

**Have you seen academic or linguistic setbacks for your students during this time?
Please explain.**

I have not seen my students during this time.

not yet - it has only been 3 weeks so far of remote learning and the county is always changing the rules/policies

I haven't seen any work at this time.

I'm a speech pathologist that works with the DHOH program and there has been a setback in the areas that I had worked on with some students. Typically these students are the ones that benefit from ESY. Some students

Not enough data to determine at this time

some students, I haven't laid eyes on, so would not be able to tell. It is all dependent on how accessible the family/child are and even though the school system is providing computers/internet, if the family doesn't

NOT with my caseload.

Yes, reduced verbal language output. Families are not always consistently using FM system or even putting hearing aid on thus speech has become "slushy".

Unable to assess this virtually

Not at this time.

Actually no. My families are very involved and join every session. I coach the parents to use different strategies

Yes, my younger students especially. And some parents are just trying to survive economically and cannot devote much focus/time on their child's education.

Yes, especially for students who use sign language because most parents and families cannot communicate with their kids.

Also, many of my students have Spanish speaking families who don't feel comfortable trying to teach their children (even though I've told them I don't care what language they use to work with their child). My students

Not yet

Speech may be less intelligible through an online platform.

Some of the districts I cover are simply doing "review/enrichment"; meaning there's no new material being covered and no direct instruction from the academic teachers; I've been the only direct instruction many of my students are getting at this time (along with speech/language). I worry mostly for my signing students because

Yes. My students have very limited language and their families do not sign.

Yes for my younger students this has been difficult

not yet, but I am not with them again to know if there were set backs. I won't know of set backs until we return to school in the fall to see their progress at that time.

Have not seen direct academic or linguistic set backs for all however usual curriculum is not being taught.

Amount of new learning is hugely less!

Impossible to provide signing support and technology support for refugee families even though we have tried.

Large families have wifi difficulties when a number of children are online at once zoom conferencing will not

Too soon to answer. Our school system has only recently started virtual instruction.

There is a wide range from students who log on everyday to students who have never logged on once...

no more than their typical hearing peers, some are actually doing better than their typical peers due to the

Yes, a lot of my students rely on lip-reading and making use of their residual hearing. Adding on the difficulty of doing a virtual session, it has become that much harder for my students. My primary students can't even read when we try captioning the videos and they understand/comprehend much much more when the sessions are

Our district has not been assessing students yet (though we may now that we are officially not returning this academic year). We have been told to give them "credit/no credit" for participation/effort. As for linguistic setbacks, in my communications with the students seem to be on level with where they were prior to the

Question 17 needs to have a category for NA. I'm not permitted to provide direct services at this time. I don't know what linguistic setbacks my students are having at this time as "digital learning" doesn't look at anything but "did they pass it or not", it doesn't look for the nuances that make up linguistics for our students especially.
100% - Like with any prolonged break from school where students have inconsistent use of amplification and access to target language/academic support, this time has hit my students very hard in both areas.
I wouldn't label it a setback, but it is unclear how much "learning" is actually happening during this time.
Students not attending scheduled virtual lessons.
Too early to tell
For my ASL using, non-speaking students, they are using one or two word utterances due to that being the "level" of communication they have at home. If their family doesn't sign, then they are trying to gesture and/or lipread so communication is for survival/daily interactions (time to eat, time to go to bed...)
Parents are telling me yes they have seen this but I have no evidence to support this claim.
Yes, Specifically fir ELLs
Unable to acquire face time with students as parents have largely been extremely unresponsive to attempted
Hasn't been long enough to be sure, because kids may be shy or not comfortable with the video medium, but one or two have appeared disconnected during sessions, and I am not sure if its regression or discomfort.
ability to attend to a lesson and complete the required activity has decreased
All curriculum during distance learning is optional, so I do not have a high turn out for lessons and assignments
Unsure at this time but assuming yes with reading.
Not yet but I assume they will become an issue next school year.
No
I can not speak to academic or linguistic setbacks, but have found that progress toward IEP goals has been minimal, particularly as not all goals lend to remote instructions (ex: PK student learning to independently manage and insert their personal amplification). In addition, some parents are unable to offer the level of
That is yet to be determined
yes. All my signing students do not have the ability to practice their signing skills during this pandemic. they are not practicing their sounds daily nor regularly using their hearing devices.
Most of my students have very mild hearing losses. But the students with more special ed involvement are not
Not yet
Some students have not participated in any activities yet during the remote learning period. Parents are so busy working from home that it is hard for them to try to help the students do school work. Everyone is just trying
Looking only at the students I have been able to get in touch with and complete work- there have been some
Nothing that didn't exist prior to virtual learning.
Yes. Online learning has caused setback for my profoundly deaf students. Without direct access to their supports that they typically get at school, their academics and vocabulary skills are struggling.
A few of my older students were not as serious about getting assignments done
My district is not grading during this time and all provided activities are optional. So, I have not had any live teaching experiences, but I'm sure that there have been academic setbacks.
Also, each students has one primary staff contact. Since I share all of my students with another SPED teacher, I have not had as many contacts as I would like.
I have had a few video calls to check in on some of my students social-emotionally. They have seemed to
Some of my students are doing well; however, they are the ones that were doing well prior to the school closures. The students that were struggling prior, continue to do so and are even falling a bit further behind. A couple of my students who were great about using their hearing aids, now rarely use them around the house, which is very frustrating. Their speech continues to deteriorate. My 4 yr old Deaf signing student does not work
students are not always easy to contact. Most don't have individuals at home to assist them.
Captioning

Some disengagement, wanting to be done on screen time. No academic set back seen yet.
Not yet
For many students this hasn't been such a difficult transition. The students are working basically one on one with their parents and getting all the support they can for each individual lesson.
It is difficult to tell because of the external factors.
I have see regression in expressive language and processing speed in my students that sign. There families do
Unknown at this time. Many of my student do not have access to technology and I'm unable to do live sessions. Most interactions has been with the parents via text or email.
Not yet
Not enough feedback from parents
Yes. Less willing to take risks and share their thoughts and ideas. Lower motivation for performing academically due to lack of peer presence and competition.
I'm fortunate that my students (all but one) are in schools with live classes and school teams that have welcomed me and reached out, even when the parents Are unable to support students. My students have as much access as possible, and school teams have gone above and beyond to make things as accessible as possible, even reconvening IEP teams virtually to add amendments to the IEPs reflecting the needs during remote learning. It's not perfect. There a gaps and flaws. Teachers have invited me to join the google meets to offer further feedback. Every student has their HAT system and I was able to work right with the student or family (as age appropriate) to connect and check the equipment virtually. I'm very aware that I'm in a unique
Yes, not enough time spent with student to make progress. Feedback with parents
This cannot be adequately assessed at this time
Hard to tell, but I probably will. During my 4th week in I started seeing behavior issues and parents canceling sessions. I have a few students who refuse to participate in the virtual platform.
That is hard to answer not having eyes on specific children. Even during the school year, certain parents are disinclined to support their children, or are frequently mentally impaired from substance use. Native American
The biggest change occurs when the student requires more attention because they are not self motivated learning. Many of my students are struggling with this new method. They do not join general education
No, I have not seen setbacks. However, growth is challenging. For me, written language instruction has been
To early to tell
None
Yes. No parental support.
Absolutely. My students range from Pre-K to grade 12. My Pre-K and K students (who require interpreters) will
Not yet. It's too soon to tell.
My students who have low language and expressive issues were most difficult to plan for.
For som there have been academic setbacks. The teachers don't believe that the students need CC.
I have seen students not wearing hearing aids due to parents not enforcing them at home. I have seen students begin to regress in the rate of acquisition of new vocabulary
Some have and some have done well. It depends on student's attention span, listening skills, completing
Yes. The students have not adapted well to the online learning, and, as a results, their signing skills and advocacy
To those that I have regularly interacted with, I see maintenance. I fear that the ones that do not interact are
Lack of support from parents to work with their child, to make them feel supported.when child sees me, they are able to sign. Parents report that they are happy to know their child knows when to use signs and when not
Students are not participating or completing work assigned
YES
I have not seen them but know that they are taking place as parents are not following through on students committing the proper time and effort to the work. This experience will add to their deficits.
Yes, students have regressed from where they were in Mid-March when I saw them in person.

Unfortunately I have not really seen my students, or enough to monitor if there is a set back.
Students are not motivated and do not have parental support due to language issues(no sign language or Spanish) Students don't have enough independent executive function skills to navigate technology or understand the language (Reply/Submit/ Discussion response) in their assignments to know what they need to
Not at this moment
I am having a hard time even connecting. They are too overwhelmed to worry about school
The one student who uses sign language is just learning it now and without a consistent language model larger and easier to follow than a computer screen this student is losing some of what was learned.
Lack of involvement - I teach elementary so unresponsive parents is the root issue
The students who are connecting are hard of hearing and have more access to listening. The strong readers rely on google meet captions. A few of my preschool students with severe language delays have not been participating in the sessions which are offered to them at a time of their (parents) choosing.
Lack of parent support or not able to sign/communicate with their child has been a big set back; not completing lessons or setting up zoom/hangout with TOD
Yes.. the virtual meet sessions with their gen ed classroom teacher provides no true eye contact or comprehension monitoring. There is no immediate feedback to help. Side by side lessons are needed to
Not yet, but behavior has.
Yes. Accessibility through technology is difficult and engagement for some students is limited. Sustained
Yes, my students are not doing any formal writing or reading from home. We try to make assignments as "stress-free" as possible. Any assignments are to have the ability to complete online or offline. My students struggled with the reading level of materials from gen ed teachers and the use of many new technologies.
Honestly, I have not seen many students. We consult to several districts; some have been really proactive and
Lack of captioning
Yes, students who need daily practice of skills in order to retain them are struggling.
Students do not know how to engage or ask for help
Kids don't have access to real-time captioning
No
We cover 14 school districts, the poorer urban district had more setbacks including lack of one-to-one technology, internet access, and parent availability. Worry about students with more severe hearing loss and communication needs not having consistent interaction and social/emotional effects.
It is difficult to determine at this time. Social conversation appears to be fine, but academic conversation is difficult due to lack of connection with the rest of the team/
I am not a teacher. I have heard from DHH teachers and teachers that some students are not actively involved or making progress due to online learning challenges. More difficult to support these students
absolutely! My students are definitely falling behind due to the lack of one to one instruction.
Accessing the auditory component of the Chromebook without the FM systems and audio patch cord/Bluetooth. Our school district would not allow FM systems to go home. I purchased a Logitech headset/mic to improve auditory component on my end but my students need their FM systems as listed in
Some student's are not participating as much as we would like. One student was waiting on new earmolds in order to use one of her hearing aids. She has been unable to get them and therefore isn't able to access
I have seen setbacks for my students with complex needs. My students who are deaf+, deafblind, etc. I work for preschool early intervention and we did not provide devices to families so I've also seen setbacks for students in low income families who don't have the ability to access live sessions or digital materials. We are only allowed to send paper materials if the family doesn't have internet but for families who have internet but only a phone, it's VERY difficult for students to interact that size screen if they materials are even available on mobile. I've also

Yes, I have many students who do not typically wear their hearing devices at home and are not wearing them regularly now. I see regression in listening, processing and speech.
Not yet
decline in speech production, difficult to motivate students at times
I have seen set backs for families who choose not to participate on a regular basis and do not follow
No
Yes, mainlyb For the early intervention population where parents are not as involved or too busy to help their
Yes. My Kindergartners that use sign appear to have a marked decrease in their expressive skills.
I have had very little responses from families. I have set up Zoom meetings in age groups and I have had alot of them not show up. I am positive there are academic and linguistic set backs.
In one younger student, yes, there seems to be more setbacks. My middle school/highschool students are
One of my students routines was affcted has a hard time adjusting
Yes, during virtual learning sessions, students are relying on their parents or another hearing "adult" in the room in order to get the entire message of the lesson. I am often not informed of the online meetings or instruction times, so I am not able to support vocabulary/language development at the time of learning.
not much feedback from parents to determine
Yes, my students are not retaining a lot of what they learned earlier in the year. They also think virtual education is not serious, so a lot of them are not putting in any effort.
Students are not motivated to stay on track.
Not wearing HA consistently; frustrated and not completing assignments for gen ed teachers
I can't tell yet. I will know when I get to actually see them in person.
Learning new material has been difficult. Where signing is not much used in the home, student signing has
Yes, hearing resource activities being considered as 'secondary' over the main classroom work such as
Not sure
Not for the students I see weekly.
No, I do t have any asl users though. Most are monitored by resource room teachers so I don't have first hand
I don't know yet
yes. Students are forgetting vocabulary and concepts they were learning in the classroom; concepts such as fact and opinion, cause and effect and identifying and using parts of speech.
Not so far
Just being isolated from DHH peers
Yes! Most families don't engage the students as much as schools can. Family engagement is based more on commands rather than interactive communication exchanges.
Teachers have done a great job of keeping students engaged daily; however, the amount of time that students are engaged is not equivalent to when they were in school. DHH students are missing more incidental learning.
Due to lack of access to internet, my students are not getting the support they need, many have said that they do not understand the material presented in the online format - Many are below grade level in reading. Many feel isolated, no one to communicate with and look forward for my home visits.
Students were able to use concepts before the virus, and now they have forgotten it all. Must re-teach it.
Students don't have the needed technology for classes or for communication among themselves.
No more than affecting all students
I am going to assume yes. I only have two DHH kids, both with bilateral hearing loss. One family I cannot reach at all, so I rather doubt this child is being served by his family, although I continue to send out information weekly. The other child with cochlear implants. I think mom may be doing some at this time gaging from the
I have not seen any setbacks, but the students on my caseload participate in general education classes or self-contained classes. They are engaged with classwork and virtual meetings with their teachers, so connecting with
Not at this time

Hard to gauge.
Not so much set backs but due to families not being fluent in sign language the student does not understand
Some students yes. Some students it's hard to tell due to level of involvement.
Yes, this delivery of instruction just really doesn't work for any of them. They struggle to access and give up easily. Have do not require them to do work and are also overloaded and overwhelmed. They struggle to lip read or even keep up with captions and access in the classroom and it gets worse the more frustrated they are
not so much set backs as no new material learned
Without consistent in school supports, speech and language areas are declining, especially for the lower functioning/more involved students. One senior has completely disengaged.
hard to assess at this point but I believe this will be the case for at least some of the students served
n/a
Not enough time to provide a realistic answer especially in comparison to general education peers.
No significant setbacks noted so far
Students who are in most need are not participating. Parents aren't responding to attempts to contact.
Some parents aren't equipped to teach their children: kids lack of motivation, other sibs in the house, parents
Not enough data at this time
I have two students whose families speak Spanish at home and they use ASL and English at school. It has been very difficult for these students, due to families not having the ability to communicate as well with their children. I also have one student who will only do the work if the classroom teacher or I call her guardian to tell him she's not turning in the assignments. She has some learned helplessness and doesn't try, because she feels
It has been a huge learning curve for students, parents, and teachers.
I have only had limited interaction with students and it has not been enough to judge. Also, my students all use spoken language as their primary mode of communication.
It is hard to evaluate at this time as I have not taken any direct data on our students. From being in IEP meetings, there are concerns for regression for many students, but no data has been obtained at this point.
Yes. 50% of my students use sign language to learn and communicate, and none of them have families who use sign language with them. Their language regression is already noticeable.
My students who performed well in school are performing well online. My students who did not turn in assignments continue to not turn in assignments through eLearning but they are doing well on most of the
Setback no, but some lack of growth/progress
Too early to tell
Motivation and interest in learning is biggest change
no setbacks have been observed .. students have maintained or grown skills
Not all learners, can learn through distant learning even with daily teacher checks, special education support, and Google Meets. They need the structure and routine implemented during their school day!! This is hard on
No
Yes/ No the students that are good students are doing. The students that are at risk or need a lot of support had set backs in staying organized and getting their work done and their grades indicate that they are struggling. Many of my students who use FM systems refused the home use that was offered.
We are just providing review and no 1-to-1 svs. I have not seen my students to answer this
Difficult to know. I really won't know until the fall... or when we get back to in-person learning.
Parents involvement
yes-parents are enabling students and speaking for them. Needed to do lot of parent eduction in order to
Yes, several students are not wearing their hearing aids. For most families it is hard to complete all the remote learning. It all just seems so overwhelming.

yes. Some students are turning in poor quality work - both to me and to their general education teachers. They will not access my offered help, I believe they are doing the work as quickly as they can to get it done as they know they will get a passing grade or don't realize how bad their answers are
I work with a mix of deaf-blind, early intervention and mainstreamed hard of hearing students. Each student has had different challenges based on learning style.
Several students have not engaged in distance learning at all. Their schools are having difficulty getting students and families to respond to requests for contact. I'm afraid some of my high school students will not pass this
Yes. Students are lacking structure at home, parents aren't using sign and families are not engaging the students in the same way they'd be engaged at school. Compounding this, families are experiencing additional stressors such as job loss, financial insecurity and increased alcohol abuse that is creating an unstable environment.
I wouldn't say I've seen setbacks, just not much growth.
Yes. Students aren't motivated to learn via computer and it's hard to access.
Not yet
yes. I work with preschoolers and kindergarten and they just stare at the zoom screen with either no
Limited interaction and opportunities for speaking. Families are trying to support many children with distance learning in their homes, so 1-1 speech and language has been reduced to online sessions or over the phone.
Yes, some students I have seen virtually have shown behavior issues that I have not seen before. Some students are not completing online assignments due to parents working (either at home or away from home). Parents are overwhelmed by the vast amount of virtual calls when a child has more than 1 services (speech, OT, PT, not from an audiology perspective, but I am not their classroom teacher
It is difficult to assess and it depends on the student. One student has done her work more independently which has helped her to grow some; another student who is in Life Skills-the parent is not putting the child's
Some of my students were pushing so hard during the year and they are so close to general ed for some subjects and we were almost keeping up (the plan was and still is inclusion for them next year...) but we have fallen a little bit behind because it just takes longer to teach our students virtually. So sad!
Students are comfortable in their homes and therefore do not put as much effort into working even during an online virtual session and have regressed in core language and articulation skills.
Yes, most concerned about ages 3-5 whose formal language is emergent. These children are not getting sufficient language models in ASL and I see this "slide" as we work online. Our students receive many services and scheduling all of these services has been challenging, also a bit overwhelming to parents.
NO
Yes. Many of them are doing little to no work.
The goal is just to try and maintain language. However, there are a few students who are logging in and turning in work, but do not attend zoom calls so we are not sure how they are really doing.
yes, ASL students losing basic vocab,
Motivation is the biggest problem
Some of my students have not been connecting at all so there has been setback with those students. It's been hard on my middle school signing students.
not at this time
Difficult to determine. Our district is doing mostly review. Little new material has been introduced.
I'm not sure at this time but will know more in the Fall when we hopefully return to school.
Absolutely, Some of my students that are oral, I have no idea what they are saying. Academically, many have checked out.
Our students are in the classroom for 5 days a week for 8 hours (8-4) with direct communication. At this time, we may see a student one time a week for 30-45 minutes. :o{

Yes. The language lessons are taking twice as much time as they would in the classroom. It is difficult, even with Zoom, to help the students know the expectations and information when I'm limited in how I can present information. We have worked through it as best we could. Even with pre-recorded and/or live teaching

Not that I've evidenced yet. mostly social. I want to explore how many are NOT wearing their hearing aids while at home as I know for some their typical practice was to just wear them for school. Social interaction that was already difficult now harder. Our kids often interact with activity-sports etc so less inclined to sit and "chat" and even more so now via zoom, they are not connecting with friends. Those who also have attention difficulties are having significant issues focusing at home. Some who are excellent students struggling to figure out all the various "platforms" teachers are using. District didn't pick just one-so kids may have 6-8 different platforms to follow to get work, submit work, find a zoom meeting, or TEAMS meeting, etc. impacts their academics jut

Yes, Because it took a month to get virtual learning/ teletherapy approved. Now that we are back having TOD

I don't believe so. Learning seems to be happening and seems to be presented at the student's ability. In situations where families are dealing with issues outside of school but related to COVID, yes; there is some

Yes, particularly for the few students whose parents have not been supportive in helping their students wake

For those learning to read -yes.

I'm not sure. The biggest problem has been the non-responsiveness from students/families. After due diligence of at least 5 attempts to reach families (via multiple modes - email, text, phone) parents are either not

Not necessarily yet. I feel that most students have transitioned fairly well!

I am a remote DHH teacher throughout the school year so this helped a lot! However half of my students chose not to access services for a variety of individual/family reasons.

Yes, I have seen regression with my early elementary students who require more parental involvement.

Some of my students I have not been able to make contact with so I have no idea. For my other students, I have

Each school where I consult is using different platforms to teach. they also have different expectations for students and the amount of work to be completed. Some are presenting new information. Some are only reviewing concepts from in-class teaching thus far this year. Parent s complain about some teachers instruction

Several students are not able to communicate with family so they are not receiving much language instruction or modeling. Our district was wonderful in supporting families with internet and computers. However, it has been difficult to help students and families navigate through various websites or to follow the schedule set by

Our district has NOT started the live instruction and meetings at this time. Making learning totally visual, many of my students are doing ok, but not taking advantage of my DHH services via communications (email and pre recorded videos) and on my website (doing self advocacy work, goal oriented activities etc) only 10% have checked in or communicated. So far, our district is a staunch supporter to ensure access to ALL, especially

Unable to determine at this time.

Yes, most of the academic and linguistic setbacks I have observed are due to most of my students residing in a home where sign use is not fluent and attention spans are short (not allowing for the in-person

Yes, I can hear and see regressions in speech production, in decoding skills, and in phonemic encoding—really,

For those students that I've been able to connect with regularly for services, no, I haven't seen any setbacks in language. Some are struggling with some of the academics and I'm trying to work closely with those school teams to provide feedback about how the student is doing, and how they are feeling, which I think that the emotional health of my students is somewhat being overlooked.

Some students I have not been able to connect with, some due to their family/home life, others due to difficulties communicating with their school staff and/or parents. Some students who are more reluctant learners are not accessing their education well more due to their own lack of motivation and work ethic,

Our district did not require students who were passing to attend the remote learning. Any academic setbacks will be due to them not engaging in activities for enrichment.

Yes, because students' families do not sign with their DHH/EL child and their time on video conference platforms is limited to an hour a day of exposure to sign language and instruction.
Only families in crisis
Some of my students are not as motivated as they were (somewhat expected) and are not able to get help from
It was very difficult for some of my students to get internet access. This resulted in lost instructional time.
Yes, since the students are not following an academic routine. I have seen setbacks on their reading and writing. Most of the setbacks are in students where parents do not do or support their work regularly.
unsure
The students on my caseload continue to make expected progress.
Not yet but I'm sure I will
My students are in high school. Most of them I have to nudged them to get their responses through emails. Google Doc is great, student shared with me and we chat through it and I guide student on how to do it by step
For some yes
It is difficult to determine at this time if there are academic and linguistic setbacks, but due to the lack of parent support in general and the lack of a structured classroom setting (separate from home routine), I would imagine
I have not had enough contact to determine the outcome yet.
Many of my students do not have good Internet connectivity.
It's hard to work on all IEP goals for example critical elements/auditory training, so yes I'm expecting that there
I think so, as students can elect out of Google Classroom and are not participating in their general education coursework. We are seeing a rise in depression and anxiety and the need for our mental health staff to provide synchronous counseling - many of my families are in need of essentials (diapers), many people living in a confined space with not enough technology to go around. Bilingual families having challenges understanding
Being overwhelmed by work
I haven't seen some of my students at all, not even with weekly Zoom sessions, and some students are not submitting any work at all. So yes, I would say there's been setbacks.
NO. I am a parent coach.
For those choosing to continue their child's education I have not. For those who have decided not to continue education services at this time, I'll know in the fall.
Some of my students speak a different language at home, making it hard to connect with parents and set up
Yes. Many families do not have the technology needed to support student learning at home. Additionally, many families do not sign and thus are not able to adequately help children with academic activities at home.
I have not seen any in student where the parents communicate with me.
Yes, in particular I have one student who is learning ASL. He has limited English skills and was switching over to ASL as being his primary language. Now that he is not in the classroom setting, he is having a difficult time.
I haven't had a lot of feedback, but from other staff members it seems there is a lot of variability in what students are doing. Some families are still just surviving.
This is difficult to assess - preschool aged students
I am a Parent-Infant Advisor and under normal circumstances, go into the home. I also have an itinerant student that is very low and in fifth grade. The Parent-Infant students have actually been better because I can really see what families are doing at home and how their babies react. The itinerant student, however, has been very difficult because he is so low and is not amplified correctly. His Mother also tends to "speak" for him. She has been telling me that in the general education setting, SHE has gotten a lot of homework from the
Some kids do not participate- no matter how many calls we make or visits, they simply will not participate. I think it may be anxiety about the unknown. I had one student say- I can't hear the teachers, its blah, blah blah to
No.
no
Not as the audiologist, but I'm sure the teachers have!

Due to no response from parent contacts. I do not know at this point. Most likely yes.
I don't know. I do not provide direct educational services.
Hard to tell for sure...but I'm sure there is academic and linguistic setbacks for ALL students
Our district requires students to have cameras off when involved in Google Meet settings. This is difficult for the Hard of Hearing students who are unable to watch the speakers face
It's hard to tell, but I'm thinking their have been. Some students are not wearing their devices at home and they aren't getting face to face content or a significant amount of time with teachers even online.
Yes, especially when sign language (and closed captions) are cut off because WIFI cannot tolerate video and presentation of materials. If a student can voice for themselves it helps some...but not a perfect fit because I am hard of hearing and captions are a huge issue when no one wants to pay for the services. I know the PowerPoint workaround using captions but that is not easy when you need the screen to see your student, you need your screen to present material and you need a screen to PLAY a presentation for captions. I and my colleagues who are DHH themselves are frustrated and working 2 - 3 times hard to be half as effective as hearing TODs. That is fXXXed up in today's world of money-hungry companies that will only provide it if you pay
yes, I have been in contact with all families, but most families continue to have limited to no engagement or
Yes. I have a mixed group: 6 of my students have mild hearing loss and need minor intervention. The other 3 are deafblind and their instruction is 100% based on parental involvement as they learn through touch.
somewhat...just not as much content
I just started working either them directly as the lead in my own meetings so I can't access that yet.
Absolutely. It does depend on the student, but I have lost contact with at least 5 over certain periods. We had to really work to track one down (finally with principal involvement that worked.) Fortunately, I have a para and an interpreter so I have been able to set up virtual tutoring for a couple of the students.
Not yet
1 student in particular is very challenging. He has no parent supervision, no hearing aids, lack of engagement. Another center student had parents too busy with work and they had grandparents take over - lack of knowledge around computer, poor student behaviors. Not completing work in a timely manner or truly
Speech setbacks, using personal amplification consistently
Academic setbacks for some students. Concern on the students that have not participated in the live virtual lessons. Also, concern for the students that need lots of support, which is difficult to provide during virtual
Not yet.
Students with speech difficulties are the ;most challenged because they don't have consistent modeling and peer interaction. Also, online learning is so different and students have a harder time focusing
Unknown.
It's hard to know because I'm "seeing them" on such a limited basis. They aren't getting TOD support with their academics. My lessons for them are independent of classroom work (not what I usually do) and are considered
Some parents are Spanish speaking (students speak English) and it's difficult to coordinate an interpreter to join the zoom meeting remotely or get instruction for enrichment work translated in a timely manner. A few
I don't feel that I can accurately assess this yet.
I'm not really sure. It has been very difficult to collect data due to remote learning.
Yes. Articulation has suffered. Reading and math language have regressed. Academic skills: writing, reading comprehension, math computation and comprehension, following directions --- It's been a nightmare!
Yes, many of my students have found it challenging to access the curriculum through videos and have felt left out during group chats due to difficulty hearing. Consequently, they have been less motivated to do their work
Not compared to their general education peers. Many students throughout our school are experiencing academic setbacks. It is difficult to assess linguistic setbacks virtually, but I imagine it is happening because my students are not experiencing Total Communication/CASE throughout the day like they typically do.
only with a few who tend to regress when not in a brick and mortar school setting.

not able to assess at this time, but suspected.
Definitely, due to connectivity (the quality), the inability of families to communicate with their child, therefore unable to support their learning. The students may be able to 'view' a lesson, but they are left out when it
not enough data to answer
Too early to tell
It's too early to tell, and a relatively short period of time. But over time, I would expect to; very difficult for my students to access the information they need.
No
The students who use ASL also have other handicapping conditions like Autism or CVI. These make it difficult to
It's hard to say what the level of regression that has already occurred might be since I have not done any testing, however I have noticed a drop in self-advocacy skills since students are not in groups of any kind or
Yes. Many of my students are ELL. They may be homeless. They may have few resources like home WiFi,
Absolutely, motivation is lacking. Problems with mental health.
Yes, working with non English speaking families is hard during this time.
Also, it is hard for limited language kiddos to connect over the screen.
Parents struggle to get their kiddos to look and listen.
There has been more dependence of the students on their parents for interactions. The level of independence in tasks or communication has dropped significantly.
Students who don't have strong parental involvement have experienced academic setbacks.
I have not at this time but my live interaction with my school age students is limited to parents being
Yes. The school district that I am most involved with that I had a student every day for pull out is only providing once a week packets that don't have to be returned.
I teach Kindergarten. I think my students have experienced set-backs in social skills (since they no longer have exposure to other children their age), self-advocacy skills, and a high-quality listening and language environment. Many of my students I feel are also lacking structure and exposure to topics that are more academic, such as direct literacy instruction, mathematics, science, French and music. I know 2/3 students have
The students whose parents are supporting them are succeeding. The parents who are like "well I tell them do to their work." (The parents of the students who are non-readers and require one on one learning during the normal school day.)
The same type of students whose family is sitting with them and supporting them are succeeding and actually
Truly, yes. They're missing the social piece!
I need to use virtual platforms for students to see and hear to meet their necessary extended core curriculum - IEP goals
Yes, some children are not participating at all or their frustration levels are very high. Many parents do not sign so the vocabulary and conversational levels have decreased.
Students are not working to their potential as we do not have tangible incentives. All auditory training work is on hold due to technology issues. Students are not exposed to the language they are using for the same amount
Some parents no contact so are not reaching my students
Just in their speech.
Linguistic, yes. Especially with my younger signers that don't have access to sign at home :(
none
Too early to tell
Its too early to tell.
Yes, not getting same level of daily services as when in school.
I have some students that are not responding to me, (middle and high school) their parents try to help but the students just don't do the work and don't respond. This means I do not know how they are doing. Gen ed

I am finding that parents are struggling with getting their students to do their work while at home.
Overall, I would say that this is a setback for students because they are not being given the same services or the same amount of time per week for each service. The less time working on academics or areas of SDI the bigger
Only with the students who have not participated in virtual meetings or turning in school work. Most have been
For the most part, my students have been engaged in their online learning with a few of them asking to meet with me on a weekly basis. That part has been nice with not having to worry about what they may miss in the
No
No way to measure really but I see students not becoming engaged. I see students frustrated in class because the signing is choppy and saying things like "I wish I could talk"
Tasks set by teachers to be done remotely were not always understood by the students. Not all tasks were modified.
It highlighted the fact that many classes relied on auditory input (Zoom) and no peer cues were available for the student to follow. Parents thought he was doing OK as he was 'on task', but he clearly didn't understand the
Difficult to tell so far....Definite not as academically or socially confident
Yes! Students who did extremely well in the classroom, didn't seem to respond as well in their virtual classrooms. Parents say I can talk to their children, my students, but never seem to get the time to follow
A few students complete the work given, but many are not coming to hangouts 2x week or doing any work, especially as time has gone on. The support is not there and parents are busy. They are not emotionally able to continue with this kind of learning. They are falling farther and farther behind. The district has been unsupportive about providing the amount of instruction needed, originally only allowing for a total of 1 hour per week. That was relaxed, but we are not encouraged to provide very minimal services but then are asked to fulfill
Not yet.
My younger preK-3 gave digressed some but my 4-12 are holding steady
Yes, children in our area do not have the latest technology nor do they have the resources readily available at home vs. as they would have access to while at school.
Some students are having difficulty submitting the online assignments.
Not sure. Most are not participating because it is not required.
This is highly variable on the level of support and follow through of the family for wearing their equipment. Our program got virtual speech and language sessions started after the first 3 weeks that our school was closed. Targeting speech sounds, especially for our younger students or those that require more supports for attention has been challenging. Audition work via devices/speakers has been considerably challenging. Our students all have access to their daily hearing equipment (hearing aids, cochlear implants) but do not have access to their
Harder for meaningful participation, I can watch a student in a session and know what they are missing and feel frustrated because i am more limited in intervening.
No
No
I have not been allowed to formally check in with pre schools and schools. I don't know the actual level of difficulty children are experiencing...partly because we are slightly "behind" USA, and we had school holidays and there is confusion for parents about weather or not to send their chn to school.
Students are not using their hearing technology or glasses at home; not doing assigned work; families are not replying to communication from me and classroom teachers; kids are distracted and disengaged. We have lost a
In my students I have seen academic or linguistic setbacks during this time through lessen support from parents, lessen work from the students, connectivity to the internet, no connectivity to the internet, parents not able to assist their child due to not being able to communicate with their child in their mode of communication,
I can't gauge this since I have not been able to connect with the majority of my caseload.
Not yet
There has been some specifically with lack of interactions in social settings and listening to different

I've had several students that have not done any of my work or the regular classroom teachers work. We have not been able to get a hold of the families
My students seem to be holding their own so far in academics and language. One actually is doing a stellar job
Haven't had enough contact yet to observe.
Unable to assess what the final setbacks maybe at this time.
Yes, many students are not doing any work
I have in a few students that have home circumstances that may be hindering them to not complete work. Such as having parents that work in the medical field or they don't have internet services or multiple siblings trying to
I have seen significant regression in language for my students who use ASL. ASL is not used at home, so my student when from an entire school day with access to about 1 hour of access when he is with me during a
My caseload is kindergarten students so no significant set back in fact having parents more involved has been enlightening for them. However having said that working on speech, listening and articulation is very difficult and I have had to have parents do this with me coaching. It is not ideal for me to monitor development and I
yes
academic setbacks due to lack of engagement or parent inability to provide adequate support either because of other demands on their time or lack of knowledge themselves
i am not sure
Only in those students who are deaf plus, that have additional needs on top of hearing loss.
some just don't want to do the work and some don't want to participate in google classroom
I actually haven't been in contact with my students enough to know. I am hearing from about 25% of them, no matter what method I try to use to engage them, even in just checking in to say hello.
lack of communication is my biggest issue
Yes! I have noticed regression in students' speech and academic skills. Their ability to be focused and their desire to accomplish work has greatly diminished.
That is difficult to answer because that is usually an assessment in comparison to their peers. Tier 1 has
no direct contact. students are either severely impaired or unable to contact due to no computer access
Unable to assess using remote technology
I have a student that uses an interpreter and uses sign to communicate. He had a cochlear implant in Dec, and now we are seeing more use of speech. It is exciting and yet can also be difficult to understand what he has said.
I have a student who's primary language is ASL. Her interpreter has been laid off, although she is still working with the student and her teacher to provide interpreting services. Materials given to the student are not in ASL so I am having to find/create my own for her to supplement materials given through her mainstreamed Google
Yes, academically they are being lazy which leads to not learning the material properly.
This is a good question, of the 12 districts that I go to, 3 districts were able to move to online learning, and used my consult and support extensively. in week six since school closures, 3 more of the districts that I serve are transitioning to online learning, and have used the resources I shared. The others remain closed, due to being in
Yes, family members do not sign, the environment is not language rich, and the family has declined virtual synchronous learning. This, in addition to lack of student motivation and the stress of the pandemic, it has made
Yes, without consistent and repetitive language support, students have regressed in their receptive and
My students are already regressing in their academic knowledge, school skills, language skills, and social skills. They are struggling to engage and attend in this environment and I have no way to correct or see their work.
not interacting with students for instruction-audiologist
Hard to assess and depends on the kiddo. A couple of my students are actually moving forward; others have
Regression is definitely evident. Students are auditory and visually exhausted by the end of one zoom session and do not like to work with parents acting as teachers.
Not at this time.
Less initiation of expressive language, more speaking. Lack of parent modeling of ASL.

Only one is showing some setbacks but that is due to laziness more so than hearing issues.
The students that I do see are not having any linguistic or academic setbacks, as of now. I am seeing only about half of my students on a fairly regular basis. The other half is the half I am concerned with. I have no idea how well they are doing because the parents have either not responded at all or if they have, they do not carry
Yes definitely, in attention span and in vocabulary
Not sure yet
Parents have not reported back on progress. Most are overwhelmed.
Accessing online instruction is not the same as being physically present with a student even under the best
In the general zoom lessons my students struggle with hearing new vocabulary. I have to do a quick re teach in my individual sessions. There is always a few seconds delay in video and voice so speech reading is next to impossible. Spelling is impossible so parents have to do that. I depend heavily on my dry erase board or sharing
continuing to work on IEP goals - great to see student's homes, and things that may interfere with their learning
I don't have access to their academic progress other than conversation with teachers. My students are hard of hearing and don't have language needs other than vocabulary and idiomatic language. I am concerned whether these needs are met even in face to face instruction during a normal school year. Unless a teacher is
Yes, teachers have been instructed not to introduce new material.
Yes. They don't understand how vital it is to get online and do their work
Students and parents are finding the amount of work given to them from their teachers is an extraordinary amount. Parents are finding that their children cannot keep up with the workload.
yes - parents are trying to survive during "crisis schooling" they are not "home schooling" and most are trying to work and teach their kids and run a house hold at the same time. many students are not wearing thier ALD's and
Lost of reading and motivation. Lack of some parents maybe because they might feel judged
I haven't seen setbacks because I am reteaching skills. I also know my students are all being helped with their work at home so its being correctly completed (usually).
Without consistent structure and different environment students are reducing their equipment use, they are not consistently accessing the videos or conferencing with processing difficulties (nevermind if reading captioning is not an option). They are missing out on curriculum and clear and discrete auditory learning and
No
50% of my students have not attended live classes or accessed the work that I have been directed to provide to my students. These students have not attended any of their other teacher or therapists' classes.
Yes because we do not have as much interaction.
no
Just getting their teachers to accommodate them the way they should be has been hard
I have students who typically enjoy learning new things at school, but they are really struggling at this time. Classes in which they normally excel are a struggle now because it is challenging to understand their teachers'
Yes
It took a while to get everything in place for the one child who uses ASL along with Oral Communication. However, once we were able to get tips on how to include interpretation in virtual learning, things have been
Not with my academic students.
Had few of my students in much delay due to lack of interactions with their peers.
I have many 0-5 age students. This 3-5 months is a large % of their lifetime. I'm am missing time during their foundation of language regardless of mode of communication. Families are doing their best, but it is tough. We have created a website for them to access resources, activities and videos. Families are overwhelmed and often have older children they need to support in their school work so the baby/preschooler is left to play and the
My district has been very proactive in providing General Education teachers in-service training for captioning videos and the importance of following IEP accommodations for captioning. However, for my low language students that need read-aloud via Sign Language, this has been challenging. I am not able to provide the level of

Not so far. Actually, to the contrary, I have seen improved listening skills, improved speech articulation, and improved participation in class discussions if they are carried out using chat rather than voice. I expect we will see a setback in primary and early intermediate children's literacy and numeracy development across the
Some families are choosing not to participate in "additional services" because they are overwhelmed and do not understand the impact this may have on curriculum work and progress overall. Other families are choosing not
Yes, I have a student who communicates in ASL. Her mother is a non-native English speaker and knows no sign. Due to no internet and limited understanding of technology this student has had extremely little social interaction in ASL and is regressing. Another student receives little support at home, which inhibits her ability to
It is hard to say at this time. None of my students accessed the online or paper packets. I made sure they all knew how to access it. I offered to meet with them on Microsoft Teams, so students could see me sign to them, but there were varying levels of difficulty getting the platform downloaded to student iPads.
I had two students who lost their school iPads due to infractions with the iPad prior to this situation with COVID, which meant they did not have access to their iPads during this time. I think I am concerned that when we get back, I will see a decrease in reading and writing skills in my students. Those are the skills they will not have
Yes, expectations for language have decreased while at home. Some are regressing. Some of my kids don't have
Yes, regression in fragile skills and recently acquired/targeted skills.
yes, many students are not engaged in distance learning.
Several of my student do not participate in weekly session. The parents are either too overwhelmed or just not interested. That is their right to refuse services. For the students with whom I have had regular weekly sessions,
no
Not yet. Most students are about at the level they were in March or making some progress in areas not noted
Considering most of my middle school students are not completing their assignments lets me know that neither
Not yet really.
Yes because the majority of my students do not use their hearing equipment at home. This affects language development and speech production for my students using spoken language.
YES! The students have so much less academic time and their pace is much slower in learning the material.
Some-
-difficulty getting in a routine or schedule
-think it is a vacation with school work rather school
N/A
I have seen setbacks with a few students due to lack of participation either by the student or family.
No
I can not determine this at this time.
I have not see set backs only because I have not been able to work with most of my students due to parental
yes, mainly with advocacy issues.
Thankfully...no.
Yes, without daily repetition of communication models, my students have lost language. One of my students has forgotten a lot of her math skills due to only being able to meet once a week.
Yes
Yes, my students are having a hard time receiving speech services.
Some of my parents are commenting that they are noticing their student's speech becoming "slushy" without the daily monitoring that they get at school. Also, many students can not participate effectively using Zoom since it is not captioned. They also need so much direct troubleshooting assistance while in the middle of "live teaching" and I can not be on every call for all of my students to help them (and the teacher) troubleshoot. Peer
N/A
Difficult for the infant students who may not be as skilled with technology to navigate without direct guidance. If the parents aren't willing or able, it is difficult. One boy I work with has not been receiving one on one reading

Extreme isolation or lack of connection have been seen. Many students have completely withdrawn from interaction with peers or teaching staff. Some have had no contact at all.
I do not know as we were not allowed to provide direct "instruction" to our students.
Several of my students are not wearing their hearing aids at home (mild to moderate losses). Some districts only have voluntary learning opportunities posted so students are not participating. Both of these will result in academic and linguistic setbacks for my students.
Only for one of my students.
Hard to say since assessment is so difficult and the results of this situation probably won't be seen until the fall. I'd say some, but mostly the students who are engaged are at least maintaining skills.
Not yet- we're just getting started with virtual learning.
Yes because students aren't in school all day and don't have ASL access at home, they are missing out on all-day ASL/language exposure to teachers, peers, staff.
I have seen linguistic setbacks for my students. I have a student that uses haptics and hand-over-hand sign language at school as well as students that are learning to use their residual hearing. In those situations,
I have not but their general education teacher has seen it and relayed the info to me.
Yes
Many of my students are not moving forward. They are staying where they are
I have seen some academic setbacks.
I am a high school teacher and typically by the time they are in high school I have found this to be pretty
Our academic teachers provide lessons primarily through Zoom, which doesn't have real-time CC, Google Meet does, but has less teacher capabilities than Zoom. It was really hard for my students who normally in the classroom don't require CC, b/c they have DM systems & preferential seating, so CC is not on their IEPs. During COVID that changed. My students relied heavily on CC, but not all teachers were open to using Google Meet,
Yes, some of the students have not done any work online and it's having a negative impact on their grades and for potential of regression with their academic skills.
I am not aware of academic setbacks. Some of caseload is completing assignments and in contact with regular education teachers; However, many students have either not picked up packets or have not logged on to class assignments. I believe this is true for all students in our district not just those students with hearing loss.
I am not really sure at this time. It's difficult to assess the child as I feel that I am also having to teach the parent on what to do to get the child to express what we want him to say. The students whose parents chose not to do Zoom sessions, I am receiving little to no information about the completion of work.
Yes. Student become quieter.
Each story is different but there are three students who are basically not making any connections with teachers at all due to different issues: homelessness, incompetence at using the technology, etc. Everyone else is making
No
No, not necessarily.
Yes, but so has every student. Our district has cut back significantly on the curriculum and rightly so. My students with significant processing needs have seen a big decrease in processing speed. Our district's on-call
Unable to assess
Yes, difficult to keep up with all the virtual assignments while parents also work.
Some students I don't know because I don't know if they are even doing the packets that were sent home
Has not been assessed yet. Assessments completed when we return to the classroom will give us a better
Its hard to tell at this point. I think once we begin in person instruction it will be easier to determine. Right now even though we are working on the same goals, the conditions are so different. Collecting data is really like
I have seen student's ASL skills decrease as they look to family members to respond for them or they are not
No, not at this time.
Yes, It's just not the same as when we could meet in person. Yes,

None of my students are doing as much learning as prior to COVID 19. Those with high family support, English speaking parents, strong internet connections, strong self motivation, intact cognition, decent technology, and either are hard of hearing, have their HAT at home, or are using their interpreters well - these few students are doing as well as their hearing peers. But ALL children are not learning as well right now. So that is a poor comparison. The majority of my students do not fall in the list above and are struggling, many significantly.
no concerns have been reported
No.
We are not at a point to assess lack of progress.
We are not at a point to assess lack of progress.
We are not at a point to assess lack of progress.
yes. for my younger students, the inconsistent practice and the lack of language models has been evident.
Not at this point
Not that I am able to fully measure at this time.
no
Yes! Children with hearing loss have difficulty hearing well online. Students all have different variables: range of hearing loss, parent support, access to language, home life and different personalities some are very shy online etc. Keeping young students engaged is very difficult. Being able to have access to a good laptop and a setting with little background noise, Students have lost the continuity of instruction face to face for 8 weeks! This is
For some students- absolutely. Roughly a 50-50 split. One HS student is depressed and went from Bs to Fs. Trying to support him is very challenging. One 4 year old isn't wearing his hearing aids at home except when I zoom with him and his language is taking a nose dive. My low functioning students and autistic students aren't
I don't really have a way of measuring that now, but there are a handful of students I'm most concerned about.
I don't have facts to back up my opinion of their setbacks, but I can imagine for the students that I haven't been able to connect with I'm sure there are set backs academically and linguistically.
Mostly I've seen my students when engaged or connected are more engaged than in the regular classroom.
For those whom participated very little there will be setbacks
Somewhat. Primarily with managing amount and type of classroom assignments.
Only the ones who do not engage on a regular basis.
N/A
Yes. Students not engaged and not wanting to complete set tasks so falling behind.
Deterioration of speech sound productions; distractions in the home during listening activities
Not sure
Its a wide variety of types of online learning in the districts I serve, and a wide variety of parental support. I have been in touch with most and I think most are maintaining quite well. There are the few that have not responded since school closed (parents or students) and I'm sure they will have setbacks just from not having
Not for the students I have been able to connect with. It has been an advantage for them. There have been a couple of students who I have not connected with due to parents not responding. I am not sure how they are
yes
Not applicable - I am only providing support to teachers
No.
When my student hasn't had myself or an SLSO with her she had to complete the same tasks as her class which are above her level of ability. Much harder for teachers to differentiate instruction via remote learning.
Not able to see have face to face contact with students who are visual learners or have no spoken language
Hard to tell
Not yet. I think it will be more noticeable when we return to school
Yes, signing students, and I think this is largely due to the fact that none of my students have a signer in their home. They are missing out on the daily interactions and exposure from signing peers, interpreters, and myself.

Students who require repeated information or scaffolding of content, are not able to receive the level of
For two students. One who refuses to engage in the on-line learning (1st grader) Another who also had to move to a foster setting, so is dealing with life's issues. (3rd grader)
Yes. I have students completing working with students which in turns means they do it for them. When I work with the student individually, I can tell that they don't know what I am asking them.
My students haven't submitted any evidence of work so I don't know what has been done. We are also not
For students who had a lack of parental support did not participate, I saw grades drop due to work not being turned in. Once those parents began to check school work, the grades improved. For the 2 students I have
Hard to assess at this time
Unknown as time is short with them.
Not sure; have no contact with most of my students
Difficult to assess at this time and in comparison to the fact that all students may be seeing academic or
Yes, reading levels have either remained the same or have regressed.
As a speech pathologist in a program using sign language and spoken/cued speech, I'm seeing a decrease in the speech/language skills of some students - they are harder to understand, and aren't progressing in their spoken English skills. the younger students seem either more "blah" while other are more distracted.
Obviously
I don't know yet. As time went on, students were less engaged. Parents even asked if school could. be finished
In some cases I've seen growth.
Some kids I haven't even been able to find and provide any services
Difficult to assess, parents not engaged
It depends on the family. If the family was not a native English speaker, there was not a lot of communication with us even through an interpreter (Somali). They rarely contacted me but were looking at the video lessons I
For ESL students the challenge has been greater. Many not online, even if technology provided.
Some may be receiving more 1:1
Providing a "handout" for the student to complete has also been a challenge
The students are not able to fully understand what I am saying or their teachers/classmates. Auto captioning is not very accurate when we have poor internet signals and many are too young to read it anyway. I hear a lot of
Cannot tell are this time.
YES! I teach preschool students - For one signing student (little sign support at home); he is no longer combining signs, asking questions, or responding as appropriately. For my spoken-language students with non-English speaking homes; I see a decrease in correct English, as well as setbacks in some sound production. I also see that
Most of my high school students are not participating at all. When in school I saw them at least once a week.
Only when there are connectivity issues.
I honestly don't know yet.
Since it has not been possible to assess them how do I know? I made a listening assessment and sent it home.
Yes Especially for my preschool students that need focused work on spoken language skills and listening work. It is hard to hold their attention and create activities that keep them engaged so they are motivated to use their
Yes. Lack of language support (most of our parents don't sign at home for our signing students). They are having a difficult time processing the information in the live virtual meetings via zoom. We have use Loom, but there is often a delay in getting the videos to the student. A lot of my students do not have a lot of support at home,
Yes! My students who us ASL depend on my classroom environment to develop their language. at home they have limited language. When I have been able to video chat with them, I see a remarkable decline in
Not sure yet
Yes, I cannot see my students daily. I could monitor their speech and work and give reminders. One student is EL and her only exposure too English and ASL was at school. Now it is once a week.
I have not seen this, but assessing it has been difficult

Many students are not engaged in learning ~ they are not completing their assignments or turning any work in. Many students are not wearing their amplification, which is affecting their speech production.
In 1:1 work if you have to screenshare you take away the facial visuals needed for the face to face instruction, so modeling/providing visual access is tricky and students who need the visuals of materials and face can be impacted. For kids who have TOD/classroom teacher collaboration time on IEP---that has not been as pre-online as classroom teachers are being more "canned" in instruction---though they are still trying to provide access for hoh kids. Some classroom time has been more "social" and kids with hearing loss may lose out on yes, academic and communication setbacks.
I haven't necessarily seen setbacks but I notice that the students need extra support to complete assignments.
I work with secondary students. Some have not been able to follow through with assignments, others have needed the structure of the regular school day and access to teachers to follow through on tasks. Some are no longer achieving high grades and have missing work due to the lack of face-to-face interaction with their
Unsure, there are parents who just won't respond to emails or answer the phone or call back when messages
Yes. Most students aren't doing their assigned work during this time
All but one of my students has voluntary enrichment learning. About 50% of my students have not done anything. 1/3 of my caseload has multiple disabilities such as deafblindness or autism and need direct hands on instruction. 2 of them have parents who can't communicate with them other than a couple of signs.
Yes. I have seen a decrease in motivation to complete work and regression of skills in a couple of my students that were making progress prior to the pandemic.
No, parents are providing a lot of support.
N/A as most of students are working independently and I have not been able to assess them.
No regression, but stagnation
For my students with multiple disabilities, this has been a huge setback academically as they are not able to engage in learning remotely like their peers. Some families have been overwhelmed with their own work and could not provide support to their children's learning so they did not attend zoom sessions or work on gen ed
My students seem to have maintained their level of performance. That was my goal.
I don't see the kids much so I don't know.
Students are having trouble with auditory skills and articulation because listening over the computer is
Unable to tell yet
Yes. Students are not consistently wearing their hearing aids and this impacts their speech production and
No, but this can be due to the lack of data.
I have seen a general lack of engagement in the majority of my students, so expect that they will suffer academic and linguistic setbacks, once the dust settles and we know more.
Yes both. As time goes on there is a significant lessening on part of parents and students to sustain the pace and keep up with what is being asked. As teachers continue to ramp up the expectations, parents are reaching/have reached max capacity and are able to do less and less with their children to assist with remote education.
yes, I work with preschoolers. I have had a few that are having tantrums almost every week and are not able to access lessons. These children are very well behaved in the classroom. Whole class meet up, the same behavior of acting out is there. Assessing language and working on goals has been impossible. I continue to meet with mother and coach as she tries to engage him in play. The other difficulty, if the child is connected through fm,
yes; zero engagement with students / families - closed captioning not provided on Zoom
I have had some students with NO CONTACT - due to lack of technology as well as lack of ability with the parents (overwhelmed or unable). I am very concerned about these students as they have very little or not
Yes--due to behaviors and difficulty attending to an ipad, I have seen significant academic setbacks--in reading skills and in ability to persevere and problem solve.
Yes. Parents are not supporting. Classroom teachers are not providing accommodations.
Not fully engaged in learning.

It's difficult to say if my students are experiencing these setbacks. I work with six districts and all of them have suspended state and district testing at this time. However, given the inability to provide hearing assistive technology equipment (FM systems) my guess is that my students are not able to access their education equal

I have had very little contact with my students.

Retention in a few of my students- not being signed to or using the tool of visual phonics to help decode at

Yes. Some students are only attending their DHH sessions and haven't completed any classroom work. Some students don't complete work due to learning at home "being too different and being on a different schedule makes it hard to learn at home), per a student's report. Most students are thriving with remote learning as they shared that access is better and they love learning at their own pace. I've been excited to have 100%

Lack of true opportunities to practice social skills and language skills has been challenging. Some of my students only wear equipment at school and do not have home equipment. Despite being offered to use the school equipment at home, those students decline and are using no HAT at home during distance learning.

My district asked all our teachers to shorten assignments to allow the most success due to the disparity of connectivity and engagement. I have been able to help most of my students complete work, but feel it is not

Tons! My students are falling further behind everyday.

We are not supposed to be assessing or continuing academic progress. We are only to focus on enriching what

Not yet...waiting to see what happens in the fall...especially for students that I couldn't get in contact (didn't

Unknown. Academic participation was not mandatory. Current assessments would be warranted to recognize

This is difficult for me to assess. I think it will be more evident if/when we return to school in Aug. Assessing students virtually has been a challenge. I do know that learning new information virtually has been difficult

Students report that their classroom teachers do not consistently provide accommodations like closed captions on videos and in virtual meetings. Naturally this causes them to fall behind with the instruction, and they

No, but I'll concerned about how they will be able to pick back up on the fall.

No yet.

For some students there has been setbacks due to lack of attending virtual interactions, not using HAT while at home, various distractions during virtual meetings, and technology issues.

Most students were not completing assignments from their teachers. Most teachers I spoke to had a difficult time with getting information or assignments back from students and families.

I am sure there has been some but not enough to cause a need to make up services.