

Now one important tool that I have to mention is this one here. During my tenure with the National Task Force along with my colleagues I believe that I see Rhonda Jacobs on-line with us here tonight. We wanted to address this issue, just the fact that, the, the interpreter education program some so chock-full of content, it is difficult to put anymore in it. Trying to make this process a little bit easier for instructors. So, we created this guide called the curriculum guide on how to infuse deaf-blind content. The title is pretty self-explanatory. So, what we did was look through the resources. For example, if we go back to the ones listed here. We went back and looked through them and said, okay. Well, here's, here's a place where you could embed a sort of deaf-blind scenario. Here's where you could find this country tent. Go to this chapter. Go to this page. Use this video footage and helps kind of alleviate the stress of having to hunt down the resources for yourself.

This, this guide is also available for download for free on,

actually, a variety of locations. It's available on the, the National Task Force website. Which is deaf-blind interpreting.org or is it.COM? Rhonda will help me on that. You go there and this is available for free for download. Again it is designed as a guide to say if you're teaching. Thanks, Rhonda. It is.org. My gut was right. It is, for example, you're teaching a course on deaf culture. Okay. The perfect opportunity you absolutely want to talk about deaf-blind culture. Is there a deaf-blind culture? Here is the place to look. You go here and pull down the video footage and pull down the content. That is available for free and to assist in the process.

So, that's a lot of information and I see that we are right down to the tail end here of our time together. I want to go back and look at the text chat box to see if there are any other thoughts. This is the conversation, of course, I'm assuming that you get a feeling it is very near and dear to my heart, I could talk about it for hours on end. We don't have that opportunity, thou, but I think it is really important. If we got you to think a little bit differently and begin to shift your paradigm, I think that we're on our way. I'm looking back as the text box where -- Lisa was saying it is best to at least for an honorarium the pay the guest presenter. That goes back to the budgetary issue. Absolutely. I'm

in strong support of that. For those of us who have been in the field and particularly done a lot of work in deaf-blind, you know, there's a lot of volunteering that comes up when it comes to deaf-blind related stuff. People expect people to volunteering their interpreting services or SSP or what have you -- um. So, since that is the case, we need to think about always having the conversation until it being, um, supportive in terms of a field. This is working -- professionals. We are working as, working interpreters, working with the broad spectrum of, of consumers. So if that's the case, you don't want to be asking people or expecting people to constantly be volunteering their time. Because we bring the same set of skills and knowledge base to any of the work that we do.

So, I'm going to look over here. Please do use the text chat box to post some questions. Carrie is reminding me that we had a little bit more time that I had remembered. That's even better. So, Willard is saying that I'm lucky that we had an entire semester of deaf-blind communication. So, for a mentor and host do you have tips. So, let me clarify. So there is a full semester or a whole course on deaf-blind content, I would imagine.

So in terms of practicum locations, I think your question is and how to have hands on experience, um, well, there are different

ways to do that. I think one of the ways would be to, see what sort of activities are happening in our local opportunity. It might be more difficult if you are located in a rural environment. But there might be groups or pockets of individuals you may not have been aware of initially. Different cities have pretty active deaf-blind communities. To be able to look into that and find that, um, go to those events.

I, I mean here on the east, I'm quite fortunate, we have Helen Keller in our backyard, that is experience, but that's rare, I would look in your local community. Absolutely reach out and contact your state deaf-blind project. I mentioned them before. They are going to be your connection. Because what the state deaf-blind are deaf-blind projects know, they know where the kids are, they know where the kids and young adults not just children, but the young adults are and their, in their school environments and also know as they are transitioning out of high school into more of adult life. They are going onto an educational environment or a vocational environment. So, they can definitely steer you in the right direction to get practicum experiences.

I'm hoping that was kind of the way that the question was going. I'm going to look up ahead and see if there are more questions to address. Perfect, we addressed that question. Do you

have suggestions for low vision individuals in a VRS setting? Well, yes. Absolutely. I have done quite a bit of video interpreting myself and consulting work for a large VRS company to address this issue. Because all of the sudden we are doing and providing interpreting service in a very different way than we had in the past. Virtually we were able to connect with people and a whole host of issues came up. It was interesting once we started talking about video or video relay services and now we have interpreters on the web, the same sort of issues, what we started thinking about are what are the challenges across video? So, regardless of vision loss, regardless of visual access of the consumer, general access to video was becoming challenging. Now we're working with a two-dimensional screen. We're working against glare. We're working against issues of lighting of background, of contrast, so it is kind of funny all of the sudden the video world actually took all of those best practices for challenges -- relating to deaf-blind people and made it more every day. Made it more every day challenges. So the environmental concerns with video access was more common talk when VPs became common. So the long answer to that question absolutely.

We can in terms of use of technology, you can, you can often enhance in terms of zooming. You can zoom the camera in on yourself

to enlarge your screen to get your closer to the consumer. The consumer themselves can zoom you in on their side. The better the video technology, the more opportunities to make those modifications. You also adjust your saturation on the camera to make it contrast better and adjust that way, but -- what we have to think about more specifically is background. You can see here the interpreters on the screen, it makes a huge difference in terms of what is sitting behind them. I was not interpreting tonight, so, I was a little bit less concerned my plant is back there and the shelving. So, as you can imagine if I was doing the interpreting that would be visually distracting. So the plain background with the contrast. We have to think about ourselves. What sort of background do we provide. My image is really small on this camera. You probably cannot see it right now, but I have dark clothing on to provide great contrast, but I also have bright silver buttons that can make-or-break communication. If you have someone that pops up on the screens and pulls you, oh, I have, oh, there I am on the camera it cut bigger. As you can see just that alone, because silver will capture the lighting and there will be glare, a response to that. Which can be really distracting to someone who is already struggling through visual information to see the message.

So there are a whole host of ways that you can adjust

statistically in your own environment. So, to review you want to think about the backdrop, what is behind you, obviously, your own lighting. Very significant in terms of angle of the lighting. Your clothing as a backdrop. Then be very comfortable about how to use the technology. Because if you don't know jump in and out of the menu options during a call that be challenging. Show, I would also talk, depending on your VRS provider I would want to have a conversation with them to say what sort of information do you have and how are we prepared to work with any consumer as they pop on our screen. You also should be prepared that someone could pop up on your screen who is seated with someone who is providing tactile support. So, very often you will see someone who might be referred to as a CA. A communication assistant. Often times it is referred to that. More on the west coast. Or someone who is what is referred to a SSP. A support service provider.

Or they may actually have an interpreter, hire an interpreter to help facilitate those television phone calls. Some VRS companies are helping to provide that support also. Paid support for deaf-blind people to access interpreting service over the video. So, things are evolving and changing. I think there is much more awareness going on, particularly with video. For deaf-blind people it is the great benefit because there are inherently some issues in

video or across the web that are directly applicable to people who are deaf-blind. So, it is kind of ironic. So, that was kind of a long answer to that question. I hope that information was helpful to you, Judy.

Another point, I notice our deaf-blind project is not very active, deaf-blind children are hidden and their needs are not being addressed, appropriately, for instance, I'm an instructor and seeing kids long after their vision is deteriorating, what do you suggest? Contact the coordinator and address the concern. Yes. What is really important to know. This is the position that I work in. I know, those are my colleagues across the country, I would absolutely engage with the deaf-blind project. The challenge with the deaf-blind projects is that they're designed very differently from state to state. They are funded based on, um, the population that is within that state. So if you have a smaller state or a more rural state with less, less numbers of people, there will definitely be less numbers of deaf-blind kids, and less dollars allocated for the deaf-blind project. Feeling that, that might not be very active, you might have the deaf-blind project may be one person that is responsible for outreach. Oh, you're in Louisiana. That's a completely different story.

[Laughter]

Louisiana, has a huge deaf-blind community. Down there in New Orleans, right? Well, if that is the case, then, then the conversation has to be engaged. Then we also have to think about, are we talking about the deaf-blind community as adults or talking about youth? Children and youth who are deaf-blind? Because, often times there is that -- that divide between the two. Speaking specifically with children, absolutely, I would -- be -- speaking from the prospective of the coordinator of the New York grant, I would be thrilled to have a professional reach out to me and say this is what I'm seeing. What this is what our needs are and the needs of the kids, how can we do this better. They need your services in the schools. One of things that we struggle with, granted I'm in New York, a large state, we cannot know where all of the kids are. It is even challenges to try to figure out where they are. We try to do a lot of outreach, a lot of awareness, both in person, via the web, etc. and so we're always thrilled when professionals do the outreach to us. I had a conversation with a student in western New York, I would not have known about the student except for one of the professionals. The TVI, the teacher for the vision impaired who did the reaching out and her own research. So, someone with your knowledgeable expertise, the deaf-blind project will benefit from your concern. The student

already a teen with quite progressed vision loss in terms of field loss and they're just now getting connected with us. The student is already 17 years old. So, soon they will be transition out. Already struggling with visual access, with significant reduced fields. Obviously, that's going to impact the interpreter in the classroom and the mainstream setting and all of the other pieces that come with it and orientation and mobility, having not received the services. My answer to that is absolutely, I would love to have a further conversation with you offline about that on ways to get engaged. I don't see your name here, just deaf-blind IEP. So, maybe we will get connected in a different way. Okay. Natasha, you will have to e-mail me.

I'm scrolling back up. If you can take the opportunity, to also type some other questions that will be great while I review. I'm looking up further. I see Debbie mention I work with the deaf-blind and hearing advu-- session, I hope to learn new tips. That's great to know. Hopefully, there were tips that came up along the way in terms of resources. Carrie, I'll check in with you also if there were additional questions I missed, but I'm sort of scrolling up.

Oh, I see there was sharing of the resources in the text box while I was jabbering away. That is great. So to go back to, I

want, I feel like we skipped through quickly, particularly around this guyed. I want to make sure that we have an opportunity to talk about the guide. Because -- it is wide red heal available and again, making it quite easy for you to incorporate information into the content.

Um, I think, again, talking about video content with, that is more state-of-the-art is more attractive, we have a, you know, it's a younger, new age generation in terms of folks coming through the interpreter programs and they're expectation and access and technology are quite different then those of our whose want the program years ago. We went to think about access to technology that is current and present. This guide can help you idea those pieces. I see Catherine asked a question what is CHARGE syndrome. Well, that would be -- a whole -- other workshop, but I can talk to you briefly about that. CHARGE syndrome is an acronym. I can put in here what it stands for. Basically there is a genetic condition that is a combination of different aspects that are impacted. I'm going to type it, because it is complicated. So, the C stands for -- COLOBOMA. That's the piece that relates to the eye. That means lack of development or a hole in usually the iris or it could be a hole or gap missing in the optic nerve. So, not necessarily in a way that's visible from the outside, the, the gap or the missing

component could be actually somewhere internal, but that relates to the vision piece. Often times the peripheral fields are affected. The upper peripheral fields not on the sides. But the upper fields. Often times students who have CHARGE syndrome will walk with their heads up. They have to get their visual with feeling up higher. Bring her head up. The range of vision loss with CHARGE is very significant. Extremely mild all of the way to no functional vision. The H stands for the heart. There is a complication with the heart with CHARGE syndrome, it can be made, to significant holes in the heart that have to be repaired immediately after birth. A is the long-run, it stands for -- atresia of the choanae. This is why I'm spelling it out, on the text chat box.

[Laughter]

That relates to the nasal pharynx area. So the cavity and the upper palette cavity. So, many folks with CHARGE syndrome are born with a cleft palate and a cleft lip and the nasal passage can be open. So, what relates to that sinus issue, swallowing issue directly at birth. So, there is usually of corrective surgeries performed to put all of those pieces back together where they are supposed to be.

The R stands for retardation. It often does not relate to mental retardation, but overall retardation of growth in terms of

body growth. Because there are hormone issues that come into play, significant hormone issues because the endocrine system is also affected. People with CHARGE syndrome are small in stature, they never grow beyond a particular height, but then again there is referred of mental retardation, because often times students with CHARGE a cognitively impacted in some way.

The G stands for genitalia, which is usually lack of development. That goes with the whole hormone system, endocrine system and the genitalia is delayed in development or will not be developed in families and they have to make decisions about hormone replacement therapies and those sort of thing. Then the E starts for ears. Because the ears themselves are often placed lower on the skull. Then also the cartilage are floppy, and they don't want to stand up on their own. Which is tricky when it comes to hearing aids and also ear, because the hearing piece comes in. You can have someone who has CHARGE syndrome who has typical hearing all of the way up to someone who is profoundly deaf, great ranges in development in terms of that. Thank you, um, for putting up the website. So -- CHARGE syndrome.org is the place to go. They a great website that talked about what CHARGE syndrome is and to get involved. Like for you, the orientation the mobility instructor, the TVIs on here get connected. They want to know where you are

also, they need to be able to refer folks to good folks like you, the families out there. Catherine, you're welcome, I hope it is helpful, but we could do an all day workshop on CHARGE, it is fascinating. So, this is more of an, up and coming in terms of etiologies, this was -- been around for a while, but not well known. So now the more the medical communities are more aware of

CHARGE, more and more kids are being identified. If you have been in the educational environment for a period of time and done interpreting services, you could have come across a student with CHARGE syndrome. Especially for the schools for the deaf. You look around there and you will be able to see one or two kids walking down the hallway. Before, things may have gotten overlooked. The thing also with CHARGE syndrome as a syndrome it used to be referred to CHARGE association. There was referring to now as is syndrome, because to other syndromes like Down syndrome, a student with Down syndrome, you know that based on the physical characteristics. So, this is very similar to those who have CHARGE syndrome, there are similar characteristics you can idea. What is important to know, on the last piece, is that there is such a significant range of about and life experience, that -- you may hear and say, you will never work with someone who has CHARGE, which when in fact that's not the case. I have incorporated the interpreters and the SSPs to the

CHARGE conference, we need good interpreting services there is a pool of young adults, teens that are there who are college-bound participants, they need great interpreters like any other deaf-blind person needs. All right. TVI. Teachers for the visual impaired. There are a lot of acronyms. We are TVIs, TODs. Teachers for the deaf. Some of your states will also have deaf-blinds. That's another way to look. Go back to your state deaf-blind project see -- if they're, if they themselves can provide Constitution and then within state departments. Depending on how the state department of education is designed, they have a specialty. There are some states that have deaf-blind specialists. I would also go to the VR agencies. Your vocational rehabilitation agencies. Very often they have someone who is the deaf-blind counselor. They may have information and this goes back to -- the question before about -- um, locations for practicums or different host sites that you may want to contact those places in the VR settings if there are opportunities. If they know more of the clientele, there might be opportunities for you there as well.

Yes. That's right. Willard, Oklahoma, Oklahoma is really strong. They have a couple of deaf-blind specialists. New Jersey, New Jersey has deaf-blinds. Many of the states across the country. Again very influenced by how the VR system has been designed in the

state and also the state department of education. So, um, of course, here in New York. We are designed differently.

[Laughter]

We don't have those specific roles. New York is unique. It doesn't have a low incidence disability category. So, there are no. There's no specific delineation for roles that could assist in that or than ourselves we are the outside federal grant that is federally funded not state funded.

So some of your state projects have a mismatch of funds. Is of them have part federal dollars and part state dollars, which is good, because it embeds them in the state system more deeply than other places.

I'm not going to spend too much time talking about syndromes, but of course, you cannot have a conversation about deaf-blind and not talk about Usher syndrome. So, what we should talk about is that usher is the leading cross of deaf-blind in the deaf community, not in the general community, but within the deaf community. So, we want to talk about the type of -- language or terminology that your students or even working interpreters will come across. So, they can build a schema of what to expect. So, what I think is important to become familiar with user syndrome and understand there is a variation within the syndrome. Not every consumer will look the

same, for sure and -- and, that vision loss and how that plays out. So, people can build that schema, which takes us back to the earlier slides -- going back to the category, because we look at, you know, thinking more simply about vision loss, what is close or low vision, what, what is the consumer from that experience? And talk about some of those types of eye diseases or vision conditions that would put someone in that category. Opposed to someone who has the peripheral field of vision. Someone asked a question earlier, one of the TVIs, they are the experts and could tell better than me, what is peripheral field loss, what does the look like and go in quickly from the sides and below? Then, that is actually not the case with user syndrome, it starts off with scotoma or blind spots and they get bigger. It is important to have the conversation, what we find, what I find in the field, if you think about it yourselves, working professionals, if you get a call from an interpreting agency and they have a consumer with low vision. Okay. That's schema, you create a schema about what that person needs and you get on-site and that person has usher's syndrome. They don't have low version or the close version need, they have the sup Saturday of that. It is a completely different scheme ha and need with modifications. Again, why it is important to have conversations with syndromes and how it relates to the vision loss and build the knowledge base and the

schema and scenarios.

I would strongly encourage you to go take a look at the National Task Force, their website, we put it up here earlier Rhonda reminded me that it is org in terms of resources that are available and how can they assist. There is information that can be downloaded for their use. To be connected to find out the happenings across the country. There is a listserv that you can get on there. There are a whole host of listservs that you can be connected to available in terms of information on deaf-blindness. If you are a professional working in the field, you can get on a -- listserv called professionals serving deaf-blind clients. It is great. People will pose questions, specifically, sometimes it is syndrome specific. I just learned about the condition can someone help me and taking about different resources as a professional to get involved. There thanks, Rhonda, she put the e-mail to join the listserv to get on the National Task Force listserv and hop on there. I would also encourage you to get kecked if you are not already with the deaf-blind member section of RID. The different region, there are regional conferences they will hold meetings and oftentimes fundraisers and different professional development opportunities. I would encourage you to get involved there. There is a lot of community kind of participation that happens in those

events, too. At the national conference, we have our national conference coming up next -- summer. There is always a deaf-blind related content that's being offered. I would encourage you to attend those sessions. At different times we have been able to coordinate with the deaf-blind member sections sometimes great parties and fundraisers to get people to bring the local deaf-blind community in. Wherever we are. I think next time we're in Indianapolis, I think that's correct. So, we're going to have to look at our local deaf-blind community in that area and see if we can't connect.

So, there are many, many ways to get involved. But -- I think the biggest point, though, is to go back to how to become prepared. That relates to, again, both you as an instructor or just as a practitioner, it is about content knowledge and sure. Book knowledge is helpful, understanding the terms and just now quickly going over what CHARGE and Usher syndrome is, it is important to have the language to talk about. But it is equally and more important to say I was there, I have done, it I have been there. Being able to do that by going to the places. Going to camps or retreats or weekend events. These are the places where you're going to really learn and hear people's story. Some of the young adult events are really some of the absolute best events to go to, because

you get the real deal. You hear it directly from the teens and learning how to make the modifications age same and more of a relaxed environment that's outside of the classroom.

If you're interested in getting involved in any of those types of events, let me share my e-mail address here. It is deafblindti@g-mail.com. If you're interested in getting involved with volunteering or get in my list serve, I have a constant eNews letter that goes out and provides information about training opportunities and different volunteer opportunities, that sort of thing. Feel free to hop on there. So there are a host of opportunities of opportunities for you, again, I would greatly encourage you to get involved.

Any other thoughts to share here? I see the clock is now truly ticking. Because there are great innovative ways to get involved and share information and, and, the listservs are really great, that is a great way to do that. I would encourage you to hop on there. If you would like more information about on-line webinars, my site is here. Deafblindtip.com and a host of live and reported webinars for deaf-blindness and again, different ways to bring deaf-blind people into your office other classrooms. So, I would encourage you to think of very innovative ways to bring in deaf-blind content. Did you say that Usher syndrome is the leading cause of deaf-blind.

Yes. Usher syndrome is the leading cause of deaf-blind in the deaf community, specifically, not in the general population. It is different to capture across the entire population, if we take sort of snapshots of the age ranges. If we look at the aging population, due the aging problems, the numbers change significantly, but yes. Within the deaf community.

Any other last thoughts? I'm looking at the -- clock and I want to look at Carrie to see if there are any other thoughts that you might want to add here. I appreciated your time. I truly hope that some information here was helpful. Again, if anything, if you walk away with a little bit of a shift in your paradigm, I think our time together was successful. I hope, too, that the information is a little less overwhelming than maybe it may have thought to be in the beginning.

I know there are questions about CEUs and things like that off of my list for tonight and Dorothy you're welcome. Thanks for having me. Best of luck and please keep in touch.

>> Thank you. Susanne, that was just amazing. Yes. I'm sure that we have a lot of questions about CEUs. The CEUs can be requested by completing the CEU request form that will appear after the survey is completed. The survey will open after you close out of the webinar software. There is a survey and click on the form

requesting CEUs, this form must be filled out to receive CEUs. If the survey doesn't automatically open once you closeout. Go to the webinar link provided in the e-mail to you today, with the link to access the webinar tonight, the link to the survey is at the bottom of the page. A group sign in sheet was attached to the e-mail sent to you. If you watched with a group of individuals have everyone sign-in and submit the form to me. CEUs can be awarded via the sign-in sheet or the survey. Please encourage everyone to complete the survey, even if you're using the sign-in sheet. Please take advantage of the listserv, which will begin on Monday, this is an amazing opportunity for you to go more in-depth in this subject with Susanne and your peers. So, please the e-mail will be sent out tomorrow. Thank you all for coming.

[Event concluded]

Ending time-6:31.