**Virtual AFB Leadership Conference, 2020**

**Transcript**

# Session 1: Remote Instruction and Services for Blind and Low Vision Participants

**Narrator:** Thank you for connecting online with us for the AFB Virtual Leadership Conference 2020. Now, a welcome message from Kirk Adams, Ph. D., President and CEO, AFB, and Roslyn Adams, Spouse and AFB Ambassador.

**Dr. Adams:** Hello, I am Kirk Adams. I am President and CEO of the American Foundation for the Blind.

**Ms. Adams:** My name is Ros Adams, I’m married to Kirk and I’m a longtime supporter of AFB.

**Dr. Adams:** And we thank you all for joining us from your living rooms and home offices across the country. We are in our apartment here in Arlington, Virginia, and we welcome you to our Virtual AFB Leadership Conference. Now our Leadership Conference is really the highlight of our year, we bring hundreds of people together, all dedicated, passionate individuals, who are all committed to creating a world of no limits for people who are blind. This year, for obvious reasons, we’re bringing you our conference virtually.

**Ms. Adams:** We’re really excited that you’re joining us, and as an educator I’m particularly happy about the fact that we’re using technology to help us stay connected at this time.

**Dr. Adams:** We wouldn’t be able to present you with this virtual conference without the help of our supporters and partners and friends. I want to thank Bridge Multimedia for lending a hand in creating this virtual content, and our sponsors who make it possible for us to provide this content free of charge for anyone who can find it useful. Please do share!

**Ms. Adams:** So I just want to stress that this is our opportunity to continue to learn from each other. So do enjoy the session and please take the time to visit us online at AFB.org/VirtualAFBLC.

**Dr. Sessler-Trinkowsky:** Welcome everyone, and thank you for joining us for this webinar on remote instruction and services for blind and low-vision participants. My name is Dr. Rachael Sessler-Trinkowsky. Teaching online and through remote training has been a passion of mine for many years.

It's ironic that I was already scheduled to present at the American Foundation for the Blind Leadership Conference 2020. I would have been sharing this information because I've witnessed the amazing benefits of online learning through universities and remote instruction for participants with vision loss.

Now many of you are facing no other alternative other than to either stop working or adapt to teaching virtually. People will need to stay connected now more than ever. Remote instruction and services can help make this happen.

The key is planning ahead to ensure that not only the platform is accessible, but that all of the digital content is also accessible and universally designed.

There are many advantages to teaching remotely for students, teachers, and other professionals. A few years ago, I conducted an in-house survey on remote instruction. I will share some of the key quotes and outcomes of that survey to illustrate how impactful remote instruction can be. I will also share some of the challenges.

My hope is that whether you have no experience or years of experience teaching virtually, that your main takeaway from this session is that this method of teaching can be positive and beneficial for professionals and students of all ages who are blind or low vision.

I know that many of you are scared and concerned about switching to teaching virtually. I'm looking forward to discussing your questions and concerns. AFB will also be sharing a list of links with many resources with additional information. We'll get through this together.

Let's talk about the objectives that we're going to cover during this session. First, we're going to describe at least three advantages and three disadvantages of remote instruction for people with vision loss. Two, we're going to list the pros and cons of at least four different remote software programs for remote instruction and services for people with vision loss. And three, we're going to discuss three recommended tools and methods for implementing remote instruction for people with vision loss, and we'll discuss much more than three.

## Part I: Advantages and disadvantages of remote instruction for people with vision loss.

Let's discuss some overall advantages for remote instruction. First, it eliminates or reduces the need for travel. Remote training also allows for flexibility, anytime, anywhere instruction. Using remote software, the instructor can demonstrate skills or take over to adjust more complex settings on a device.

I’ve actually used remote training software while in the same room as students many times so that we don't have to play musical chairs if I need to assistant with settings or to demonstrate a skill before they're ready to perform it themselves.

What other advantages can you think of?

The Lighthouse for the Blind of the Palm Beaches conducted a survey for Remote Training.

I'd like to share some key quotes from the remote training survey.

One participant shared, “Remote training was just like the instructor was sitting next to me. When providing remote training, it's like we're in the same room.”

Here are some quotes relating to helping solve challenges of face-to-face training.

“Remote training is a valuable tool in providing training for reasons such as transportation, economy, and health issues.”

Another quote from the survey was from an instructor who also received remote training in the past.

“Remote training is another way to reach clients that may feel like giving up because of their situation.”

Participants also expressed that remote training allowed them to receive training in the comfort of their own home.

One participant stated, “In terms of the technical aspects, it was just as effective. In terms of the logistics and transportation, it was so convenient and most helpful not to have to arrange transportation.” Another said, “To be in a comfortable and familiar environment made for a more conducive learning atmosphere.”

An area emphasized by an article by Piper, Brewer, and Cornejo on page 706 is the need for remote training options.

These authors state, “Others, however, described age-related mobility impairments or periods of illness that prevent them from using communal computers and help centers. Hence, those who may benefit the most from learning to use ICT (information and computing technologies) to stay connected and go online may be least able to secure access to such resources.”

I felt that this was a very powerful statement and emphasizes the need for more remote training in our field.

[Now, for some of the challenges to remote training and services.

Some students prefer face-to-face instruction. Here’s a quote from the survey: “I believe that I would have had a better comprehension if it was face to face. Also I’m old school, I rather hands on.”

We need to talk to our students to ensure that they understand training options and do our best to meet their training needs.

The initial setup for remote training and configuration is often easier face-to-face. However, I've done this remotely many times. Sometimes it helps to have another instructor present or another family or household member present with the student.

Recruit help when needed.

It's often necessary to open ports, like I’ve mentioned in the past, to allow access for remote software, especially in business environments. Students must also have intrinsic motivation.

They need to want to sit at their device and work with you. While providing remote training, we can verbally assist and guide.

But we are unable to exist physically with hardware adjustments or setup.

Sometimes we can work with a friend or family member if the student is having hardware issues that they are unable to resolve independently. We’ll discuss the survey further toward the end of the session.

I’d like to discuss some common applications for remote instruction.

The first is e-learning using online learning environments such as Blackboard, Canvas, Google Classroom, or other learning management systems.

It's important to not only ensure that the platform itself is accessible, but any digital content is also accessible.

Another application for remote instruction can include keyboarding to learn how to touch-type.

And two applications that can be used through the cloud are Typing Club as well as Typio through Accessibyte, which is currently available for free.

Another application for remote instruction can include assistive technology instruction for screen magnification software, screen reading software, smart devices and apps, accessible optical character recognition (OCR) software or other devices, standalone devices, braille technologies, and much more, the list is really endless.

Now let's talk about how else remote instruction and services can be applied.

First, we can apply these techniques in independent living skills and other areas of the expanded core curriculum, such as learning Braille, cooking, cleaning, and other skills to learn how to be independent in a home or other environments.

Adjustment to blindness, case management, and counseling services. Another area is support for participants to transition to e-learning and working from home.

Many people will need to learn additional tools and software that they haven't needed to use in the past so that they could continue to work from their home environments, and also simply staying connected to the outside world.

Many different professionals can apply remote instruction and services.

This can include Teachers of the Visually Impaired (TVIs), Certified Vision Rehabilitation Therapists (CVRTs), Certified Low Vision Therapists (CLVTs), Certified Rehabilitation Counselors (CRCs), other councilors, case managers, and certified assistive technology specialists for people with visual impairments (CATIS), as well as other AT professionals.

And many other professionals can also consider how to apply various tools and techniques for remote and virtual training and services. Be creative in your approach.

## Part II: Pros and cons of remote software programs for remote instruction and services for people with vision loss.

Now let’s discuss some audio and video conference software options. Many are free from device to device. There are fees for some tools and more advanced use with more than two participants. The computer may be heard through options such as Skype, Zoom, and Google Hangouts Meet. Screen sharing is also possible with some tools, including Skype, Zoom, and Google Hangouts Meet. When phone connectivity is limited, these options allow another option for voice and video chat. There are many other options such as FaceTime, social media messengers, and many others. Most are compatible across a variety of operating systems.

Now for some of the cons of using audio and video conferencing.

With some tools, the instructor cannot perform commands or control the student’s computer or device. Hangouts Meet and Zoom are two examples that do allow remote control. Connectivity issues are possible, especially when there is low bandwidth. These must be installed and configured on all devices. Students must first learn how to use the tools, and there may be a need to focus initial lessons on learning to use the tools themselves.

Some are easier than others and more accessible.

Some of the pros of using a phone for remote training may seem obvious. Practically everyone has a phone, this is not exactly high-tech, and it isn't possible to control a computer or device if just using a phone connection. But sometimes this may be suitable for someone’s remote training needs. Using a speakerphone allows students to work hands-free.

This works well when there's a device that is not compatible with remote control software.

Or if someone is using a stand-alone device only without a computer or smart device available. Consider using video call features for training, where the student or teacher would benefit from being able to see each other, materials, or surroundings.

Here are some of the cons of using a phone.

You usually need to use phones along with other software when remote control is needed. If a lesson is on using apps or features on the same device, this is challenging.

It's strongly recommended that a different device is used as a speakerphone if a student is learning to use a cell phone or smart device.

Fees can be an issue when a student does not have unlimited minutes. If no speakerphone is available or if a student does not know how to use it, the student cannot work hands-free.

This can be an issue if the student has to put down the phone and cannot hear the instructor.

Additionally, I want to mention the importance of cloud-based software and collaboration tools. Don't forget some tools that could be helpful not only for remote instruction, but also collaboration with other professionals, including G Suite (Docs, Drive, Slides, etc.), OneDrive, Dropbox, iCloud, and there are many others.

I'd like to recap some of the text, audio, or video chat options. There are many options for audio and video chat including Zoom, Hangouts Meet, FaceTime, Skype, social media messengers, and many others. Many of you have already likely used some of these tools. Accessibility and compatibility with AT software is critical.

There are many other remote software tools that I'd like to mention. The ones that I’ve discussed in the past are the ones that we tend to use the most. However there’s many other options.

Including Chrome Remote Desktop – there’s a link here for that tool, this is free. NVDA Remote Access Add-On, which is another free tool that can be added to Nonvisual Desktop Access (NVDA). TeamViewer is another tool, and I have two links for TeamViewer, one is on using TeamViewer to screenshare on a BrailleNote Touch Plus if you have any students or participants using that device. There’s also a link for information on Bomgar, another on ConnectWise Control, which was formerly Screen Connect.

Another option is Remote Desktop Connection, which is the built-in Windows feature. I do recommend you explore some of the other options before considering that. If anyone uses Linux, there’s a link for information on Linux Remote Desktop. And also an article from GoToMeeting for options for working remotely. And there’s additionally a link to an article from PC Magazine on the Best Remote Access Software, and keep in mind that those may not be accessible but you may want to explore other options. There's many options available for remote control and video conferencing.

I also want to briefly mention computing technology setup.

It's critical that equipment is set up properly and configured for compatibility with AT prior to any training. This is true for both remote training and face-to-face training. The setup can be done remotely.

For those who are new or less tech-savvy users, recruit help when needed.

Let's discuss some privacy and security concerns. Prior to installing remote software, talk to your students about how you handle privacy and security when providing remote training. Students will often have highly confidential and personal information on their devices. Sometimes it's not possible to avoid asking for passwords. Recommend that they change their passwords as an added security measure. Never write down your student’s passwords. Let them know that you will not remember their passwords and that they are responsible for remembering them.

Don't install any remote software, or any software for that matter, without the owner's consent. If working with a business or organization, involve the IT department when possible prior to doing anything on a business computer. Remote training may not be an option for all devices that belong to some businesses. I have found some agencies more open to this, especially if they can have an IT specialist monitor the session. Each case will be different.

## Part III: Recommended tools and methods for implementing remote instruction for people with vision loss.

Here are some of the pros of using LogMeIn Rescue.

Once it's set up, it can be set up for quick access without having to go through setup each time. This is called unattended access. This is a flexible option to control computing devices. It’s possible to toggle back and forth between the student and instructor's computers. It's also possible to visually view the LogMeIn Rescue screen pinned to half or less of the monitor.

If using dual monitors, this option can become even more flexible.

It's possible to transfer files, explorer folders, as well as copy and paste. This works well with most AT software. Although I have found that it glitches at times with different software and especially with various updates.

It's good to have more than one remote software option in your tool kit and to have this available for connection on your student’s computer when you come across issues that may be due to the remote software connection.

LogMeIn Rescue is for use with Windows, Mac, Android, and iOS.

There is a more expensive version to have access to mobile devices. But it has been well worth the extra money, since this is something that I use on a regular basis. This is much more limited for iOS and I can only view the screen for iOS devices when using LogMeIn Rescue. It has improved though, since in the past screenshots had to be sent one at a time; now I can view the screen live.

One feature that works well for me with LogMeIn Rescue is that I can connect to more than one device at a time. When I'm assisting a student with troubleshooting or configuring a new computer that needs time to complete each step...

[]...I'm able to stay connected to that computer while working with other students in a lesson. I have also connected to different systems using different remote options at the same time. I don't recommend this with JAWS Tandem, but it can be done.

Typically, if I am connecting to-- using two remote options at a time, it's usually LogMeIn and Zoom, or LogMeIn and Remote Incident Manager (RIM). I can even connect to a computer using LogMeIn and test it out to see if RIM is working connecting to the same computer using both remote programs at once. I have used this to troubleshoot issues or repair RIM when another instructor has had difficulty connecting to a student’s computer, or when there's been conflicting issues due to anti malware or antivirus software.

So now let's talk about some of the cons of LogMeIn Rescue. LogMeIn Rescue is not accessible for instructors who use a screen reader.

LogMeIn Rescue is pricey, a link is available for the LogMeIn Rescue pricing.

Don't forget that there is an extra cost for the mobile remote capability. There are typically discounts for nonprofit agencies, and they may also provide discounts for government agencies, so it's worth contacting them for customized pricing if you're considering using this tool.

As I mentioned, it's somewhat limited for iOS and we can only view the screen from the technician console. When connecting to a student's computer, I cannot perform JAWS commands. This can be a bit frustrating at times if I need to demonstrate or assist with settings.

Especially for a newer JAWS student who hasn’t yet mastered keyboard commands. When this happens, I will switch over to using JAWS Tandem temporarily if needed so that I can perform JAWS commands. I'm able to perform NVDA keyboard commands and commands using most other AT software. You typically cannot visually see the effects of screen magnification features when using remote software, including colors, locators, Zoom levels, etc.

I also mentioned that LogMeIn Rescue sometimes conflicts with AT software.

I have found this to be the case mostly with ZoomText or Fusion, but it does not always cause an issue with these programs.

The initial setup can be a bit cumbersome if walking a student through who has not yet mastered touch typing or keyboard commands.

I can easily walk a proficient keyboard user through the setup, but I often will set this up when configuring a computer for the first time face-to-face. However, if you’re working with a student that isn't as comfortable, you may need to recruit a family member or household member to assist when possible.

Don't forget to obtain consent prior to installing any remote software in a student’s computer. The term unattended access can sound scary and I always explain that I do not connect to anyone's computer unless I'm actively working with them.

This is a screenshot of the LogMeIn Rescue technician console showing a connection to a Windows 10 desktop on a Lenovo computer. There's an inner window displaying the desktop screen. Settings for the taskbar on the computer are displayed. Some options displayed on the console are new session, full screen, resize window, file manager, System Info, reboot, scripts, unattended access, history and notes. My own taskbar is visible below the console.

Now let's talk about the pros of Remote Incident Manager (RIM).

This is fully accessible to instructions who are visually impaired who use screen reader and/or screen magnification software. The instructor is able to hear and control the AT software on the student’s computer. It is possible to toggle back and forth between the student’s computer and the instructor’s computer. It's also possible to snap the screen visually to one side or the other.

The RIM menu can be used to transfer files and it's possible to copy and paste text.

It's also independent of AT software, so it can be used with NVDA (Nonvisual Desktop Access), JAWS, ZoomText, Dolphin Guide Connect, typing software, or most other AT programs. The only caveat is there are specific conflicts or glitches which I rarely come across.

Here are some of the cons for RIM. The cost is much less steep than LogMeIn Rescue, but there is an initial setup fee and either a monthly or yearly fee. The cost is $49.95 a month, or $499 a year. This may vary.

There is a link on this slide with information about RIM and RAM from Serotek. Don't confuse RIM and RAM. RAM is used for computers that are connected to one single server, and RIM can be used from any computer connected to the internet to another computer connected to the internet, even at a distance.

RIM must be installed on the student's computer. I do find that it sometimes freezes and needs to be restarted, but this seems to be happening much less so over the years. With user account control, it tends to disconnect and then reconnect when the user account control screen opens.

You will likely need to walk your student through navigating on the screen until it's able to reconnect.

Technical support is available, but you have to set up an appointment on an automated system or online. RIM is also only compatible with Windows computers.

The Remote Incident Manager (RIM) client can be opened from an icon on the desktop or from the start menu on the instructor's computer.

The screenshot shows the Remote Incident Manager (RIM) client main screen, with menu options for the following: Open a remote incident, Set up a RIM client key, Enable text-to-speech output, Exit, and About Remote Incident Manager.

It is important to remember that RIM must be installed on the controlling computer and the host computer. There are different software versions to install on both computers. You can access details by logging onto your account once you have a trial or paid subscription to RIM.

Let's discuss some of the pros of JAWS Tandem. First, it's accessible to instructors with vision loss using a screen reader. The instructor is able to hear JAWS and perform JAWS commands. There is full control of the student’s computer using the mouse or JAWS commands. It's a free solution for JAWS students. It's possible to toggle back and forth between the student’s computer and the instructor’s computer. There's also a remote clipboard where you can copy and paste text.

And now for some of the cons of JAWS Tandem. JAWS must be installed on the student’s computer. Many of our students are learning different software and other screen readers. It sometimes freezes and needs to be restarted. You also must exit the processes through the Task Manager or restart the computers.

The instructor’s computer must have an active JAWS license and the instructor's license must be the same version or newer than the student’s JAWS version. If using JAWS Tandem on a network, it may be necessary to open specific ports.

This does not necessarily apply in home environments and pertains more to business settings.

Here's a screenshot of the menus navigating to allow access to my computer through JAWS Professional. The screenshot shows the utilities menu open focused on JAWS Tandem, with the sub menu focused on the Tandem Center sub menu, and then on “Allow access to my computer.”

Another tool for remote control is Chrome Remote Desktop.

You can view a Chrome OS computer from Android that is linked to the same Google account. You can also take control of a Chrome computer. It's also possible to connect to Mac, Chrome, or Windows operating systems within the Chrome browser. This is also available for iOS and Android.

One of my favorite tools is BlindCafe.Net, there's a link on the slide to their website.

From their website, there is a description of their service that states,

[“Where the blind community is inspired and entertained! It’s a great place to learn, laugh, chat, and make long lasting friendships.”

This is a wonderful community and it uses TeamTalk, so it's fully accessible on Windows, iOS, Android, and potentially some other platforms as well. I have a link to an email address if you'd like more information.

It’s to mj@blindcafe.net, and if you’d like to register, you can go to the website linked on this slide and go to the join link.

I'd like to share how we use Blind Cafe for services at the Lighthouse for the Blind of the Palm Beaches. We hold meetings and events using this tool. I run Boot Up club, which is a technology club. We also use a Google group to communicate with group members. Email groups are a great way to keep in touch with large groups and many options are free and accessible. We also host two different book clubs and a social event titled “Let's Talk” which is hosted by our Case Manager Coordinator.

We will likely expand options through Blind Cafe in the future.

## Part I – Addendum to the Remote Training Survey: User Preferences.

I'd like to briefly discuss a survey that we conducted in-house at our lighthouse on remote training. This was conducted to gain insight into the satisfaction for students with visual impairments who’ve participated in remote assistive technology training. To understand perceptions regarding preferences for remote training compared to face-to-face training, as well as to gain a better understanding of how students with visual impairments experience remote training for assistive technology.

And even though this survey was specific for AT, we could also expand this to other service areas.

I want to share a little bit about the survey and how it was conducted. We used SurveyMonkey.com. The survey was approved by the administration at the Lighthouse for the Blind of the Palm Beaches. The eligibility confirmation and consent questions were included in the survey.

Some of the closed questions included demographic questions, the type of training received via remote training, the instructor, type of technology used during training, the satisfaction with remote training, and whether the participant agreed with the statement, “Remote training is as good as face-to-face training for technology instruction.”

Here are the four open-ended qualitative questions:

Please describe your experiences with remote technology training. Do you have any suggestions on how we can improve remote training in the future? How did the experience of remote training compared to face-to-face training? And do you have any other comments, questions, or concerns?

The bar chart details participant satisfaction with remote training. The details are listed on the slide with text detailing the percentage for each category and the number of participants for each category. More than 89% of participants were either extremely satisfied or very satisfied with remote training. Two participants expressed that they were dissatisfied with training, either very dissatisfied or extremely dissatisfied.

It's important to note that remote training may not be a good fit for everyone, and we may need to work with some participants to help them get comfortable with the technology and the methods of remote training. There may also be other circumstances and factors to consider.

53.6 percent were extremely satisfied (15 participants). 35.7 percent were very satisfied (10 participants). 3.65 percent were somewhat satisfied (1 participant). Another one participant was very dissatisfied, and one participant was extremely dissatisfied. All 28 answered.

The final aspect of the survey I want to discuss are the responses to the question asking if remote training is as good as face-to-face training.

The bar chart on this slide details if participants agreed with the statement.

The details are listed on the slide with text detailing the percentage for each category and the number of participants for each category.

Most participants agreed with the statement, with more than 85% of participants stating that they either strongly agree, agree, or somewhat agree. Four participants disagreed, either somewhat or strongly. Here are more specifics about the responses. Strongly agree: 25% (7 participants). Agree: 25% (7 participants). Somewhat agree: 35.7% (10 participants). Somewhat disagree: one participant. Strongly disagree: three participants. And all 28 answered.

I would like to thank everyone for joining us today. I'm very much looking forward to discussing your questions and concerns.

I'd also like to thank AFB and the entire production team for making this happen and also happened so fast. And just remember, we’re all in this together.

## Part IV: Sponsors and Expanding Possibilities

**Narrator:** The American Foundation for the Blind thanks our sponsors, whose generous contributions ensure this Virtual Leadership Conference is a success.

Leadership Track Sponsor: Hewlett Packard Enterprise. Platinum Sponsors: Horizon Therapeutics and JPMorgan Chase & Co. Gold Sponsors: The American Printing House for the Blind, Delta Gamma Foundation, Google, The J. Willard and Alice S. Marriott Foundation, Lee Hecht Harrison, Northrop Grumman, Vanda, and Verizon & Verizon Media. Bronze Sponsors: Fannie Mae and Microsoft.

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[soft background music]

**Dr. Adams:** Every blind kid should be able to read at the same grade level as their sighted classmate. Braille training is essential. For older persons who are experiencing visual impairment, 16% of people over 65 will be visually impaired, 23% of people over 85 will be visually impaired. And how do we put systems and supports in place so older persons with visual impairment can live with dignity and independence? 7 out of 10 working-age blind adults are not working. Wage levels are lower, upward mobility is less.

**Mr. Abbott:** Employment is empowering. It empowers people. When you are employed, you’re earning an income, you're empowered and you get to make choices. You get to decide where you're going to live, you get to decide what transportation is best for you, you have more say in where your children go to school.

We want to use our research efforts to make sound decisions and recommendations that ultimately affect public policy, so there are more incentives for blind people to work, that employers are more receptive to hiring people with disabilities, and that we can knock down those barriers that are preventing blind people from working and having that empowerment of an income that they deserve.

**Dr. Adams:** At AFB, we're in a unique position to bring these stakeholder groups together and to lay the facts on the table, to dispel the misconceptions, to open the lines of communications. At the American Foundation for the Blind, we want to eliminate those barriers, we want to create that playing field that is level, we want every blind child to get a great education, we want every blind working age adult to be able to have their career of choice, and then we want older persons who are visually impaired to live with dignity and independence.

**Narrator:** We are the American Foundation for the Blind.

Now it’s time for our Q&A. Please submit your questions. We won’t have time to answer all of them, but we will get to as many as we can.

**Ms. Adams:** Hello again. Now as we move into the live portion of our Q&A, we’d like you to please be patient if we encounter any technical difficulties. And please enjoy the content.

**Narrator:** Again, Kirk and Roslyn Adams.

**Ms. Adams:** Thank you so much for joining us.

**Dr. Adams:** And if you would like to help support our work in creating that world of no limits for people who are blind, you can do so at AFB.org/Donate, and we would immensely appreciate it.

**Ms. Adams:** We truly would.

**Narrator:** To find out more about this session and all of the Virtual Leadership Conference activities, go to AFB.org/VirtualAFBLC.

## Part V: Q&A Section

**Dr. Sessler-Trinkowsky:** Hello again, everyone. Thank you for joining us for this session. I’m looking forward to discussing your questions. Before we discuss questions, I want to just reiterate that AFB has partnered with ACVREP for those of you who hold certifications through that organization and information on how to apply for CUs will be sent by email after the live webinar. Please type your questions if you haven't already in the Q&A section. I know Kalib’s doing a phenomenal job of populating that somewhere, typing the questions in the chat. So he's transferring some of those questions over to the Q&A section. I'll do my best to address those. You can also, if you're using keyboard commands, you can tab to Q&A and hit enter to get to that section. Or you can click on it if using the mouse to get to that area.

And with that, let's take a look here and see what we have. I know several of you have asked for a repeat of some of the typing programs. So, Accessibyte is an amazing company if some of you are not familiar with it. That was one of the programs that I mentioned and there is a link that I will...give me one moment, I'm going to share my screen and share that with you.

Accessibyte, if you go to the AFB.org/VirtualAFBLC, in that list, there's many different resources. And that's the post, I believe, they've been sharing in the chat. And in that, the resource for Accessibyte is in there. And so, you could go ahead and look those up. Their typing program through Accessibyte is called Typio and it is compatible across a number of different operating systems and platforms.

And also, Typing Club is another cloud-based, accessible typing program. These could work for students with low vision to no vision. So there’re two excellent options. The American Printing Press for the Blind also has an excellent program that’s not cloud-based, but you can use on an iOS device or a Windows-based computer. So that’s Talking Typer, and there’s other accessible applications as well.

Let me get back to that Q&A. Another question: wondering how to teach subjects like math as it's very hands-on. So, you know, how you address, how you address these different issues in different subjects is going to vary depending on your students, your own comfort with technology, what they have available. If they have access to accessible textbooks, then of course you could use that. If they're using a Perkins Brailler, then you could certainly work with them. If you need access to what they're doing, you could try either through live video to work with them and make sure that the camera's pointing at their work. If you need a clearer image, sometimes you might be able to have them take a still picture of their work and send it. You could also use software like PerkyDuck, which basically would work on a computer so they could type in braille. So if they want to get the answers to you and you want to check if that's right. PerkyDuck is one you can download through Duxbury, that’s another tool.

There's a number of resources for math accessibility. I think that's something we didn't have in the list. Liz, I could definitely talk to you to add a section with some resources for accessible math as well.

Another question, I am an O&M, will that instruction be addressed? So O&M, one of the links that I've shared, let me pull that up here. One of the links I've shared is a resource that Chris Tab and some others have put together titled-- it's a Google doc, and it’s titled “Remote O&M Instruction Ideas.” It's created collaboratively by several professionals in the field, including Chris Tab. And there's a section on sensory skills. I'm not going to go through the whole document, I have it up here. Accessible apps, general ideas, things that you could talk about.

Now, there's some things that, if it's not safe to explore certain skills, some of those skills will not transfer to remote or virtual instructions. So this gives an excellent list of skills and tools that you could use for O&M instruction that can be done safely in a virtual environment.

Kalib, thank you for marking those done as we go. Another question is-- it looks like a multi-part question here. Is there someone I can contact directly? My student is in grade 9. She's legally blind with only light perception. She's a refugee but attended private school for the blind. She's taking three classes, English, science and French, which are all academic. My student has her school laptop at home, and she has JAWS. Her parents have little if any English. I'm concerned about how to go about assisting my student from a distance. I'm think many of you are probably having similar issues where you’re dealing with students trying to get them up and running with their academic-- just supporting them academically with the skills that they need.

Keep in mind, I know AFB has some consultation services, and I believe they shared that link with you. Another resource, I've been working with our Lighthouse for the Blind, which is in Palm Beach. We've been serving five counties for many years, and many of the services have been remote, and we would be open to talking about collaboration or consultation services. My emails are included. And if you do have professionals who are looking to learn more about technology or pursue AT certification, you can also contact me through UMass Boston. I have a fully online program that I teach there, which is preparing people for the CATIS certification, and a number of the courses prepare people for remote and virtual training and using different skills.

Also, one thing I just want to add on that: with foreign languages, there's a number of resources out there, just in general, on foreign languages. If you need live translation services, although it's not ideal and it doesn't necessarily replace a live translator, but if you're teaching remotely, that may not be possible. You could also look into services like Microsoft Translator, which will allow you to actually type in one language and convert it to another language. Might not necessarily be perfect, but it does work, and Microsoft Translator is a free tool that will work. It's web-based, so it will work on a number of different platforms.

Yes, I've been told to stop sharing my screen. Thank you.

OK, another question: when I've asked about using video platforms for remote training, I've been told there are issues with confidentiality, HIPAA. Are participants required to sign waivers? How have you handled this issue? So I think it's a misunderstanding that Zoom or Hangouts Meet in in of themselves do not meet privacy or security guidelines. What you do want to make sure is you have a version of those tools that you’re using that meet the requirements...

See, another question's come up, sorry about that. That meet the other requirements, whether you need to ensure you meet FIRPA, HIPPA guidelines, or both. There's also-- another thing I want to mention about Zoom. There's been quite a bit of chatter on the web about issues with people, I think the phrase is Zoom-bombing. One of the links that I have in that reference list for the resources for this webinar has information on some things that you could do within Zoom to avoid people coming into your meeting.

So you want to make sure that you have unique identifiers and you don't just share out a personal meeting ID. You also want to make sure you don’t share that blanketly with everyone and anyone on the web. You want to make sure you're only sharing that with certain people. Another thing you could do is have-- if you're using Zoom specifically, you could make it where you start the meeting and you have to admit each person. So that would be-- especially if you have a smaller group and you want to ensure that everyone is needing to be there.

Do you have any connections to Google? If so, can you ask them to fix small glitches within the system so that students can use Google Docs smoothly? So I'm actually on the Google-- I’m a Google Chromebook Accessibility Ambassador. Google Docs is quite accessible. They've done some amazing work with ensuring that Google Docs is accessible. One thing you want to make sure: if you're following the guidelines, if you're using a screen reader with Google Docs, you want to make that sure if you're using NVDA or JAWS, that-- Browse Mode or Virtual PC cursor, you need to disable those modes. And that's pretty much blanket across most screen readers. Otherwise, you won't be able to use the built-in hot key accessibility.

So because they have their own hot keys built in to Google Docs, and all their other G Suite applications, including Gmail, Calendar, Google Classroom, Hangouts Meet. Most of their platforms have their own built-in accessibility and hot keys. And because they have those hot keys, let's say to hit end to go to next on the Calendar, if I was using JAWS and I was on a web browser and would go to the next text. So I would want to make sure that I disabled that Virtual PC cursor so I could use the built-in tools. I hope that helps.

Otherwise, I do have-- it didn't make it into the PowerPoint, but it is on the website: the link to contact Google Accessibility. And there are free ways to contact Google and all of the major operating systems. So that's in there, you have ways to chat. Use some of the-- the free voice assistant, I believe Google uses Be My Eyes if I’m not mistaken. So you have many different ways of contacting them as well as Microsoft and Apple and those are all free resources if you're supporting someone who has vision loss.

OK. So my concern is those MDSSI students who have vision issues plus severe cognitive impairments and limited mobility and no communication. So that could be a challenge. You may need to work with parents, caregivers. If the student's not able to initiate and learn to use that remote technology by themselves, you may need to support and coach the parent.

Susan Yarborough's dissertation, I don't know if that's in there. Liz, if you could make a note. We need to make sure that we link to Susan Yarborough's dissertation as well. She's done some research on working and strategies to coach caregivers and parents and family members through a virtual training modality. So hopefully, that will be a good resource for you.

Another question is: how would this work with science, diagrams, and graphs? At this time, now there are devices being developed that do have full pages of digital dots, like refreshable braille. At this time, those are not widely available. Most people don't have access or funding to purchase those devices. So hopefully, if the student does have access to the embossed version of those tactile diagrams. Otherwise, you may have to, at least in these times, if it's not safe to mail materials, you may have to consider other alternatives to working with that.

There are some agencies, and it's out of my head right now, but there is a tool. Liz, remind me, I'm sorry, Liz, I'm giving you homework. If you remind me, I will put it in there. But there is a tool that is free that you could have accessible graphs online. It's just not in there right this moment. But I'll make sure that, a link to that goes on the webinar page.

Another question: is there any remote software that is free and easy to use? So if you have a student that has NVDA, NVDA has free remote connections. It's an add-on that you can add to NVDA. JAWS, although JAWS is not free, however they have made it so the home version of JAWS is free at this time.

Thank you, SAS Graphics Accelerator. Yes, excellent tool. Thank you for adding that, Andrea. So we'll put the link to the SAS Graphics Accelerator, it’s a wonderful tool, they’ve done a great job with it. It's not going to be tactile, but it will work well with different screen readers.

So coming back to remote software that's free and easy to use, I mentioned NVDA Remote Add-on. Zoom, of course, is free if you’re using it from one person to another, it’s free unlimited. If you're using Zoom with more than one person, then there is a limit of 40 minutes or you have to have a paid service. Now, if you do need to make sure that you're meeting HIPAA guidelines, I do recommend having those paid versions of Zoom.

Hangouts Meet is another option. If you have access to G Suite Basic, and I have links for nonprofits, government, and different types of agencies where you could get information on how to access those different versions of G Suite Basic, which would also give you access to more advanced G Suite features as far as working as a team. But we'll also include Hangouts Meet and different features of that, where you could create your own meeting.

Although, they're not necessarily free, they could be free. If you're a teacher or if your agency subscribes to the services. Also, Microsoft 365 does have their meet tool. So that would be—Teams Meeting. So that would be another tool that you could use. And I know some school systems or agencies use that.

**Scott:** Rachael, you have about five minutes left.

**Dr. Sessler-Trinkowsky:** Thank you, Scott. Keeping me on track. Let's see.

OK. Are there any more sessions planned to talk about examples of teaching with these schools? Someone asked about O&M and how remote instructions are done. Also, are cooking lessons taught remotely? These are tools, but perhaps real life situations and examples of lessons taught would be great, too. Perhaps, I can't-- I don't think anything's on the list right now. But maybe that's something that either AFB or other agencies can certainly think of.

With this, we really wanted to try to get as much information out there so that you have a list of general tools and resources to get you started. You know, using some of these tools-- and I hope that list is helpful. In the list, if you need information on how to use some of these tools accessibly or how to create accessible online content, I have links. One of the links for anyone working as a TVI or in a school system, pre-K through 12 or higher education, there's a link to—I believe two links to the Online Learning Consortium, where they have webinars on making online content accessible using principles of universal design.

And another link that has many other resources for how to transition to making online courses accessible for all grade levels. And it's broken up by-- for admins, faculty and TVI’s working in pre-K through 12 environments. Hopefully, those links are helpful there.

Another question: would you recommend getting students set up for remote instruction as we can't implement it face-to-face right now? You know, if you have students that have difficulty setting it up themselves, try to recruit-- if there's a family member or someone in the house that can assist. I definitely recommend focus, whether you're using video conferencing or any other remote software. Just focus on the connection. Don't try to do anything else beyond that, at least for the first lesson or two because it's going to be something that is new for them, and just getting them familiar with using it. And if you are using video conferencing, share with them how they can use that for their own connections with other friends and family. I think that's very important.

**Scott:** So Rachael, sorry but last question.

**Dr. Sessler-Trinkowsky:** Last question. Let's see. Other than technology, what could we offer CVRTs to clients to support them—oh, it disappeared—to support them while they're at home? There's so many different options that you could offer. We have a link in there that is for teachers, professionals, families. I definitely recommend you explore that list. There's a number of resources I didn't mention: Objective Ed, there are some free tools in there. Consider what apps would be helpful, shopping apps. If there's tools that will just help them stay connected, accessible books, YouTube videos, any means for them to be able to communicate with other people.

I mentioned Blind Cafe in this session. That is a free resource. I believe it is 18 and older. So if you're working with students, you may recommend that their parents join and at least get connected that way. But there's other resources that they could get involved in. And we have some other resources there, where there's also some free ECC (expanded core curriculum) materials that students can participate in. And I believe they're using Zoom, as well.

I think that's it for our time for questions. I just want to wrap up here. And I'm, for those of you who we didn't get to questions, I think-- Liz, I think we're going to try to put together a little bit more information to answer some of the questions we didn't get to on that web page. So stay tuned for that. I'll work with Liz to at least address some of the key questions we didn't have time for.

I want to thank everyone for joining us. I'm really amazed by and continue to be in awe of how our community is dealing with this crisis. I'm incredibly grateful for the incredible outpouring from manufacturers and professionals in our field who’ve offered support, and free services during this pandemic. Please don't forget to explore all the resources that we’ve shared through [AFB.org/VirtualAFBLC](http://www.afb.org/virtualAFBLC).

And you’ll find links to help you get started with using a number of video conferencing tools, learning management systems, and there’s resources for professionals, parents, and students, as well as information on free technical support resources. Use those technical support resources as you need them. These companies are there, that's why they exist is to help you. So if you need to reach out, definitely reach out as needed. Don't feel like you have to do it on your own. If you need help, ask.

And once again, I'd like to thank the amazing teams at AFB, Bridge Multimedia, Syncro Services, StreamText, and everyone else that formed the wonderful team who helped make this webinar possible. I wish everyone the best during this time and hope that you and your agencies make a smooth transition to providing remote and online services. Thank you and good-bye.

**Narrator:** Again, Kirk and Roslyn Adams.

**Ms. Adams:** Thank you so much for joining us.

**Dr. Adams:** And if you would like to help support our work in creating that world of no limits for people who are blind, you can do so at AFB.org/Donate, and we would immensely appreciate it.

**Ms. Adams:** We truly would.

**Narrator:** To find out more about this session and all of the Virtual Leadership Conference activities, go to [AFB.org/VirtualAFBLC](http://www.afb.org/virtualAFBLC).

**END**