Module 5 Unit 4 Activity 2: Communicating Results to Parents
PLAN
Joel Michael Pope
Xia Ke

Scenario: Describes how we will *talk to parents about the social skills or conduct of a student who is misbehaving in class.*

Key for Contributions

Purple - Joel

Green - Relationship to personal experience by Joel

Blue - Chuck

Red - Relationship to personal experiences by Chuck

How we will…

Build a parent-teacher partnership:

A strong relationship with parents really should start with initial contact at the beginning of the school year. First impressions can have a deep impact. Taking the time to get to know parents and discuss concerns and expectations will develop the openness and trust from the get go and set the tone of the working relationship, which may be more difficult later when a sudden change in level of communication may mean confusion in standards of the relationship.

Parents will enter the school year seeing the teachers as people with whom they will mutually cooperate to ensure the best education for their children.

Time can be taken to reach out to the parents as a group and then individual parents before school starts, or in the first days of the year.

If possible, this can be by a phone call or face to face meeting, rather than only an email, as speaking verbally can create the feel of a closer partnership and seeing each other, even more so.

Depending on your context of course, this may be challenging, especially if you are a subject teacher with a very high number of students. An alternative, and something that can be used by teachers in all different contexts is recording a short video introducing yourself and plans for the year. This wouldn't have to be done for every student; simply once for a class could still be of impact. It will help parents build a connection with the teacher.

In my first year as a kindergarten homeroom teacher last year, by the school's procedure, we had parent-teacher meetings with all families, students, parents and even siblings together, if possible. It gave a good sense of understanding, beginning the school year already knowing families and being aware of backgrounds of the students and parental expectations, so that we were in a better position to work with students. Getting to know students and seeing that many were animal lovers, and that parents were very supportive of pets, even guided us in our decision to buy class pets.

Following this up, from the very first day, and then daily throughout the school year, we sent back feedback, photos and videos to parents, regarding class activities, and key accomplishments, with a big focus on the progress and contributions to class life of the students. This was genuine, authentic and from the heart. From a more objective point of view however, it did mean that we were quickly developing trust and warm feelings from parents along with the understanding that we genuinely cared about and believed in their children. When we did have to have conversations with parents about more challenging situations with behavior even as early as several weeks into the school year, these were relaxed and smooth. We were also, from early in the school year, able to work together with the parents of one or two students who did need support with behavior. Mutual trust and a sense of being a team had been formed.

Talking of myself and my class teaching team here - as homeroom teachers of a class of fewer than twenty students, this was practical.

Of course, if you were a subject teacher and had a high number of students, it would be challenging. Steps can still be taken.

In my first teaching job, which was actually as a secondary school science teacher, my mentor said to me that she had had another mentee - also a subject teacher in a secondary school - who had phoned all the parents of his students in the first week of the academic year to introduce himself. This may sound extreme if you do have many tens of students, but it could easily be worth the investment of time with the personal relationship you would be able to build with parents. During this job, I hadn't had the opportunity to make contact with the parents initially. It did make it more nerve-wracking and uncomfortable when I did have to get in touch later on, especially if it was about something negative.

In my previous job working in an English language training center, I was the class English teacher. There was also a homeroom teacher who would meet all parents at the time of the very first lesson for a 'Course Orientation'. Parents were able to find out more about the course of study, directly from a teacher of the class. This then made them much more receptive to asking questions and sharing concerns with us. We would back the course orientation up with videos made by the class English teacher. From the very beginning of the course, parents would then come and greet me by name before and after class, and treat me as someone they knew from the very beginning. Making a video introducing yourself and the course, if this is the easiest way given your subject and school situation, is less work for the gains and rewards it could reap.

Once an initial relationship has been built, it can then continue to be developed with regular context, ensuring you are visible to parents.

If the number of students makes regular personalized communication impractical, messages can still be sent to parents as a class group at key points, for example, at the end of a unit of study. It could summarize key learning and progress as the class. A video could again work well for this as it makes it more personal.

Again, as a homeroom teacher last year, we would send class and individual feedback everyday, backed up also by weekly class newsletters and individual progress reports at the end of every month. This did create the atmosphere of constant communication and trust, allowing any difficult situations to be addressed quickly. Regularly, we experience parents being happy to be open if they had any concerns or areas for discussion.

For teaching a much larger number of students, I do really like the idea of still creating short newsletters for each unit either in PDF format or using a software such as ClassDojo, which is quick and manageable. An email backing this up could make it sound like it is coming from a human.

Even better, I like short videos sent to parents at the end of a unit. In my previous job as an English class teacher at an English Language Training Center, I would be in the situation of teaching over 100, or even 150 students at any one time. We would send unit brief videos at the end of every unit of study, for all classes. Putting myself in the parents shoes, I can see how much more personal, again, this would be. Progres videos are something I want to try to introduce next year as a kindergarten homeroom teacher, to back up the regular written communication.

A partnership is of course a two way thing. Alongside everything mentioned above, the important thing is being open to allow as much communication from parents.

This can be done by allowing easy lines for parent communication, for example, reminding parents that they can always get in touch if they need anything and have an office hour each week, which you will use to focus solely on addressing parent concerns. Being responsive and conscientious and open with receiving questions are concerns, will help build the trust and allow parents to know that you are a teacher they could always come to.

Platforms such as Class Dojo can be used for communication and work from school and home to be shared both ways. Incorporating project based learning on longer pieces of work creates opportunity for deeper collaboration between home and school in terms of the completion of knowledge and skills development within the subject area, than simply homework alone.

The kindergarten I was in last year, and the one I will be in next year are project based. By sharing project activities with home, we have been able to build the opportunity for home to be involved in the work. For example, when doing a drama project last year, one activity, a video sharing thoughts on drama and acting, students did at home and sent to us. We found it important to share feedback on this, so that parents knew we valued the involvement.

In my kindergarten also last year, we built a routine of students doing 'Share Your Weekend' presentations, where they would talk about their weekend activities to the class, including any work they had done, with parents sending photos and videos to be used. This became a big part of our weekly routine and as parents saw the impact of it, many became conscientious to help their students prepare for these.

In my previous job in the English language training center, we would regularly organize work for collaboration with home, including reading and speaking challenges. A big thing was then made of them, with presentations in school.

It will have the potential to be more challenging depending on the culture and community the school is in, the subject and age of students. However, no matter what the context, if a possible way can be found, for any work or experiences from home, even if not set directly set by the teacher or related to the subject, to be recognised and shared in class, it could reap impacts at showing parents that you are a teacher who cares about your students and notices what they are doing. If the schedule did allow it, even a class teacher of a very specific subject, could try to allow even only a small time for general sharing of experiences, related to the subject or not. (Work or experience related to the subject is wonderful. Even if the routine of this is difficult at the beginning of the year, it could be built up to.)

Of course, this goes in line with the development of a strong classroom of culture and sense of belonging. The point is, if these aspects of the classroom culture are made apparent to parents, this could support in developing partnership. The formal parent-teacher meetings on the school calendar can be used to enhance the partnership, by being used to establish a plan for supporting the student, which is agreed upon by both parties.

The formal nature of these, I have previously found to help strengthen cooperation with some families with whom communication had previously been more sparse. In these cases it was shown by increased sharing of work from home, based on methods for practicing we had discussed - for example, increased reading practice, with videos shared.

Throughout the year, it can be considered whether there is any reasonable opportunity for parental involvement in class activities. There will most likely be some involvement at the whole school level, for example, through performances. However, if parents can ever be invited to your class for participation in events, projects or activities, there has potential to be huge benefits in terms of enhancement of partnership.

In my kindergarten last year, we parents came to get involved in some project work. This included helping with making costumes for a drama performance and supporting us in a drama rehearsal. In such activities, you are working together with parents.

Again, this will likely be more difficult for a subject teacher with many classes and students, each of whom may only be seen only a small number of times throughout the year. Any possibilities for parental involvement, whether for a field trip, or one class activity or project, could always be looked out for.

On the note of this consideration of parent communication and involvement, a big factor to consider is the personalities, expectations and wishes of the parents themselves. Attitude towards parents should be warm, welcoming and encouraging of participation. If there are parents however who do not wish to have too close a relationship or level of communication, this should still be respected, for the good of the long term relationship and support of the child.

I have always found it to be the case that some parents will want to get very involved. Others may prefer a more distant partnership; however with such parents, being consistent with communication and feedback and reminding them of the openness, trust and understanding has still been developed.

Along with everything else, I think it is of vital importance to be present in front of parents as often as possible. Supporting during school arrival and dismissal time and at parent events even if it is not necessary as per your schedule could go a long way in giving easy opportunities to communicate with parents and to show yourself as open and welcoming.

My mentor and manager during my first teaching job in China - at the English language training center was very friendly and welcoming, constantly being in the public areas of the school to talk to parents and students; I could see how much parents valued this and many were very regretful when he left. This was a huge inspiration for me. Throughout my career so far, I have seen how much appreciation such teachers get and rightly so, both from their own parents and students and others in the school.

As a final note, the importance of building strong relationships and partnerships with students themselves, through individual interactions with them and the classroom culture you create will without a doubt affect those of parents.

Make parents/guardians aware of teacher expectations for remote learning:

Here, I think it can be beneficial to reach out to parents at the beginning of a remote learning period. This will then assist in reducing the distance felt. It can help create a feeling of calm and reassurance at the very beginning of the remote learning period that you, the teacher, are still there and present, and will do everything you can to ensure that teaching and learning can continue as normal. Again, a video message can make this feel more real and human.

In detail at the beginning, and then as necessary throughout the remote learning period, any expectations and requirements can be sent to parents in advance.

For younger students at least if possible, parents can be encouraged to be present for the first classes, when expectations and procedures can also be gone through together with the students and routines practiced.

When I experienced my longest period of online teaching due to COVID-19, February - July 2020, I was at the English Language Training Centre. One of my colleagues created a document describing the key features of the online platform we would be using and how students would be expected to use it during the class. We found that parents had made the effort to practice with their children in advance.

We also made individual teacher videos to send to parents welcoming them to the online classes. Even though it was something new, attendance was strong for the first classes.

If possible throughout the online teaching period, parents should still be communicated with about class content and feedback, and changes in expectations or how the style of the class might run. Again, this can be done by video if possible. During remote learning it is as important as ever that strong parental communication is kept up. Indeed, parents may be needed to support in providing materials and the correct environment for class and in supporting work to be done at home.

Those months in 2020 was my only long period of remote teaching. We continued to give group feedback through writing and videos and to set work for home. This did ensure attendance and engagement at classes from parents and students remained high and lots of students were keen to do extra work outside of class.

Make parents/guardians aware of teacher expectations for physical learning:

With regards to teacher's personal rules or expectations, these should be communicated timely as possible and in line with expectations being communicated with students. They can be separated from the initial contact, as outlined above, but take place in a second contact occurring soon after, for example, over the first week of the school year. Either as part of a newsletter or video outlining content from the first week can be sufficient.

As per strategies for developing a strong classroom culture and climate, norms and routines and procedures should be developed in line with students. These can then be shared with parents and partners as evidence of the work the students have done with parents.

Such norms and procedures may be as a whole-class and developed at the beginning of the year. However, they may be developed with small groups or individual students throughout the year as part of support and also pair with social and emotional development. Even whole class norms may be updated throughout the year.

In all cases, these can be communicated to parents in a timely manner. This can be as whole class communication or individual, depending on the situation. If the situation allows it, students themselves could be involved in creating the video or poster outlining the norms to parents.

In my kindergarten last year, during the first weeks of the school year, we discussed general class norms, then several students helped make a poster, which we put up on the wall. We communicated these to parents as they were agreed on. Being on the wall, they could always be referred to.

Later on, we did the same for the norms for looking after our class pets and for eating.

Later in the year, I worked with individual students and groups of students at different times to create their own set of norms to help remind them of the procedures for different times of the day as necessary, including the after-lunch routine, and for conduct during reading books time. This too, I shared with my parents.

Address parent/guardian expectations during remote learning:

In terms of establishing expectations here it is important to be open and clear about methods of communication, whether they be email, or another chat platform, and reminding parents that they can always get in touch if they need anything.

In order to get more deliberate feedback and ideas from parents however, they can be reached out to directly. A questionnaire in the form of Google Forms or Survey Monkey could be sent out to parents and the start of the remote learning period directly asking for expectations. Follow up questionnaires can be sent out again periodically, asking for any feedback on the remote learning and to see if expectations had changed at all.

It is important that parents are allowed to be open and honest. This way, the correct information can be received.

Expectations can then be taken into consideration appropriately when planning class activities and even grouping and interaction.

On personal reflection, asking for parent/guardian feedback during the remote learning in 2020 was actually something I did very little of. As a result, we did find we constantly had to deal with questions and concerns of parents. Ensuring proactive and open methods of finding out expectations is hence key.

Once we did receive this information, we were able to use it appropriately. For example, we once found that parents in an older class did still want a big focus on writing, even though it was online. Hence, I incorporated more of this into my classes.

Address parent/guardian expectations during in-person learning:

Again, a key is to be open and welcoming with regards to parent feedback to ensure an atmosphere, where parents are happy and relaxed to get in touch. The channels of communication can constantly be made clear.

The possibility of anonymous feedback can also be given if parents are more comfortable with this.

Google Forms and or Survey Monkey could again be used to proactively find out information.

In-person learning may also allow parents to enter the school or classroom depending on the situation. This may definitely be the case during parent-teacher meetings.

At my kindergarten last year, we had a notebook hung up outside the classroom door for parents to write feedback, ideas or thoughts in. When we had our parent-teacher meeting, on the table outside, where parents would sit to wait for their appointment, we had a box into which parents could put a slip of paper, sharing their hopes for their child, as well as any progress they are happy with. We did get feedback through these methods and they provide alternatives to direct communication for finding out parent expectations.

Of course, parent-teacher meetings are important for establishing feedback and expectations.

Once expectations are established from parents, again they can be taken into consideration in planning the classroom and activities. For example, last year, we found out that many of our parents wanted more of a focus on confidence from performance, so incorporated more song and music performance activities.

For both remote and in-person learning, if there are any expectations that seem they might be difficult, or are unclear, a direct meeting can be set up with parents to discuss them in more depth. This is in line with establishing a close relationship with the parents to do everything possible to support the student.

Meet with parents in a virtual/remote school setting:

In a virtual or remote school setting, teachers typically use different online platforms and tools to meet with parents. Here are the steps for a teacher and parents meeting in a virtual setting.

1. Scheduling meetings: Teachers and parents can use email to communicate to find out a convenient time for both for a virtual meeting.
2. Communication tool: Usually schools stipulate what tool can be used to communicate with parents to protect teachers. In most of schools, email is the only tool used for message communication. Teachers and parents can share updates, discuss concerns, provide feedback.
3. Video conferencing: Teachers and parents can use platforms like Zoom, Teams, Tencent Meeting or other similar tools to conduct on-line meetings. These platforms allow participants to see and hear each other in real-time, creating a close to in-person interactive experience. Virtual parent-teacher conferences can be organized using video conferencing platforms. It provides an opportunity for teachers and parents to have a short interaction about a student's progress, strengths, areas for improvement, and any other relevant matters under limited time. In the video conferencing, teachers may utilize screen sharing to present student work, discuss various assessments students had, share educational resources. This allows parents to have a better understanding of their child's learning process.

From my personal experience, always start with positive feedback on students, especially for struggling students. Then invite parents to share their observation of their kid at home and if there are some things they think the student should improve. Final teacher shares classroom observations and expresses concern about his learning, then invites parents to discuss how to work together to come up with a plan to support the student to achieve more success.

It's important to note that teachers should make sure parents know where to find the teacher's email address, how long the teacher may take to respond to parents' email, and what the teacher's office hours are.

I completely agree with regards to starting with the positives. This makes it really clear that you genuinely have great belief in the student, can recognise their glows and want to do everything you can to support them. From my experience, parents will genuinely appreciate this and then want to listen to and work with you.

Then it is really important to allow the parents the opportunity to talk and to listen actively. This will help you gain a deeper understanding of the situation yourself. It is important to get to know the parents and their point of view to support in working together in the best possible way.
In short, I completely second the structure for the meetings you suggest, Chuck.

As a final point, discussions about more complex or sensitive issues should definitely take place via face-to-face meeting or video conferencing, as it makes it more personal and makes it easier to build understanding and empathy.

Build relationships in a virtual/remote school setting:

At the beginning: At the beginning of a semester or beginning of an abrupt transfer into virtual learning, send a welcome letter letting parents know your background and the expectation of on-line learning, main content and skills objectives in this learning time period, better to attach the brief virtual teaching plan.
During the virtual learning: Regularly or weekly communicate with parents to share the progress students make, update of teaching plan in upcoming weeks, share what school activities students engage, big projects and programs students involve, the achievement students make. Answer the questions parents pose.
Better support for parents: It could be very hard for parents to supervise students' learning, teachers could do some research and provide some practical, quick and easily implemented strategies for parents to support students' learning and build good relationships with their kids. For the students with special needs or poor self-management skills, teachers should have more frequent communication with parents to clarify the problems and work together to come up with a plan to better support students and engage students in class.

Thank you so much, Chuck, for creating such a detailed that we and others could use as a basis. I agree with everything. As I said above, during my longest period of online teaching in 2020, I did put lots of effort into communicating class content and student progress, but really wish I had done more to establish feedback and expectations from parents.

Building closer communication with parents during virtual learning periods again, helps remind of the fact that the teachers are still real and present, building reassurance. Close collaboration may definitely be needed, for example, if parents may need to support with work at home or ensure the correct environment and materials for online classes.

Share misbehavior issues with parents:

At the beginning of the semester, usually the teacher already shared the expectation for the students learning in a classroom or virtual environment, teacher also informed parents what information and data collected in class which include the readiness for the class, behavior, and performance in all kinds of assessments. If there are some signs of poor behavior issues emerging from students, contact parents proactively to tell how classroom performance the students displayed recently, but always start with positive things from students. Ask parents to help in this situation and suggest parents have a conversation with their kid to make the students take it seriously and take positive actions. Keep updating with parents the progress students make, if the student's progress does not go well, share the modification of the intervention for the students until the plan works.

Always use data or observation information recorded as evidence to share with parents. The progress is also a record of data.

This is the exact process I followed in the past year as a homeroom teacher when having to deal with more challenging issues of behavior and we were able to see understanding from parents and agreement on plans, including from parents who had previously had concerns about their children in school.

Starting with your positives and also giving information and understanding from the students activities, experiences, behaviors and accomplishments to show that you understand their child well and care about them, will help guide parents to trust judgments you might make together.

Like you say, if we have built the openness between class and parents, for example, through the sharing of expectations, communicating more difficult information will go more smoothly.

Involving parents is guiding the student to address the behavior, furthers the cooperation, and builds another line of support. Ensuring constant communication throughout the support process for the student, will maintain and continue to build the trust and cooperation, which can help lead to success.

The keeping of data ensures evidence and objectivity. In my class last year, we used a shared document on OneDrive, which was really useful for all parties involved for reference.

Address student concerns:

As a teacher, addressing students' concerns is an essential part of creating a supportive learning environment. There are a few steps we can do to better address their concerns.

1. Create a good environment that students are comfortable and willing to express their opinions and concerns.
2. Be a good listener. When a student expresses a concern, listen without interrupting and judgement first, show empathy and understanding throughout the conversation. Make students understand that having a concern or problem is a normal thing, the student's concern will be kept confidential and will only be shared with people who can help to resolve this issue.
3. Follow-up: If this is a social and emotional problem, genuinely express some general positive ways to help students face it. After discussing the concern, immediately talk with the school psychological counselor to intervene to offer help. Collaborate with school psychological counselor to provide ongoing support and track students' performance in this particular social and emotional area to make sure the problem can be solved.

Completely agreed again, Chuck!

This is all in line with the classroom culture of safety and belonging we should always be striving to create!

Just as with parents, as teachers, we always need to listen to our students and be showing genuine warmth and understanding. This will help us build up the trust, which means we will better be able to work with them and cooperate if their ever are any issues.

It has taken time, but over my experience teaching, I have gradually learnt that if a student is misbehaving, to take a step back to think and listen to them first. Often there is an underlying external reason. Difficulty accessing class content, difficulties adapting to the classroom environment, disagreements at home or school and simply feeling hungry or unwell are just some.

Yes, if a situation with behavior does continue despite efforts of the classroom teacher, it is important to bring in further support for the sake of all parties involved. In my class last year, we had support from the school psychologist in one case, to benefits.

Set high expectations for the student:

Having high expectations means believing students should always strive to achieve their best. It is not about being strict and merciless. It is about creating a culture in a classroom that students are willing to do their best and believe hardworking will lead them to success. There are a few tips about creating a high expectation classroom.

1. Teach about growth mindsets.

   Introduce the concept of growth mindset, help students understand that all the knowledge or skill sets can be learned and developed by daily practice and effort put in, it is not attained and determined instinctively.

   Students should focus on effort and growth instead of brilliant grades.

2. Set achievable but difficult tasks.

   By consistently creating tasks that are difficult but achievable, creating and promoting hard work culture in the classroom.

3. Give detailed feedback.

   For some important assessment which may be associated with key learning objectives, make sure to give detailed feedback to help students grow and develop in some weak areas and make solid improvement, and achieve success in future.

All points seconded. For student learning and engagement, we are always trying to achieve the correct challenge level. Detailed and specific feedback can help build stronger awareness in students, which in turn, help build intrinsic motivation and a growth mindset.

As a final addition, we should remember to involve students in setting high expectations for themselves where appropriate. Again, last year, where I had students who had struggled with behavior in scenarios, I worked with them to help establish a written routine and contract. This again, helps build ownership and accountability in students, in turn building the intrinsic motivation for achieving high expectations.

Use positive reinforcement to achieve mutual teacher/parent goals:

First, we need to set specific, achievable but difficult tasks. Then we need to build a reward system to reinforce the desired behaviors. Teachers should also maintain regular communication with parents to ensure the consistency between school and home. Same rewarding system used at home to reinforce the desired behaviors at home. Give timely positive feedback when a student demonstrates their effort and growth. The positive working ethic should be identified and appreciated in time. If some students are not responding to the reinforcement, teachers should reflect on the strategies and make timely adjustments, incorporating with parents to motivate these students.

Regular positive feedback will help motivate students and serve as a strong support. Again, strong student buy-in, in setting the expectations, and the tasks, through working with them to set these, can help increase the motivation and impact of the positive reinforcement.

I agree, we need to consider, support for all students should be personalized. As always, we need to constantly reflect on how well the approach is working and adjust as necessary.

Resources

Larkin, H. (2020, May 12). Distance Learning: Building Relationships with Families. Better lesson.
https://betterlesson.com/blog/distance-learning-family-relationships

(2023, July 24). Talking To Parents About Their Child's Misbehavior. Compass Rose Academy.
https://compassroseacademy.org/talking-to-parents-about-their-childs-misbehavior/

Drew, C. (April 1, 2023). 13 Ways to Set High Expectations in the Classroom. Helpful Professor.
https://helpfulprofessor.com/high-expectations-for-students/

OUR PRESENTATION Link:

Joel Michael Pope and Xia Ke's Presentation

Specific responsibilities of each partner in the project:

On Friday 4th August, we agreed to look over the assignment details and begin thinking about it independently, in preparation for a voice call on Saturday, 5th August.

This voice call went ahead. We noted that because we have different teaching backgrounds - Chuck in Middle School and Joel in Kindergarten - it could be beneficial if we both contributed ideas and perspectives to all parts of the assignment. Chuck suggested that we could split the 11 questions we have covered between us initially and Joel agreed, saying that once we have both finished our original questions, we could go and add further thoughts to the other questions done by our partner. We would both aim to give general perspectives, backed up by experiences. Once the document was complete, we could edit and proofread as necessary to ensure it flowed well.

With regards to the presentation, Joel suggested trying Powtoon. This was new to both of us, but some exploration of it has shown it did indeed have the potential to create a different and engaging presentation. Chuck had the great idea that we could both work on the two documents together, adding in key points to the presentation as we went along, so it wouldn't all have to be done at the end. Again, we could edit as necessary at the end.

We agreed to stay in contact via WeChat as necessary as we worked. We set ourselves a provisional deadline of the end of the evening on Tuesday, 8th August, for completion of the first draft, to allow time for the final editing after.

Due to personal health issues, Chuck could not complete the work on Tuesday, but he started to work it on Wednesday, hopefully the final editing will be completed on Thursday before VC starts. (Joel, thank you for recording our collaborative process).

By Wednesday, we had both finished our questions. Reading each other's work, we found ourselves in strong agreement with each other's points, and that the ideas flowed well together. Hence, we only needed to add a small number of reiterations underneath each other's questions.

In practice, we had ended up only working on this document first, and not the presentation. On Wednesday night, Joel created a first draft of the presentation. Thursday daytime, Chuck then fleshed it out with further detail and thoughts and made it flow well.

Thank you for all the hard work Chuck, especially being because you had not been well! Glad you are all recovered now.