

EIEC Webinar: Using Video to Enhance Early Intervention Services

Tuesday, April 22, 2014, 4:00 PM – 5:00 PM ET

Webinar Transcript

Hello and welcome to the webinar. My name is Anna Costalas and I am the AIDD Technical Assistance Program Specialist at the Association of University Centers on Disabilities. This webinar will address Using Video to Enhance Early Intervention Services. This webinar is presented by AUCD's Early Intervention & Early Childhood Special Interest Group, and is supported by the Administration on Intellectual and Developmental Disabilities through the UCEDD Resource Center.

Before we begin I would like to address a few logistical details. First, we will provide a brief introduction of our speakers. Following the speaker's presentations there will be time for questions.

Because of the number of participants, your telephone lines will be muted throughout the call. However, we will unmute your phones one at a time during the Q&A time at the end; you will need to press *then # on your phone to request to be unmuted to ask your questions. You can also submit questions at any point during the presentations via the chat box on your webinar console. You may send a chat to the whole audience or to the presenters only. We will compile your questions throughout the webinar and address them at the end. Please note that we may not be able to address every question, and may combine some questions.

There will also be a short 5 question evaluation survey at the close of the webinar. We invite you to provide feedback on the webinar and also to provide suggestions for future topics.

I will now turn the mike over to Corry Robinson, Co-Chair of AUCD's Early Intervention & Early Childhood Special Interest Group who will introduce the presenters.

Thank you, Anna. On behalf of Mary Beth Rudder, EIEC SIG co-chair and myself I want to welcome you today. Think we have a wonderful program to provide. It is using video to enhance early intervention services and through this webinar the speaker, Larry Edelman, will illustrate the ways that digital video can be used to enhance early intervention practices including assessment, evaluation, documentation, planning, and we support and engagement, self reflection, coaching, reflective supervision, professional development, virtual participation, and more. The session will review recommendations for equipment, shooting, file management, editing, security, and sharing video files. An in-depth resource guide will accompany this and we do archives these presentations and the slides and other handouts from Larry will be available.

The speaker today -- I am sure he is familiar to many of you. I've had the right pleasure of working with him here at University of Colorado -- JFK partners for almost 20 years. I knew him before that. Here he is a senior clinical instructor here at JFK Partners in the department of pediatrics. He is an ongoing consultant to the Colorado Dept. of Education initiative and the California of -- Department of Education. He assists with the development of approaches to assessment, child and family out,

measurement, professional development, technical assistance, and dissemination. Larry has worked as a trainer and someone with considerable expertise in all aspects of early intervention. Not just for the 20 years here but certainly in the field before that. Along the way he really became very interested in the power of video. For the past 10 years or so he has concentrated in that area. In the development of wonderful materials that can assist all of us in our early intervention practice. It is with great pleasure that I turn the microphone over to Larry.

Thanks. Hello, everyone. It is a pleasure to be on the phone and on the web and every other which we with you. I hope we will have fun and I hope the next hour or so will be fast-moving. I don't want to show you very many PowerPoint slides. I want to show you a lot of video. Before we start, I will open up a poll. I will ask you to respond to the poll -- click one of these. How many times have you recorded a video for any purpose -- personal or professional in the past 30 days? >>
Yes, click one choice.

No, just click on one choice and when everyone is done I will broadcast the results. The bubbles next to the time -- click. We need a couple more people to respond.

It may be that some of you are on mobile devices and this may not be available. I apologize. That's the limitation of the technology.

I will give you another second and then we will take a look.

Here's what the results look like -- you are able to see this. It looks like in the past month the majority of us are in the middle we have recorded a video 3 to 5 times. 11 of us on the call -- more than 10% of the call have recorded video between six and 15 times. I think I'm the only one who was recorded video more than 15 times. Think about it -- if we go back 10 years ago, what this might've looked like. Right now only tell above us on the call -- less than 10% -- have never recorded a video in the past month. That is a startling. It attests to what we are going to talk about today -- the ubiquity of digital video. We will talk about using video to enhance early intervention services. My experience right now is not just with early intervention but services birth through five and into kindergarten. We will concentrate on early intervention services. A lot of what we will talk about certainly has to do with all early childhood services. What I hope to do is illustrate many of the ways we can use digital video. As Cory mentioned -- for many different enhancements of the practices and along the way we will talk about some recommendations for equipment or file management as your questions dictate. We will let what's on your mind dictate some of that. There will be 3 handouts available to you. The one on the right -- using digital video in early care and education and early intervention is 40 pages long. It is a greater resource guide if I say so myself. I have stolen ideas and websites and resources from rate. So, I hope you will download that and make use of it. Don't feel you have to print it, but keep it on your computer because there are a lot of links.

On the left-hand side is a handout called I didn't know how to do that. These are quick tips -- if you want to do certain things -- here are some links to quick programs you could do things for free or low-cost. I hope you will make use of that. I want to alert you to a couple of websites that I direct that I think will be useful to you.

The first is the Results Matter video library. I will stop sharing and go to share my screen with you for a second. I will show you this website. This is the video library. Google those words -- it's the first hit you will get. We have about 140 videos in these categories. Categories of early care and education, early

intervention, just being kid's feel that we produced with project in rich at JFK partners. There are about 70 clips for practicing observation documentation assessments and a whole section on using technology for assessment. These are about 140 clicks -- you can watch them online or you could download them and use them for professional development. I hope you will visit this site. You could just Google the library.

The second sites are this site -- the desired results access project. This is funded by the special education division of the California Department of Education. This has many video clips you could watch online or download to use for professional development activities and the categories are general interest, tips on using digital video, and practice clips. These are clips you could download for staff development activities. These are clips of typical activities and routines that you could use in this regard.

I wanted to alert you to those websites.

The use of the video isn't new. I love the juxtaposition of the pictures -- it is just easier. I don't know how many of you remember the video cameras on the left, that I started before then. When I started using video we were still splicing film together. Look at the right now. This is an illustration that was on the cover of the New Yorker magazine. We see this throughout our lives and we see -- a school assembly program and every parent and a child in the audience is capturing film on their mobile device. What can we do that? Well, because of these things -- the good. We now have small inexpensive easy to use digital recording devices. Sometimes they are handheld video recorders, sometimes smart phones. Soon we will all be wearing them on our list smart watches to take video. And we all know about Google and all the other innovations coming.

We also have less-expensive computers with better and more capacity for handling video. Better video cards. Better processing speed. What used to take us big machines can now be done on whatever device we have handy. We also have a lot of free or low-cost easy-to-use applications for doing things like editing, transcoding, as well as sharing video. Now we can transmit video easily. We have a lot of small inexpensive storage media that we can buy an external drive for well under \$100. We have online media sharing sites.

Speaking of online media sites, I will open up another poll. Let's look at this one -- let's get your feelings about this one. How many times have you posted video to the Internet in the past month? >> Here's what this looks like -- as we see, half of us happened in the past month. But what is startling is that right now there is more than half of us that have posted video to the Internet. Over the past 30 days. That is remarkable when you think about it and think that if we asked this question five or 10 years ago or 15 years ago this would've been reversed and we would've had the vast majority of us that it never posted video to the Internet.

This has changed everything. It has changed that now anyone can shoot and edit and distribute video. It is in every part of our lives. This is a snapshot of a preschool I am working with in a rural part of Colorado. They teach children to the the videographer or photographer of the day and they document their friends work and interview their friends about -- tell me about your picture. Tell me about the story. Tell me how you wrote your name and how you spell it. The teachers can use this for wonderful documentation. Even toddlers are shooting video. I have tons of examples of parents and childcare providers realizing what a learning tool it is and what a nice strategy it is to encourage language development to let children capture media.

The big point I want to think about today is this -- John Dewey said we do not learn from experience, we learn from reflecting on our experiences. That, to me, is so important. Video is the perfect tool for doing that. I have a colleague that I want to share with you -- a speech and language pathologist. Give me a second to pull this up. I will see if I can get her up here to talk about this.

Make sure that your speakers are turned up on your computer. She uses videos a lot in early intervention programs that she works for in Santa Clara County office of education in California.

[Video]

The video offers a second look for people who are not [indiscernible]. For us to maybe see something we didn't see. It offers a second look for the child when they see themselves on video. To feel empowered that they did something. We've seen that they are more motivated to try it again. We felt like it is a training tool. Amongst ourselves, for other parents. When we are all out in our -- doing our own things, it allows us to bring back and share what we are doing whether it be with a family member not available or amongst ourselves. It brings us back allows us to be more connected and to be on the same page as we support that child in whatever their target outcomes are and the needs of the family.

Dylan, I saw your remark on the hat box. Whether or not you can see the video clips depends on the device and the bandwidth. If anyone is working on variable Wi-Fi, you may find that the video doesn't stream as well. As well as on other computers using ethernet rather than of mobile devices. I apologize.

I think what Ann talked about is perfect. This allows us to reflect on our experience but share the reflections and see the same things at the same time. Look at them again and see what we see. Here are some common functions that our colleagues around the country are using video for. Let's think about direct services right now. I'm going to put another poll up -- responded to this. This time, responded to all that apply. You have used video for what purposes -- direct services -- don't think about training or administration, but what have you used video for? Which purposes? >> Very nice. I will broadcast the results even though a couple are still completing it. This is wonderful. As you see, I'm sure some of this won't surprise you, as we see; using it for consultation and coaching is among the highest of the purposes for functions for using video.

I certainly see that in my work. Right now in early childhood and early intervention coaching and video are almost a dovetail joint that you don't see coaching without some degree of video reflection because it makes coaching conversations more real and more rooted in shared experience. I love the list -- more than 20 of us are using video modeling -- whether it is peer modeling or self-modeling. We are using it for planning processes and for documentation and progress monitoring and self-reflection. This is a wonderful example of the way we use video. >> Now let's look at another set of ways to use video. We use video not just for direct service but we use it for professional development and technical assistance, dissemination, and supervision. Let's try this -- let me open this poll -- let's see what this looks like. Now, not direct service but when we look at it for nondirective service related purposes, click on all of the ways that you use video. >> [participants taking poll] >> A couple of us are still responding but I will broadcast the results. This is fantastic. When you think about it, there are about 120 of us on the call. Look at this -- we are using this to illustrate practices, provide tutorials, oriented staff, practice the roles we are using and for coaching of peers as well as family coaching. We are using

it for dissemination of information and exchanging information and using it for which research and evaluation and collecting and analyzing and reporting data. I think it is fantastic. The work you are all doing. Anyone of you, I'm sure, could be meeting this conversation we're having today. I wanted to comment on a question that came in from Dena Johnson. How to get around the issue of getting permission to video? The answer is you don't get around to getting permission you have to get permission. You directly address it. The notion of consent is not a barrier. It is just a rigorous step that we must do with all due rigor and compliance with whatever regulations we need to comply to -- whether we are an entity under HIPAA or an agency that needs to comply with [indiscernible]. We need to comply with these federal and state and local and programmatic regulations and rules, but more overt than that we need informed written consent from everyone who appears in the video and when it comes to children to the legal guardians.

If you have a sound consent form meaning that it is vetted by your program's legal department and it reflects compliance with whatever regulations, as long as you have the consent forms it is not the question of how to get around the issue of it. It means that you address it deliberately and intentionally and upfront. We will talk about that a little bit. Thank you for that question.

I will end the PowerPoint slides because I want to show you some of these examples. Some examples of how early intervention providers and in particular those using the host for these purposes in direct service and also some of these purposes. Let's stop here -- the first one I want to show you are something that we are doing more and more often when using this for team reflection. This is a great example. I will pull this up and tell you what it is before we show it. Dylan, I know you are having trouble with this. I think the visuals will show it. This is a cool program. This is an early intervention program that set up a secure password protected website where one of the early intervention providers can put up a clip that they take to a home visit because there may be in a little over there head in terms of their expertise and they need help. In this case, this was a general developmental specialist -- probably an early childhood development or early childhood education background struggling with helping this family with their feeding concerns for Joseph. What the provider did is put the click on the secure internal web system and said does anyone have any suggestions for me ask I will play this now.

[Video]

What this program elected to do was saying we don't necessarily need to do joint visits. We don't necessarily need to copy visits and we don't necessarily need to have multiple providers visiting this family. What we need is some coaching and consultation with the provider and perhaps the family. In this case, two different team members of the team responded to the primary service provider with suggestions -- this is what you might talk with the family about. These are a couple of things to suggest about positioning. You might want to ask about the foods using and ask about this or that. Was a wonderful opportunity for an educational and consultative experience for the provider who could then pass that along to the family as well?

This isn't new -- this consultation -- I been working with service teams that have been doing this for a long time. At the Kennedy Institute the family support program has been using video for many years. At JFK Partners in Colorado, the project Enrich has been using video for countless years. It's not that it is new, but what is new is that we are not using tapings -- video files that are easy to post and share and easy to manipulate. Let's look at a couple more examples. That was an example of a team that posted a video in a secure location to get consultation from one another. This is an interesting clip -- I

love this. It is a clip where a family was getting some consultation from a surgeon about considering some surgical options for their child. Yet the mother was a little uncomfortable because there was a cramped clinic room where the surgeon got to see her daughter. With therapist they tracked Bella around the house so the surgeon can have an idea -- here is what she is negotiating. Here's what she is trying to do at home. Here is an example of a clip they made an order for the surgeon to have more information.

[Video]

I want to find a spot where she is driving around. She's pretty adept with this. >> Good girl, Bella. >> I love this example because what we are seeing in the example is -- service delivery context and environment in which we are looking at a child in an unfamiliar place with unfamiliar people and what this family wanted to do is they want the medical providers to say -- we will bring our house to you. This is where we live in this is where she moves around in this is the equipment we are trying. She could get around outside with this huge chair, but it will not work for upstairs etc. This was a great way to do some collaborative problem-solving. I will give you another example. If any of you have particular things you might want to see, I may have them loaded. Unfortunately, I can't show you anything from my computer but I can show things I have loaded. If you want to see an example of something in particular let me know.

I will share one with you that is about 4 min. long. I love this example. This is an example of video here modeling. -- Video here modeling.

The two clips that I just showed you are clip those providers and in one case the provider in partnership with a family took. They just used this. The next one is actually a video that I produced with physical therapists for the purpose of professional development. It is a little more edited and we put music and narration. The purpose is to demonstrate a particular instructional strategy or particular intervention strategy. This clip is on the desired results California website. It is a nice story. Here we go.

[Video]

Neely is 2.5 years older and we are seeing in a home visit. She liked to do things with her family. She became a good sign or and -- signer and she persisted with activities. She had been in the hospital for most of her life. She was waiting for a kidney transplant. She wasn't allowed to be around any other children. Or out in the community at all. She had a lot of leg weakness and we knew she wasn't going to be able to walk right away without using a walker. We brought the walker in and it was around the house and I asked the family to try to have her stand up with it or just have her sister tried. It didn't seem like it was going anywhere. She spent months in the hospital. Anything new presented to her -- she wouldn't have anything to do with it. Weeks later she would start crying if she saw it or we tried to get her to walk with it.

At the same time we had a little girl in class and she was walking with a walker. She was doing really well. I thought maybe if she saw what someone who looked just like her walking with a walker maybe she would give it a try. There was no way to get the two of them together. We did a video of Gina walking with her walker at school.

[Video]

Everyone was happy to see how much progress she had made. We were happy, too, that we had a success story.

Besides her family being happy, Gina and her mother felt that she was helping another child and so that was a heartwarming idea for us. >> It was great for us to see there was a way --

I would like to use this as a jumping off point to go over more information.

First, I love that clip because I love the simple way that they used the video. They used evidence of looking at video here modeling to help support his family. What I want to use this to talk about is the concept of workflow. I am working with a project here at the school of education at Johns Hopkins in Maryland and they have a wonderful program and they are doing work with the Department of Education. What we are doing is trying to come up with a workflow that works for them. Basically, it is a way of doing things over and over again so that you can do something technically in a way that -- that it is useful and fast. This is what I have found over the years. If you're workflow isn't useful to you and something about the way to do it is a useful stop doing it. Do it anyway that is useful. Same thing with fast -- I work with so many early childhood providers and teachers and interventionist and I don't want them playing with video. I want him interacting with children and families. I want them to work with video as little as possible which means I want to coach them into creating a workflow that is fast and useful. This is what the workflow is in the early childhood services and early intervention services. This is what we need to learn how to do -- we need to learn how to shoot video with some kind of device to create a digital video file then we need to copy it somehow from -- we don't need to, but we often do copy it from the device we should it in to a computer. That's the copy. Then we need to title it and label it so we can archive it and know what it is and then we need to organize it into a set of folders or some directory so we can keep it organized. Sometimes we don't need to edit the video but we do. For example, if we should with a device that shoots small manageable files with a secure way of just debating this, we don't need to edit or compressive but likely we need to shoot 10 min. of the video but we only want to share with someone 2 min. In that case we would need to do editing and compressing and lastly sharing. This is the workflow -- I should, copy the file to my computer, title it, organize it, compressor, and share it. What I suggest for you is that the criteria for these things is this -- you have to be able to do these things quickly so that we don't spend time playing with digital things when we should be doing more relationship-based practices. This is the simple workflow. Joyce, the physical therapist recorded the skills for Gina using a Sanyo digital video recorder. Sanyo doesn't exist anymore -- Panasonic bought Sanyo. I will give you the name of the camera that I recommend. You will see it in the slides. She recorded doing this. Then she watched it. Using the media player -- a nice three media player -- stop using Windows and start using VLC -- it is free. It is in the handouts were to download it. Then she turned it and compressed it using free software. This is free software that you can get and it is basic editing and compressing see you can take a huge file -- maybe 100 MB at 1 min. and reduce it to maybe 2 MB. You can e-mail it to someone. Then she put it on a flash drive and the next time she went on a home visit she put it on the family computer for neely. This is workflow. She watches it and considers it and does trimming and pressing and distributes it to the family on the next home visit. This is an example of a workflow. I'm not suggesting that you use this, but I'd am suggesting that if we all want to succeed with using video we need to create a workflow that looks something like this. This is how I shoot and the device I shoot it on and this is how I get to my computer and how I title it and how I keep the archive of my files. This is how I edit and compress and this is how I share. It seems simple and complex at the same time. There are 100 variations of this. I wanted to share the concept of workflow. Now I will talk about devices before I show you a couple more clicks. These were my favorites -- if you said this to me two years ago -- this

would be it. The Panasonic camera and the codec play touch camera. They did not exist anymore. That's what happens with these digital devices. Today these are the cameras that I am recommending for early interventionist and for preschool teachers and childcare providers. The Panasonic HX couple WA3. This is the Sanyo. And this Canon Dixiana -- I haven't bought this but I am experimenting with it and right now I am very optimistic about it.

It is a little too much money right now. The usual criteria say we want cameras under \$200. But you will see this information in my handout. We like cameras under \$200. The Vixia is about \$270.

Of course, the tablets and cell phones are other devices we can consider. Remember that Apple devices take beautiful video but they are not built for taking long video. Or short audios under 5 min.

Of course, cell phones.

Let's go back and say the heck with it these slides and do something more fun.

I will share a couple of videos with how we are using video conferencing in professional development. This is a nice sequence. The content is not what is important, but the process. This is a project that I am working on right now. This is Juliann Woods from for that -- Florida State University. I am sure you are familiar with your wonderful work. -- Her wonderful work.

We are doing this project in Iowa -- the project is aimed at increasing the use of evidence-based practices in early intervention and also to increase the number of coaches using effective practices.

We deliver face to face professional development in early intervention services and in coaching and each jurisdiction provide 2 people. They attend the training. Both in service delivery practices and in coaching. Then periodically six times once a month they submitted video of one of their home visits. Then they submit it to Florida and Juliann and her colleagues have a Fidelity checklist and they code the video to see to the extent that the video clip that the providers are submitting actually reflect the quality and quantity of activities we would like to see during a home visit.

In addition, the 2 coaches -- approaches to be -- are giving feedback. This is the fourth feedback session of 6. They started in the fall. They do a progression with one family for six video submissions and they continue with other families for continuous improvement. Before Juliann met with them they submitted a video and each completed a self-assessment related to the video and a coding worksheet and a checklist of the practices. Then they used the secure file transfer -- file transfer protocol. Then Juliann reviewed it and that they have a session using the same exact technology we are using down -- Adobe Connect -- the video conferencing portion. I will let this one -- it is 1 min. and 20 seconds. What you will see is that in the first part they told Juliann the feedback and how they coached one another and then Juliann provides reflective questions for each one of them specific to the video clip they submitted and they came up with an action plan. I will show you what this looks like -- how we could use both recorded video and live the video conferencing to provide coaching.

[Video]

That is a step that I wanted to share with you. What this could look like. To me I think this is -- at the same time rocket science. And not rocket science. This is brilliant because when you think of professional development, it extends and takes us away from being event driven. In terms of using our

events like professional development workshops as the center and the icon of quality improvement in our practices. It says no, we change over time and we change because we reflect. We get feedback and we make modifications and refinements in our practice. So, it makes sense. Of course we need to disseminate information about evidence-based models and about practices. But then we need to go beyond that. We need to say okay, here is a videotape of my trying to do this. Here is feedback for you. Here are reflective questions and here is how US coaches could now hold you're coaching skills with each other to the point where at the conclusion when you graduate the program you will now be more skilled at being coaches for the other colleagues in your program. So, I think it is a really, really great opportunity.

Let me share this next clip. I have mixed feelings about this. I will say it out loud because I am kind of an outlier here. I don't like the term tell intervention. -- Tele-intervention. Really, the processes the model.

However, within the models that we use whether we use -- whatever brand of model you have been using -- whether it is routines based intervention or family guided intervention or natural learning opportunities or primary service providers -- whatever model we use, video can be used -- videoconferencing and recorded video -- a tool for reflection and communication. I am not suggesting that we use videoconferencing as a way to replace face-to-face home visits, but what if we had the ability to use it between visits so that if a family tried the practice, the provider could see in real-time and maybe do dynamic assessment or coaching and this is an example of watching Emily -- you see the iPad on the left -- that's in real-time where she is coaching the family and on the right that is the audio recording she was watching of the family working. She was able to analyze what was working it wasn't working and on the left having a real-time conversation with the family.

Let's take a look.

[Video]

Yes. >>. Click here. It goes on. -- I will stop the clip here. We can look at the coaching model she is using. What is more important is the leveraging of two different technologies -- recorded video and live videoconferencing in order to not replace relationships and not replace face to face medication but to augmented -- something that can happen between visits. Of course we know there will be problems. Does the family have an Internet connection? A device? Good questions, but like consent it is not a deal breaker, but we will have to figure it out.

I will show you one more example and then we can open up to questions. This is a great example -- I been working with five communities -- five rural counties in Ohio. How to use technology to compensate for two things -- one -- that they don't have providers in the area and they have to recruit providers from very far away. The second thing is that they have families living in incredibly isolated areas. There are a couple of things we will learn. This is a great example of the clip and what we will see in particular is Courtney -- getting some coaching from the speech and language pathologist about a situation. They use something called OOVoo. Bernie shared recorded video. And the speech language pathologist gets to respond. There are some of versus observers on the call and tentacle it assistance providers. There are four members of the team bus 2 additional people.

[Video]

What I wanted to highlight here -- I don't know if Courtney is on the line -- I thought I saw her name on the line -- what I love about this is that the reason we are using OOVoo is pulled -- we wanted a free solution -- hello, Courtney -- I'm glad you are on this call. You could have these team meetings for up to 12 people for free. The other part is that you can record the meeting so we could be used for very rich documentation which is brilliant. This program that I've been working with for the better part of a year and a half is I love the way that she is using the recording video for the purposes of joint planning collaboration in getting consultation from providers that live far away. Pretty, are we able right now, Anna, to let me chime in? Party, would you be willing to give us a word or two about how you been using video?

We have a couple of questions right now on the chat box and then I will open up the microphone.

There was a question from Marianne -- do you have -- to have consultation for UCEDD? We could use this.

Let's talk about it and keep the conversation going. Maybe we could do some kind of a workshop -- a pre-or post-session around one of the AUCD meetings. We could do something like that. Feel free to be in touch with me or AUCD and instead of a session like this we could have a lab and bring the computers and devices and dig our heels in.

I wanted to respond to Susan's question -- great question -- what do you use to share the host? The answer depends on the amount of rigor in which you need to be hit the compliant -- if you are covered entity and most of us are covered entities, then you would need to make sure that you use a service that is an accredited business associate and they would provide you with a BAA -- business associate agreement. The providers that would help you distribute the video don't have to be at the compliant, but you do. They issue you a letter saying the service has the requisite security encryption, etc., to be there.

That is what I would suggest. I use a service called high tail. It used to be called you send it.com. It has the security I need. In addition, in the consent of forms that I use, the families know that the video will be transmitted over the Internet.

Sheri, I wanted to let you know that in my handout I have information on cameras. Are you saying -- is anyone of reviving a flip camera?

I don't recommend flip cameras. What we use these four -- they are out of business now -- they were great for lending the cameras to family and children for taking video. It was great for that. Not so great for the providers because they were easy to use which was a selling point but they lacked both fine control but the big thing was the files that they produced were proprietary and they were difficult to manipulate and edit and combine with other footage.

Again, flip cameras were great for sharing with families and kids, but [indiscernible] [indiscernible - multiple speakers] I wanted to respond quickly -- I'm not a big band of -- big fan of dropbox other than for internal teams. The problem with video sharing is that we want to be flexible with whom we share it with. The problem with drop boxes that we had to share with someone who was installed the software and who has registered for an account and who has enough space in their dropbox account. I prefer web-based solutions with people I communicate with do not need to have an account somewhere and they do not need to install software. High tail does this for me affordably. To have a

good system -- there are a lot of free system. There are no free systems that will get you everything you need plus encryption for free. If you are going to share video a lot, which is a service that will allow you to do a rigorous good job and do the right thing.

Sorry, I need to break in. This is Corey. Larry, this is fantastic and we appreciate it. I'm sure we will look for additional opportunities to hear from you in this regard. We do have to close today. I saw the message from Anna -- because of the nature of the content we don't have this webinar recorded. As she indicated, the slides and transcript will be posted online and you have given us links to resources we can use. I want to thank everyone that participated and remind you that you will get an evaluation at the close of this webinar please fill it out. We really appreciate hearing from you in that regard. We would appreciate any recommendations that you have for webinars. We try to do them a monthly. Looking at the upcoming calendar, we are not sure when the next one will be. Look for announcements from Anna in that regard.

Again, Larry, thank you so much.

Thank you, everyone. It was a delight to talk with you and I hope I get to see you anymore reciprocal communication and exchange next time where we can talk with one another. It was a delight. I hope it was useful.

Great. Thank you, Larry.

The handouts are available on the website. I posted the link. We could not have it recorded but the transcript of what was said will also be available in a day or two.

Thank you. Have a great day.

Thanks.

[Event concluded]