Zoom, Zoom – Helping Your Virtual Sessions Take Off

Presenter: David Rosengren
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ANN SCHENSKY: Welcome, everyone. We're going to give people a minute or so to get in and get settled, and then we'll get started.

All right, I think we'll get underway. Again, welcome, everyone to our webinar today, Zoom, Zoom-- Helping your virtual sessions take off. Our speaker today is David Rosengren, president and CEO of Prevention Research Institute. My name is Ann Schensky and I will be the moderator today.

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You will be directed to a link at the end of this presentation for a very short survey. And we'd really appreciate it if you could fill it out. It takes about three minutes. We are recording this webinar and it will be available along with the slides on our website. That usually takes us about a week or 10 days. And certificates of attendance will be sent out to all who attend the fall session. And they will be sent via email. And these take about 10 days, as well.

If you would like to find out what we're doing, feel free to follow us on social media. And our speaker today is David Rosengren. And I am going to turn it over to him. Welcome, David.

DAVID ROSENGREN: Thank you. Thanks, Ann. And let me get my screen up here.

OK, well, folks, I'm really glad to be joining you today. Just in the way of background to tell you who I am, I work with the private nonprofit that's centered on Lexington, Kentucky, but I actually live in Seattle, Washington. So we are one of these geodispersed organizations who've been having to use technology for a little while, so we've been experimenting with this. And then like all the rest of the country, we had a really big experiment, that began in March of this year, where we were shifting how it is we train people, moving all of our training to a virtual environment, and helping our people who are partners who work with us deliver their services virtually. And so it's via that route that I am coming to talk with you today.

So I want to start with something that's a little interactive. So, welcome. And in the chat box, if you would, I'd like you to put down where are joining from today, what are you looking forward to this holiday season, and what would make this session, feel productive for you. So let's just get a little bit of feedback, find out where folks are coming from.

All right. Safe beach vacation. I saw that flashed through. That sounds fabulous. All right. Great. And I'm seeing some things come through about looking forward to vacations, Christmas, mild winter, time with family, learning more about Zoom, how to encourage patients. Great.

All right. So you can continue to put that information in there. And while you're doing that, I would like to move us forward. The goal here today is to talk about virtual environments, and really, how can we help these things not feel like a poor substitute for our in-person work, but rather, an entirely new way of working that may really have some things to offer it that offer our clients that weren't there before we all switched to this environment. And if you've been following the literature at all, one of the things you may be seeing is that for things like treatment programs, we're actually seeing some increase in attendance with people moving to a virtual environment.

Some of those barriers that used to get in the way for people attending have actually been removed, which is an interesting sort of serendipitous finding, and not something we would necessarily have expected to occur. So we're going to try and see what we can learn today from all of this stuff. But to begin with, I want to open our session a little bit intentionally. And that is-- I know it is 11 o'clock in your part of the world. You already had potentially a busy morning. So I want you to just take a moment if you would to breathe with me, OK?

So we're just going to breathe for a moment. And you can choose to leave your eyes open or closed, but what I want you to do is just focus on your breath. And we're just going to kind of bring this into the room and see if we can create a little pause here as we go to get started. So I want you to just breathe in and focus on the air coming through your nose and your mouth. And down in and then back out. Just focusing on the breath coming in and

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out. And now pulling that breath a little deeper into your lungs in and out. In and out.

All the way down to your belly, watching it rise and fall. Rise and fall. And as you're doing this, you may have the thoughts pass through your head, may I be well? May I be happy? May I be peaceful? May I be loved? Continuing to breathe in and down. And may I be well? May I be happy? May I be peaceful? May I be loved?

And now with those continuing to pass through your head and breathing easily, if you've closed your eyes, you can open them when you feel ready, and come back to this time and place. And just potentially feel a little more quiet, a little more centered as we begin our time together. And I'm going to ask you to do something to begin today that may feel a little bit weird, but we're going to do it intentionally.

I want you to just take five minutes here, I want you to think about someone that you want to express gratitude or appreciation for who's in your orbit. This could be somebody in the workplace. It could be a family member. Someone who you just appreciate who they are in the world and what they bring to it. Or someone that you're grateful for. And I want you to just think about that person. And I want you to send a text to that person now. And I'm just going to give you a few minutes to do that. And while you're doing that, I am going to just put a little music on so you have a little music to do that to.

So just take a moment.

SINGER: (SINGING) OK, this one is for Gabby. Ooh.

Somewhere over the rainbow,

DAVID ROSENGREN: Be specific what you appreciate about this person.

SINGER: And the dreams that you dream of once in a lullaby. Somewhere over the rainbow, bluebirds fly. And the dreams that you dream of, dreams really do come true, ooh. Someday, I'll wish upon a star, wake up where the clouds are far behind me. Where trouble melts like lemon drops high above the chimney tops where you'll find me. Somewhere over the rainbow, bluebirds fly. And the dreams that you dare to go why, oh why can't I?

Well, I see trees of green and red roses, too. I'll watch them bloom for me and you. And I think to myself, what a wonderful world. Well, I see skies of blue and I--

DAVID ROSENGREN: OK, let's come on back to the group here now. Hopefully, you got that text sent out. And I'm curious, if you would within the chat box, just let us know what happened for you through the process of that

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opening. The breathing exercise, the words that went with writing the text-- what happened for you?

See and feel more framed, more centered space, positive frame of mind, joy, slow down, relaxed, attention, attentive. I see a lot of resettling. Poor Melissa's crying and her husband's laughing. I love that.

OK, great. Well, thanks for adding those things. For some folks in the group, breathing exercises were a little uncomfortable. And did enjoy the texting. Yeah. So it strike folks a little different, intentional peace.

Well, let's start off with this very basic sort of notion here that great groups don't just happen. And before we begin, let me just say that there is a handout that we will send out that will have all of this information on it for you. So if you are the kind of person who likes to take notes, feel free to do that. But you are going to get a handout that has this information on it for you. So don't feel compelled to do that. You can sit back and listen and absorb, if you like.

So we're going to talk about how we go about making great groups, but I think it's really important to just take a pause and say that great groups don't just happen. Now this doesn't mean that every group is a great group. But we can do the things that we're able to do to help those groups be the best possible. And then we see what happens.

And to begin with, we're going to talk about three areas-- expectations, settings, theirs and ours, and then about something that I like to call a meet and greet that can be really useful. So let's start out with talking about expectations here.

So as the picture suggests, depending on how we start out things, things may end in particular ways here. So being thoughtful about some things are really important. And one of the things that we do at PRI is we have a netiquette form. And I'm guessing that probably many of you do the same. And so when we schedule that first meeting, we send out the netiquette form along with some information. We do do training around drug and alcohol-related things. And so we make clear some expectations about there's no substance use, and that includes vaping when we're working with folks.

And one of the things that we've learned is that cameras on make all of the difference in the world in terms of how engaged people are. As soon as the cameras go off, then we start to want to check our email, do other things, handle phone calls. And that takes us away from being present in that moment. So in all of the training that we do, the continuing ed seminars, we ask everybody to be on camera. And we try to keep people up in a gallery forum so that we can engage and talk and respond to people.

And in terms of doing all that, what we found is that computer is often preferable on the participant end of things. That you can join through your phone or your tablet and those things do work with the technologies that are out there. And yet there's often some loss of ability to see people, to look at materials if you're presenting materials, or if you're asking people to go back and forth between the presentation or the Zoom meeting, and some activity outside of that it, gets a little more clunky.

So we really suggest if at all possible, that people be on computers. Now I'm recognizing not everybody can do that-- that phones and tablets are a much less expensive approach. We certainly do accommodate that.

Not driving. Now that may seem pretty straightforward and obvious, but it is one of those things that happens that people will join sessions, and they got behind, and just they had to get somewhere. And so we will comment on that. And when we have cameras on, we kind of know when those things are happening. And we encourage people to pull over and do that. Now if they absolutely cannot do that, we tell them, I don't want you looking at the camera, then. I want you watching the road and listening. But more than anything else, it's asking people not to be driving.

And then we talk about some housekeeping matters. What happens if you disconnected kind of like Ann was talking about this morning? How do you manage that if that comes up? And what happens if I as the group leader become disconnected? What are you all going to do at that point? And so that's one of those things that can be really helpful to just review with folks.

And from our point of view, what we do if I'm the only person leading a group is I make one of the other members of the group the co-host, and I let them know if the group goes down, here's what's going to happen. It's going to flip over to you, you guys continue to have a conversation what we're talking about, and I'm going to jump right back on.

And then the last thing there is make the obvious obvious. That we are doing this in an environment that's different than when people have come to the treatment agency. And so we all have new coworkers. We have family members. We have children. We have dogs and cats and other critters that show up at various times. We have people who come to the door that then set the dogs off. And as much as we want to have a quiet environment, this is not the way it always works.

Now, there are some things that are important and important for you to think about in terms of setting up your setting, and we'll get to that in just a minute. But as my old mentor and supervisor used to say, rather than ignoring the obvious, just make the obvious obvious. Things are different. It's not going to be quite the way it usually is. And we'll just roll with it when it happened.

So let's talk about settings, theirs and ours. Now obviously, one of the big things about telehealth and working in Zoom or Webex or GoToMeeting or Doxy or any of the other modalities is that there are the potential for privacy issues. And there's all sorts of things out there about HIPAA compliance and enforcement being relaxed and all the rest as to the medium itself, but there's also just the little things about the environments that we need to be attentive to. Like is the person in a private place? Can they find a private place in their home?

During the summertime, it was easier for people, potentially, to move away from the home to get a little more privacy, but that's not quite so easy now as things are getting colder. There's kids around. Can they close the door, all the rest of that stuff. So it's just important to know. Do they have some privacy? Can they create a safe space for themselves? Who else is around them? That's a frequent question that we'll ask at the beginning of a session. Are they alone? Is there someone there with them? And working those things out.

And then just little things that obviously can be really helpful in their setting like having headphones. Because the privacy is not just for them, especially if you're working in a group setting, but for the other participants in that group. So that somebody else, if you have a thin door, can't be on the other side hearing what people are saying. So thinking about those things, asking people, figuring out your routine for asking about all of that matters. And it's really going to be specific to your setting.

And then we need to think about our setting. And you need to think about what's behind you. So when I look at my video here, I can see some of the stuff that's behind. And are those things cluttered? What do I have on the wall behind? What's going to catch people's interests? Like, what does that thing on the wall back there say, anyway? Those are the kind of things that are going to catch your client's attention. And you want to be mindful of that when you're thinking about where you're going to do your sessions from.

And as much as possible, I would say remove the clutter when you're doing things. Think about your attire. What is your attire going to be like? How do you maintain your professional appearance? Is a suit and tie the way you usually work? Are you going to wear that at home? Are you wearing your pajama bottoms on the bottom, but on the top, you have a professional attire? What are you doing there?

My feeling around all of that stuff is that I tend to respond the way I feel in terms of how am I attired. And so I want to come in a way that feels both relaxed and appropriate to the setting. And I wouldn't come to an office setting in my pajama bottoms, so I wouldn't come to do a presentation or a group in my pajama bottoms. But that's really up to you to decide. And then I want to talk about equipment, but we're going to wait on that for a little bit, because equipment does matter around the things that we're using.

So I said I was going to talk about something called a meet and greet. So with our folks who are making the transition to a virtual setting for the first time, we encourage them to have an initial session that was not a treatment session, but rather, a chance to just connect and to figure out the technology. And so we would call these meet and greet sessions. If you had an ongoing group, but were making the transition to a virtual environment, that would be an appropriate time to do that, as well.

So the goal is you're going to meet together without any treatment expectations. Now that doesn't mean that the group members don't come with some sort of expectations about this setting, but you don't plan to deliver the curriculum that you're using or conduct a typical treatment session with folks. Instead, you want to keep it short, make it fun, potentially interactive. And then review some of the program features like how do you mute yourself in this setting. How do you put an icon up. And you have people go through and do some of those things.

How do you turn off the camera and then remind people that they are on camera? So if you're there and you're folding clothes, that that's distracting to folks. And so we really don't want to have that going on. We want you to be fully focused on what we're doing here as much as possible.

And then you can do something a little bit different that lays the groundwork for the intervention that you're about to do. For example, one of the things that I've taken from a fellow MI trainer is just doing an icebreaker activity where everybody brings a small object that's personally meaningful to them, and ask them to do it outside of the family context, because otherwise, everybody brings a picture of their family. And they just bring something that's meaningful to you, that you can share with the group.

And in the process of doing that, you start to find out what people value, what matters to them. And you can begin doing some of those reflections and connecting of group members if you're working in a group setting that are all really powerful.

Now if you're working in an individual session, you could also potentially do a meet and greet, but that would be much shorter. And again, there may be limitations about what your organization can and can't build around those things, since it as a treatment, per se.

And then review the expectations for the treatment. What are the expectations that you're going to have for folks? Things like privacy, where you want them to join from, some of the things I just reviewed with you about how you create privacy in your environment. And then just remind them that we're not going to be doing any treatment, per se. This is just a chance for us to get together, and the treatment is going to start the next time.

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Now that doesn't mean this can't have therapeutic value, but it's not our intention. So 30 minutes is kind of the number I shoot for. If you're in a group setting, you're going to have people share an individual object, and you have eight people in your group, and everybody takes three minutes to do that, well, you're already at 24 minutes, so you probably have to go 45 in that setting.

So let's talk about the mechanics of the session itself here. So how do you actually conduct this session in a way that's going to work for you? And I'm going to talk primarily about group settings right now, because I do think that there are a little bit different. And people tend to find those a little bit more challenging. And I'm happy to address individual settings at the end if you'd like to do that in the question and answer period. But right now, I'll just talk about groups.

So before people ever arrive, let's talk about that period, think about how your scheduling folks. One of the hardest things-- and I know for economic reasons and a variety of other, we tend to schedule things back to back. But Zoom meetings and this kind of setting requires tremendous energy from us. And so doing a group, coming out, and then 10 minutes later having to go into another group is really difficult to do because of the energy it requires of you and the attention that it requires.

So I would encourage you, if at all possible, to not do that to yourself. You can do it, but it's really hard. And if you're doing a two hour block and then a 15 minute break and then another two hour block, by the end of that second two hour block, you're pretty tired. It's pretty hard to bring the same level of energy and focus.

And then in terms of the group session itself, jumping on early. This is one of those things that for a lot of people, because of how we schedule, we blow in right before we're supposed to begin, and we don't necessarily feel settled before we start. And so helping us feel a little cell by giving us enough time to kind of be there, get our materials out, make sure we've got everything set up is really important.

I like to send out an email reminder with the link even though people should have that. Along the way, those get lost. People can't find them. It's often the thing that takes the most amount of interventionist trainer therapist's time at the front end of a meeting-- is people can't get on the meeting. So just proactively sending that out right beforehand is really helpful. And I'll set up a group list that's blind CC that I can just send the link out and have people join.

And then have all your materials open and ready to go, whatever those materials are that you're going to be using. And if you have someone in your group that who's going to assist you, review with them tasks and responsibilities, expectations. At PRI, we like to talk about those persons as

our wing people. And so we want to talk with our winger before we get started about who's going to be doing what in the session itself.

And then as people arrive. So I really encourage you to use a waiting room kind of like what happened today. Rather than people coming directly into the meeting, give folks an opportunity to join the meeting a little early, they go into a space, you can put a message in there welcoming them. You can put some personal photos or those kinds of things. If there was a group room you were using before, you can put a picture of the group room so folks are placed in that mindset.

And then I tend to let people in just a few minutes early before we're going to start, just so we have an opportunity to greet each other. And in the process of greeting them, we get to do a sound check, and we get to make sure that cameras are on, and all of those kinds of things. So I use those few minutes right before we're going to start the session just like you would in a group setting where people are coming into the room. But then we do want to do the same good group therapist sort of facilitation techniques about starting on time and all the rest, and getting down to business.

And then starting intentionally. So I want you to think about how we started our session today. That we began with a moment of breath. And it's funny how we move through life really fast-paced, and are on to the next thing always trying to get one more thing done, and then we arrive, and it's hard to become fully present. And so giving ourselves a moment of transition where we're doing something like a breathing exercise can be really helpful.

Now as we saw with the chat box there, that doesn't necessarily fit for everyone. So if it doesn't fit for members of your group, you can figure out another way to do that. But just giving people an opportunity to center themselves, quiet themselves, and come into the room and be present with you can be really helpful.

The other thing-- and I want you to think about this in terms of particularly drug and alcohol groups, but it can expand that out to behavioral health and mental health issues-- that many times, people coming in are not there because they want to be there. They're there because something is impelling them to be there. And that thing that's impelling them to be there, whether it's something outside of them or inside of them, generates negative emotions. And so people will come into our sessions with a negative emotional set.

And what the positive psychology research would say about this is that when we're in a negative emotional place, our focus becomes narrowed. Literally, our visual field becomes narrowed on the problem area. And there is a survival mechanism associated with this where we respond to whatever the danger is that we see.

Now the issue with that is often that dangerous thing is not the thing that we would like to have people working on or that people feel they need to work on. So I work in the addictions field. People are often court-mandated. And so the problem that people come into the room with is not drug and alcohol issues-- it's the court, it's the police officer, it's their lousy defense attorney, it is the spouse who is complaining about their drug and alcohol stuff or the people at work who have been treating them unfairly. All of those things become the focus.

And so if we can begin to shift that focus by shifting the emotional tone, that can change what happens for people in that group. So when we train people to use our curriculum, we train them to ask a positive present focus question to begin each of their sessions. And those questions go something like this. So in the last day or so, what's made you laugh or smile? Or what are you looking forward to in the upcoming holiday season? See how that fits? What's a moment of calm or peace that you felt in the last couple of days that didn't involve drug and alcohol?

So that kind of present positive focus question begins to shift the emotional tone of that group, and then leads into the things that you're going to do next. For the addictions field, oftentimes, we'll begin with a question, so has anybody had any slips or lapses during the last week? And that is focusing people again on the negative emotional realm, and we're trying to shift from there. With the expectation if there have been slips or lapses, we're going to pick up on those as we go along during this session. So we start with a positive present focus question and then we're going to ask about any take away, anything that people were working on from the last session during their time away.

I like to use the chat box as a way to check in. That's something that we do regularly. Have people just type something in to begin with that we can all review. It starts out with them being engaged in the process, even if they're not talking. And then as I note here, checking in on the take away is something that we like to do.

So I'm curious, if you wouldn't mind in the chat box, I'd love to hear what it is that you all do to help get your group started well. So let's just see a few comments. What do you do that helps your group start well?

Short meditation. Nice. Calling participants by name prior to opening the meeting. Share one positive intention. Introductions. Prayer. Remind them they know more about themselves than we do. Brainteaser. What they're grateful for. Appreciation. Some do only one to one sessions. And I would say even with a one to one session, you can begin in the same sort of way positive-- present focus question.

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Ask what you had for breakfast. Funny ice breakers. Gratitude check in. Morning campfire.

Great, polling question. So I I'm glad you brought up the polling question here I want to shift and just show you something really quickly here. And this is actually going to require you to use your phone.

So here we go. We're going to use your phone. And I want you to go to menti.com on your phone using your browser. And you're going to enter this number here, 72-12-41-5. Go to Menti, M-E-N-T-I.com, and enter this code, 72-12-41-5. And I want you to the answer to the question, what's your biggest concern? So we'll just give you a minute or two to enter thoughts, just kind of see. Things are kind of popping around here.

They're kind of moving up and down. It looks like translating activities and engaging clients are the two that folks feel the most strongly about. And you can continue to put that in there. And let me just go back to this image here. And I want you to just sort of notice as you were thinking about that question, the question asked you to think about a concern. So shifting from that positive focus-- this is moving us back into that negative spectrum.

Now we've done some things that help ameliorate a little bit the negative emotional piece around this. And that's what the research would say happens-- is that we inoculate people by asking about something positive to begin with to then look at some of these other areas that are a little more problematic or difficult. If we lead off with this question, it creates a negative emotional tone. And the reaction, of course, in this kind of setting is we lead into a seminar where people are focusing on the negative versus perhaps what they're hoping on from today. And there we hear some of my coworkers in the background.

So let's talk about the meat of the session for a little bit here. So we just kind of got past this big holiday where we celebrate meat as part of that. And we have all the side dishes, but usually turkey or ham or something like that is the big focus here. And I want you to think about the techniques that make for good therapy in general and good group therapy. And those just become even more important in the use of virtual technologies for doing groups particularly.

So eye contact is important, but you're not in the same room, so how do you do that? Well, that really necessitates that people be on camera. And they do some things so that you can actually see them. Like make sure that they are lighting themselves so you can see their face. And we're going to talk about that in a little bit. But that really matters in terms of eye contact, being able to see everybody.

So this means that people join individually. Occasionally, you'll have folks who want to get together if they're friends or something like that and join in the

same environment, but that's a different sort of circumstance. You can't see people as well, it's harder to hear, you can't see facial reactions. So joining individually. Working in the gallery views so you can watch all of the people in the same way that you would watch a group. And then paying attention to what it is you see. When you see people react, paying attention to that, responding to that.

And then all of those listening skills that you've been developing over the years become even more important. So there's the technical piece of how do you do reflections and ask good open questions that are going to draw your groups in. But then there are also things like doing reflections that tie group members together. So you're looking for common themes and doing some of those kinds of activities that not only respond to the individual, but make the group more cohesive.

Because the goal here, just like in-person treatment, is to create a cohesive experience. And if we're talking about great groups don't just happen, these are some of the techniques that you need to do. You need to link group members together.

If you're going to do things like show videos or that kind of thing, if at all possible, use the original source material. So one of the things that I've learned through moving to this virtual environment is that videos embedded in your PowerPoint do not play nearly as well as the original video does. So switching back and forth, and being able to do that comfortably to QuickTime or whatever video player you use, and then back to your PowerPoint if you're using that as a support for your treatment session are really important. Or if you're just showing a video as part of what it is you do, get that original source video.

And then change the focal length. One of the things that people who are really good at virtual environments say is that you need to rotate the activities. Have people shifting every five minutes or so. Long drawn-out discussions tend to be hard for people to remain focused. So make sure that you're shifting, allowing people to move back and forth between things.

So maybe there's a discussion period. Then you put people into breakout groups. Then you give them an activity to do individually. And then they go back and talk with an individual. Then you come back and talk as a large group, maybe there's information you're sharing. So change that focal length periodically.

And then the last one is to finish strong. And by that, I mean don't let your time just lapse or with 30 seconds to go say, oh my gosh, we're out of time here, remember for next time, and then give them instructions as everybody's leaving. Plan for that ending so there's enough time for people to finish well.

So what I would like to do now, and this is something that we do periodically in groups, is take a short break. What I'd like to do is have you take a short five minute break here. And at the end of that five minutes-- we'll put a little countdown here-- we'll go ahead and get started. And in the interim, what I'd like you to do is get up, move around. If you need a cup of coffee, do that. If at all possible, go outside and get a breath of fresh air, and I'll see you back here in five minutes. Thanks.

SINGER: (SINGING) Maybe it's time to let the old ways die. Maybe it's time to let the old ways die. It takes a lot to change a man. Hell, it takes a lot to try. Maybe it's time to let the old ways die. Nobody knows what waits for the dead. Nobody knows what waits for the dead. Some folks just believe in the things they--

--they've heard and the things they've read. Nobody knows what waits for the dead.

I'm glad I can't go back to where I came from. I'm glad those days are gone, gone for good. But if I could take experience from my past and bring them here, you know I would. You know I would.

Nobody speaks to God these days. Nobody speaks to God these days. I like to think he's looking down and laughin' at our ways. Nobody speaks to God these days.

When I was a child, they tried to fool me. Said the world of man was lost and that hell was real. Well, I've seen hell in Reno, and this world's one big ol' Catherine wheel spinnin' still.

Maybe it's time to let the old ways die. Maybe it's time to let the old ways die. It takes a lot to change your plans, hell, a train to change your mind. Maybe it's time to let the old ways die. Oh, maybe it's time to let the old ways die.

DAVID ROSENGREN: OK, so let's go ahead-- oops, we don't want to go through it all again.

Let's talk about equipment for just a minute here, because I do think that equipment is really important. So light really does matter. So let's start with that. Right now, I have a light on my face. Let's see what happens if I turn that off. Notice the difference? You can't see me. And this is one of those things you don't want to have happen, where people can't see your face, you can't see their facial expressions.

So when you're on camera, make sure that you have a light that allows people to see your face. And if you want to go fancy, you can buy some out there that you can attach to your computer that are either USB-driven or

battery-driven that you can recharge. And for your clients, asking them to do the same. To move a light so that you can see their face.

Now I took a quick look at the question and answer box, and I saw that for some folks, it's a real challenge trying to get people to turn their cameras on for all kinds of reasons. They're feeling disheveled, there's kids, you're coming into their home and they don't want you to see their home. Encouraging people to use virtual backgrounds if they want to do that so you can't see all of what's going on is fine as far as I'm concerned.

But just sort of making an expectation that this is what we're going to do. That to be a part of the treatment, that you really do need to have your camera on. That that's part of the process here. And I know it's hard. And then having an individual discussion with them if you need to, but really encouraging them.

And you have to make a hard decision about to what degree you're going to stick with that or not if people refuse to do it. But by and large, I think that's one we want to be pretty clear about if what we want to do is use a video-based format as opposed to just an audio-based one.

So a few other things here. Sound really matters. So one of the things that I know folks at times like to use are the Bluetooth-connected ear buds or those kinds of things like AirPods and all the rest, and those can work great. But they are Bluetooth-based, and occasionally, they drop in and out, they lose signal, and all the rest. So I am not a huge fan of those, nor am I a huge fan of just using your laptop's microphone on the computer. Even though they've improved over time, they're still not great.

You can get a relatively inexpensive external microphone like the one that I'm using right here that you can purchase on places like Amazon or one of the other big box electronics stores that will produce high quality sound and will do dampening so you're not picking up on the external sound, feedback from your display, and that kind of thing. And I think that that really helps. There's nothing worse than straining to hear the person who's in charge. So make sure you've got an adequate microphone there.

And then the same thing about camera. Camera quality does matter. It, of course, affects bandwidth. So that's one of those things you need to be mindful of. Camera is probably less important than high quality sound, but a good camera, you can get an external one that will plug into a USB. That can be really helpful.

But here's the thing that I think is absolutely critical if you're going to do virtual work, and that is getting a second monitor. Being able to use that real estate. If you haven't had a second monitor before, let me tell you, it's a game changer. So it's really not particularly complicated with most of the computers that are out there now. You just buy a monitor, you plug it in, and your

computer automatically recognizes that second monitor. And then you just have to make a decision as to whether or not you're going to treat it as a mirror of the one monitor or as a separate one, and it's just all one big desktop.

But it does things like allows you to see your full group in gallery view. And then if you're showing materials or doing something like that, you can have that on the second monitor, and go back and forth. So those four things are really important.

So having said all of that, what I'd like to do now is just provide for you an example of what that might look like. And full disclosure, I am going to show you a Prime Solutions program-- so this is a proprietary program of PRI. And I'm showing it to you just so you get a feel for what this might look like in a virtual environment share. So let me do the share here. We're going to optimize video. And here we go.

So this session is all about values. And I am just going to lead into it and talk you through how we might do this in a virtual environment. And we do use images as part of this treatment curriculum-- you could call it a PowerPoint, if you want. But they help to keep the group counselor on task, allow us to use videos and some other things along the way. We also use workbooks, and so you'll see some reference to those. And so I have a workbook here, and I'll reference that.

So we begin every session with the checking in. And we would start with a positive present focus question to that. And so for my group, that positive present focus might be something like, so tell me about a time you laughed or smiled in the last 24 hours. And I ask them to think about that. And oftentimes, I will begin with sharing something that I laughed or smiled at as a way to both give them some time to think about it, and to join in the group as a participant around that. As a facilitator and not sort of the person who's in charge over the rest of the folks. So it's a leveling sort of activity. And then we get other folks.

Now you don't have to check in that sort of way. You could check in by having people pair up and have a conversation together. That works very well in Zoom doing breakout rooms. And it ensures that everybody is going to talk along the way. Now I do have a bias around all of this stuff. I don't like putting people on the spot. And so if I share my things, I don't then say, Laura, what about you? What did you laugh at? Because that's putting Laura on the spot. I'd much rather invite people to participate than putting them under pressure to participate when they're not ready.

So we do that. And then we do a check in and ask what happened with the takeaway from the week before. And I do this in a very intentional way. And that is I say, so somebody remind us of what that take away was that we had

from the last time we were together. And so rather than my taking responsibility, I make the group responsible for that activity.

Somebody recalls what it was. And then I say, so this is one of those things that I know life sometimes get in the way. So some of you probably got this done. Some of you may have intended to get it done, but just weren't able to or something got in the way. And for some of you, this might be your first group, and so you didn't have an opportunity to do that. But I'd be curious what you think would have happened had you had an opportunity to do that. So let's hear either what happened or what do you think would have happened if you hadn't done this thing. And then we check in.

Now notice when I do that, there isn't a shame associated with failing to do the takeaway. So what we want to do is encourage participation around this, and then we can give people the opportunity to go back and do the takeaway after the session if it didn't get done. Because the goal is not that they have to do everything in this particular time frame, because we know life intrudes. But rather, they're taking the things we're learning in the treatment process and bringing them out into the world, and engaging with them. So if it happens after the new session, that's just fine.

So we check in around that stuff. If there's a continual sort of habit of some people not doing those things, then that becomes an individual point of discussion, but not necessarily something that needs to happen within the group. Probably happens best outside of the group.

And then we move from there into the meat of the session. And this particular session is about values, so I would put this image up on the screen, and I would ask the group, so when you think about the word value, what comes to mind for you? So notice I'm not lecturing at the group, but instead, I'm asking the group to tell me. And then I would have them provide me information, and I would try and shape that information in a way that fits some of the concepts we're trying to focus on here, which includes thinking about values as a driver for many of our choices. And that at times, we tend to slip away from those values.

And we can ask a question that helps people get there if they're having a hard time getting there. And you say, so what do you feel like the connection is between values and behavior? How do those things fit together in your mind? So continuing to move forward here, then.

We move from this to a video about an individual who loses track of himself, his values. So I'm going to just play this and we'll see how this plays. This is streaming through the internet, and sometimes, it doesn't stream quite as well. We'll see how that goes right now.

[VIDEO PLAYBACK]

- He's got three prior DUIs. This would be his fourth if he's convicted. He hasn't had a driver's license since 1980. Mr. Garrett, legal limit in the state of Tennessee is 0.01. You registered 0.13.

- On Friday when I get off work, I feel like I deserve a few beers. And if a few beers makes me DUI to these people right here, then that's their opinion.

- It's more than opinion-- it's evidence. Evidence likely to be used against Garrett in this, his fourth DUI--

[END PLAYBACK]

DAVID ROSENGREN: OK, looks like you guys might be having some trouble seeing my screen here. So let me go back and see about sharing that again. I'm going to stop sharing and then reshare to see if that will take care of the issue. Because I, in fact, do want you to see it.

ANN SCHENSKY: David, I think the question was that-- and I wasn't sure-- when we're going through this example session, you were intending just to be online and it's not part of your actual PowerPoint, correct?

DAVID ROSENGREN: Right. It's not part of the PowerPoint, but I do want you to be able to see the images. And it didn't sound like you were able to see those.

ANN SCHENSKY: I could see the images and I could see the video. Some confusion if it was not in presentation mode, so I think you are fine. If you reshare just as you did before, we should be good.

DAVID ROSENGREN: OK, great. Glad to hear that. OK, so here's Billy. Just back up, we'll start him again.

[VIDEO PLAYBACK]

- He's got three prior DUIs. This will be his fourth if he's convicted. He hasn't had a driver's license since 1980.

Mr. Garrett, the legal limit in the state of Tennessee is 0.01. You registered 0.13.

- On Friday, when I got off of work, I feel like I deserve a few beers. And if a few beers makes me DUI to these people right here, then that's their opinion.

- It's more than opinion-- it's evidence. Evidence likely to be used against Garrett in this, his fourth DUI charge in three years. Well, Garrett lost his license 14 years ago. That didn't stop him from driving tonight. And he says it won't stop him when he gets out, either.

- As soon as I get out on bond, I'll have that car right there and I'll be driving to work. If he can catch me, more power to him.

[END PLAYBACK]

DAVID ROSENGREN: All right, so after showing the video here, then there would be an opportunity to interact with the group. And I would ask them, so what do you see Billy valuing in this little segment here? What are the values that you observe? And oftentimes, you'll get comments about things that aren't exactly values. There are other sorts of things. So I try to help shape those into value.

So somebody will say partying. And say, OK, so when you think about partying, what's the value that underlies that? What goes with partying? Is it enjoyment? Is it reward? Is it relaxation? What's the value that you think is there to help them think about that? And then we show a video of Billy afterwards, and we talk about-- I'm just going to skip through that in the interest of time-- where we see Billy after he's gone through some treatment. And we talk about that he had this opportunity to see himself in a way that he hadn't been able to before. And in this case, through the eyes of his daughter, who happened to see him on a television program when he was in this inebriated state there.

And so we use that then as a lead in to say, you know, we oftentimes go through our lives, we get busy, things are going on, we don't think about what matters most. And so we're just going to take a moment today to pause, and think about those things that matter most to us. And then we pull out the workbook here. And in the back, we have some values cards, and we have people tear those out, and sort them into basically three categories-- not important, important, and then have them select the five or so most important values.

And then we have them answer some questions after they've done that on page 40. We have them write down what those values are. But then we put them into breakout rooms to have a conversation answering some questions that are in the workbook about those values.

So I want you to think about what I was talking about earlier about changing the focal length. You'll notice how the focal length has been shifting here. We started with when we came into the session with that positive present focus, the group was participating. Then we asked what happened with the takeaway. We moved into a discussion about values. And from there, into a video. From the video, into a self-driven activity. From the self-driven activity into a breakout with a partner.

And then we come back out of that breakout with the partner to then have a group discussion about what they observed in this process. And then we

would move into another video, which I'm not going to show now. And then we would move into a takeaway for this session. And there is a takeaway written in the book here, but we also encourage people to do takeaways that will fit for their particular group.

So a takeaway that I often like to do with this session is say, part of what was unique for Billy in this circumstance is that he was able to see himself through someone else's eyes. And so what I would encourage you to do is to try to have that experience yourself. So choose someone that you trust-- and that's really important, that it's someone that you trust-- to do this values card sorting activities for you. And have them identify what they think your top five most important values are.

And then just be curious. Don't feel the need to defend your values or why they're different than what the person came up with, but instead, just hear how they see you and how those values come into play in their mind. And I would share with them that I had the experience of doing this with my middle son when he was 16, and it was really interesting to see what he picked out. Many of them were consistent, and then there were a few that were a little bit different that were really interesting to hear. And we leave it at that.

So that's an example of integrating some of the concepts that we've been talking about. There would be opportunities for large group discussions, individual work, breakout rooms, looking at videos. And there are some things to be aware of if you're using videos and things like that. In ours, we have set certain requirements around what we show. But most of these are really very brief-- like three minutes, three to five minutes. That seems to be the optimal length when they look at online videos in terms of utility. If it goes much beyond five minutes, people kind of lose focus. So your goal would be short clips, discussion, or activity coming out of all that stuff.

So one of the things we said we were going to do was leave a little bit of time for questions. I would like to do one other activity with you here if you're willing to do it with me. Here was this word thing. And I would like to go back now, if you would, on your phones-- Kristina or Stephanie, can you see this question in the menti.com? You can see that? Great. Thanks, Laura.

All right, so using your phone again, you're going to go back to that menti.com and use that code, the same code, if it's not still in there-- 72-12-41-5. And I'd like you to just enter a word or two about how you're feeling about being here right now in this session. And we'll just see what pops up on the screen. Hungry, love it. Eternally busy. Energized. Help. Satisfied. Great reminders.

Sleepy. We're putting somebody to sleep. Yeah, lunchtime is always tough. And sometimes, the material isn't what folks are hoping for. But hungry, happy, left out, excited, helpful, content. All right. Great, if you want to

continue to add words in there, you're welcome to do that. Just kind of see what comes through.

But what I want to do now is just share a couple of other tips and tricks along the way. And then I want to stop and ask questions. And I'd also like to hear from our panel about tips and tricks they have. So here's a few things that I've learned along the way. First that when cameras are on, being able to notice people's space is important. And commenting on that positively can be a really powerful thing. So noticing things, but noticing in a positive sort of way. Like that's a really interesting picture you have back there. Or I see you're a big Packers fan, you must really love them. Or those kinds of things along the way.

Be aware of your energy and your face-- that you have to bring the energy. And there's even a higher requirement for energy in the virtual environment than there is for the in-person. If your groups are really subdued and quiet, it may be because you're subdued and quiet, and you need to amp that up a little bit. One of the big ones for me around all this-- and we really try to work with our addictions providers-- around being playful. And I think that's a really important thing to keep in mind.

When you think about some of the traits that go along with folks who tend to run into difficulties with alcohol and drugs, they tend to be sensation seekers, impulsive, gregarious. Those kinds of things where they light playfulness. So this is serious business, drugs and alcohol stuff, but it doesn't mean we have to be serious at every moment in terms of what we're doing. So bringing a sense of playfulness to the work that you're doing.

And then use the technology. Get comfortable with it. You need to practice with it enough so you can move in and out of breakout rooms. Use these different things like word walls, shift on the fly as you're going along.

Two other things and then I'm going to stop, and we'll open it up to the group. Second to last one is be patient. Even more than an in-person setting when you ask a question, you're going to need to be able to sit with silence for a little bit, because your groups will take longer to respond. And you just need to be aware of that. Be aware of how you're asking the question. And then wait to the point where you feel uncomfortable, because no one's responded, and then see if you can wait a little bit longer. And see if your group will hop in there.

And then the last thing is finish line focus. Keep in mind where you're trying to get to with the session, how much time. And avoid things that pull you into what I would call conversational cul de sacs. Getting off away from what it is you're focused on or the group wants to focus on, and stay on target with regards to the particular group thing.

So I'm going to stop sharing. I'm going to open this up and ask the panelists what thoughts do you have, tips or tricks?

KRISTINA: Hi everybody. This is Kristina Spannbauer. I want to say that I think what you said about practicing and kind of practice makes perfect is definitely very, very true. Even if you're just practicing with your co-workers and testing out different features or different ways of interacting prior to being in an actual live session, that always helps.

And then the other thing that I would say is really helpful is just making sure you are very familiar with the different features and the different things that you can do in Zoom. And go into your settings and make sure that everything's correctly enabled and configured the way that you're going to need it for your session. And also see what's new when Zoom updates. It updates rather frequently and they add new features and new settings all the time. So definitely that kind of thing.

And I want to make sure that we have enough time-- of course, I'll let Ann and Stephanie, if they have things to add, add, but I want to make sure we have enough time, because we have quite a few questions. So I just wanted to say as well that as far as panelists, we can definitely follow up via email when we have all these resources like the recordings and PowerPoint and everything, when we send that out, with some other kind of tips and tricks that we have, as well.

DAVID ROSENGREN: Great. Thank you.

LAURA: So one thing that I found, David, over using Zoom for the lead groups is to be willing to learn from your mistakes, and be willing to just keep making changes. That we're all in this together, we're all learning things. And when you're doing some tried and true activity that you did with a face to face group for years and years and years, thinking about, OK, I'm going to give it my best shot for translating this to a virtual environment.

And then I'm going to take the feedback, like, oh, nobody got it, nobody knew what they were doing when they went off to a paired exercise, and so how can I support that? Can I support that through broadcasting the instructions? Can I support it through making sure those instructions are in some a workbook or something that I'm going to give them ahead of time? But just really thinking about and taking that feedback of this is working, this isn't working, people need something different.

It's not the I don't need to throw everything out like, oh, that's a total failure. It's how can something that I know really works and is a good way to illustrate a point and help people work through something be changed and take the feedback. Yeah.

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DAVID ROSENGREN: Right.

PRESENTER: I would just like to piggyback off of that, Laura. Having that support, too, so as we change to a virtual environment where something could be a one person helping and doing it all, that in the virtual environment, when you get over a larger capacity, the support of the peers or your coworkers or anybody that has the technology background that is willing to take on that post role, in a sense, is there to help you out.

So right now, we have four or five people on the back end helping out with this webinar exactly today. So granted, this is a much bigger situation than probably most of the group sessions that you guys would be hosting, but just to have that support and talking with those that have the expertise and the platform you're wanting to use.

DAVID ROSENGREN: Excellent. Yeah.

ANN SCHENSKY: Hi, this is Ann. And as the moderator, I find that being able to, if it's at all possible, have people have assigned tasks so that again, someone isn't trying to do everything. And one of my assigned tasks is to read the questions. So if people do not have any other input, we have about seven questions, so I'd like to try and get your input on those.

DAVID ROSENGREN: Sure. And I'm going to rely on the panel, too, because I'm a big believer and use all the brains in the room. So panel, feel free to hop in.

ANN SCHENSKY: Excellent. One of the questions that we already addressed was how to get people to turn on their cameras, because no one wants to see the mess behind them or their kids are running around. And so you did address that with virtual backgrounds, which can be very fun. And a good way for people to see that you don't necessarily have to have your house be pristine. So we did talk a little bit about that.

Another question was all of my clients are Karen refugees from Burma. Few have English skills, so my interactions include an interpreter and a co-facilitator, who also connect via Zoom. None of us have a much comfort or familiarity with the technology. And additionally, I'm coping with significant cultural differences. Any suggestions? That's a big question, sorry.

DAVID ROSENGREN: I do. Big patients. That's a really challenging circumstance. In a former life, I used to do lots of evaluations-- I'm a clinical psychologist by background, and we would do evaluations for folks who were emigres. And it is always hard when you're working through interpreters. And so I think it becomes even more complex through this environment.

If there are ways to move away from language-based things to drawing a picture, doing something like that, writing something down and sharing it that way in the chat box, some of that might help in terms of the interpreter and all the rest. If you're looking at a picture, you can respond to that directly. But it is one of those things I think it's really important to talk with the interpreter before you meet with the client so you're agreeing on how things are interpreted, and how they handle things that they're not clear about.

Because at times, interpreters can really sift information in a way that's not particularly helpful for you as the clinician. So I think that that discussion is really critical. And becomes especially important if it's a family member operating as an interpreter, which can happen at times.

ANN SCHENSKY: Great. Think you. Could the meet and greet be considered rapport-building?

DAVID ROSENGREN: Absolutely. Absolutely. I think that that's really what we're doing there-- rapport, engaging folks. Those are elements of all of that. What I just don't want to have happen is people often feel compelled to get into the treatment part of things, and just holding off on that, and thinking about it in rapport-building or engagement kinds of terms, I think, is helpful. Because you're going to get rich information-- if you ask people to share an object, you're going to get rich information. You just might not choose to act on all of that at that point.

ANN SCHENSKY: And kind of a follow up to that is, how often do you do a meet and greet in an open group?

DAVID ROSENGREN: Oh, that's a really good question. So open groups are a real challenge around that. And with open groups, I would tend not to do a meet and greet unless it was the first time you were getting this group together. But instead, I would want to do an individual session with the client via Zoom and orient, if that's the mechanism I'm using-- if I'm using Webex in that platform, whatever it is, and get them comfortable that way. And then bringing them into the group.

And those questions that I was talking about in terms of positive present focus questions and those kinds of things become even more important in an ongoing group, because someone who's new to that group can answer that question. And typically, when we simply start with asking about the homework from the last time, that participant can't be a part of the group, and they already feel like an other. But if we ask a question that everyone can have answer it, it begins to integrate them. So I would handle open group just a little bit differently than a closed group around that stuff.

Unless you're bringing people in on a more scheduled sort of basis, I do know some programs will say, for example, bring people in on Mondays every other

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week, in which case, I might do that Monday as sort of a quick meet and greet kind of thing beforehand, and then have the therapy group. And then take a little break, and then have the therapy group happen after that, for example. That might be a way to manage that.

ANN SCHENSKY: Great. Someone said, could you please address HIPAA compliance with group and others? Like having their full names and that kind of thing?

DAVID ROSENGREN: Yeah. So here's what I'm going to say-- this is one where I probably rely on the expertise of the ATTC folks. What would you say around all of that since this is a question that I'm guessing you have probably heard a time or two?

KRISTINA: If you're engaging in whatever organization you're going through, by default, we would assume the platform would already be HIPAA compliant. As far as individuals sharing their full name or other information with folks within that group, I would imagine that-- we don't deal with many things when we're in the middle of like a training session that would require HIPAA compliance, necessarily. But I would assume that you would just fall back to whatever procedures or standards or whatever you were following in an in-person group.

LAURA: That's exactly what I would have said, Kristina. Other than, I think, the things that David mentioned earlier about how being aware that you are essentially broadcasting somebody else's private health information through your house, if other people can hear your group participants, your group peers talking, that's not OK. So you want to make sure that they are protecting other people. So that would be, I think, the additional concern. But otherwise, it would be follow the usual HIPAA concerns that you have. Don't let people take pictures of other people and post them. I mean, they know to not do that now, so it would be part of your check in and your review [INAUDIBLE] respectful.

KRISTINA: Yeah, I know that there are certain settings in Zoom where you can restrict attendees saving the chat if you're using a chat and things like that. So you can definitely go in and adjust your settings, as well, to make it a bit more private and secure.

DAVID ROSENGREN: And you could ask people to rename themselves to just first name if you permit that, again, using that setting. So I really think it's, as you guys were saying, fall back on as usual good practices.

ANN SCHENSKY: Great. What particular aspects of adult learning theory are in play here to make the value of the session stick, and generalize outside sessions, priming for engagement, and positive effects, and takeaways?

DAVID ROSENGREN: So this is specifically about the session content that I was just showing you?

ANN SCHENSKY: Yeah, that's what it sounds like.

DAVID ROSENGREN: OK. Yeah, so I think adult learning is a really important sort of thing to be aware of. And I'm also kind of been on this cognitive science of learning kick-- Laura can attest to that-- which is looking at actually what's the process behind how we learn. Not just the adult element of it, but sort of how does the brain work around all of this.

And it seems to me a couple of things are really important here. One is that for people to learn, they need to be engaged in the process. And so the more I talk, the less engaging something is, and the less adult-learning-friendly that is and the less brain-friendly-learning that is. So as much as possible, I want to avoid that circumstance. So even in a session today where we had 90 minutes for me to talk at you, I was trying to shift things around so that wasn't just what was occurring here.

I think drawing people in, and asking their opinion, their thoughts, constantly getting them to be doing the activities, drawing the conclusions, those kinds of things are all consistent with the sort of adult learning literature, where we look at people as competent learners and engage learners in their thinking things through and not just receptacles for information. So I think that would be my short answer to that. A little more lengthy than maybe it needed to be.

ANN SCHENSKY: I just want to let people know we're at our time. We have a couple quick questions, but if you are unable to stay we can, when we put things up on the website, we can also answer these questions. How do you add things like music and pictures to the waiting room?

DAVID ROSENGREN: Well, this is one I would defer to what Kristina was talking about before, but if you go into your settings in something like Zoom, there are some areas where you can set up a waiting room. It can ask you, do you want to upload an image? And then Zoom does provide you a way to both post messages out to the waiting area.

Right now, I'm blanking on music, whether or not we can stream that out there. Kristina, are you?

KRISTINA: I don't believe that you can, for instance, stream anything like music or video. However, you can add a message or an image to a waiting room, as well. But keep in mind if you're setting that up in your settings that you don't want to make it specific to a single meeting or session. But as you mentioned, you can also broadcast messages to the waiting room without letting them open. So you can do that, as well.

DAVID ROSENGREN: Yeah. Like I'll be with you in just a minute or something like that. Lets people know they're there.

ANN SCHENSKY: And our last question is, how do clients get the workbook?

DAVID ROSENGREN: The one I was showing you guys all here? This one? I'm assuming that's it.

ANN SCHENSKY: Yeah.

DAVID ROSENGREN: So in order to do that, it's part of our Prime Solutions program. And so you'd have to be trained in using the Prime Solutions program, using the media that goes with all of that. So if you're interested, you could shoot me an email, and I'm happy to-- or you go to our website and take a look at what that is, and we can talk more. So our website-- I guess I can't put it in the chat box for everybody to see.

LAURA: And just even more globally for materials, I've asked some groups of people to just download things and have them up. And other groups, it has worked much better to use the US mail. If you're meaning physically literally, it really just works well for them to get something in the mail. And those have been my most successful groups, because I know everybody loves it. I know it didn't print out with weird pagination. I know that certain things could be in bright colors, so they can locate them easily.

So sometimes, it's worth if you have the opportunity and the cash it takes to just mail things out, and make sure they have a physical hard copy. It kind of is just another nice bridge to what it was like when we were in person, and we could hand people pieces of paper.

DAVID ROSENGREN: And I do know in other settings, people have worked things out. They've put out one of the old fashioned milk drop boxes with clients' first name and last initial in an envelope. They'll put something out there, and the client comes by and picks it up. So there's no contact ways of getting that stuff done. So that's another way to handle it.

So in terms of other resources around all this stuff, I just want to put a plug-in that the Great Lakes ATTC has a whole page full of telehealth resources out there. So if you haven't looked at that, please do. NAADAC also has a whole page full of resources for you. And APA has a page. So there are other resources out there, but I'd start with the folks you're dealing with right now. They got their act together.

LAURA: Thank you, David. You were an excellent addition to our existing resources. You really put a nice point on a lot of things. So thank you for inspiring us today.

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ANN SCHENSKY: We very, very much appreciate it and all of your wisdom. Again, this presentation has been recorded and will be up on our website in about a week. If you have any other questions, you can let us know. Otherwise, we appreciate everyone's time. And again, thank you.

DAVID ROSENGREN: Thank you.