

[music playing] [Narelle] Hello, and welcome to another episode of The Digital Access Show. This week, or this month, we really have been focusing on usable digital communication. We're now going to take a look at it from a different angle, and I bet it's an angle that most people never think about, because they don't have to think about it. Our guest this week is Jeremy Hill, who is an orientation and mobility expert from Guide Dogs Queensland. Jeremy, thank you so much for coming on. [Jeremy] Well, thank you very much, Narelle. [Narelle] Jeremy, can you tell me a little bit about you? What is an orientation mobility expert? And why they're important? [Jeremy] Yeah, it's a very funny sounding type of occupation, but orientation and mobility is, is the skill and the ability to remain oriented to where you are at any given moment. So if you were to walk through the city and someone stopped and talked to you and distracted you, you could then remember where you are, remember your main points around you, remember your bearings. Mobility really is putting that

spatial skills into movement, and being able to negotiate  
with a, with, with low vision, things like steps and curbs  
and all those sort of things, crossing roads. So the two work together. But the, the  
whole  
point of orientation, is having the skills to  
know where you are, and update that in real  
time as you walk along. [Narelle] So Jeremy,  
who are your clients then? Because, the average person with  
sight should be able to do that. [Jeremy] Certainly. And 35 years ago, when  
I finished my training, so you do a 12 month... course in orientation, mobility. I then  
went back to  
where I was living, which was Western Australia, and my boss thought  
he would give me, for my first client, what he thought was  
a very easy client. He was a very intelligent  
seven or eight year old. -I'll call him David.  
-[Narelle] Yep. [Jeremy] And it was  
pretty well a case of, well, I'm sure Jeremy can't  
go too wrong with this one on his first, first go. It was in a little country town  
called Bridgetown down south. And, um, the boy was going to be  
starting a new school next year. So he was on his holidays, and the caretaker let me

in with his bunch of keys, and we had the whole school to myself. And his mum dropped him off and said, I'll pick him up. Dropped him off at nine o'clock. I'll pick him up about one o'clock. He'll be ready for his lunch by then. So I thought, okay.

We'll see how we go. Little David, it was a typical West Australian school that had a C shape to it. You know, like, it sort of has a veranda and the verandas at the front, and you've got a set of steps that always go to the office. And then there's a little oval out the front, where, just, so a pretty, pretty simple school. And David had a cane. He was quite, quite good with a cane. And he's very excited to learn his new school. So off we went. And suddenly realized that, I suddenly realized that

David's a very smart guy. And I'm looking at my watch knowing that he's already... memorized in order

which room was which, which room was the library, which room was the office, and which one was his. The caretaker had already hung up a little hook near his classroom so he could hang his cane up. He was the only child at

school with a vision impairment. Hung, hung the cane on the hook. And looked at me and said, I think, I think I

know the school now. And this was about 9:30. Don't forget, he's not getting picked up until one o'clock. -[Narelle] Yeah.

-[Jeremy] So during my course, I had taken a series

of little fridge magnets, because you have to make

yourself a toolkit to take out, because if I was, say,

demonstrating something to you, I could get my little

magnet kit and go, well, this is the

shape of something. And so I got the little

fridge magnet kit out, and we sat on a

bench at the school, and I said, let's see if we

can make a map of your school. And basically, after a few

minutes and humming and herring, he, he drew a map of the

school with the little magnets, which were all little strips, and all the magnets were set

in an absolute straight line. And this absolutely puzzled me. He had the exact order.

He was a smart guy. He knew the exact order, how many rooms there were. And even inside the rooms, he'd walk around the

edges of the rooms, and he could tell me exactly

what was coming up next. You know, this is the

desk, teacher's desk, or this is the, this is,

um, the light switch. -[Jeremy] That sort of thing.

-[Narelle] Yeah. [Narelle] And this,

this did puzzle me, and I suddenly

realized this boy was... understanding the world after I spent another hour

or so doing different maps and trying to work out what. Was understanding the world

as a bit of a shopping list, or a, a list of items, as opposed to actually

having a map in his head of what the school was like. And this left such an

impression that I went on and I, I did psychology and

studied spatial reasoning, which is how people

like yourself and I, from a very early, early age, and lots of repetition

and practice, learn how to form

a map in our head. And even though

this isn't digital, it's a basic foundation that you have to have

an understanding of in your cognitive skills to

understand what space is. And this little boy, David, um, demonstrated to me that he had

had very little recall of space. So he couldn't take a shortcut from one side of a

classroom to the other, because that would

break his shopping list up. And the other thing

he did was when I, when I talked to

him, or when he, when I saw him in future months  
working with his colleagues, he'd be finding his  
way across the school, finding his, his... classroom, but if somebody interrupted  
him, he'd almost go, oh. Now I've gotta  
start all over again, because it's hard to get halfway  
through a shopping list of items and then suddenly  
start all over again. And, and I found  
quite a few people, usually the ones  
who are totally blind, very early, early at birth, and David had retinoblastoma,  
which is cancer of the eyes. And he had his eyes  
removed very, very early. And I've met a few other people, but most people have  
a little bit of low vision. Even a little bit of low vision  
tells you where a window is, or tells you where a light  
is and that sort of thing. That makes a big difference but  
you still need spatial skills for it. So I studied this  
a little bit more and realized there was a way of teaching children like  
David what spatial skills are. And a very clever occupational  
therapist called Lily Nilsson, she died about 2013. She grew up with four siblings, and  
they were all blind  
and, except for her. And this ingrained in

her the idea that, um, she wanted to, obviously  
wanted to help her siblings. So she started to  
develop techniques to teach some spatial skills. So very clever family. She was the  
lady who invented  
what was called the little room. So when you have  
a baby that's born, either in low  
vision or no vision, they are the, they are  
the best behaved babies because they have  
nothing to distract them nothing to want  
to crawl towards. They tend to just listen  
and that sort of thing. This little room, you're  
placed in it as a young baby, and if you accidentally move  
something like an arm or a leg, there's always exciting  
things hanging inside the room with different  
textures and sounds and all that sort of stuff. So even by kicking your  
left leg, you get a result. And then you go, oh, I wouldn't  
mind kicking my leg again, to get that repetition. So it creates the  
ability for the child to... know and map in their head  
where certain things are. And once you've  
started to do that, and the child starts to walk, that's when the long

cane can come in, so they're not tripping  
over the little things, and start to learn  
the real world, having set up that template  
in the brain for spatial skills, [Narelle] And added to that, those spatial skills will  
become  
really important later in life, because using a computer. -[Narelle] Using a phone.  
-[Jeremy] Yeah. [Narelle] Anything, they're going to need  
those spatial skills. I know for me, this morning,  
I was in the mall, where in my hometown, and I went into  
what we call Uptown. And I ended up, I was lucky my  
support workers were with me, because I ended  
up completely lost, because I'd got into a lift  
that I thought it was the lift that I was familiar with, but it was one lift down. And so  
everything  
was brand new for me. And I was really puzzled,  
and I was feeling it, and thinking, yeah, I  
can see light and shade. I can see shape.  
No, this isn't right. But it had me what it was. And all I can think  
is, okay, keep walking until you find where  
you can make a choice, because there is no beacons. There is no BindiMaps,



or any wayfinding apps, wayfinding apps I should say, in, in this shop. So with very little sight for me

to get around was quite difficult. So if I didn't have

the spatial awareness, -it would've been a lot worse.

-[Jeremy] Yeah. [Jeremy] And you're dead right. It goes right back to basics of even getting out

of bed in the morning. Do I get off the left side of my

bed and where will I walk into? Um, the phone rings, so you've got to get across

the lounge room quickly to pick up your mobile phone. As you mentioned,

you can't use a mobile phone, because it has a

spatial thing to it. So it's very, very difficult. I guess you can use, you know, Siri on your phone

and that sort of thing, but you've still got to find

your way around the world and find the basics. The thing about spatial skills

is there's research to say, if you don't learn those skills

before you're seven years old, you never quite get that... system in your head

that sets a template for getting around uptown local,

or walking up the mall, and that sort of thing. And a lot of the

things we use digitally... all in the environment are based

on the fact that you've got to, A, recognize what it is you're

actually touching with the cane or where the guide

dogs are stopped. And secondly, where do you go from that? There has to be a decision point where you come to a tactile tile or something, and you go right, I can go left here and go right here. If you accidentally turn around, you can recheck things around you to get yourself back on track. [Narelle] And I've gotta be honest, I've, you know, I don't have, I'm guide dog-less, as I call it at the moment, and I'm reliant on the cane. And the cane is taking over a lot of that, I'm not sure what words you're the orientation mobility, the way finding for me. However, I am really dependent on the tactile markers and my phone. Can you explain to people more about the tactile markers? [Jeremy] Sure. Actually, I think there's quite a few misconceptions from the sighted world about tactile markers. I have spoken to people just informally. And they they say things like, I think they say don't slip on the, on the ramp. Or they're there as a... Yeah, basically as a non-slip floor. But just in in Australia and other countries, they use more more types of tactile tiles, which I think would get quite confusing. We only have two

types of tactile tiles. If you walk up the Queen Street Mall or somewhere like that, you might see tiles which look like a set of tram tracks, and they go from one end of the mall to the other. Occasionally that tactile which is called directional tiles, so they go in straight lines because they're directional. Most people don't stick their cane in it and push it along. They tend to use the tactile tiles on one side or, or the other to keep them in a straight line. But then along the, along these directional tiles, you'll have these ones which look like little Lego bricks. They've got little dots on them. And those little dots, they're called hazard tiles. And hazard tiles tell you, literally, there's a hazard. Doesn't tell you what the hazard is, but it says, hey, stop here and slow down, and check out what's coming next, because... could be an escalator, could be a pram ramp. It could be, if it's a, unfortunately, tactile tiles are used for design mistakes. You remember the, the Telstra telephones made of perspex, stuck in the middle of the foot path? -[Narelle] Yep. We've

still got one in my area. [Jeremy] Yeah. And you can very often, if you've got tunnel vision, you can see through the Perspex, so you don't actually know the telephone's there. So there, they are, decision points, or hazard tiles. As a decision point, sometimes I'll put the tactile tiles with the dots on it, or the hazard tile, at a point where you make a junction. So it might be, if you go left, you find your way to the ticket office, or if you go right, you'll find your way to the exit. So... they're really saying slow down and have a think. And work, work out where you're going, But as you and I were saying, you've got to have the spatial skills to understand what they're trying to tell you. So they are, they are another form of communication, but they will, they'll mean nothing if you don't know the area. Unfortunately, a lot of getting around relies on having somebody like an orientation mobility specialist, who gets someone, especially if they move home, they've got a whole new environment. But hopefully one day, we'll get to the day where technology and tactile tiles and way finding techniques, we're take that out of there, so you can actually go

somewhere completely new, which is getting, getting them, as you must say, it's getting you to that point with a good digital technology. [Narelle] Yeah, and this is it. You know, I use two tools. So the one tool I use is BlindSquare, which is a, like a way finding app. So as I walk along, and it only works outside, it does not work in buildings. It tells me, you know, you're going past Bunnings, you're coming up to bus stop 15 or 20, or whatever it is. So I always know where I am if I'm in a bus or whatever. I hear that in my ears. And I use that, you can use it with Google Maps, or you can use it with Apple Maps. It's different, you know, mapping tools that you can use. And I would work out, say if I want to go into the city, I would say to BlindSquare, okay. I want to go to Uptown Mall. And it would say yep, not a problem. There's your choice of route. So it would say you can go by train, you can go by bus. You can walk it if you want. And then as I walk, it will tell me where I am. And that's a form of digital communication, because it's useful, because I know where I am, number one, but the moment

you get in a building, it's gone. It doesn't work. [Jeremy] And there's still that choice too. So we, I've, I've worked with things like BindiMaps, and I've worked with NaviLens. I think NaviLens could work very well. I know it's used in Spain a fair bit, but it could be used with tactile tiles. So when you get to a certain shop, you could check with your phone just by pointing it down towards the tactile tiles. And there would be like, for those of people who don't know, NaviLens works a bit like a QR code, but it can be set into the, like a mosaic into the ground, or it could be set on a wall, and it will tell you where you are. So the tactile tiles keep you in a straight line, if you're not using a guide dog, and then they would actually give you a wayfinding clue as to where you are. And then you can decide whether to carry on or whatever. Whereas BindiMaps is a is more of a beacon system. And I've noticed whenever I've got my phone on BindiMaps, it'll tell you you're entering now a place which has BindiMaps. But I don't think we've heard the last of it yet. I think there's a lot of different wayfinding... technology to come out yet, not just for visually impaired

people, but for anybody. For, um, you and I when we go to an airport we've never been to before. [Narelle] Yeah.

And I agree with you. I think Wayfinding

is going to be a way, because it's like a

map for within buildings. And it makes such

a difference for us, because obviously you go into

a building, a person with sight, a person that

doesn't have dyslexia or any of those reading issues, can look at a kiosk

and read, okay. I want to go to whatever shop. Okay, it's on level

two in this section, and you can get your way there. But when you cannot either

read for whatever reason, or you may have, um, you know, symptoms of anxiety, where

you get into crowded places, you get really anxious, and then all those skills go. You need to have

that backup, don't you, to get yourself

in and out of it. [Jeremy] You do. And something that's not really

talked about a great deal is, is the stress that a person

with low vision will have, because they've constantly gotta

keep checking where they are. A sighted person will go, well, I'll follow this wall until I

see Myers or something. I think that's a big thing as an

orientation mobility specialist, is to work out ways to make the day easier for that person, so they don't get home at four o'clock and go, crikey, I need to lie down now.

I've just been to town. Because, and the wayfinding digital technology, and all those things have to work so that you... have to be, they have to be consistent. As you know, with GPS, sometimes it can be 10 meters away. Sometimes it will say Woolworths, and Woolworths is on the other side of the street. A street you've never crossed before. Well, it has no traffic lights and that sort of thing. I think all the ideas are there, but we're still going to work on consistency and, um, accuracy. [Narelle] Yeah, I'm agreeing with you. And really, all we're talking about is good digital communication as a mapping, as a form of mapping, isn't it? [Jeremy] Certainly is. And something we, something we haven't talked about, are the other pedestrians around you. -[Narelle] Yep.

-[Jeremy] So, there's two, two things here. First of all, and I've



seen this over years and years of teaching people with a long cane, if there's a group of people having a chat in the mall, and then, um, Narelle is coming along with her guide dog or a cane. For some reason, 90 percent of the time those people will stop talking. They'll stop talking, and you had that sound clue of a group of four people chatting. Well, that's easy. You can just go around the sound and back in, fine. Sometimes they also tend to stand on the tactile tiles too. -[Jeremy] I'm not sure.

-[Narelle] Yeah. And secondly, when your... spot, spot somebody, say, at a crossing, or in the mall looking a little bit, you know, like trying to work out do I go upwards or downwards? And I do that as a sighted person. They go which way do I want to go? Somebody will think you're a little bit lost. So there's two things. They can either sort of, sort of come along and without asking you, take you by the elbow and lead you to a part of the mall that you've never been to. -[Narelle] Yep.

-[Jeremy] Or secondly, they don't want to say anything, because I'm not quite sure how to approach someone who has low or no vision. And so, that's something we've done, I've been working

on as part of our, not only just as part  
of accessible tourism but trying to get people to  
realize you can politely say, would you like to take my elbow? And take that, give that  
person a hand across the street a or hand up the footpath. And then the  
other thing is they, which people regularly ask me, is it okay to say to  
someone with low vision I'll see you later? -[Narelle] Yeah.

-[Jeremy] Is that true? [Narelle] I get it all the time. I've, I've got it  
here. I had the best one today. I was standing waiting for  
my friend, the support worker. And I was just standing  
beside a traffic light, and this lady comes up to me  
and says, oh, look, excuse me. Are you lost?

And I said, Oh no, no. I'm just waiting for my friend.

And she said, I always ask, because I've got a friend  
that's got a vision impairment, and I always ask. And she just, and she said,  
yeah, I'm off to have lunch. -[Jeremy] Yeah.

-[Narelle] See you later. [Narelle] It was lovely  
because, and then, 'cause my friend came  
along, said oh, I'm back. I said, oh, okay. And we just said thanks. But you know  
what?

She didn't grab me. She didn't get assertive in any

way or make decisions for me. She just asked. And it was easy. There was no stress, there was no frustration. And I could say, okay, come on, Sandy, let's go get the bus. We're crossing here, and Sandy's going no! I said yes. We cross here.

Come on. Let's go. 'Cause I knew where we were. I knew where we had to go. And I'll admit I had BlindSquare

in my ears telling me, okay, you're at the corner of

this street and this street. You need to turn

here to go to the bus. So I had the communication

going in my ears, so it was useful, usable,

digital communication, via audio. I had Google Maps set up. I knew that I just had to

cross the street, walk left, and I get the ringing bell. In my case, I set it

up as a ringing bell, because it's very different

to a lot of the sounds that you hear on a street. And wait for the bus. And then I use another

tool called NextThere. And what NextThere

does is it tells me, it picks up what

bus stop I'm at. And it tells me, hang on.

You're at this bus stop. These are the

buses that come in. So I can actually

track and see, yep. I need bus... 999, whatever it is. And it will tell me bus is going to be here in five minutes, because there's a lot of buses going through that bus stop. I know. I know where the bus is. I know it's running late or whatever it is. So those three tools, which are usable, digital communication tools, gives me the comfort of knowing I'm at the right bus stop. They give me the comfort of knowing I haven't missed my bus. It's just running late. I know where I am. I know where I've gotta go. Gives me directions, because I use it as a clock face. I don't like north, south, east or west. I prefer a clock face, an, an analogue clock face. It works beautifully And I've done a lot of work with okay, if it's saying six, I know I've got to completely turn around, do a 180 and go the opposite direction because I'm walking the wrong way. So those three tools give me the useful digital communication. And then add the skills that you, and like some others have taught me with the use of canes, in the feeling and the textures of the ground, smells, the sound. The feel. I know when to turn to get to Target, because if I walk past Coles,

Coles is very cold. I hit, feel that cold air.

I've got to turn left. -[Narelle] All about mapping.

-[Jeremy] Isn't it, yeah. [Jeremy] How the brain

integrates the different clues. And that goes

back to our original, when, when we first started

talking about people like David, where they, they'll

smell something, but you, because you

have the spatial skills, will actually know

where it's coming from. Or the, or the sound

of an air conditioner, or cool air as you go

past Wintergarden foods, you know, that sort of thing. And that's why it's important to

talk about how the brain maps it and use it like a collage of

different sensory information. -And...

-[Narelle] Yeah. [Narelle] That's a

good word, collage. [Jeremy] You're also

flipping from channels. What, what are

my feet telling me? -[Narelle] Yeah.

-[Jeremy] What am I, and also your face. Even if you didn't

have any vision, you can work out

pretty accurately where the sun is shining

from on a good day. Then once you know  
where the sun is shining from, if you know roughly  
what time it is, so say if it was  
two o'clock or so, you could take, place your nose at 12 o'clock. Like you were talking  
about clock faces, halfway between your  
nose and two o'clock is north. [Narelle] Yeah. [Jeremy] Because we  
can't always rely on the GPS, especially when you got  
high buildings and that too. And that's where something  
like BindiMaps is helpful for, because the fact  
is, it's not that tight. You know, you're going into  
a building or, or underground, and that sort of thing. But you're right. That's what,  
going  
back with children, is teaching them all  
those sensory skills. And if I can just say one,  
it's also concept development. And I'll just give  
you a quick story. [Narelle] Yep. Of a little girl I was working  
with a while ago in Mount Isa. And her mum wanted  
her to, fair enough, wants to be a bit  
more independent so she can push the  
shopping trolley around. Spatial skills, you

know where the fruit is, you know where the bread is,  
you know where the milk is. And I've listened to your  
podcast the other day. It's about how your guide dog  
will take you to certain items. And I think that's fantastic. So we got to the stage  
where we're finding things out. I said we'll push the trolley. And so she's not  
being a very tall, the trolley, she's  
pushing the trolley, hands are almost above her head. And... She said these trolleys  
are  
big and heavy, aren't they? I said they are. They are  
quite, quite big and heavy, especially when you've  
got to push a lot of them. -[Narelle] Yeah.  
-[Jeremy] And then, that's where they, I noted something interesting  
in her understanding. She said, well, the  
trolley is longer than I am. I know that, because when I used  
to sit in one when I was little. Where do they put  
all these trolleys? I said, Oh, they  
put them in rows, um, just outside the shop, and they put them all there. She said,  
well, how many  
trolleys would there be? And I said I suppose  
it'd be about 40 or 50, you know, when

they stick them in. And she said, well, they wouldn't, they wouldn't fit. She'd done her maths. -[Narelle] Yep.

-[Jeremy] Walked into the shop. No way in the world you're going to get that many trolleys. And this is a seven or eight year old. And she said to me that won't work, Jeremy. She's like, that won't work. You won't get that many trolleys in. Didn't realize trolleys go inside each other. [Narelle] Yeah. [Jeremy] And that was a concept. She said no. I had no idea. So then we spent the next half an hour... pushing a trolley inside another trolley. Working out, I call it the gate thing, at the back. Sounds like a common sense thing to people like you and I, but if you don't know that building block, and you don't know that concept, then there's two things, you socially can't talk about... the way shopping trolleys work. You can't understand how... to put a shopping trolley back where it belongs. And you have no idea of how... one object fits in with other objects. So, very important as an orientation mobility specialist to make sure you keep... checking on all that sort of stuff, so they can become like Narelle, and they can go, get around, and they can do all these



things, shop and change, use the world around them, and remain confident, and also hopefully stress free. [Narelle] Yeah,

I think that's it. Jeremy, you've made a lot of good

points today about orientation, mobility, and how... with, joining that with

digital communication, and the cane, people forget the long cane

is an assistive technology tool. You should never touch it.

I always say to people, especially kids, do you like people

touching your eyes? And they go, No, no, no.

I'll say, well, that's my eyes. Don't touch it. Particularly adults

will say, excuse me. You don't want me to touch your

eyes. Leave my eyes alone. They'll go what?

I'll say that's my eyes. Don't touch the cane. [Jeremy] It's an

extension, isn't it, of you, 'cause you're using

a cane at the moment. It's an extension of your

your finger and your hand, and your brain

has spatial skills. Again, knows

exactly what's there. But for people haven't

seen someone use a cane, I always say it's almost

like kicking a football, because as your right

foot comes forward, the cane flips

across to the left. It's always checking where you're about to put your foot. So when you come to something like a curb ramp or a hole in the foot path or something, your brain is mapping it all the time, and you know exactly where it is. It's not just something, a cane isn't just something you get given and then you just tap around. It's, it's actually being used like an extension of your arm, and that is so important. And I know when you give it to little kids, the first thing they do is start bashing the floor with it because that makes sound. And sound is another topic we could talk about for ages. -[Jeremy] Echolocation.

-[Narelle] Yes. The brain starts to listen to sound bouncing off the walls, bouncing off windows, off the ground. And... that, that sound is very, very useful for the human ear. [Narelle] Yeah. And, and it's just such an important topic, because the cane is fantastic. It really is. But unless you've got... I really don't know how people managed previously without digital communication. I lost my sight where digital communication is everywhere. But when they didn't

have digital communication, how hard was it? Because I've got that extra feedback. They didn't. And the two together give people with severe vision impairments, as you said, the confidence. What's another takeaway you can give, Jeremy? As a last piece of advice to anyone to understand about what you do? [Jeremy] Having, having started orientation with little digital communication, there were these strange glasses you'd put on, were very bulky. They weren't much of a fashion statement, and they would use ultrasound, and we still use ultrasound now. I help develop a device called a mini guide, which is, it's very reliable, easy to use. So that's another thing which actually, it's a bit like a reverse sensor on a car. It picks up, it picks up obstacles in your path, and then with your spatial skills, you can then walk around the obstacle. But my little bit of advice is, um, while I'm a great, well, I'm a great fan of the way that digital communication and digital technology, and there's still some digital technology, for example, um, the digital numbers on the side of a bus, sometimes very difficult. A lot of, most people

will take their smartphone and try and stretch the picture  
so they can see the picture. It's very hard to take a  
picture of something digital, and it tends to go quite hazy. And I think, I'm on a lot of  
committees  
now looking to make sure that, digital technology and  
communication on trains and buses and all these  
things are being improved, so we're not having to, um... So we're not stressed and  
we can actually rely on it more, and it's much easier to use,  
and it's much more reliable. But when that doesn't work,  
like your GPS doesn't work, or the battery's gone flat on  
your phone and that sort of thing, you can fall back,  
maybe a little bit slower, but you can fall back  
to good old spatial skills and a sense of orientation  
of where you are, because at the end  
of the day, that is, that is the platform that all... is used for. And... very important to  
keep that as an option when you, when you need it,  
and keep practising it too. [Narelle] Yeah. Gotta  
agree with you there, because, as you said,  
phones go flat. And... [Jeremy] Yes, phones do go flat. And occasionally, I try and  
do it about once a month, I put on a blindfold, and I walk down to my

local train station and back. I don't get on the train.

I turn around and come back. And my, just a funny story. My next door neighbour said I, and I saw you with

your cane the other day, and also noticed you drive. -[Jeremy laughs] So...

-[Narelle laughs] I'm only practising. [Narelle laughs] -[Jeremy] Yeah.

-[Narelle] Yeah. [Narelle] Jeremy,

thanks for all of that. I always find it interesting

to talk to, you know, people that do orientation

mobility as a career, because it's a different world

to what people are very used to. And they forget that usable digital communication

is all well and good. But if the basis isn't there, which, in your case, is

the spatial awareness and those orientation

mobility tools, it's no good. Could be the structure

of a document as well. If good structure is

not there, it's no good. -[Jeremy] Thank you.

-[Narelle] Jeremy, how can people contact you if they want to keep finding

out more about what you do, or? [Jeremy] They can contact me at

Guide Dogs Queensland. If they just call Guide

Dogs Queensland and they'll leave

a message for me. Also my email, can I, I'll

give you my email address? [Narelle] Yes. [Jeremy] J.hill@guidedogsqld, That's for queensland, .com.au [Narelle] Yeah. [Jeremy] And I would

love to hear more, and I think, where my job's been

extremely exciting is, whenever I see a client doing

what is absolutely amazing, being crossing a road or

keeping in a straight line, I say how are you

doing that? Tell me. They are the ones at the end

of the day who are practising and developing

these skills every day. And we're not the experts.

We're just there to, especially with children, you're

going on a journey with them, and you're working together

on concepts in the world. And the world is getting

very complex in cities. And thank goodness

for digital technology, because it adds to that and just

makes life a little bit easier. [Narelle] It does. So thank you for

being on here, Jeremy, If you like what we do, everyone, please like,

subscribe, share, review. Definitely keep in

contact with Jeremy. He and the orientation

mobility experts that people with vision

impairment have to have... do a wonderful job, but their job is only as good

as what people in society... give us the

breathing space to do. You know, Jeremy

does wonderful work. However, he also needs everyone else

to understand what he does to enable us with severe vision

impairment to be independent. So yeah, please like, share, subscribe, review. And

we'll see you

next time. Bye, bye. [Jeremy] Thank

you very much. Bye. [music playing]