**Transcription of Capstone Meeting 1**

Transcription using AWS Transcribe automatic speech recognition and the 'tscribe' python package.

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Grey text has less than 98% confidence.

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| Confidence | Count | Percentage |
| 98% - 100% | 7935 | 80.52% |
| 90% - 97% | 359 | 3.64% |
| 80% - 89% | 150 | 1.52% |
| 70% - 79% | 104 | 1.06% |
| 60% - 69% | 86 | 0.87% |
| 50% - 59% | 51 | 0.52% |
| 40% - 49% | 11 | 0.11% |
| 30% - 39% | 11 | 0.11% |
| 20% - 29% | 6 | 0.06% |
| 10% - 19% | 7 | 0.07% |
| 0% - 9% | 5 | 0.05% |



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| --- | --- | --- |
|  | Speaker | Content |
|  | spk\_0 | Um So I'll be kind of learning alongside y'all and hopefully able to provide clarification and uh just be a resource for y'all to kind of get up to date on what we already have done, what I have been working on and implementing the new kind of training uh feature as well. |
| 00:00:18 | spk\_0 | Um But yeah, I imagine I will be in meetings with y'all. Um, maybe not all of us in a meeting with Sony and Hunter and all the other team members, but just me and the New Capstone people to kind of go over testing specific stuff. Um, since that's what I have been working on so we can work out, you know, meeting times and questions y'all have and that kind of stuff a little bit later. Um Because I think for the Capstone class, y'all have a |
| 00:00:45 | spk\_0 | quite a bit of kind of prep work and, and meeting time set up and, and that kind of thing before you'll actually get your hands on the meat of the project. But, um, |
| 00:00:55 | spk\_0 | but yeah, we can, we can work it out and, uh, |
| 00:00:58 | spk\_0 | and get, get stuff as we need to. Um, but yeah, I'll, I'll be kind of a resource for y'all as we go forward since I'm the most familiar with the testing. Uh |
| 00:01:08 | spk\_1 | um One thing, one thing I did also want to mention um just kind of in addition to what Wilson said is that uh just because um you know, like Wilson said that he uh is not entirely like super familiar with the testing process that is being asked um that don't feel scared by that. Um |
| 00:01:29 | spk\_1 | So we, we're all here to help you with like the del the developmental side |
| 00:01:36 | spk\_1 | of this |
| 00:01:37 | spk\_1 | um |
| 00:01:38 | spk\_1 | as much as we can and like, you know, like Wilson said, like he handled all like all of the testing information which will go hand in hand with what you will be doing, but like |
| 00:01:48 | spk\_1 | the testing procedure and how that is to be implemented is going to be a collaborative process between you Deborah and us. So, I mean, that's, that's where a lot of like, you know, your own ideas come in because it's |
| 00:02:04 | spk\_1 | the process itself. Um |
| 00:02:08 | spk\_1 | like Deborah has very like um sp specific parameters for how like what she wants and how she wants it. Um But apart from that, it's, it's like up to you to like on how to integrate it into this app and we'll of course, be here to help with that. But that's kind of like, |
| 00:02:26 | spk\_1 | I don't know, |
| 00:02:28 | spk\_1 | there's a more creative side there uh to how you got like more like it like, you know, uh liquid, more fluid, I guess for you guys. |
| 00:02:37 | spk\_1 | Um Yeah, |
| 00:02:38 | spk\_2 | Deborah gave us like the main idea and then you guys basically uh can implement that however you want. You just have to make sure that uh |
| 00:02:46 | spk\_2 | uh you do get that main bulk of that in basically, |
| 00:02:51 | spk\_1 | right? I mean, you could tell like |
| 00:02:53 | spk\_1 | from our app here, like, you know, we really just kind of focused on getting all the features in, from the app but not like, you know, |
| 00:03:01 | spk\_1 | like visually, like, you know, like, you know, making it stupendous. Um I just, I just wanted to say something just to one take some fear off. Uh because I, I gathered that a lot of like the cap student students um from this semester felt uh a little unclear with certain projects about or like how in depth they would be. Um whether that be like too in depth, like, you know, this is |
| 00:03:29 | spk\_1 | totally out of my scope or like, it's um |
| 00:03:34 | spk\_1 | they don't really get to do a, they don't really get to be very hands on with like |
| 00:03:39 | spk\_1 | what they think, you know, and how the, how it should be. And I just, I wanted to |
| 00:03:43 | spk\_1 | say that we're trying to do the best of both worlds here or you can do what you want, but also, like, |
| 00:03:51 | spk\_1 | not have to worry about there being too much pressure. Yeah. |
| 00:03:54 | spk\_0 | And Deborah is just glad to have people working on this uh she's been trying to get something like this set up for a long time and now that she has us and y'all kind of working on building it, we're trying to get it launched, hopefully pretty soon, but |
| 00:04:09 | spk\_0 | launched is it's a very soft launch. So don't feel like you have to get anything done for any kind of dates or anything like this. Um As long as y'all are meeting, uh the professor's requirements for, I think it's like nine hours a week. I don't know if she's, she's mentioned that yet um of like work time towards the project. Um That's fine if you wanna go above and beyond, you know, Deborah |
| 00:04:30 | spk\_0 | has hired us on to continue working on this. So if you're interested in something like that, feel free to uh go above and beyond and do what you can. But um as long as y'all are meeting the class requirements and there's no like confusion about what you need to be doing and what you are working on, um we're just glad to have you all on here uh helping us out. So, |
| 00:04:48 | spk\_1 | yeah, Deborah is a very supportive figure in this, like all of the |
| 00:04:53 | spk\_1 | ideas that we had, she would be very supportive of or, you know, she would, she would definitely help us in the and like lean us in the right direction. She knows what she wants, but she also, she likes to hear the input. Um |
| 00:05:07 | spk\_1 | Yeah, |
| 00:05:11 | spk\_0 | yeah, all the tests up. So I don't know if you go through |
| 00:05:15 | spk\_2 | uh just a quick overview because this is basically uh what you're going to be using, you're gonna be using uh Wilson's tests. These are tests basically just to uh |
| 00:05:28 | spk\_2 | diagnose somebody with a, |
| 00:05:31 | spk\_2 | an ear disability or ear interpretation. And so uh usually what would happen is I'm not sure if you guys can hear my |
| 00:05:40 | spk\_2 | but uh can you guys hear this? Yeah, |
| 00:05:41 | spk\_0 | it'll, it'll take a few seconds but |
| 00:05:44 | spk\_0 | done. |
| 00:05:46 | spk\_2 | Did you guys hear it? Yeah. Well, uh yeah, but you could barely hear it. But um, so it was like fun or pig or it said, uh |
| 00:05:55 | spk\_2 | it said those two words, uh the person taking the test would say uh what they heard both fun and pig or one or the other or neither. And so you would go through, take this test |
| 00:06:07 | spk\_2 | and let's say |
| 00:06:11 | spk\_2 | those are the answers. And so it would spit out a ear advantage and usually it's an, an interpretation would be given except uh usually this was gonna be done on deaf Children, not uh |
| 00:06:24 | spk\_2 | deaf adults. So, and this is a deaf adult. So there's no interpretation. I don't think |
| 00:06:31 | spk\_0 | you can save it if you save this one |
| 00:06:35 | spk\_0 | and then |
| 00:06:37 | spk\_0 | changed the date of birth to 2012 |
| 00:06:41 | spk\_0 | on the left, |
| 00:06:47 | spk\_0 | the year doesn't matter. But if you make that uh that year or the month and date don't but matter. But if you change the date of birth to like 2012 instead of 1997. |
| 00:06:57 | spk\_0 | That would be like a, what is it? An 11 year old? |
| 00:07:02 | spk\_0 | I don't think it will work for 2023. But |
| 00:07:08 | spk\_2 | yeah, where did they go? It doesn't |
| 00:07:11 | spk\_0 | matter. The testing, the code for tests is set up to only provide interpretation to Children within a specific age range. I think it's 5 to 18 is like the, the range. Um because what diagnosis is classified as what is dependent on the age of the child. Um The younger the child is generally, the more lenient the scores need to be for them to |
| 00:07:34 | spk\_0 | get within normal limits for normal hearing for Children. But the older, the more strict it is um that's just based on research they've done uh doing these tests on Children. So um |
| 00:07:46 | spk\_0 | it will not provide interpretations to anyone who's above 18 or I think younger than five. So just keep that in mind. That's why it wasn't showing interpretation for that. Uh Just example. Uh |
| 00:08:00 | spk\_2 | Yeah, |
| 00:08:01 | spk\_2 | so, but yeah, so basically this app is for deaf Children to diagnose them that test these tests that are right here, basically just play an audio file and then they uh |
| 00:08:13 | spk\_2 | basically speak aloud what they hear. And so basically what you're going to be doing is setting uh using these, |
| 00:08:22 | spk\_2 | I think there's three in total, there's DNWRDT |
| 00:08:27 | spk\_2 | and DWT. |
| 00:08:29 | spk\_2 | Uh you're going to be making a training protocol basically, or a training program uh in the document, let me pull it up. We have four different um |
| 00:08:41 | spk\_2 | types file or different types of audio files with like different words set or different like tests. |
| 00:08:48 | spk\_2 | And so basically, you're going to be playing around, it's gonna be more so like audio manipulation and uh |
| 00:08:56 | spk\_2 | basically just training the way that |
| 00:09:00 | spk\_2 | Deborah had explained in the documents. So basically the left ear and the right ear will be um have different volumes and depending on which answer you put in the volumes will change until it's uh it gets to a basically |
| 00:09:21 | spk\_2 | how do I say it gets normalized. So let's say your left ear is bad, your right ear is good. And so uh you start off with uh 50 decibels on your left ear, 50 decibels on your right ear, you answer a couple of these questions. It'll normalize to probably |
| 00:09:38 | spk\_2 | uh 80 decibels in your left ear, uh 30 in your right ear and, but that's normal to that individual. So that's basically what you're going to be implementing. She has a um |
| 00:09:52 | spk\_2 | I think she outlines in the document how specifically she wants this to be uh processed. |
| 00:10:02 | spk\_2 | Uh Don't uh think that this is the only meeting we're gonna have about this, we're gonna have a meeting with Deborah so that um she can give you actual details or like give you a more uh overview of how she wants to implement it. |
| 00:10:17 | spk\_2 | But right now, |
| 00:10:23 | spk\_2 | I think, uh, this person is 19 or 2016. Now. So if I refresh this page, |
| 00:10:31 | spk\_2 | it should be able to give it an interpretation |
| 00:10:34 | spk\_2 | and it only gives an interpretation. I think if you answer enough questions. No, no, no, |
| 00:10:39 | spk\_0 | no, it'll, it'll interpret as soon as you click any of them. It might not. You might have to submit this and then start a new test if you've updated for this person. |
| 00:10:49 | spk\_0 | Yeah. |
| 00:10:50 | spk\_0 | Oh, that's |
| 00:10:52 | spk\_0 | yeah. Change their, |
| 00:10:53 | spk\_2 | they are not. Oops, they're like, yeah, |
| 00:11:00 | spk\_0 | so if you do 2012, that'll be like uh an 11 year old. That's just the default. I've, I've gotten used to entering for testing uh for making sure stuff works. |
| 00:11:13 | spk\_2 | Oh, I, I'm so stupid. I thought this was a submit button. That's a today button. |
| 00:11:19 | spk\_0 | No, the save is at the top. |
| 00:11:21 | spk\_2 | Yeah, I understand that. |
| 00:11:24 | spk\_0 | Yeah, the U I is um |
| 00:11:28 | spk\_0 | is a work in progress, |
| 00:11:30 | spk\_1 | work in progress. We |
| 00:11:33 | spk\_0 | are, we have just been making sure that this is uh functional and that the interpretation and that saving and all this stuff works. Um |
| 00:11:41 | spk\_3 | It's clear it's better than plenty I've seen. So, |
| 00:11:45 | spk\_0 | yeah, so. |
| 00:11:47 | spk\_2 | Oh no. |
| 00:11:50 | spk\_2 | Yeah, we're basically doing functionality over uh this right now. Looks right now. And so |
| 00:11:58 | spk\_0 | go ahead. |
| 00:11:59 | spk\_2 | Uh I was gonna say you can see here that uh now that after we've clicked the button since this person is between the years of five and 18, we can get an interpretation from them. Mhm. |
| 00:12:11 | spk\_0 | Uh You can go ahead now, so a little bit about the testing and, and interpretation stuff. Um, just as a baseline for y'all. Uh this is an RDD test. Um This is random digit something testing. Um It just is, |
| 00:12:30 | spk\_0 | it's testing using these numbers instead of words. Uh And there are three different columns on the, in that table. So pairs, one pair would be like the single number block. So that eight and six and three and nine, those would go towards the single uh digit pairs. Uh and then two blocks. So two and 8, 10 and 31 and 34 and nine, those two pair digits uh would go towards that section. And then three obviously is the groups of three |
| 00:13:00 | spk\_0 | a little bit as well about the actual interpretation like Dichotic Dis Audia, what does that mean? So, dichotic dis Audia, that interpretation just means your scores either for left or right or both left and right are below what they need to be for normal hearing. Um So the scores we haven't even started the, we haven't even gotten close to finishing this test. So our scores right now are like 11% 22%. Um That is not enough to qualify this as |
| 00:13:29 | spk\_0 | even being |
| 00:13:31 | spk\_0 | anywhere close to um to normal limits. So, and you can see leave it right there, Sonny |
| 00:13:38 | spk\_0 | dichotic, this Audia means one or both ears are not even close to normal limits. So we're just not hearing well enough at all. Uh Amble Aia is one ear is greater than the others. So right now, the right ear and the left ear, um are both not hearing well enough and the ear advantage is great enough that Amble Aia is also an interpretation here. Um |
| 00:14:03 | spk\_0 | This changes with the age. So what percent you need to get to be Amble Adia and dichotic dys audia or just dichotic Aia will change. Um But yeah, once the ear advantage, that little column on the right there is great enough, you will get amble Adia and dichotic dys Adia. Um And if you continue with this test for, if this kid, if this one is like 12 years old, you'll probably need to get somewhere around 70% for it to be within normal limits. |
| 00:14:32 | spk\_0 | Um |
| 00:14:34 | spk\_0 | But yeah, you can see the ear advantage is left. So the left ear is much stronger than the right. Um And that's the interpretation. So, |
| 00:14:44 | spk\_3 | yeah, uh So what portrait of this is that you say you want us to work on the interpretation? What part of this current interpretation system uh is like not working or like is the part that you want us to work on? |
| 00:14:57 | spk\_2 | This |
| 00:14:58 | spk\_0 | is working? Um Y'all will be using the the code and the back end stuff for how this interpretation system works to apply the training protocol. So |
| 00:15:12 | spk\_0 | right now, this test is only being used to interpret this child's hearing issues. So, what's going on with their hearing? Are they just ambia? Are they dichotic this Audia and Ali Audia, that's all this test is doing and the interpretation is working as it should be. Y'all will be setting up a new training page. Um that will be using this interpretation and I don't know exactly how it will look. I'll have to check in with Deborah or find out on my own. |
| 00:15:40 | spk\_0 | Um That will be taking their testing information and this interpretation style to train their ears back to normal and to normalize them across uh like talking about |
| 00:15:52 | spk\_3 | the A Got you. That makes sense. OK. I got it now that the two are connected to my head. I got you. |
| 00:15:57 | spk\_2 | Yeah, so nothing's technically broken. We uh you guys are just gonna be making a new feature out of |
| 00:16:02 | spk\_3 | this that I got it. Appreciate |
| 00:16:05 | spk\_2 | it. |
| 00:16:06 | spk\_2 | Yeah, anything |
| 00:16:07 | spk\_0 | we can do to clear up stuff like that because it is, it is confusing. It's very um |
| 00:16:14 | spk\_0 | difficult to kind of wrap your head around first, at least it was for all of us. Uh just getting started on it. Um Yeah, |
| 00:16:20 | spk\_1 | finding out it's um |
| 00:16:23 | spk\_1 | what you're actually be doing like once you get your mind around, it isn't terribly complicated. Um because a lot of it, you're, you're kind of reiterating some of the work that we've already established. |
| 00:16:35 | spk\_1 | Um But it's a matter of like act like you know, establishing what, what it is that you're actually doing, that can be a little difficult for us to um |
| 00:16:44 | spk\_1 | uh put into words. Uh So please, if you have any questions, don't be afraid to ask. |
| 00:16:50 | spk\_3 | So, uh this is gonna be a separate kind of test basically that we're gonna be working on um and using different audio files. Uh I guess my question is um |
| 00:17:03 | spk\_3 | how mu how similar is this anticipated to be in terms of U I and uh format and information to these other tests? Like uh do we have like a synopsis of where it's going to be different or where there might be different needs for these different approaches? |
| 00:17:21 | spk\_2 | Uh So we do know how they're gonna be different. Uh So, well, first, uh let me bring it up. Yeah, first, obviously, it's gonna be different audio files. So these, you're gonna have to input this or you're gonna have to basically, |
| 00:17:38 | spk\_2 | it's kind of uh make a list, make this test, it's going to be the same U I. But uh Wilson might have to let you know how he made these uh arrays because I know he had some problems with uh like this is a little bit |
| 00:17:53 | spk\_2 | more complicating setting this up. But then you guys will be also uh |
| 00:17:59 | spk\_2 | be manipulating the audio or basically um the left ear volume and the right ear volume because these uh these MP3 files specifically, I think they're MP3, |
| 00:18:13 | spk\_0 | MP3 or yeah. Other versions. Yeah. |
| 00:18:16 | spk\_2 | Yeah. And so basically they're split into left ear or left channel, right channel. You're going to be um |
| 00:18:24 | spk\_2 | uh manipulating the audio uh trying to find that normalized value to uh make it sound like it's normal to the uh person. So like if they get uh let's say they, they get the left ear right, but the right ear wrong probably um |
| 00:18:39 | spk\_2 | decrease the volume in the left ear, increase the volume in the right ear |
| 00:18:44 | spk\_2 | and |
| 00:18:45 | spk\_3 | I got you. Um So is there? Oh, sorry. |
| 00:18:48 | spk\_1 | Oh I, I was just gonna |
| 00:18:51 | spk\_1 | elaborate more. Um But you, you asked about like, you know, visually, you know, how is it supposed to look like if, if we have an idea, um I'd say for right now, um |
| 00:19:01 | spk\_1 | you know, just keep it as for like the actual training procedure itself, like keep it maybe in line with uh how these tests look. Um because it'll be borrowing a lot from that anyways. |
| 00:19:12 | spk\_1 | But for the training, there does need to be like a four week training protocol and how |
| 00:19:21 | spk\_1 | you implement that, that page and how you do those things visually is entirely up to. You. Got you uh you guys, you guys have free reign of of this is pretty much like how these things will look. Um However, like, you know, um So a lot of, |
| 00:19:37 | spk\_1 | from what I remember uh |
| 00:19:40 | spk\_1 | the beginning of capstone is like establishing these wire frames and, and and doing all these things. Um And uh uh |
| 00:19:48 | spk\_1 | so you'll be doing that and when you do that about like how you want these pages to look, um you'll just have to consult Deborah to see if she has approval and um |
| 00:19:58 | spk\_1 | me and Matt handle a lot of the visual side of this. Um So just bring it to us too and maybe uh you know, we, we'll give approval or some tips or pointers or et cetera, et cetera. Uh I |
| 00:20:09 | spk\_0 | can kind of jump off of that as well. So for the training U I and how it will look |
| 00:20:16 | spk\_0 | um that all of us are probably not super uh like sure of what we want it to look like or what it will look like. Um There was a like half baked kind of started training protocol in the old software that was not finished or done anything with. Um So |
| 00:20:35 | spk\_0 | we will have to us and y'all will probably have to consult Deborah about ideas and kind of what she's looking for for how she wants this to look and we can pull up the old software with her in a meeting and kind of say, do you like the way this looks? Do you not like the way this looks and kind of go through that process to find out what she's kind of looking for? Um And then once you've got kind of an idea of |
| 00:20:57 | spk\_0 | how do you actually want this to look, what are you looking for feature wise? Do you want it to look like the old one? Are we just kind of redoing that with some extra with the lists or are we doing completely new stuff? Um Then we can work on, y'all will be working on like creating some wire frames and, and setting up things like that. Um So as far as how the training protocol and how the training pages will look, we're not 100% sure yet. Um Us and y'all will have to kind of |
| 00:21:25 | spk\_0 | get with Deborah and go through some of that stuff together to find out uh what she's looking for for these training uh pages. |
| 00:21:33 | spk\_3 | So we'll be messing with audio levels and stuff. Uh So I guess my question that comes from that is |
| 00:21:41 | spk\_3 | when we're going to be messing with those audio files, um We're going to have to keep track of them in some way. Um So is that going to be something that we're just going to um |
| 00:21:54 | spk\_3 | store? I guess that's, this is something we can ask later. This is something we can get into later. Never mind. |
| 00:22:00 | spk\_0 | There's with, yeah, we, we'll get into this a little bit more in detail later. But what I imagine it will be um So for the testing pages, what we just went through there as far as storing scores on the page and calculating their percentage from the buttons and things like that, that was all javascript. Um And that was just, we were using just like a uh |
| 00:22:24 | spk\_0 | event recorder, um to kind of keep that stuff saved in real time. And then once, once you have their final scores or whatever, it's left as, um, after the test is completed and you submit it, that is stored as a form through Ruby on rails in the database and saved. So I imagine I've never done this stuff with the audio manipulating the actual audio file, uh strength and stuff. But um I imagine you'll be updating it in real time |
| 00:22:52 | spk\_0 | uh with javascript or some other kind of built in uh language and then storing it to the Ruby database with forms and just general submission stuff. Um But we'll have to figure out the details of how that will go a little bit later. Um |
| 00:23:08 | spk\_3 | No, uh sorry to keep barging you here. But um so since this is gonna be almost for like a a hearing rehire the rehabilitation type thing I can't speak. Um |
| 00:23:21 | spk\_3 | Is is there like a already provided or already known algorithm for how to best increase audio for ear training? Or is there some science behind it that we need to be aware of to apply this or is it just going to be a hard like scaling based on how much it is quote unquote behind? |
| 00:23:42 | spk\_1 | So that information, there's a big document that Deborah has provided us with um her research. So like |
| 00:23:51 | spk\_1 | what she is, what her |
| 00:23:53 | spk\_1 | biggest thing, like, what, what she's about is, um, |
| 00:23:57 | spk\_1 | researching, uh, these hearing, um, disabilities. And so she, |
| 00:24:04 | spk\_1 | this whole project started us, uh, with her, like, you know, coming, coming to these, um, conclusions through research about, you know, what would be the best way to, oh, excuse me, what would be the best way to, um, |
| 00:24:17 | spk\_1 | you know, uh, uh, actually help, like, what, like decibel levels would help um |
| 00:24:24 | spk\_1 | uh per like, you know, kid per like, you know, whatever score they got. Um |
| 00:24:30 | spk\_1 | So right now, I, I would say most of that information um |
| 00:24:37 | spk\_1 | is already handled like you're not coming up with your own um |
| 00:24:43 | spk\_1 | algorithm kind of. Uh So like you'll need to come up with your own way to implement uh the information that we have on it, but it's not like you are doing your own research for these conclusions there that's already there. Um And it differs per diagnosis. Um I don't have the document up uh with me right now. So I couldn't give you a proper example, but that is to say, don't worry about, you know, like |
| 00:25:12 | spk\_1 | um |
| 00:25:14 | spk\_1 | how uh it would be just or I guess, |
| 00:25:18 | spk\_1 | yeah, don't worry about how um it's a matter of just like translating that |
| 00:25:23 | spk\_1 | um the information that Deborah will provide you um to the actual audio manipulation and a lot of it's just based on like, OK, this was your score. This is what needs to happen, you know, like, OK, we, we put this percentage of, you know, uh the audio levels into this year as opposed to the other one. |
| 00:25:45 | spk\_1 | Yeah, II I hope that was clear. |
| 00:25:48 | spk\_3 | So for now, more like focus on a theoretical result and get that working and then actually put the algorithm and nitty gritty and afterwards that's kind of what you're getting at, I think. |
| 00:25:57 | spk\_1 | Yeah, I rather like the algorithm is already there. So you're not, I, I believe so like um |
| 00:26:06 | spk\_1 | well, you might have to derive it from the like information that's, that is already there. But from what I understand it's, it shouldn't be like too terrible of a process. So like more or less you would have to. Um Yeah. Yeah. It's, it's, it's, it's a matter of, yeah, drawing that conclusion uh based off of whatever percentage they |
| 00:26:28 | spk\_2 | have. |
| 00:26:29 | spk\_2 | Yeah. So it's not really an algorithm. It's more so like uh like, oh left ear is, |
| 00:26:35 | spk\_2 | it's like if left ear is greater than 10% higher than the right ear change the decibels if blank, then blink or that's how the document that is uh |
| 00:26:48 | spk\_2 | implemented. So there's no direct algorithm. It's more like, |
| 00:26:53 | spk\_3 | oh OK. I was thinking something much more tuned for each individual. OK. |
| 00:26:58 | spk\_1 | Yeah. No, it's just |
| 00:27:00 | spk\_0 | the only way the only like thing we're tuning this based off of is the age of the person. So if the child is like 5 to 6 years old, then |
| 00:27:11 | spk\_0 | what is needed, what will be needed for adjusting them will probably be based on that and then like 7 to 9 years old and then 10 to 12 and that kind of thing. Um how I imagine this will go is Deborah will provide some documents and research and just general strategy for manipulating this stuff. And then y'all will have to figure out kind of the logic and math to make that work within the site. Um |
| 00:27:39 | spk\_0 | So like for this testing page, for example, I got the research documents for kind of the logic, the logic flow chart for what was needed to interpret uh their scores. And then I had to create the like if kind of |
| 00:27:56 | spk\_0 | the if and the score uh math to make sure that |
| 00:28:01 | spk\_0 | when this score hits this and this score hits this, the interpretation is this based on the current score. Um So you will get a lot of |
| 00:28:11 | spk\_0 | maybe not a lot of, but you'll get research and um some data from Deborah and then your job will be kind of to take that and then interpret it uh And then use it in the site uh in a meaningful way. Yeah. |
| 00:28:26 | spk\_0 | Yeah. That will probably be like the the main task, the main difficulty. And uh hardest thing about this project is taking Deborah's research and interpret, interpreting it and using it in the training program um in some way on the site. |
| 00:28:46 | spk\_0 | Um but we'll, we'll go through all the details and we'll probably be trying to understand it alongside you uh and give you tips on how to, how to set that up since we've done it, done it once with the testing. So, |
| 00:28:59 | spk\_2 | yeah, and also one last thing I just wanna add |
| 00:29:05 | spk\_2 | uh when you're implementing the training protocol, what we want or what um what's important is storing information that you think would be helpful. Since um |
| 00:29:19 | spk\_2 | a lot of this is like experimental research or basically this app is gonna help a lot with um |
| 00:29:26 | spk\_2 | research and we're gonna, so we need to store basically a lot of data. |
| 00:29:31 | spk\_2 | And so if you see global moderator index page, |
| 00:29:35 | spk\_2 | uh usually we just store a test type and just a lot of uh basically ear advantage scores or stuff like that. But if you see |
| 00:29:44 | spk\_2 | any piece of data that you think would be helpful that you um |
| 00:29:48 | spk\_2 | like initially during your training protocol, uh |
| 00:29:52 | spk\_2 | feel free to store it somewhere like data specifically. Uh is |
| 00:29:59 | spk\_2 | even if it's uh not as important, it's still good to have basically. |
| 00:30:05 | spk\_0 | Yeah. |
| 00:30:08 | spk\_0 | Yeah. So |
| 00:30:10 | spk\_0 | I hope that cleared some stuff up. You might have more questions than answers at the moment. But yeah, we'll uh we'll hopefully be able to answer that stuff as we go and, and get y'all kind of up to speed with the details of what is actually gonna be needed. Um |
| 00:30:27 | spk\_0 | It's pretty good so far |
| 00:30:28 | spk\_4 | Wilson. |
| 00:30:30 | spk\_4 | It looks |
| 00:30:32 | spk\_4 | your work looks pretty good so far, man. Oh, |
| 00:30:34 | spk\_0 | thank you. Yeah, this, |
| 00:30:37 | spk\_0 | this is like all I did for |
| 00:30:41 | spk\_0 | the past year on this. So |
| 00:30:43 | spk\_4 | I was looking at some of the code and like you have like 500 lines written. |
| 00:30:48 | spk\_0 | Yeah, it's about, it's about 3 to 500 depending on the test for every test. Uh, I really, I'd like to have the, all the javascript in files and not in the views, but it's, |
| 00:31:03 | spk\_4 | um, it's |
| 00:31:04 | spk\_0 | not gonna happen because the refresh stuff messes with it. It's, yeah, |
| 00:31:09 | spk\_4 | so quick question. So, you know how on their website they have like the downloadable software. Did you pretty much just kind of like, take the functionality of what they had there and just try to like, incorporate it here |
| 00:31:21 | spk\_1 | more or less. So we got access uh to the old application. |
| 00:31:27 | spk\_1 | Um And |
| 00:31:29 | spk\_1 | like for a while, we were just kind of like, um |
| 00:31:33 | spk\_1 | copying it verbatim pretty much, but just, it's like a web application format. Uh We changed some stuff like there obviously wasn't like a home page on the big, like on the original app we added, um, |
| 00:31:47 | spk\_1 | the biggest, I guess the biggest difference would probably be um, |
| 00:31:53 | spk\_1 | user authentication, um |
| 00:31:57 | spk\_1 | which is like a brand new thing with it because before on like the old app, you would just have to like manually put in, |
| 00:32:05 | spk\_1 | uh who made what and who did what, um, per thing. Um |
| 00:32:11 | spk\_1 | And So that, that's probably the biggest change um in terms of like functionality. Uh but more or less it's, it's copied and in, in the most organic fashion or I, I guess we like trans translated would be a more accurate term. Um For this, this client page looks so messed up. |
| 00:32:33 | spk\_1 | I don't remember, I don't remember. |
| 00:32:36 | spk\_4 | Me. Looks good man. Look |
| 00:32:41 | spk\_1 | at that. Did you change something on it? So |
| 00:32:43 | spk\_2 | uh no, this is on me. I, I think maybe like one character got like removed from like a CS s or something. |
| 00:32:52 | spk\_1 | Yeah, because I was about to say like this, |
| 00:32:55 | spk\_0 | it's the, it |
| 00:32:56 | spk\_2 | does not look like a square. |
| 00:32:58 | spk\_0 | That's |
| 00:32:58 | spk\_4 | a class. I've never heard of, I've never seen this class |
| 00:33:01 | spk\_1 | before. Well, right. Because uh the this is like |
| 00:33:05 | spk\_1 | from what I remember this looks like um |
| 00:33:08 | spk\_1 | when something like uh from the CS S is implemented wrong. So you're right. It's probably just something |
| 00:33:13 | spk\_1 | conflicting. Um |
| 00:33:16 | spk\_1 | because I see that like more buttons are there than from what's on. Um |
| 00:33:22 | spk\_1 | Anyways uh something I noticed but yeah, but more or less we, we translated a lot from the original app to this in a fashion that we thought was |
| 00:33:31 | spk\_1 | more modern and would fit better in this ecosystem, right? |
| 00:33:36 | spk\_0 | Um I think I was, |
| 00:33:40 | spk\_4 | yeah, I, I think Sonny sent me there was like 100 and 86 pages of like C# code. I'm assuming all of that code was pretty much just the software in itself. |
| 00:33:50 | spk\_1 | Yeah, that's 100%. Yeah, we, we, |
| 00:33:53 | spk\_1 | we asked for the code from it and we just had like, yeah, that giant word document of just ac and we were like, we can't really do anything with this. Um |
| 00:34:06 | spk\_1 | But uh for |
| 00:34:08 | spk\_0 | clarification for the new Capstone people, all of this web app was originally a downloadable just normal application. Uh and you can go to, if you go to dichotic |
| 00:34:23 | spk\_0 | Inc dot com and download it, you can see what that was and I would probably encourage y'all to at least mess around in there to get an idea of like what's |
| 00:34:30 | spk\_1 | happening. They might need to get licenses from Deborah like we did, does the |
| 00:34:34 | spk\_0 | free trial not work anymore? Did she |
| 00:34:36 | spk\_0 | lock that down? But |
| 00:34:38 | spk\_2 | I have access to the license key stuff so I can just generate some. Yeah, cool. If, if |
| 00:34:43 | spk\_0 | you'll have any issues downloading it and you wanna poke around in the old, in the old software, just me in the Discord and Sonny can get you some keys if it's not working. But our job last semester was turning that into what we currently have or just pulling functionality from the old site, |
| 00:35:00 | spk\_0 | the old application to the new web web app. Um Yeah, |
| 00:35:04 | spk\_3 | it does seem that there's like quite a bit that can be cannibalized here. Um Yeah. |
| 00:35:10 | spk\_4 | Right. So there's one more thing to kind of touch up on. I know that when me and Matthew first started, we had a pretty hard time trying to get everything set up on our laptops. So, do we have training for that as well? |
| 00:35:21 | spk\_2 | Uh Have you guys taken software engineering? 40 81. |
| 00:35:27 | spk\_3 | The Ruby on Rails. Course, |
| 00:35:29 | spk\_4 | I believe that's a |
| 00:35:30 | spk\_2 | prerequisite. |
| 00:35:31 | spk\_2 | And do you guys still have the Ruby environment set up on your computers? |
| 00:35:37 | spk\_3 | Uh No, but I think his website is still fully functional even after you take the class. In fact, I need to these guys if they need it, |
| 00:35:44 | spk\_0 | I mean, demos and des will be your best friend for like almost everything um in this class and this project um |
| 00:35:54 | spk\_0 | issues with Rails issues with set up. Uh That's a huge resource for, for getting that. It's actually listed. Oh, |
| 00:36:01 | spk\_3 | sorry, sorry for interrupting. No, go ahead, go bad habit. Um And uh it is a uh it's actually listed under installation uh under the page if you look at it, uh it says set up the On Rails environment and then it gives the demo. Indeed. So we're good there as long as the others can |
| 00:36:18 | spk\_1 | find that. |
| 00:36:19 | spk\_1 | Yeah, I, I would encourage you three to get on that soon because even when |
| 00:36:26 | spk\_1 | I mean, me, Sonny and Wilson, like were coming right off of, well, I guess, I think just me, me and Wilson were coming like right off of uh software engineering and um there was still some trouble there um that we had to troubleshoot for a while. Um, so just if we can go ahead and tackle that as soon as possible, that would be, |
| 00:36:47 | spk\_1 | I think um |
| 00:36:50 | spk\_4 | one thing that you guys will probably come into an issue with is once you get everything installed and set up, you will probably be running into this one. and that's because you don't have this folder. And do you remember the one folder that you sent me, Sonny? It was like in like app, I think it was like public. Basically, you need those contents in order to actually get everything up and running as well. So |
| 00:37:11 | spk\_4 | we should probably to you guys as well. |
| 00:37:14 | spk\_2 | Yeah, if you have any troubles uh setting up the new Ruby environment because we do, we do change the version of the Ruby to 3.11 and I think the demos and des does 2.7 point something. But yeah, if there's any, if you guys get any errors or anything, just feel free to put it in chat and we probably experienced that error so we can help |
| 00:37:34 | spk\_0 | for now with y'all, I wouldn't worry too much about getting like set up |
| 00:37:41 | spk\_0 | and the web app running on your systems. I would just make sure your rails environment is as it was when you left software engineering and then we can kind of help you all get uh set up on this site and change versions and get that file. Um, as you go, but getting everything set up right now isn't a huge concern. Just, um, make sure that you're kind of prepared when we need to get you, uh, set up, at least with the rails environment kind of what it was. |
| 00:38:08 | spk\_2 | Uh And because |
| 00:38:09 | spk\_0 | there will be friction that's just gonna happen. So |
| 00:38:13 | spk\_0 | we'll, we'll help you all out with that. |
| 00:38:16 | spk\_2 | Sorry about that. Um, |
| 00:38:19 | spk\_2 | and one last thing, uh, would you guys mind sending us your availabilities because we need to schedule with Deborah. And uh I know it's kind of hard to get a meeting where all of us are on the same schedule. |
| 00:38:34 | spk\_2 | So if you guys wouldn't mind putting your availability in the general like team tasks as |
| 00:38:40 | spk\_2 | uh |
| 00:38:42 | spk\_2 | days that you're available, then we can schedule the meeting with Deborah and uh basically get started on this uh task. |
| 00:38:50 | spk\_0 | Yeah. So if you're, if you're busy, like all, all day Tuesdays and Thursdays on until like after eight or something like that, um Just put like Mondays |
| 00:39:00 | spk\_0 | any time Tuesday or like generally anytime Tuesdays only after 8 p.m. Wednesdays only after this, etcetera, etcetera and just give us kind of an idea. And then um it should be a little bit easier for us to get everyone in on these meetings because it is gonna be a large group. Um If we have all of us and Deborah, uh so just to help us kind of organize that. |
| 00:39:22 | spk\_1 | Yeah, particularly focus focusing on availability on the weekends because I think that is when most people are free. I mean, I know that varies for most people, but I know that, um |
| 00:39:34 | spk\_1 | like, I remember when we were doing the project, we would usually meet with Deborah. It's sometimes it came around like on Wednesdays after five. but most time it ended up being on the weekend. Um |
| 00:39:45 | spk\_1 | So just, just trying to clear the air um |
| 00:39:49 | spk\_1 | of when people are most available and it's ok if you don't have like a definite answer, I know |
| 00:39:54 | spk\_1 | particularly the weekends can also be very um variable, but that is just to say like, you know, |
| 00:40:02 | spk\_1 | if you were for the most part free those days, let us know and if something comes up and you can't attend a meeting, just let us know as soon as you get, you should |
| 00:40:10 | spk\_0 | be fine. The, the scheduling is just a general guideline if we try to set something up on something when you said you were available and something came up that is no issue. Uh We'll, we'll either have the, that meeting without that person and someone will just take notes for them or we'll reschedule it to another time. |
| 00:40:28 | spk\_0 | Um We're not super strict about like meeting at this time here. You have to be available. So just keep us updated um, with kind of what's going on and uh scheduling shouldn't be too big of a problem. Would you be |
| 00:40:40 | spk\_1 | also if you guys ever want to just schedule a meeting |
| 00:40:44 | spk\_1 | on your own, feel free to do that. So like say um you three just wanna have a meeting with Deborah, that's totally fine. Just reach out to her, you just want to have a meeting with one of us that's totally fine. Just reach out to us um just, you know, pink us here on Discord and we can get something arranged. Um |
| 00:41:01 | spk\_1 | You guys, you have free reign to do like |
| 00:41:04 | spk\_1 | whatever you're comfortable with or if you need like more information, you know, we can, we can get it set up. |
| 00:41:09 | spk\_3 | I imagine any meetings with Deborah we set up will probably be like us announcing it to you guys in case you're interested, I guess would be probably what would happen. |
| 00:41:18 | spk\_1 | Sure. Yeah, we can do that |
| 00:41:20 | spk\_3 | and then if we actually needed needed you guys, I think we might contact you, but I think that's probably gonna how it goes. |
| 00:41:26 | spk\_1 | Um We tried to meet with Debra every, it, it, it's kind of been like every other week to keep her updated on like what we're doing. Um |
| 00:41:37 | spk\_1 | and we could have you in with those meetings, although sometimes we might want to keep it separate because the things we talk about |
| 00:41:44 | spk\_1 | um could be just, you know, not very useful to you or, you know, I just, yeah. Um |
| 00:41:53 | spk\_1 | but um |
| 00:41:54 | spk\_1 | it depends, we'll see if we have a particular subject that we're wanting to talk about at that meeting. Um We might maybe require you to be at it or something or um yeah, it, it's kind of a case by case basis but um |
| 00:42:08 | spk\_1 | really we just need that availability to figure out what our meeting plan will |
| 00:42:12 | spk\_0 | be. Yeah, and we may meet with Deborah uh just talking about stuff unrelated to y'all's project and we wouldn't want to waste y'all's time with like we're gonna meet with Deborah just to talk about the testing and like when we can go do user testing with her, like y'all, y'all wouldn't want, want to or need to be on something like that. So, yeah, that's what |
| 00:42:30 | spk\_3 | I was getting at earlier I think, said much better than what I was saying. But yeah, |
| 00:42:36 | spk\_0 | just to keep everyone's time, you know, use useful and, and not waste anyone's time. Yeah, |
| 00:42:43 | spk\_3 | that's my concern. I don't wanna waste your time, especially since you guys were actually working, working on this and shit. Um Sorry. Oh, sorry. My not enough um are also uh would, would it be OK to record our meetings? |
| 00:43:01 | spk\_0 | Yes. |
| 00:43:02 | spk\_1 | Um For the most part I would maybe if you're gonna record it with Deborah, um I just, I would just, yeah, ask her because there might be some information that she doesn't want out there |
| 00:43:14 | spk\_0 | and, and she doesn't want recording. Um I don't know if y'all have set up your team's like roles yet, but there should be one of y'all taking notes for almost every meeting. So just have that person jotting down uh details. Deborah does not care about that. |
| 00:43:30 | spk\_0 | Um So |
| 00:43:31 | spk\_1 | yeah, we could um |
| 00:43:34 | spk\_1 | I don't know if it's, I don't think it's visible to y'all, but we have like a notes channel and we can arrange that for y'all's um channel group too to like kind of like put all your notes there in one place. Um If that would help you out. Um That's, that's another thing if you need something on Discord. Um I know like |
| 00:43:53 | spk\_1 | uh |
| 00:43:55 | spk\_1 | you know, we're in control of it. So just like, let us know if there's something in particular you want and we can, we can add it. It's no big deal. |
| 00:44:05 | spk\_0 | Yeah. Yeah, I was. |
| 00:44:09 | spk\_2 | Oh right. Client page. Yeah, |
| 00:44:14 | spk\_1 | I'll see. I'll, I'll check Maine real quick and see if that's what it looks like online and see if I can just fix that really quickly. But um |
| 00:44:23 | spk\_2 | it might have been uh what is it? I might have forgotten to do like a bundle, install yarn install or something. Maybe get |
| 00:44:29 | spk\_0 | about page real quick to |
| 00:44:32 | spk\_3 | good old yarn install, dude. |
| 00:44:35 | spk\_2 | Yeah. |
| 00:44:36 | spk\_2 | Yeah. So this is, yeah, this is all right. Yeah, |
| 00:44:40 | spk\_0 | I don't know. We might want to copy this and just send it to them. Um They probably won't, y'all probably won't need this for a while. This is just an about the web app and it just goes through some basic stuff. |
| 00:44:53 | spk\_0 | Um that y'all will probably want to know in the future when you're running the version of the app, once we get you set up and just using it in general, uh and just some more details about each test. Um So we'll send this to y'all. Uh So y'all have that if you need it. Um And then once you're up and running on the app, you'll have it there at the about page. So that is uh the one other thing I wanted to mention just um so you have it, if, if any quick questions come up, that may be answered by that document. But |
| 00:45:23 | spk\_0 | yeah, |
| 00:45:25 | spk\_2 | yeah, so just make sure to send us your availability so that we can schedule the meeting with Deborah. And I think that's basically all that we have left the show. |
| 00:45:34 | spk\_1 | Yep. |
| 00:45:35 | spk\_1 | Yeah, I know this meeting was a lot of like reiterating, but we just wanted to make, make sure everybody was on the same page uh from, you know, our five minute presentation, you know, that was like a week ago. Um |
| 00:45:50 | spk\_1 | Just so, you know, everyone's up to date and |
| 00:45:53 | spk\_1 | figure it out together. |
| 00:45:56 | spk\_3 | Cool. I |
| 00:45:57 | spk\_0 | appreciate it. |
| 00:45:58 | spk\_0 | Yeah, and there's, there's a ton of information to take in. So if, if y'all didn't catch some things or some things still aren't clear, um or you just forgot, feel free to ask us in the next meeting or in discord, uh if you're wondering and uh we can clear that stuff up in, in writing then. So you could just jot back down at that. But I, |
| 00:46:18 | spk\_0 | I probably info dumped on y'all a little bit, uh, more than I wanted to with, uh, how testing works and, and some of that stuff. So, uh, if some of that |
| 00:46:27 | spk\_0 | it gets lost, uh, later down the road, just, uh, don't worry about it. Just check in and, and I'll update you. |
| 00:46:34 | spk\_2 | So for right now, just try to clone the Get Hug Repo and get the app set up, get Ruby set up, get everything set up before the Devo meeting. Uh You don't really have to and maybe just mess around with the app, but we're not really asking you to start on the feature right now until after the Devitt meeting. |
| 00:46:54 | spk\_1 | Yeah. And there's gonna be a lot of, I know that Capstone the class itself like requires some stuff that y'all do beforehand anyway. So, um |
| 00:47:03 | spk\_1 | this is really just to get familiar with the environment you will be working in. Um as a lot of the beginning of the project is, you know, those wire frames or, you know, like just basic planning, you know. |
| 00:47:15 | spk\_1 | Yeah, it, it's just a place to jump |
| 00:47:17 | spk\_0 | off of if like next week y'all get into Capstone and the professor has like kind of a plan of action for getting started and she wants you to do these wire frames and meet with this person and ask these questions. Um And we're talking about like starting the project, just let us know like, hey, she wants us to do these things. So we're gonna be working on this for the next couple of weeks and that's perfectly fine. Um It's still a class for y'all. So, |
| 00:47:42 | spk\_0 | uh if there's like class requirements and wire frames and things like that, so you gotta get done, that's perfectly fine. Um Just keep us, keep us updated with what y'all are working on what she wants you working on in the class and then uh we can work around that and see when we can get you started on the actual project because after the wire frames and stuff like that, the bulk of the class is just the project. So, |
| 00:48:04 | spk\_3 | um that's a good point. I'll try to keep you guys as of what she's actually telling us is needed for us so that you have to be worried about. Not sure how good I'll be at it, but I'll try to keep that in mind. It's ok. |
| 00:48:17 | spk\_0 | All good. Just um wanted to mention it because |
| 00:48:21 | spk\_0 | I don't want us to be like, let's go ahead and get you started on the project. And professor is like, uh let's get you doing wire frames and like that stuff like that for the first two weeks. And it's like y'all are doing double because we wanted to get you started on the project. So just, you know, let us know that for your sake. So we're not pushing work on you that you're |
| 00:48:39 | spk\_0 | professor doesn't want you working on yet. Got |
| 00:48:41 | spk\_1 | you. Right. And, and if there's any deadlines that y'all will have, it'll be through the class, it will. I don't think we'll really enforce any kind of like you need to have this done by this time kind of thing. Um |
| 00:48:55 | spk\_0 | Y'all's, y'all's workload is purely based on the classes, workload. Um So whatever hours commit she wants y'all to be working on the project is the minimum we would need from y'all. Um |
| 00:49:08 | spk\_0 | And then deadlines for the class is just what you get done uh during a set sprint time. Um And kind of the goals of that sprint, whatever you set up at the beginning of that two week period, um For us, we're just looking for the work you can provide. Um whatever y'all feel able to do whatever y'all would like to put towards this project. Um Is, is what we're looking for as long as you're meeting the class requirements for your work. Yeah, |
| 00:49:36 | spk\_2 | and I would like to add on, try to focus on functionality if it doesn't look the best, but it still works. We can work with that at the end. Just add, yeah. |
| 00:49:48 | spk\_1 | Um Yeah, a lot of |
| 00:49:51 | spk\_1 | the project last semester was like, you know, we had to get these last minute features done and then like, I think |
| 00:49:59 | spk\_1 | like two days before, like we were presenting I was just, I just went in and did like one final push to like make the U I look |
| 00:50:07 | spk\_1 | not like shit. So um so like we can always work with something, you know, but at the very, at the very least it just needs to work for |
| 00:50:16 | spk\_0 | things working on, you know, working on front end development, uh especially in rails and bootstrap and stuff like that. You can be pulling your hair hair out for hours |
| 00:50:25 | spk\_0 | about like centering a buttons, text or something like that. So that kind of stuff we're not super concerned about. Uh As long as the button does what it needs to do and doesn't crash the site when you click it uh is kind of the bigger the bigger thing there. So um yeah. |
| 00:50:46 | spk\_2 | Alright. It looks like we're all done for our meeting today. Any questions that you guys have? |
| 00:50:53 | spk\_3 | Uh No, I don't think anything that uh won't be eliminated later. Uh if need be. |
| 00:51:00 | spk\_2 | Oh |
| 00:51:02 | spk\_2 | oh Shale and Angel. You guys have any questions. |
| 00:51:05 | spk\_2 | Um One at the moment it's a little confusing in the beginning, but I think we will get there eventually. So yeah, |
| 00:51:12 | spk\_0 | quite good. |
| 00:51:13 | spk\_0 | Yeah, don't don't worry about not having questions right now. You will have questions um once you get more information. So uh yeah, |
| 00:51:23 | spk\_2 | you're basically in the info dump stage right now. It'll it'll come just taking it all in. All right. Uh Make sure to post your availability in general team test so we can set up that meeting with Deborah |
| 00:51:38 | spk\_2 | and I guess I'll see you guys next time. Ok? Thank |
| 00:51:42 | spk\_4 | you. Yeah, it's good to meet |
| 00:51:43 | spk\_3 | you guys and thanks for meeting with us. We appreciate your time and effort, everybody |
| 00:51:48 | spk\_0 | for sure. |