Cortical Visual Impairment (CVI) Video Transcript

Diane: Hafa Adai! I am Diane Arturo and I work for the Guam Department of Education Vision Program here on Island. I am the teacher of Visual Impairments here as well as the Orientation and Mobility Instructor. I am here with my colleague Lizelle. I think she's frozen. Lizelle is from Saipan and she is also a teacher of Visual Impairments as well as the Orientation and Mobility Instructor for Saipan. She is also a Special Ed teacher, is my understanding.

Lizelle: Hi I am so sorry, I got kicked out.

Diane: There you go.

Lizelle: I'm back. I'm back. Hi everyone. My name is Lizelle Amirez. I'm from Saipan. I'm a Special Education teacher. Also, a teacher of the Visual Impaired as well as an Orientation and Mobility Instructor.

I'm going to start now. I'm sorry. How do we see? We see with our eyes but we also see with our brain. Images that we see all around us comes in through the eyes. Then the brain translates it for us into what we see, is what I'm saying.

Next slide, please. How the eye works is light enters the eyes through the pupil, that small little black circle in our eye, then the light hits the retina which is really far back behind our eye. Then special cells called photo-receptors turn the light into electrical signals. These electrical signals travels from our retina way back in the eye through the optic nerve that connects to our brain all the way back to the back of our brain which is where our Visual Cortex is, and that's where it processes the information, gives it back to our retinas and it's how we see what we see outside.

If the visual part of our brain is injured, our vision is affected. Our eyes could be fine but if that visual part of our brain is affected in any way, injured in any way, damaged in any way, it affects our vision. Just like if our eyes are injured, nothing's wrong with our brains, but if our eyes are injured our vision is also affected. You can see our eyes as sort of the windows to what the brain sees.

Next slide. Going into that, we are going to talk a little bit about Cortical Visual Impairment, also known as CVI. There's an example of an injury to the Visual Cortex, the part of the brain that affects the vision even though there are no injuries to the eyes. A lot of students, a lot of kids, a lot of people with CVI often their eyes are fine when they go to an eye-doctor, their eyes are fine, their eyes are healthy, but they seem like they're not seeing. We've heard parents say they're looking through me or the doctor says that nothing is wrong with their eyes but they can't pick me out of a crowd. They can't match the items that I want them to match, things like that.

Children have difficulty with visual input that they are receiving. CVI does get better, it can get worse but usually it does get better. There are ways to improve your vision when you have CVI. Any form of brain injury like students who have Cerebral Palsy, we always want to check to see if they have CVI. Because that also affects the same area of the brain, as the vision.

Okay, next.

Diane: The 10 Characteristics of CVI are basically characteristics that children will display and they are observable characteristics. Keep in mind these characteristics are not a diagnosis, it's not to say the child has some sort of eye condition. We leave that more or less up to the professionals. Of course, an ophthalmologist or a teacher of visual impairments will do the actual assessment. These 10 characteristics of CVI are not

necessarily assessments or evaluations, it's more or less observations to help to guide how we can support the child who has CVI. Something we want to keep in mind is that these 10 characteristics, when observed in our child, will allow us to have a better conversation with our ophthalmologist, with the child's teacher of visual impairment. So that the assessments that are conducted to give a diagnosis or give an eval on what the child can and cannot see, these characteristics give us some sort of guidance to it. That's something to keep in mind. Those 10 characteristics we start off with Color Preference and we're going to go through the slides with all the different characteristics. The first one we have is Color Preference; Need for Movement; Visual Latency; Visual Field Preferences, Need for Light; Difficulty with Distance Viewing; Visual Reflex Responses; Difficulty with Visual Novelty; Absence of Visual Reach and Difficulty with Visual Complexity.

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When we talk about Color Preference, this is not to say the child is not going to look at other colors. They will look at other colors, but when we want to get their attention and have them focus on the details of these objects that we are presenting or something that's in their environment, Color Preference is definitely where we want to be. They will look at certain colors in specific to that object, things that are familiar to them. Red and yellow seem to have been the prominent colors that most of our students with CVI will look at. Of course highly saturated or vibrant colors serve to keep their attention and even attract them to look at the objects and images. Color Preference is very important. When we look at a child that's looking at the things around them, we can kind of determine what color is their preference by the direction that they look at. If you are holding a red cup and a yellow cup, you'll want to see which side they look at first. Or what attracts their attention to that color. That's generally their color preference. We have pictures at the bottom here. We have a yellow flower buttercup, that's found in our environment so kids can see it within their environment. We have cups of different colors. Those are great tools to see what color preference is for our child and they're familiar objects we use daily. Then you have on the right bottom screen are Elmo and Cookie Monster and Big Bird, the Sesame Street characters and they are in yellow, blue and red. Then we have a red hibiscus on the far right. Again these are things we want to demonstrate that our world is full of color. We want to get those objects that the child prefers and be able to teach from it or to be able to get them to view it longer in order to get the details. That's Color Preference.

Next slide.

Now we move into Need for Movement. Students with CVI, children with CVI, they can look at things but like what Lizelle was saying, they kind of look through things or behind something verses at the object. When you have movement it gives again that attractability to get them to increase their visual awareness of what's around them. When you have movement or shiny reflective objects which gives the illusion of movement, you're getting their attention. You're grasping or holding their attention a little bit longer. They pay attention to screen devices because its got that back lighting, where the light is reflected off of the screen. Of course with head movement, some students if the student is not getting the movement that they need they might move their head back and forth, up and down, just to try to get that object to move. Now when you think about movement also, like I said reflective material such as tin foil you can hold it still and it still within the light will get some sort of movement out of it. Slinkys. We have a picture of a slinky at the bottom left and those are in different colors as well, orange, yellow, green, red. Slinkys have a lot of movement. Pom poms. You can get movement out of pom poms very easily even in the wind. Pinwheels, balloons. Mylar balloons are the best ones because they have that reflective quality. Of course, reflective pom poms or what we call cellophane. Bright, reflective cellophane. Again, these things you can find in our environment or you can even get things I was showing you tin foil, it's readily available. You don't have to go out and buy things that are going to help our children with CVI and support them as far as movement goes.

Lizelle: Basically, with movement it wakes up the visual sense. A lot of our students don't know how to look yet or they can see but they don't know how to look and those are the skills we are trying to get out of them. So, a

lot of the movement wakes up your visual sense. It wakes it up. That's why we always notice the students in the moving car, they'll turn their head towards objects outside the window because it catches their attention.

Diane: Next slide.

Visual Latency. Visual Latency is that time that it takes for our students to kind of grasp what is happening. There's new concepts, new things happening around them and when our eyes see something, it takes time for it to get to our brain. So, we're talking about that wait time and a lot of time it takes longer periods of time, shorter periods of time. It's not something that we can determine. A child may demonstrate a delay in using vision to look at an object. Most of the time when a new item is presented or when new activity starts. That wait time varies. You may have a slower delay response to turning in the direction of the object or locating the target or fixating on the object. The response time may take longer with complexity as well or over-stimulation. When there's other things happening around them at the same time we are presenting that object or that target, that makes a difference in the response time as well. As the student starts to get more and more support in visually being able to use their vision, it may decrease that time they have to process what's happening around them.

Next slide.

Visual Field Preferences. Again, we're looking at how the student turns their head. What visual field they use as far as their eyes go. They might use what we call their superior or upper, they might have their eyes go upward, lower, and then side to side. Depending on what direction they're looking at. Lizelle, can you help me out just a little bit with this one as far as body positions and head positions for these young kids in particular.

Lizelle: For Visual Field Preferences, first of all, visual field are your side and upper and lower fields. This is the one where the vision allows you, where you're looking straight at an object but you can see a ball coming here. Or you can see objects coming from this without having to turn your head. Some students have difficulties looking at an object straight ahead, depending on their vision and if there are any other issues with their vision but usually a lot of our students like to turn their head to the side and look at objects because it kind of helps filter. Some of our students get a little too overwhelmed and some of our students tend to prefer looking at objects from the side. But they also have difficulty looking from the front of their face and would prefer this way as well. So that's another observation that we have to take. If you'll see the pictures on the screen, we have some students looking at the keyboard using her left field preference. We have a child, a little baby looking at Big Bird, also she seems to be turning towards her left side using her right field. Then we have a student looking at a slinky whose head is down so she's looking at the slinky using her upper field. Some of our students prefer to use certain fields for that. Again it's very typical that they use their peripheral vision.

Diane: So for young children, or babies, when we observe how they use their visual field, it's important to try trial and error kind of thing. Place the object in different visual fields around the child or turning the child into a different body position, in order for them to view what it is the object is you're presenting. Keep those things in mind. A lot of the characteristics it's not just a one time shot. You don't just show it and present it one time. You'll want to observe and give different scenarios, different times of the day even. Specific visual field preferences and colors. Try different modalities in order for them to be able to see it. Especially with babies, it's a little bit harder because babies can't really communicate with us but we can observe how they move and what they do that gives us an indication of these different characteristics.

Next slide.

Need for Light. This one is also what Lizelle was saying is just grasping their attention and getting them to view things. They exhibit an unusual attraction for the need for light. Some students will even be looking at something and all of a sudden you'll see them look up at the light because the light's up there and it's an attraction. It's almost like they can't help it. Can't avoid looking at it. The door opens in a dark room,

immediately they're drawn to that light. They may spend prolonged periods of time gazing at the primary sources of light whether natural light or artificial light. They may be difficult to redirect the child's attention away from that light source. For some reason our brain just likes that light and gives them that direction and it's hard to get their attention back to where we need it. Use of lighted toys and objects will accentuate or highlight the target and tendency to discriminate details or show increased visual attention when materials are presented on the back light. We see this picture of the polka dots. Different colored polka dots, yellow, red and blue on a backlit, we call it a light box with students looking at the dots. That light keeps her attention there. We can use a regular flashlight to illuminate or spotlight what we want them to see. That also will get their attention. The spotlighting helps to isolate some of the objects that we're presenting or images that we're presenting. In isolation we eliminate some of that complexity or background.

Distance Viewing. Typically, a child with CVI will respond when objects are presented within 16 to 24 inches from his or her face and behave as though highly near-sighted. But when things are complex or put into, for instance when you look at the picture there, you have Tigger in isolation, you can pick out all the details of Tigger and his salient features, we call it. We know it's Tigger because of the features on him. But then when you throw him into a box with all these different toys and colors, the complexity becomes much harder to decipher where or what the objects are in that box. Even though they bring the box close to their face, they're still not grasping what it is that they're looking at simply because of the array and the visual complexity.

Difficulty or recognizing even familiar or large objects presented beyond their immediate area. A lot of times they may look at things around them, they see it but they're not familiar. It could be familiar but they're not understanding what they're seeing.

Lizelle: With some of our students, also, the farther an object gets, the more it disappears. They see better when it's near because it filters out all the extra stuff that we see in distance. Near is usually better for the students with CVI. The farther you put the object you'll notice that they lose the visual part of it. The object starts to disappear. Some students you could be standing right in front of them at 10 feet, the moment you move they lose you in the space. A lot of our students have a lot of difficulties with that kind of distance viewing.

Diane: Lizelle, you want to take this?

Lizelle: The Visual Reflex Responses. I find that this is the easiest one to assess. A lot of our students with CVI lack visual reflex responses. They don't blink when you put your finger up to the bridge, right in between your eyes, right here the bridge of your nose. Usually when you touch that, students, kids, adults blink the moment, it's a response. For our students with CVI, that's absent. Then visual threat, that's when something comes at you and then you blink right away. If you put your hand right in front of your face, the response is to blink. For some of our students, that's not there. You can flail your hands around and they won't respond with a blink.

Diane: Next slide.

Difficulties with Visual Novelties. We talked about preferences. Preferences in color; preferences for movement; preferences for light. Familiar items also are a preference for our students with CVI. They may even ignore new or unfamiliar items. It doesn't mean don't introduce new and unfamiliar items. It basically just means we need to go through the process of giving them time, introducing it with more frequency and allowing them to explore those items or those things that you're trying to teach. Familiar items, it's just something that they've become accustomed to. They know it. They know this item. The details on it and all that for them are visual. They don't have to examine it. It's harder with unfamiliar items, you have to examine it and just kind of get to know it first. It's a difficulty kind of skill. Go ahead Lizelle.

Lizelle: Absence of Visually Guided Reach. This was something, personally, I didn't realize that we do. A lot of

us when we reach for an object, we look for the object and reach for it. Yes, that is typical, that is normal. That's how we reach. For our students with CVI, they have difficulty with looking and reaching at the same time. A lot of our students with CVI will look at the object, turn their head away and then reach for it. That's the absence of visually guided reach. We want to practice with them to be able to look, and we'll discuss another characteristic similar to this later on, but you're asking too much of them of an overwhelming skill to have to look and reach for an object at the same time first for our students with CVI. Sometimes you'll notice when they're reaching out for the doorknob, you'll see them turn their head away, but they'll still reach for that. That's a skill we have to work on because that can be a safety issue they do have for some of our students. We always try and make it so objects are simple. Objects are something they enjoy and we move it around a lot so we can try and get them to look first, reach at the same time. That kind of skill. They seem to localize or fixate first on the object, then turn away to reach for it.

Diane: Difficulties with Visual Complexity it encompasses 4 interrelated aspects. We have Complexity of Patterns on the Surface of Objects. We have Complexity of Visual Array. That's what we talked about earlier with having all these objects in a box or all together in a certain area. And then Complexity of Sensory Environment. That's all the different things going on around us at the same time. The noises; the smells; even the tasting or touching. All those are very complex sensory when it comes to what's happening around us in the environment. Then complexity of visual elements of human faces. Believe it or not, we take for granted that we can recognize people, we don't see the different details of the persons face. A person's human face is very complex. Otherwise we would all look alike. That's something we have to take into account. We do take for granted that. Then going back to the Complexity of Patterns on the Surface of Objects. There are objects, for instance this is just a ball. If you think about it, the complexity of it is the dots on it, the stripes, it's hard to decipher that this is actually a ball. An image of a ball. That kind of pattern on the surface of objects is what we're talking about. They're not able to decipher it.

Were going to go through those 4 complexities. Complexity of Patterns on the Surface of Objects I was just talking about. If you take a look at the photo there with the baby toy. The different colors and buttons, it's just way too complex for students with CVI. Again, it's not to say we don't introduce it, it's just to say they may not gain the whole aspect of it and understand it. Then you have at the bottom a picture of a background felt board with just 2 items hanging there. Again, it's a preferred color, yellow and red. That allows us to teach those items in that isolation. The students can build their understanding from there. Simplicity is key to most consistent visual responses to objects and images. The objects are targets. We want targets in single colors as much as possible. To be preferably in the preferred colors so we can teach from it. Simple patterns. Solid high contrast background. Black is just something we've chosen because black is neutral. The object stand out away from it. Support your child's ability to establish and maintain visual attention. These are the kind of things we are looking for when we're trying to support our students or our children with CVI.

Complexity of Visual Array. We talked about that also. Visual information may be seen but cannot be sorted, interpreted or understood when it's in a complex setting. If you look at the first picture, we have a mat or tablecloth maybe, with all kinds of designs and colors. When you look at it, it's pretty. But then if you put objects on to designed backgrounds, it's too complex to be able to see the Pooh bear. It's almost like that Find Waldo game. Right? So that's what we're looking at. Even a familiar object presented in that table cloth, it's still not going to be able to be seen as easily or recognized. Then we have the less complex, which is the middle picture. We have a duck on a flash card with the black felt background again. That's a little bit easier. Of course though, with ducks, when we talk about ducks, we're looking at the salient features. Are all ducks yellow? Do they have a beak? All ducks have feet. All ducks have wings. Those are the salient features when we look at it, visually we're able to say, "Oh, that's a duck". But for our students with CVI they might not be able to put that part to hold together in order to make out a duck when they look at it. The next one for Visual Array is it includes what the child is looking at, so the visual clutter. Any form of sensory input which is occurring as well. If you look here, really less complex is showing the actual object versus the images. Then you have the image on a white background, a black background and then of course the actual object. That's probably one of the most ideal

ways to present new concepts to students with CVI.

Complexity of Sensory Environment, this ones very hard to control. Simply because it is our environment and our environment can be very overwhelming. On the top picture you see a soccer game going on. Very hard. You've got movement. You've got light. You've got colors. But at the same time, everything is moving quickly and the background is very complex. Then when you look also at a classroom setting. It looks beautiful with all the different colors and it's attractive, but it's not something our students with CVI can pick out. Even with us when we look at it, you're looking at a whole lot of details in there that it's hard to pick out and isolate each one. It makes it a complex environment. This impacts the multi-sensory inputs on visual attention. Of course, maintaining visual attention is difficult when touch, voice and even strong olfactory inputs compete with it and unable to establish or maintain visual attention when there are distractions from other stimuli. So, if you look at the less complex or the ideal way of viewing things, you have a child sitting there with a binder that has the black background and the image on the black background is a duck and a D, for duck. They are able to view it and spend more time looking at the details.

Lizelle: You also notice her environment is less complex. She is facing a wall. There's nothing competing with her. It looks quiet. The lighting is very dim. Because maybe she has a sensitivity to light. When we talk about Sensory of Environment, we're talking about what the child is smelling. What the child is hearing. What the child is feeling. All of that input. Anytime a child has to compete those sensory inputs, vision is the first one to go away. When there is a lot of noise happening in your background, your ears are going to take over and your vision is going to take a step back. It just happens naturally. We want vision to be fore fronted when working with children with CVI.

Diane: Complexity of Visual Elements of Human Faces. We talked about how complex the human face is. It often demonstrates unusual regard for faces by looking past or looking through the face and that's something our students with CVI commonly do. Eye-to-eye contact is generally absent. A lot of times when you're looking at them or talking to them, they look away or they're looking past you. You know you're not getting that eye-to-eye contact. As the level of functional vision increases, a child with CVI may begin to discriminate faces in a slow and predictable way. What we mean by that too is you're going to combine the voice with the face. They gain that recognition of the voice with the face. Like you see on the top where the child is coming head to head with the adult to see what their face looks like and then they build that recognition from there. Some of our students may never even recognize. They actually recognize mom and dads voices before they'll recognize them visually.

Lizelle: That's the salient feature. So with our students with CVI, if you have an airplane and a bird, they would think the objects are the same because they both have wings. For human faces, we know how to tell the difference. Me and Diane look different because we have different noses; we have different lips; we have different eyes and eyebrows. For a child with CVI, everyone has a face. Looking away is a lot easier, they probably only see the body. But the parts that make us unique is where they have a hard time picking up on them. As we work through their vision, help them to learn how to pick up on those features, then slowly they'll start to recognize little things in their environment.

Diane: These are the resources we've picked out. The CVI Book 2nd edition reading. It talks about the CVI characteristics in detail. What it's like to do an assessment. What ideas for assessment kits and again knowing the CVI characteristics will give us some sort guidance in being able to have that discussion with our TVI, Teacher of Visual Impairment as well as our ophthalmologist and be able to support our children with CVI. We have iPad links. Again we talk about how the back screen or the lighted back screen helps our students be able to gain a little more of the visual things we need for them to do. Those are just the links if you're interested in checking them out.

Lizelle: There's a lot of games on apps that you can use too if you're worried about a child, you're child having

CVI. Or you are just concerned that your child has CVI, there’s a lot of apps out there that can help us improve on the skills needed to firm functional vision. The goal is always functional vision.

Diane: Any questions? Does anyone have any questions?

Melanie: Pohnpei, do you have any questions? I know you have a big group there and people in the back. Henry, do you have any questions? Rosie or Sherrie? Hi. Ginger, Jenn or anybody?

Diane: I believe you all will be also be receiving some sort of packet with some materials to help you along the way support your students with CVI. One of the things that you'll be receiving is a story felt board and it’s

homemade. You can make it on a regular folder, just a file folder, that's what I have here. It's a file folder and then I stuck the felt material, it's just a really thin felt material. It feels like cloth. We stick it on here. I'm going to hold this back just a little bit. From there you can tell stories and put objects or images on it. Here I have a wagon, a red wagon which has the velcro in the back or what we call hook and loop. I can stick it on there as I'm telling the story about a red wagon. This is helpful for our students who you want them to see that a wagon has wheels. A wagon has a handle. A wagon has a base and things like that. That way they can identify it. Again, you have the color, a preferred color. The same like taking something else you're talking about it, giving them descriptive language about the sun. Things like that. You can also take real objects and put them on there. For instance, a scrunchie. I would take a real object and put it on there. Scissors. You can take a pair of scissors and put it on there. This helps our students to be able to see the different details on it. The way I have this file folder in particular is I use the inside pockets to hold all of the items, all the images I want to use for the story. I would show it to the child as we go along. Again, in their field preference, some children may look at it from the side view. It may be best if they're laying down and you hold it over them and they can view it. Or they want the central view. Just think about those things. I believe this is coming to you if you haven't received it already. It's a felt-board story board.

Ginger: Yes, it's on its way. It should be coming shortly.

Jenn: I have a question for you, Diane and Lizelle. In talking about what you just had up with the felt-board. Maybe, because you talked a little bit about faces are very, very complex and visually distracting, so when you're doing something like that, maybe you could tell us where you would put that felt-board in relationship not only to the child preferred field of view but where do you put your body? Are you putting yourself between it? How does that work?

Diane: Typically, I use it where its on their desk or as Lizelle was showing, just against a wall. If you noticed, even our clothing, what we're wearing. We wear black or we wear a solid color so we can hold it up and basically we're not interfering with our clothes. The complexity of our clothes makes a difference too. I usually put it up for many of our students so it's close enough and you're not seeing my face at the same time. Or you're not seeing other background at the same time. Good question, Jenn.

Melanie: I have a question, too. This is Melanie speaking. About complexity of the face because I know a lot of parents and teachers really want our kids to know who we are. What do you recommend? Do you recommend that we wear a red hat? Or a color that's a favorite for the kid? What do you recommend?

Lizelle: With my students, I usually do that. I wear a hat of a favorite color. I put little flowers on my ears. Toys that they like little beads so they start looking. They might not be looking at my face but they are looking at their favorite color. They'll look at the object, then slowly we can bring them in closer and they start noticing the face. That's what I do.

Diane: That's a good point because the flower is small. You don't want something that's going to be so big like a hat that covers your whole face. Of course during the pandemic was really difficult because we all had to wear masks. So facial expression and facial recognition was something we didn't even ask them to do. Because we're all wearing masks and it's so different. Now that we're back into it we can go ahead and bring out those different ways of getting them to do the facial recognition. Many of our students go along with voice recognition as well as the face. Or there's a certain object that they're used to. I have a student that will grab my hand and I'm always wearing a watch and she knows me by that kind of thing. She'll go, "Oh, this is Miss Diane". She's feeling for different things that identify us. Smells. Believe it or not, even smells. They know your perfume if you always wear the same one or not wear. They know your soap. Your laundry detergent. That all makes a difference in what they're viewing. They'll recognize you and sometimes it's funny because you'll say,

“They do, they do recognize me!” No, they recognized your smell so much. It’s hard to determine. Eventually, you want to keep introducing it. Like Lizelle was saying, having something to identify you by, makes a difference.

Ginger: I’d like to say thank you for your presentation because it hit home. My son has been assessed for CVI and every slide, it was like, check, check. He tilts his head to the right. He does everything. It's unbelievable.

Diane: Just knowing those 10 characteristics, you can actually come up with ways to adapt his environment. Just knowing what it is out of those 10 characteristics that he’s dominate in. You can go ahead and start modeling their day for them or their environment and setting up their environment for them. That makes a big difference. If you don’t know the 10 characteristics, it's going to seem like their day is very challenging and the child is very challenging to work with. But once you have some idea or observations done with the 10 characteristics it makes it easier to understand what we can support the child with and how we can work with their environment and their vision.

Ginger: That’s very true. Very true. We know to present objects on his left side. Make sure everything’s very close to him. He does like shiny objects. So, yes.

Diane: Awesome.

Melanie: This is Melanie. I just also wanted to say thank you and I think it’s really important for people to keep in mind. I know there aren’t a lot of TVI‘s on all of the islands, and even here on the Big Island, we don’t have one right now. But if you have an idea and you’re aware of the 10 characteristics like Diane and Lizelle shared, you can do something about it. Because it is the number one growing disability, CVI, for a cause for blindness or a cause of the vision loss right now in the world. The one thing about CVI is you can do something about it. You never completely resolve it so you’re really never over it. But you can improve your vision because it's about training your brain. I think it's very exciting and I love how they shared and if you have not signed up for boxes for your kids, your students that you're working with, they're free. Make sure you write to us and sign up and you’ll get a box that goes along with all of the sessions that we’re doing. They’ll be mailed to you about the time of the presentation or before. Thank you very much. Any other comments?

Diane: I do want to say thank you so much, Melanie and Jenn and Ginger and Roz for all your support too with these boxes. Because to be honest with you during the pandemic it was hard to get things out to them. But having these complete sets to be able to go out with the instructions and so forth. Just made it a lot easier for us to keep in touch with our students. So yes, thank you so much.

Jennifer: And this is Jennifer. One last little thing for those who are here. It was a lot of information that we shared today, that Diane and Lizelle put together. We did record this so you will be able to watch it back, maybe you wanted to rewatch a specific part and it will be available so if any of your colleagues or parents or anybody you know that might benefit from reviewing, watching, learning about this, we will have the link available. Please feel free to share it with your friends, family, your colleagues and whoever else might benefit from it. I see more people from Pohnpei. Hi guys! Awesome! Awesome!
Well, if there aren’t any questions here, I think we can close out. If anybody does have questions, I believe you folks should have access to the emails either from Ginger or myself or Melanie and we can definitely give your guys Diane and Lizelle’s contact information so that you can ask them directly because they are our experts on the topic and have a wealth of knowledge beyond this to share. Don’t hesitate to reach out if you need to. Thank you everyone for joining us today. We do have a survey that we’ll be sending out. It's in the link as well if you guys see it there in the chat, there’s a link that Ginger posted so if you want to take a quick minute. It’s a short, short survey. It helps us one, stay funded so we can keep doing with we’re doing for our

kiddos and our families. But also helps guide us in knowing what more information you might like not only on this topic but other topics related to deaf, hard of hearing, deaf-blind and our severe kiddos. Please take a minute to do that. Does Pohnpei have a question? I see a hand up over there. Do you guys have a question before we head out? You're muted.

Pohnpei: Yes, we have a question regarding the evaluations, we tried to open it but we cannot access it.

Jennifer: Let me go see if I can figure out why you can't access it. What message does it give you?

Pohnpei: The one on the check box.

Jennifer: Yeah, let me go see. Let's check the settings. Sometimes. Sometimes. No, that's not it. That's not it. I don't know.

Roz: Ginger, can you share the un-contracted version of it instead of it saying forms? That GLE, or something. There's like a full URL you can send? Sometimes the truncated version isn't accessible if someone has a firewall up.

Ginger: It is in the chat.

Roz: Perfect. Can you try that one, please?

Melanie: We can send it. Lizelle, are you able to get into that? And Diane, are you guys able to get it from there?

Diane: I'm in it but it looks like Jenn is the one marking for me. (laughs)

Jennifer: What?

Diane: Yeah, can you see what I'm doing?

Jennifer: No.

Pohnpei: Okay, we're in it now but are we going to fill out one for all of us? Or individually?

Jennifer: Individual. It would be great if you each could fill it out individually. You could do it on your own computer that would be really helpful. The more the better for us.

Pohnpei: Can you email it too?

Jennifer: Yes, we will email it to everybody on the list. We'll email and please share it with people we don't see there. I see Miyoko. Josephine, I can't see who's sitting next to you. No, other side.

Pohnpei: Miyoko.

Jennifer: No other

side.

Pohnpei: Raylene.

Jennifer: Okay, hi. Mariner and Juleen. Okay,

sorry. Laughter. Like they’re this big on my screen.

Jennifer: And if you do show the recording to anybody else, please feel free to have them take the evaluation, too. Like Henry was going to have some parents who couldn’t get on. So please share it. If you could help them with the evaluation. That’ll really help us. I think we're good.

Thank everyone again.
Thank you everybody.
Thank you so much.
Have a lovely weekend. Stay safe everyone.
You too.
Bye.
Bye.
Bye Henry. Bye Pohnpei.