# Introducing Perkins new SMART Brailler

[Mary Zatta] Hello and welcome to today’s webinar. I'm quite excited to have you join us today. We hope today's content will be helpful to you and we are thrilled to have so many participants with us. Before we get started, if you are interested in getting information about future webinars or other teaching resources content, publications, letters, webcast, et cetera, go to [www.perkins.org/resources](http://www.perkins.org/resources). It is my pleasure to introduce Laura, project manager and Laura is here to demonstrate the new Perkins SMART Brailler. Let's say welcome to Laura.

[Laura Calder] Thank you. Welcome, everyone out there and thank you for joining us today. I'm excited to be able to show the Perkins SMART Brailler to all of you. We have about an hour in this webinar. We will take 40 minutes to go through the background and history of the SMART Brailler and go through some of the features of it and the last 20 minutes or so will be question and answer session. So I want to make this as engaging and as fun as possible. Feel free to ask questions during this webinar and we have a team kind of compiling all of those and towards the end, we will start addressing some of the questions and go through them then.

First, in the background piece and features we will give an overview of the features. It really gives us a lot of time to go deep into the SMART Brailler and talk about some of the features that are a little more complicated when you just read about them or see them online. I'm excited to show you features such as saving a file, setting up users as well as some of the more basic functions of the SMART Brailler.

Like I said, many of you on here are teachers and parents and you all know your students. My biggest intent, what I want to achieve out of this webinar is really again showing you what the SMART Brailler can do and giving you enough information so you can evaluate the product and figure out if this is the best product for your child or your adult learning braille and if it fits their needs. If you want information after this webinar regarding the SMART Brailler, go to [www.SMARTBrailler.com](http://www.SMARTBrailler.com) and there you can find more information and you can contact Perkins products and you can now make purchases and preorders for the SMART Brailler that we will start shipping in September.

First if, I can give you a little bit of information about the team that worked on the SMART Brailler, I'm the product manager. For the past 18 months my primary responsibility has been working on the SMART Brailler and doing so my main role, which I enjoy the most, is talking with teachers and parents and understanding more about what it is they need this product to do, whether that be sitting next to a teacher and talking with them, observing a classroom, sitting with a parents when they are doing their braille homework with their child and talking with them and trying to figure out what is it they need when teaching someone how to -- teaching someone braille. What kind of products do they need, what do they need these products to do and . Myself and a team take this information and we turn this into real features and real requirements for the product. And then throughout the entire development period, whether it be refining the engineering or the software, we continually make sure that these needs are being met so that in the end we are sitting there with a final product in front of us, we know that we are meeting the needs of the users out there. This is very important to know. As we go through the features, you will notice that a lot of them were directly influenced by teachers and parents who were teaching people learning braille and they have inputted a lot of the design and features of it. In the development of the product, the SMART Brailler, Perkins products worked very closely with a design firm out of Chicago called PDT, product development technology and they were an integral part of the process through the concept of the project through the launch. They have been a great partner in bringing this product to market. Where to start? Where does this idea come from? It goes back to Perkins and the mission of Perkins. One of the missions of Perkins is promote braille literacy, not only in the United States but throughout the world. Why promote braille literacy. Why do people need to learn braille in a world that is surrounded by new technology that allows people to get information instantly without even needing to know braille, without having to touch the dots on a page, why is braille so necessary? We have taken a stance that braille is relevant even in today's modern world the same way that -- for the same reasons that children in kindergarten are taught the alphabet. Children in kindergarten differentiate between letters, to use the letters to create words, and to use those words to create sentences all to help them become literate. And we know that as they become literate, it makes them more independent, more confident, and it increases their chances of employability in the workplace as they get older. The same thing applies to braille, whether a child or an adult, who is visually impaired or blind. Braille is the equivalent of another child learning through text, or learning the alphabet. Learning braille for them creates a sense of literacy and a lot of them can become more independent and research shows that this independence creates more employability in the workplace.

With that being said, where does the journey of the SMART Brailler come from? It really came from, how do we support this mission? How do we take the primary tool that is being used to learn braille and add more value to it. As you know, Perkins products is world renowned for the Perkins Brailler. We started with just the mechanics of the brailler and adding to that. First, we wanted to enrich the learning process. How do we make learning braille a more inclusive and collaborative process between parents and teachers and their students? How do we make it more fun and more engaging? How do we really motivate people to learn braille? Part of this motivation came from, how do we make braille easier to learn? We know a lot of people whether adult through transition or a parent who wants to learn braille to support their child, learning braille has a perception of being difficult to do. And a lot of people get through the uncontracted mode, and then maybe try to learn the contractions and it is a very difficult process. And we want to take some of the mystery out of braille and make it an easier process to learn. With all of that technology out there, we knew there was opportunity to infuse some of that technology to create a product and enhance the collaborative sense of a child learning with a teacher or a parent or even an adult learning with a teacher.

Now, we will get into the actual demonstration of the Perkins SMART Brailler. First, it is based off of the next generation version 2. This is a more lightweight version classic and just under here. You pull up here and you will be able to lift the SMART Brailler up and down. This is again -- the SMART Brailler is based off of the version 2. The version 2 was released about six months ago and the version 2 we added some significant improvements to the version 1 based on some consumer feedback that we got fromthe field. Some of the notable improvements is the way the paper loads. The version 2 has a much smoother process in loading paper; making a much more intuitive process. We also added materials to the outer shell and the carriage here to make it more durable and resilient. It is still plastic to maintain the lightweightness of it as compared to the classic brailler, but it is more durable out in the field. Then we also added strength to the line feed and back space to prevent them from bending or flexing when you press them. The first thing you’ll notice on the Perkins SMART brailler is that on the front of the brailler. And on the front is what we call the SMART module. This is about 9 inches in length and about 5 or 6 inches in height. It is on hinges. You can pivot it forward and backward and the reason for this is so that you can get to the margin guides that are behind here and you can position them as you would like them on your document. Being able to pivot it forwards and backwards also allows you to adjust the position of the screen based on the amount of light that is coming in and you will see why that is important as we turn the SMART Brailler on. To the left and the right of the screen you will also see a series of buttons. These have a soft silicone feel to them and they also have tactile elements to them to differentiate the different buttons. The series of buttons to the left of the screen are what we call the quick start buttons. These allow you to access features that we think people will be using often when they are brailling. To the right of the screen there is a small round button that’s green in color, that has a dot on it. This is the menu button. It allows you to go into the menu structure, where you will be able to do things such as save a file or change a screen color or change a user. Beside those are the navigation buttons and these are kind of a circular position of four buttons, up, down, left and right with a diamond shaped button in the center called select. These allow you to scroll through different options and select allows you to change the features within the menu structure. Over to the left of the screen, you will also see a speaker, there is a head phone jack along the top. Along the side you have volume control which is a toggle up and down as well as a USB outlet . You have several ALT options regarding power for the SMART Brailler, one, you can use it with a regular AC adaptor or you can have it run on a battery. The battery is rechargeable and removable. We are seeing that the battery is lasts for about 6 hours. This is to maintain power during the time in the classroom. It is staying on if a child is in the class. We recommend that you fully charge the SMART Brailler battery overnight. It takes about 8 hours to fully charge the battery. You also have the choice of using the SMART Brailler without any power. If you decide to do that, it works exactly like a mechanical brailler and this is great for someone who is more proficient in braille who doesn't need to learn the features that are offered by the SMART Brailler. They can use it without those training wheels and just use it as a brailler as they become more proficient and don't need the features of speak back or anything on the screen.

I'm going to go ahead and turn on the SMART Brailler. The power button is located to the right and it is a toggle switch that you turn on. Now, it does take about 25 seconds or so to load up. This is because it is similar to your computer. It is based off of a windows platform so it takes a little bit of time to load up to boot all the programs. The first screen it is going to take you to is the welcome screen. I will turn the volume up a bit. Here you will be able to use the navigation buttons to the side and scroll up and down, up and down in this window. I will use the down button to scroll through. Quick start will bring me directly to braille entry where I will be able to start brailling. Audio tour is an 8 minute recording and it is great for people who are new to the SMART Brailler and it goes through a lot of the features and functions that we are going to go through today. It is a great reminder for someone who needs -- a beginner who needs a reminder on some of the different features of it. The script for this tour will also be available on [www.SMARTBrailler.com](http://www.SMARTBrailler.com). Thirdly, this is where you can set up a new user. In a couple minutes I will show you how to set up different users and navigate through different users settings. Right now, we will just go in through quick start.

## [computer speaking various start up directions]

[Laura Calder] The best thing to do if you know you will want to save a file is to go and create a new file, and this is just really almost like starting on a clean sheet of paper and make sure that everything from previous sessions has been erased and you are on a blank sheet of paper. I will go ahead and start a new file. To do that I’m going to press the menu button, which is the small button right at the screen. I’m going to scroll down to file.

## [computer speaking various options]

[Laura Calder] Now, I'm in the braille entry screen. You will see a couple things here. One, is the cursor on the front of the screen. This is -- as I braille, this cursor will move and it is showing that the SMART Brailler is tracking wherever I am on the line.

[computer speaking what is typed ] AB C., C., A, T, cat, cat.

[Laura Calder] As I am using the braille strokes of the braille keyboard, you will see a couple of things happening. As I braille, Duxbury is translating the braille strokes into what you see on the screen. It is translating it to text. The voice you are hearing is generated by Acapela text to speech. The combination of Duxbury and Acapela is creating the voice output as well as the visual on the screen. If we just focused on the screen for a couple minutes, you’ll notice a couple of things here. Along the top of the screen is the electronic representation of the braille dots and this is otherwise known as sim braille. It is a simulated version of what is being brailled on the actual paper. Under the sim braille, you will see the text representation. You will see dots 1 and 4 and you will see C below that and under that -- under a line, shows the full line of text that is being brailed along the line of the page and this will remain there throughout the whole document. This feature is again something we have seen parents and teachers really enjoy using.

If you can imagine a parent or child sitting at home and the parent who perhaps knows some or a little braille and is sitting with the child who is perhaps doing their homework, doing a spelling test. The parent now , as the child is doing the spelling test, can look over their shoulder and see in real time on the screen what they are brailling. Where as before if they didn't know braille, they wouldn’t be able to understand whether they were brailling correctly or not. We are excited and we’ve seen through testing, this feature really engaged the parent more in the child’s lessons and their homework and makes them learn more of that learning process. What is secondary, and better about it is that parents are saying when their child goes to bed, they are more inclined to learn braille themselves. They see the SMART Brailler as a very easy, intuitive product to use. So they have no problems sitting in front of it and start just playing with the different keys and getting that instant feedback and reinforcement in connecting the braille with letters and starting to learn braille themselves.

Then, also for individuals, and more adults who have some sight and who are nervous about learning braille, this feature really takes out that mystery. It really gives them an added feature or way to decode braille and to see how the letters match up with the braille code. Especially with the reinforcements, of feedback the SMART brailler gives, we see confidence building very quickly whether they are children or adults in the braille learning. And that reinforcement piece of it really adds to that braille learning experience.

 Next, we will talk about the quick key buttons, these again are the series of four buttons located down the side of the screen. The top button turns the screen off.

## [Computer voice] Screen off. Screen on.

[Laura Calder] Just press it again to turn the screen back on. This feature is particularly helpful for teachers who say at some stages I want you to turn the screen off. Some of my students have some sight and I don't want them to rely on that sight to learn braille. I want them to turn it off so they can really hone in on their tactile skills.

[Computer voice] Screen off.

[Computer voice] Screen on.

[Laura Calder] The next button down changes what is shown on the screen. This second button allows us to toggle between sim braille mode and large print mode and sim braille mode is where we had the simulated mode along the top line. Large print mode removes that and increases the size of the print so you have four print characters on the screen and that line of text below remains showing me how entire braille page. The third button down allows you to manipulate between uncontracted mode and contracted mode. We know this is important because many adults and children may be learning contracted mode and some are learning uncontracted first and then moving to contraction. It is an easy way for people to jump back and forth. I can demonstrate this.

[Computer voice] Contracted braille . I-c-g, I can go. Uncontracted braille, C. A. T, cat.

[Laura Calder] The fourth button down allows you to change the amount of speechback feedback you get.

[Laura Calder] This feature allows for a beginner to perhaps hear everything spoken, letters, words, full line. As they increase in their braille proficiency, they may choose to turn the speech completely off or maybe choose to just hear the full line so they can understand if they have made any mistakes.

[Computer voice] Speak words, speak lines, speak everything.

[Laura Calder] With the next generation platform we added an erase feature to the mechanical design of it and with the SMART Brailler it wants to make sure as you erase the braille on the page, it also erases the electronic documents you are creating with the SMART Brailler. The erase button is located to the right of the embossing head, the feature that creates the braille and this is important to remember. It is to the right of the embossing head. That means if you need to erase a cell, you need to back space twice to position the embossing head back over to what you want to erase. I will demonstrate this right now. The erase button is to the right of the embossing head and it is a black shiny button that you press down onto erase the braille.

[Computer voice] L-A-U-R-A, Laura.

[Laura Calder] If I want to erase the A that is there, I will back space twice and I will position the line here over the letter that I want to erase and also feel as if the embosser is in the correct place. And I’m just going to press down and you see you get that audio reaffirming that I erased the A. I can go ahead and place another letter in that place. I can show that again one more time.

[Computer voice] C-A-G.

[Laura Calder] And then I will back space twice.

[Computer voice] GA.

[Laura Calder] I’m going to position the line -- you probably can't see it on the screen over the character I want to erase, press down and it has erased the G.

[Computer voice] Cat, cat.

[Laura Calder] That erases both the text in your electronic document and it also erases the dots on the embossed page. The next thing I will talk about is tracking. As I talked about earlier, as I brailled, you’ll see the cursor moving back and forth along the screen. You will also be tracked -- whenever you are brailling, you are tracked when you are erasing a character and when you are moving the carriage head backward and forward -- you will notice the cursor moving there. And also when you use the backspace. What this does is it gives you the functionality that you have real time feedback, so you get instant reinforcement as you learn.

It also allows you to identify and correct mistakes whenever you are on a line. You immediately can understand if an error has been made when you are brailling. If you decide to scroll up and down with a document using the paper roller, here, you will get the notification that your braille tracking off and that means that the SMART Brailler is no longer recording what you are doing. You can continue to braille but it means that whatever you are brailling won't be saved electronically to kind of come back online and have the SMART Brailler start tracking you again, you have to press the middle button here, the select button here to track. When you do that, it will start recording whatever you braille again.

 Next we will talk a little more about the menu structure and what features are accessible to the user. The menu button was the small round button to the right of the menu screen. This has two functions, one, you can press it for about 6 seconds and it will provide status of the setting that you are currently in. It will tell you the battery level, the user, the braille mode and the speech mode . If you press this button once to the right of the menu screen.

[Computer voice] Main menu.

[Laura Calder] This is again where you can access a host of different features regarding the SMART Brailler. The first one we are going to talk about is how to save a file. So to save a file, you will use again, the navigation button, the downward button, and use the select button to select file.

[Computer voice] File menu.

[Laura Calder] To save a file, you can either save to the internal memory of the SMART Brailler or you can save to a USB flash drive and again the USB outlet is on the display module, and it’s very simple, you just plug in the flash drive there. Files are saved as a dot TXT format, it is a text format. The best way to save a file is to use that first line of text as the file name. We are recommending to users if you know you want to save a file, go to save a file when you first go to the document, use the first line of text as a title or date or name so when you go back to it later, you can find it. If you decide to print multiple copies of a document, save it to a USB. Transfer it to a computer and then if you have an embosser already hooked up to that computer with the embossing software, it will translate it to dot BRF and you can print it. The SMART Brailler -- one question that comes up a lot is whether the SMART Brailler can print braille on its own. It is not an embosser, so it still needs that manual input of a user to create the braille. So again, the best way to create multiple copies of braille is to save it to a USB and transfer it to an embosser. Within this area here, you can again start a new file --

[Computer voice] Internal file. Internal files menu.

[Laura Calder] Internal file is where you can open a saved file, save a file, save a new file, and even delete file.

[Computer voice] Open file. Save File. Save new. Read a file.

[Laura Calder] You can also read through a file without going into it. Or read the entire contents of a document you have saved.

[Computer voice] Delete file. Delete all files. Print file. Exit menu. File menu. Main menu.

[Laura Calder] The next feature we will look at is user.

[Computer voice] File. Users.

[Laura Calder] Within users, you can set up your screen user to save settings to them. I will set up a new user right now. To do this, you use the navigation buttons here to scroll across the screen to the last letter of your name. I will type in the last again, I'm using the button here and the select button in the middl . It has now created the user name Laura. This feature is particularly helpful in a classroom setting or for a teacher who has many students in different schools. Each student will be able to set up their own user account and save settings to that user. They can save the type of braille mode they like to braille in, whether it is contracted or uncontracted. They can save voices, languages all to their user setting. We are recommending that about 30 users can be stored on one SMART Brailler. After that, again, you can go through and delete users and add users as you like.

The next one I will go into is apps. On the version for APH, this software application, Building on Patterns, will be incorporated onto the unit. For people who purchased a SMART Brailler, this application will be available for purchase and download and you will be able to download it to a USB, save the file to a flash drive and download it through the USB. We took the Building of Patterns series for Kindergarten, and we created exercises that compliment that series. They are not meant to replace the series but really exercises that reinforce the lessons are already being taught by the teacher.

[computer voice] Building on Patterns , Building on Patterns menu. User, guest. Instructions module A.

The way this is set up is you have exercises through there. Through these exercises, they introduce letters and contractions in the same order they do as with building patterns. I will take us through exercise A through module A.

[computer voice] On pattern [ indiscernible ]

[Laura Calder] This module introduces the letters T,Y, and C of lesson 9 of building a pattern.

[computer voice] Letter exercise 1, start. sorry, try again. Try again. Here is a hint dot 1, 3, 4, 5, 6. Well done. Next question. Braille the letter C. Well done. Next question. Braille the letter Y, well done. Next question. Braille the letter G, well done. Next question. Braille the letter C, sorry. Try again. Well done. Next question. Braille the letter, Y. Well done. Last question. Braille the letter G. Well done [ applause ] complete, 100% success.

[Laura Calder] Here you can also keep track of high scores , a teacher can keep track of how your students are doing.

[computer voice] Exit menu. Letter exercise 1, module, building on pattern of menus. Main menu. File, user, settings.

[Laura Calder] We will scroll into settings now.

[computer voice] Settings, menu.

[Laura Calder] The first one here is language. We are looking through the Perkins Product version of the SMART Brailler to different countries and localizing the SMART brailler will make it able to the use the native braille code of those countries as well as other stated translations on the screen. Right now, we are working on French, UK, French, German, Polish, English, Portugeese, and Arabic. The next option is voice. As you noticed earlier, we are using Acapela speech translation. We are excited about the choice of voice we can use. Within U.S. English, we have the option of using Heather, Ryan, or Laura. And if you were in a different language, you will have your own choice of voice settings too.

[computer voice] Language, voice, speech. Speech settings.

[Laura calder] This speech setting is just the same as the fourth quick key that was along the bottom here and it just changes the amount of speech feedback you get.

[computer voice] Menu, language, voice speech, colors.

[Laura Calder] The next is color. Like I said earlier, the screen is a color screen.

[computer voice] Color setting. Correct setting black on wehite.

[Laura Calder] We did this largely for this reason, so he can introduce different color contrasts. We have black and white. Yellow and black and black on yellow.

[computer voice] New settings of yellow and black change to what change, black change to on black. New settings to black on pink. New setting is black on white.

[Laura Calder] If we stay within the menu, there is a brightness function.

[computer voice] Power settings.

[Laura Calder] As I said earlier, you can work on the AC adapter or also use the battery. These two settings here power adapter and battery allow you to set the screen time to help you save battery power . Here you have options of setting the screen timer to 5 minutes, 30 minutes.

[computer voice] Change to one hour.

[Laura Calder] Or one hour or to never.

[computer voice] New settings of never, never. Settings menu, line 4, power, system.

[Laura Calder] The last setting we will look at is system and this really won't be often used by users. It is a great place to find information on your actual SMART Brailler. So every SMART Brailler has a unique number associated with it and it also shows what soft is on your unit. This is a problem if you have a question about your unit, you would go into the system and understand what software version you have and this is also where you would confirm if you have a software upgrade that that upgrade had taken affect.

[computer voice] Settings menu, main menu, main menu. Braille entry.

[Laura Calder] That concludes all the main features of the SMART braille. We will be offering it in three different colors. The raspberry, the midnight blue and also in the APH blue. We are taking preorders now. All the information is on [www.SMARTBrailler.com](http://www.SMARTBrailler.com). It will be retailing at $1,995.00 through Perkins products and we will begin shipments in September and taking preorders now for those. Hopefully you were able to get a little bit more information about the SMART Brailler. It is a great product for -- we have seen a lot of children and teachers and adults be more motivated to learn boosting that confidence in people as they grow when using the SMARTs brailler and we have -- I will leave it up to you for you to decide if this is a good fit for your students and any questions now.

[Mary Zatta] Thank you, Laura, we are ready to begin the Q & A portion of the webinar. If you haven't done so already, please post your question in the Q and A box. We have Susan who is asking when you select a braille tracking on, does it go back to where you were?

[Laura Calder] Yes and no. So you have to -- when you select braille tracking back on and you want it to start -- if you moved the paper rolls to another part of the page, you would need to line up the carriage head to where you wanted to start again. Line the carriage head up with the document up here and then turn braille tracking on and you would start in the same spot again.

[Mary Zatta] Susan also asked when it says print file, is that through a USB flash drive as well?

[Laura Calder] When it says print file you can insert a USB through here and actually it prints to a printer, a regular text printer. By using the USB cable, you can connect directly to the SMART brailler and to the printer.

[Mary Zatta] A question from Katherine, can you use the braille keyboard to key in a user name? In case you don't have any vision, that letter screen would be very hard to navigate or does a seeing adult have to set up the users for them?

[Laura Calder] When setting up the user, it is definitely helpful to have a sighted peer or teacher to help in that process. We have added a new feature to that and as you scroll over the letter, it gives you an audio response as to which letter you are on. There is a little bit of a learning curve to it for maybe a younger student to do it themselves. It is recommended that maybe someone help them out to set up that user first.

[Mary Zatta] Judy wants to know how much memory does the SMART Brailler have?

[Laura Calder] It depends on how many tech files you have on there, you know that tech files are very small. It is about 400 megabytes.

[Mary Zatta] Judy also wanted to know if the files can be backed up on a flash drive.

[Laura Calder] That's definitely an option you can do. It gives you a little extra guard if anything should happen. It would be recommended to back up files that you know you need to keep for a long time on flash drives also.

[Mary Zatta] Will Spanish be added to the language choice?

[Laura Calder] Yes, Spanish will be added. That will be coming within the next couple of months.

[Mary Zatta] Question from Rita, is this available on quota funds?

[Laura Calder] Right now it has been approved through quota. We are still waiting for APH to announce when they will begin shipment of the product.

[Mary Zatta] Jenn is asking the same question about memory and I think we have covered that. Amy is asking was there any thought or attempt to automate the erase function rather than manually having to erase it or would that require a loader into the actual unit.

[Laura Calder] Automating erase would require more mechanics and design to it. Right now you have to manually push down on the button. Maybe in the future versions would be able to address it but right now it is pushing down on the button to actually erase.

[Mary Zatta] Sally, can you print a text document once you up load it to a computer?

[Laura Calder] Yes, you can save the text document to a USB. You will be able to take that USB onto your computer and bring it up as a text file and print that.

[Mary Zatta] Brenda is asking will it print braille and print?

[Laura Calder] You can print it as braille if you have embossing software already loaded on your computer. That software will convert to a text file into DRF file and you will be able to turn it into a braille document or you can send it to a printer and they will print it in braille.

[Mary Zatta] This is from Elle, will the language package be additional? When you use the language package can you go from one to another, English to Spanish, for example?

[Laura Calder] Yes, you will be able to select another language. For example Spanish, you would have to turn off the unit and put it back on and it would be back on in Spanish.

[Mary Zatta] This is from [indiscernible] how do you back it up on a flash drive.

[Laura Calder] To back it up on a flash drive, you would insert the flash drive in here and it would come up as USB files and just save to the flash drive instead of to the internal memory. You can select which files you’d like to save.

[Mary Zatta] Question from Daniel, are you running the full Duxbury translator or a subset?

[Laura Calder] We are running a subset of the Duxbury translation.

[Mary Zatta] Are there any other questions -- there are more questions. Daniel also asked can you use the refreshable braille display with this unit?

[Laura Calder] Not right now, no.

[Mary Zatta] From Katherine, can you create the sim braille and text file without paper in the unit?

[Laura Calder] You can but it is recommended to use it within the unit as the unit tested internally always have paper in there. We don't know how long the unit would hold in the field if it didn't have paper in there.

[Mary Zatta] From Judy, does the British option use British braille or UEDC?

[Laura Calder] Right now it use British braille. You can up load.

[Mary Zatta] Brenda is asking, if we purchase without the Spanish, would we have to purchase a new or just add the Spanish component?

[Laura Calder] You can just add the Spanish component and you do that through a USB flash drive and you can save that component on a flash drive and upgrade the unit.

[Mary Zatta] We have had a lot of great questions. It has been very exciting. Just another moment to see if any other questions come up. I have to say to Laura, in has been terrific to have you demonstrating the new SMART Brailler for us today and I think that it is a very exciting new product. Let me just see if there are any questions -- I have a thank you from Susan and a thank you from Brenda also and Amy. Okay. They are all coming in. Thanks, everyone for joining us today and thank you, Laura for your time and expertise. This was really, very, very helpful. Joanne says thank you, and I say thank you. Thank you, everyone. This webinar will be available in a recorded format by tomorrow on the Perkins website. Thanks again. Goodbye now.

#  [ event concluded ]