>> Cathy: All right. Let's get started. So welcome to Perkins CVI for the TVI webinar. Today is June 6. My name is Cathy Smyth and today's presentation, CVI and the Expanded Core Curriculum: Early Childhood Specifics will begin in just a moment. So Perkins e-learning webinars are presented throughout the year on a monthly basis. You

may register to attend live at no fee or view recorded webinars at a time and place that suits your schedule. This webinar series is just one of the offerings in the professional development program, which includes publications, e-newsletters, and study. You can see our entire listings on our website. The webinar will also

be available in a tutorial format. Information will be available on the webinar's page with more detail . On today's call we're talking about the Expanded Core Curriculum for families of young children with visual impairment. When families understand how vital it is to advocate for the ECC to be taught to their children as they grow, they

are helping their children in accessing everything at school and not getting overlooked. Before we get started, I would like to review a couple of things about the technology. To keep noise levels in control, we have muted your lines. A question and answer space will be provided on the screen shortly and we encourage you to post your questions

as they occur to you during the webinar and we will address them at the end during Q&A. Hover your mouse at the bottom of the screen to open the tool bar. Chat and Q&A are provided here. You may decide to keep them open on your screen. We are using this virtual meeting room for audio. You have individual control over your audio level. Make

sure your volume is on and turned up. External speakers or personal headphones give the best audio. Captions are available by launching a separate pod through a link we're providing in the chat area. This event is being recorded and it will be available tomorrow on the Perkins website including a download of the slide presentation and transcripts.

Thank you for joining us for this event. We appreciate your feedback and topic suggestions. And now it's my pleasure to introduce today's speaker, Elise Darrow is the cortical visual initiative manager, a teacher of students with visual impairments, and an orientation and mobility specialist and my colleague at Anchor Center for blind children

in Denver, Colorado. She has worked in the field for eight years and has most recently focused on working with young children with visual impairments. She is also currently enrolled in the doctoral program at the University of Northern Colorado in special education with an emphasis on visual impairments. So, Elise, take it away. Don't forget

to share your screen.

>> Elise: I'll share my screen. Thank you, Cathy. So, yes, my name is Elise and welcome to CVI and the Expanded Core Curriculum where we'll talk about how it specifically relates to early childhood. We're going to explore how CVI relates to the Expanded Core Curriculum, recognize what Anchor Center has done to incorporate CVI in the Expanded

Core Curriculum into our programming and how to apply CVI and the Expanded Core Curriculum interventions to teaching all students with multiple disabilities. Like Cathy said, Anchor Center for blind children is located in Denver, Colorado and the mission of Anchor Center is to teach visually impaired infants, young children, and families, providing

them hope and a nurturing environment where children reach their highest potential. The programs we have at Anchor Center include home visits for early intervention, center-based programming for infants, toddlers, and preschoolers, and we also conduct a variety of vision assessments and we partner with children's eye physicians and work closely

with two pediatric ophthalmologists. To start, we will review the Expanded Core Curriculum, also known as the ECC. Why do our students need it? Students with visual impairments require access to the core curriculum which includes and consists of math, English, science, history, et cetera. And students access this curriculum by way of the

Expanded Core Curriculum. It provides them with knowledge and skills necessary to access the core curriculum due to their specific needs. Children learn incidentally by seeing and doing but when students have visual impairments they require experiences to help them learn. They can't sit and be bystanders and learn by seeing what their caregivers

and siblings are doing around the house. They have to be active participants in activities in order to learn about what's going on around them. Young children with visual impairments can learn when environments are set up to teach them according to their unique abilities. This started implementing the ECC at young ages has to do with functional

implications of knowing how vision loss affects young children in their development.

A paraprofessionals from Anchor Center wrote a book published by Perkins called teaching life differently and it's about the Expanded Core Curriculum specific for babies and young children with visual impairments. A quote from this book includes a sighted child will learn simply by observing and imitating the activities of those around

him or her. Teaching basic independent living skills and concepts to a child with visual impairment is a much greater challenge. It requires creativity, patience, and thoughtful adaptations by caregivers and parents. So when we are working with young children with visual impairments we have to think outside the box. How can we be creative

and thoughtful and also be patient while teaching our students differently? Young students who have CVI require creative ways to experience learning through the Expanded Core Curriculum. It is not as cut and dry as it is to teach a student who is totally blind. It just requires a little more creativity. It takes intentionality and practice

from adults to implement the components of the Expanded Core Curriculum when working with babies, toddlers, and preschoolers who have CVI or multiple disabilities. Key components to working with young children with CVI include establishing routines with every activity and understanding their communication. At Anchor Center, caregivers are coached

through teaching their children the beginning and end of every single activity their child is involved with by embedding a multisensory approach to learning. When students hear the repetition of a song indicating the end of anivity, it prepares them to anticipate routines for the rest of their lives. When students are working with staff at

Anchor Center, caregivers are coached to teach their child the end of every single activity by way of a touch cue and a singing cue. This teaches the child that hearing the repetition of the tune along with the light touch, they can anticipate the end of the activity and learn to anticipate what is coming next. Whether that is cleaning

up toys, going to the bathroom or moving on to the next activity, every single action has a distinct ending so they learn to anticipate routines and transitions.

The first component of the Expanded Core Curriculum that we'll discuss is independent living skills. For infants with CVI, independent living skills looks like encouraging babies to be active participants of activities instead of being passive. There are multiple ways to encourage all students to be active instead of passive participants in

activities. Examples of coaching parents is to encourage them to invite children to be participants in everyday household chores. An example of this might include taking warm laundry out of the drier, putting clothes in a clothes basket and then placing the infant on or surrounded by the laundry to experience the everyday activity in a natural

environment. We encourage parents to teach their child in natural environments because it's important because the students will continue to interact with those activities throughout their lives. As students grow to be toddlers, it's important to learn what's motivating for the child and figure out how they can be active participants in those

same activities. The photo on the lower right corner of the screen is of a teacher working with a toddler and his grandparents during the toddler program at Anchor Center. The teacher is using the child's own shoe to encourage him to move toward it independently and purposefully. Providing the student with a purpose to learn by

moving toward a familiar object and showing the caregivers that it doesn't have to take a flashy toy to make the child motivated to move is what's happening. The child likely interacts with his shoes on a daily basis and by using his own shoe that he is familiar with, we can get him to move purposefully and explore moving on various objects

throughout the motor room. For preschool students it is important to provide them with opportunities to let them choose an activity based on their preferences. This lets them be even more active participants to encourage their independent living. The picture on the top right of the screen takes place during the preschool program. The teacher

presents the student with two options to choose from when exploring the garden. The two options are Braille, large print, and tactile. The loud choice object representation is crinkly paper and a feather that doesn't make as much noise when you touch it. By presenting the student with two options we give him autonomy and ownership of what

he can find during gardening. A big component of independent living is feeding and eating. A precursor to eating is playing with and exploring eating utensils. Many young children with CVI are not fully oral eaters. What does that mean for our students who attend the toddler program and go to the sensory kitchen rotation? We encourage

children who aren't fully oral eaters to explore the smells tastes. We want them to feel it with their hands, feet, taste it if they can. Smell it and be exposed to it so they are active participants with feeding and eating. The picture on the lower left of the screen is of a preschool student exploring a type of applesauce using

a nook brush while also exploring the food with his hand. The picture on the lower right of the screen is of a teacher and a preschool student working on eating snack in the classroom at the student's pace. The next domain of the Expanded Core Curriculum is sensory efficiency. We have to invite children to be able to process information using

any available sensory information that they have through the use of their residual vision and remaining intact senses. For infants, encouraging caregivers to let babies be in control of their sensory environment is crucial. Babies are most often out of control of what is happening to them but by letting them explore on their own time they may

be willing to explore with their vision, touch, hearing, smell, whatever that may be. The big thing to remember is to develop trust so the baby can be relaxed and in a steady state knowing they are safe for whatever is coming next. The photo on the bottom left is of a baby laying in a sensory bin that is filled with different sensory objects

with various textures, sounds, and colors. The adults around him have backed off and they are letting him explore at his own pace. For toddlers, we encourage caregivers to introduce sensory stimulus slowly so it is not so threatening. The picture in the bottom middle of the screen shows a mom and her toddler son about to explore water in an

inflatable kiddie pool. The child has had to develop trust with his caregiver to know that he is safe and may be introduced to the water with his feet first and then he can explore with his hands and the rest of his body if he wants to. For preschoolers it's important to encourage exploration through a multisensory approach as well. The picture

on the bottom of the screen shows a preschool student in a sensory bin that has sand and various tools, a plastic rake, and a toy plastic dump truck. The student can explore the textures at her own pace but the purpose of this play and exploration isn't to use sand to build a sand castle, it's to let her learn about what she may like or what

she may not like and give her opportunities to explore that at her own pace. The next area of the Expanded Core Curriculum is compensatory skills. Compensatory skills are skills or alternative techniques needed to learn to perform tasks a sighted person can perform visually. For infants, this means feet first exploration so they aren't as

intimidated to touch and explore texturally. Like in the picture we saw previously, giving them opportunities to explore with their feet first may encourage them to keep exploring further rather than being defensive and pulling back. For all students, tactile exploration in addition to vision, hearing, oral motor, vestibular senses is hugely

important to their learning opportunities and their development. Students with CVI might often be considered as primarily visual learners but let's work to give them more opportunities to learn through their tactile experiences. The picture in the middle on the bottom is during the toddler program where a student sits between her mother and

a teacher where they make a tactile version of a snowman. The picture on the bottom right was during preschool hours where a student works with a teacher and therapist creating an experience book from a walk through the gardens. The student could rely on her hearing and vision to explore when she was given the opportunity but she was offered

the chance to explore tactually and was able to make an experience book based off of those tactile experiences. The picture on the bottom left shows a student at the end of a thematic unit in preschool for pizza. He is eating a pizza, looking at an image on a back-lit screen of a pizza and got to bake the pizza in the oven so he got to hear

the buttons of the oven and the oven running and the heat that was emitted from the oven. He was exposed to a multisensory approach to teaching him about the unit and got to learn about what it all entails of the active either eating or experiencing a pizza. We want to advocate for exposing students to learning through tactile exploration as

much as possible because they don't have -- they don't only have to rely on their vision or hearing, even though they might be able to see relatively well. Let's give them those tactile experiences and not make them limited in those opportunities so they can feel, touch, smell, and taste as they continue on throughout their education.

The next area of the Expanded Core Curriculum is social interaction. This entails modeling appropriate behaviors and providing opportunities to practice that helps children develop early social relationships. Social skill development involves secure attachment and joint attention. For infants this begins with the bond between the child and caregiver.

When they are toddlers they continue to develop trust with others but they are also working on recognizing others based on physical appearances, which is very challenging for children with CVI. Teaching toddlers to recognize others by voices and interacting with their peers is foundational for the rest of their lives. The picture on the top

left shows toddlers sitting in supported seats, in a kid pool that's not filled with water but filled with balls and they're touching each other with their feet but they're working on their social interaction, either just by touching their feet alone or by being encouraged to pass the ball to their peer. The photo in the middle of

the screen shows toddlers during music session at Anchor Center. Caregivers are stepped back and letting the toddlers experience music. They can drum with their hands, they can drum with their feet, or they can lay on the floor and listen and feel the vibrations from the drum. The photo on the bottom is of preschoolers during literacy

activity, listening to a book. They're encouraged to roam freely as they might but they're also engaging in social interactions.

The next area of the Expanded Core Curriculum is self-determination. It's about the child's ability to understand who they are, what they want, and how to go about getting it. They're developing their sense of becoming independent. For infants, it looks like exposing children to a variety of things to explore and just learning what sparks their

interests. The photo on the bottom left of the screen shows an infant and his mother. Again, the infant is in a sensory bin and it must have been around Halloween time because all the objects in the sensory bin are orange and there's a variety of textures within the sensory bin. There are orange pompoms. It looks like a cut-out of a Jack-o-lantern

and a pumpkin. For toddlers, use motivating objects or activities to encourage self-determination . The photo on the bottom in the middle shows a teacher working with a mother and her child with a sensory bin filled with water and different objects in the water. What's motivating for the child to look at and then reach for -- or what's

motivation for him once he's in the water and feeling around for the different objects. Is it the metal bowl that's in the sensory bin or the other objects that are in the sensory bin? Or is it just the water in general? For preschoolers, it's important to consistently present students with options to choose from. It's important to know that

it might not be those expensive products that we're buying from online that make the child motivated to move. In the picture on the bottom right of the screen shows a preschooler who is motivated by a roll of blue painter's tape. You might never think that would be motivation but it was for the child. Whenever she saw it she would either scoot

on her back toward it to get to it or when put in her gate trainer and walker she would move any way she could to try to reach for that painter's tape. Orientation mobility is the next section of the Expanded Core Curriculum. And that's understanding your own body movements, where you are in space in relation to other things and other people,

and planning how you can get to those things. For infants it's important for them to hear about their own body parts and their spatial concepts. So when you're getting a child dressed, putting clothes on over their heads or putting their arms through their clothes. As they hear about an experience, the act of getting dressed, they're learning

about their own body and where they are in relation to other things. For toddlers, it looks like exploring and moving in different ways and with different motivation. And likewise for preschoolers, it's exploring in different ways to move and as they are moving they're developing body awareness and spatial concepts. The photo on the top right

of the screen is of a preschooler in the classroom with his tummy on top of an inflated ball. And he's exploring that he doesn't have to move around just by walking but that it might give him good input by bouncing on his belly. The photo underneath that in the middle is of a student using his gait trainer outside in the winter and there's

snow on the ground. We don't have to have clear walkways for them to be able to learn because we need them to learn about what it is like to walk through the snow, over the snow, what it sounds like, what it feels like and the extra effort that it might take to walk through the snow. The photo on the bottom of the screen is of a preschool student

exploring in another way that's not his wheelchair. He is very limited with his mobility but by placing him on his tummy and he's close to the ground, he's able to explore differently and be in control even by touching the wall, pulling himself, or pushing himself. The next domain of the Expanded Core Curriculum is recreation and

leisure. Exposure to a variety of recreation and leisure activities like music, movement games, manipulative toys, gardening, and play in nature are all ways we can introduce young children to different types of leisurely activities. Infants, we have to learn what they enjoy playing with and interacting with. Do they like the keys on your keychain?

Do they like the things that hang from the mobile? Do they like the soft blanket? Do they like the water? We have to learn about the child to know what will be motivation for them to learn in the future. For toddlers, exposure to a variety of activities can be helpful and be done -- and we need to know what can be done independently or what

they need assistance with from adults. For preschoolers, we have to encourage parallel and pretend play. So in the photo on the far left, we have a preschool student who is in his gait trainer wearing a pair of tap shoes and he's standing on top of a baking tray so that when he moves his feet and he's engaging in tap dancing, he gets to

move his feet differently and we have to see does he like it, does he not. Does he want to keep doing it? Can we keep doing it next time we see him? The photo in the middle is of a music therapist working during preschool hours with a student who she's playing the ukulele to and another student is in her wheelchair but her foot is on the drum.

Providing them with different options and letting them be in control as much as possible lets us know did they like the ukulele or did they prefer the drum. The photo on the top right is during the summer hours with an inflatable pool filled with water beads, not water. But the student is sitting in a supported seat and exploring with his feet.

In the next picture on the bottom of the right of the screen, that same student is exploring during the fall and it looks like they collected lots of leaves from the gardens and now he's exploring with the leaves. Throughout all of this, we're encouraging social interaction. We're encouraging different types of assistive technology, and we

are giving them opportunities to explore with a multisensory approach. Next we have career education. And a lot of people think how do we teach young children with visual impairments in general about career education. But it starts with organizational skills, understanding routines, their work interests, and hands-on experiences which are necessary

to allow children to live as independently as possible. Through infancy, toddlers, and preschool we're continuously working on developing routines so that children can anticipate transitions. For toddlers, we're working on organizational skills like sequencing and matching and social skill development with family members like taking

turns and communicating their wants and needs. And by preschool we're giving them exposure to different types of jobs, following directions, asking for assistance, and they're still working on understanding the sequencing of events because these are foundational for career education. The photo on the far left of the screen is of a preschool

student during the gardening center -- actually, all of these photos take place during the gardens and it just goes to show how powerful things outside in nature are to teaching students about everyday life things. So the student in the wagon on the far left may not want to get down on the dirt and explore the grounds that way but by bringing

the environment to him he can explore the dirt in a shovel. Does he like it? Does he not? We'll find out. The picture in the middle is of a student and a teacher exploring the gardens in the fall after they had planted seeds in the spring. So they get to experience the cycle of planting something early on in the year and then reaping the

harvest from it at the end of the year. The photo on the right is of a student who again we brought the environment to her. She's playing with -- gets to explore the dirt in a sensory bin at her own pace. There's also a shovel and a toy tractor in the dirt. If she wants to explore it, that's great. If she doesn't, that's great too. Last,

we have assistive technology. It consists of playing on a tablet or using complex communication devices that provide avenues for learning, play, and communication. We know how important it is to start with low-tech devices in order to progress to be able to use high-tech devices. For infants and even through preschool, we're encouraging exploration

through playing with household objects as well as a whole object itself. For toddlers, we are introducing students to things like higher-tech options with tablets or simple switches, output switches, to understand cause and effect. And for preschoolers, we can progress to use tablets for communication skills, listening to audiobooks, and exploring

tactile books and magnifiers. The photo on the bottom left of the screen shows parents with their toddlers during the toddler program at Anchor Center. They get to explore a tablet that has different colors, that's likely associated with sound at the same time so they can explore cause and effect by pressing on the screen. In the middle of

the screen, that picture is an example of a calendar system that has symbolic representation, tactile representation of what the student's day will entail. To start, they're going to have circle time and it's an object representation of the circle time rug that they'll sit at. After circle time, they'll do yoga and the object representation

is a piece of the yoga mat that they do yoga with. Then they'll go to the bathroom and change their diaper and there's an object of a diaper. And then when they're all done with the bathroom, they'll go to lunch where they'll eat with a spoon. That's an example of a low-tech device. And then the picture on the bottom right of the screen is

an example of a high-tech device where a preschool student is using an assistive technology device for communication. It's so imperative that students start with a low-tech device so that we know and that they understand what they're trying to communicate so that we know that they understand the higher-tech devices that they're using to communicate

as well. So for young students who have CVI, they require creative ways to experience learning about the Expanded Core Curriculum. It takes creativity and patience from adults to implement the components of the ECC when working with babies, toddlers, and preschoolers who have CVI or multiple disabilities. Key components to working with young

children is establishing routines with every activity and understanding their communication. Caregivers and providers will then know what the student understands and what's happening in order to communicate. The biggest thing is to expose them to a variety of learning mediums. Make it multisensory. Don't just let them rely on

their vision and hearing. Give them those creative outlets of exploring tactually. Resources that Anchor Center provides is the teaching life differently book that was published by Perkins written by a few staff members at Anchor Center. It's specific to teaching the Expanded Core Curriculum for babies and young children with visual impairments.

We have also created fact sheets for parents that are to be used specifically by teacher of the visually impaired so that they can walk parents and families through different idea sheets for when a young child has CVI. So the idea sheet has an example of what their child might be experiencing given their CVI. And then we have ideas for parents

and families to implement in their daily routines with their children. And there was a previous CVI for the TVI webinar that was recorded specifically on these idea sheets. And you can find that website at the bottom of this page and probably in the link or in the chat, Cathy, I'm not sure. And here's our references. That's it. Now we'll

open it up to questions.

>> Cathy: Yes. So now we're ready to begin the Q&A portion of the webinar. If you haven't done so already, please post your questions in the Q&A box. Elise, I think we do have a question. So on slide 14 someone would like to know what the assistive technology was that was shown.

>> Elise: Let me look at that.

>> Cathy: Someone else asked where can I get teaching life differently. And if you look in the chat, Robin has shared that with us so that we can -- there's a link to Amazon there. Yep. And she's also shared the other CVI for the TVI webinar.

>> Elise: Thanks. The assistive technology I referenced in slide 14 for recreation and leisure was a low-tech device of the APH learning tray. We use those all the time because they provide great contrast and so it's just a way that we brought the outside big environment specifically to this one child. So it's a really low-tech device that

I just mentioned.

>> Cathy: Okay. And she answered back. Sorry, I guess I've never heard of low-tech assistive technology. Do you want to tell us a little bit more about low-tech assistive technology, if you can?

>> Elise: Robin just posted that. Low tech can be anything from blacking out the background of a child's view using a sheet. They have something specific, I think by APH, an inviza board. That's an example of a low it have tech device. Those trays. A slant board is a low-tech device. Nothing that needs to be plugged in or

need mastery to know how to use it, it's just setting up the environment so the children can learn.

>> Cathy: Great. Okay. So we have another question here about what evaluations are there for young children for the ECC. Are there?

>> Elise: Oh, for the ECC specifically?

>> Cathy: Yeah.

>> Elise: That's a great question.

>> Cathy: Are there any evaluations in the book?

>> Elise: No. Not that I know of. Yeah, we don't use anything specific for evaluating the Expanded Core Curriculum. At Anchor Center our curriculum that we use is nothing standardized. We just incorporate different thematic units. We kind of use the DRDP but we make sure to implement every single area of the Expanded Core Curriculum with

the thematic units. So we're not trying to narrow down what area of the Expanded Core Curriculum a student needs to be learning specifically. We incorporate it with every activity that we can.

>> Cathy: Yeah, and I want to say too that I think when we are looking at the goals for children to progress, especially in preschool, there is a focus on some of the different areas of the ECC, so that is not available evaluation but we are always looking at how -- what kind of progress young children are making and I think that's true for those

in birth to three as well, looking at their IFSP goals and how are we addressing the ECC through that. I want to go back. So the lady who asked about the low tech said thank you, I think the word "tech" was throwing me. Nothing that needs to be plugged in helps me understand. So that's good to know. And then how do you incorporate ECC goals

in the IEP for the kids?

>> Elise: That's a great question. So we at Anchor Center, we're birth to five. We're a nonprofit organization so we're not affiliated with the school districts. So we don't write IEPs and we aren't required to have IEPs for our students. We can advocate for their needs by going to IEP meetings with families, if they want that support, but

we don't do that for students specifically at Anchor Center.

>> Cathy: All right. I think that is it for -- it looks like Robin has put in the chat some evaluation resources. So here we go. I'm in a district that does not implement all components of the ECC stating that they are not able or the child is too disabled. How do we advocate for this for students? The response is the same -- I'm not sure.

I think the idea is that you can't do some of the IEP issues or the ECC issues because they're too involved.

>> Elise: Right. And that's huge for what we wanted to convey because even though this was early childhood-specific, there's so many more people who are working with school-age population of students with CVI and I don't know why but it seems like they're always told that they are visual learners and can just rely on using their vision and hearing.

But their learning opportunities and experiences would be so much more rich if they had those opportunities to explore tactually and otherwise. So I would just advocate and ask that in their goals if they can have more than just visual and hearing added to their IEP, just saying -- make sure they have tactile experiences associated with math

or with reading. I think if you focus on tactile experiences, that would be huge.

>> Cathy: Here's an interesting comment. Yeah. So before we go to this new comment, we need to -- just participating in a routine for a younger child. And that's what we need to have them do. That addresses many different areas of the ECC. So it may not be specifically on their IEP. That would be ideal but that doesn't mean you can't address

them. And then so this comment is I thought it was mandatory for any child with a visual impairment. So therefore it would be a violation of IDEA if it's not being implemented. As far as I know, that is not true.

>> Elise: Yeah, that's not true.

>> Cathy: So the ECC is not mandatory. It is highly suggested for teachers of students with visual impairment but it is not included in IDEA or -- that's as far as I know. That would be new.

>> Elise: Yeah, and I think it just comes down to even the classroom teacher just giving them ideas of how they can make the learning experience tactile is probably the best thing that you can do. Instead of just giving them adapted worksheets, just add to it. What can you make happen to make it more meaningful for that student.

>> Cathy: Yeah, and here's a great idea too. In the IEP, make sure that a multiple sensory approach is stated. That's a great idea. Whatever you can do to make it happen. Nice. All right. Anything else? It's been a great conversation. All right. Oh, let me see if I missed anything in the Q&A here. I understand that you don't write

IEPs. What about IFSPs for birth to three? Yes. We do participate in IFSPs from birth to three.

>> Elise: Uh-huh.

>> Cathy: And there is one other. How do you encourage other professionals to target specific aspects of ECC in collaboration with the TVI? What aspects of ECC would be appropriate for a speech language pathologist, an OT, or a PT or should the TVI only address the ECC?

>> Elise: Oh, no. I think the more people who can address it the better. But I think it all goes down to them, the professional knowing that the student understands what is being conveyed and that starts with -- it's the whole process, so knowing that they understand the whole object -- or the whole objective of what's going on and then you can

compartmentize it so that OTs can use a calendar system. It all has to be big picture first so this child knows what's going on and then paring it down to be more complex.

>> Cathy: Great. All right. I do not see anything else. Robin has shared in the chat that if you're interested in low-tech assistive technology , she's given you a link. And someone has shared with us math information in the Texas School for the Blind and Visually Impaired link. So thanks for all those. This is great. All right.

Anybody else? I think we're good. All right. Thank you, Elise for sharing your knowledge on this important topic. We really appreciate it. Thank you to all our participants for joining us today. We hope you found this webinar to be informative and we hope to have you join for future webinars.