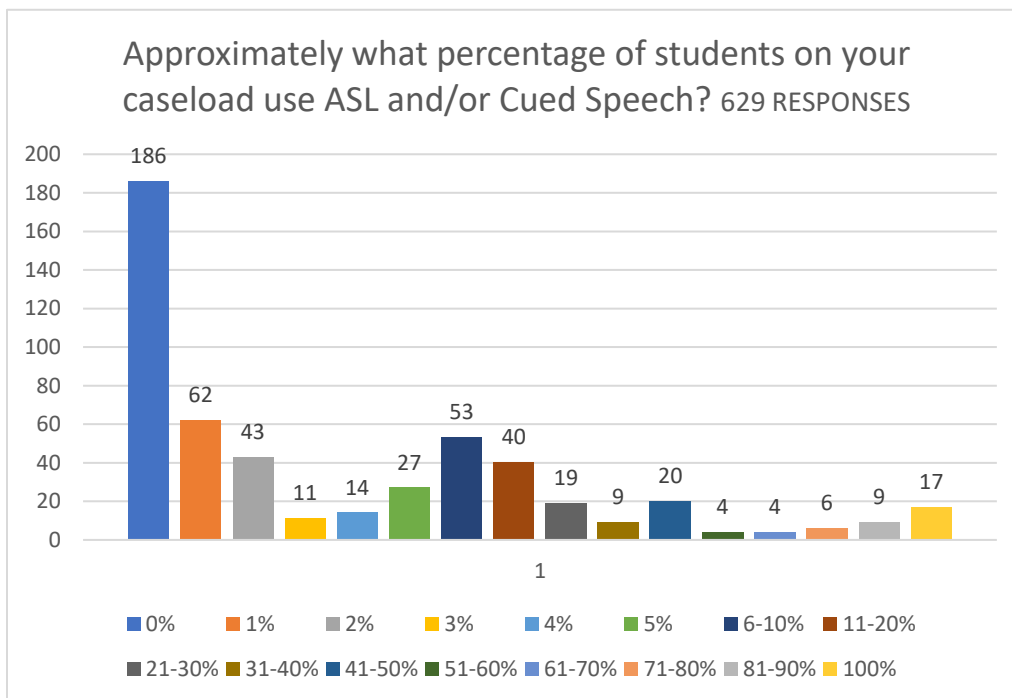
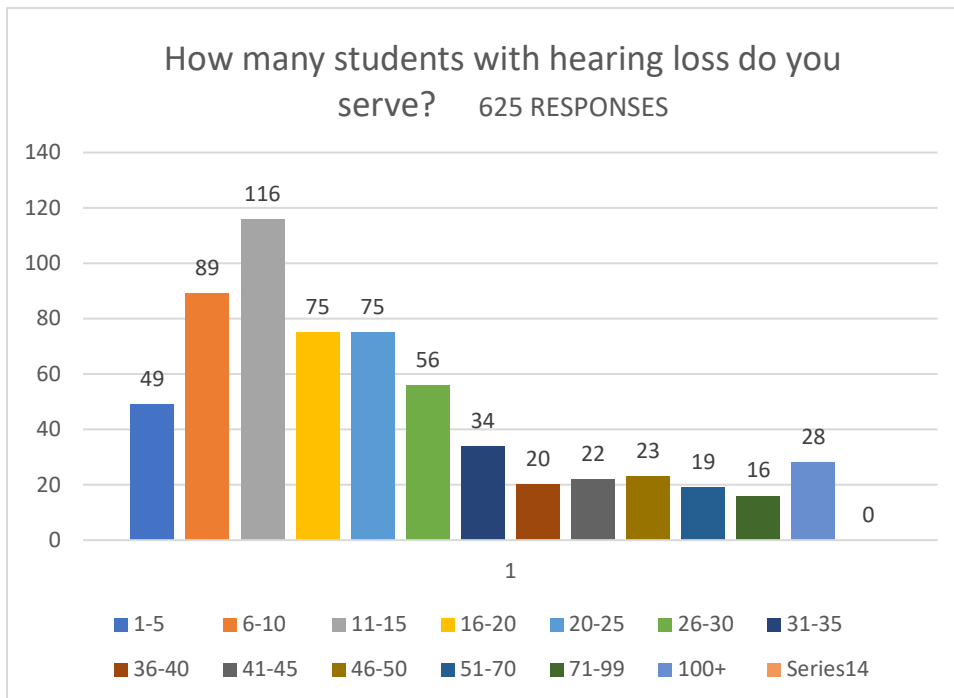
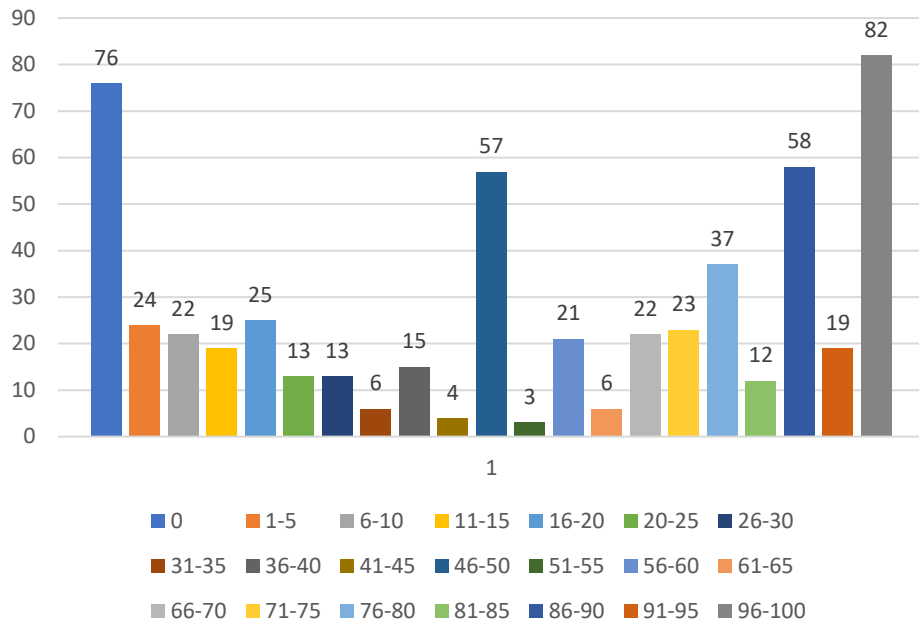


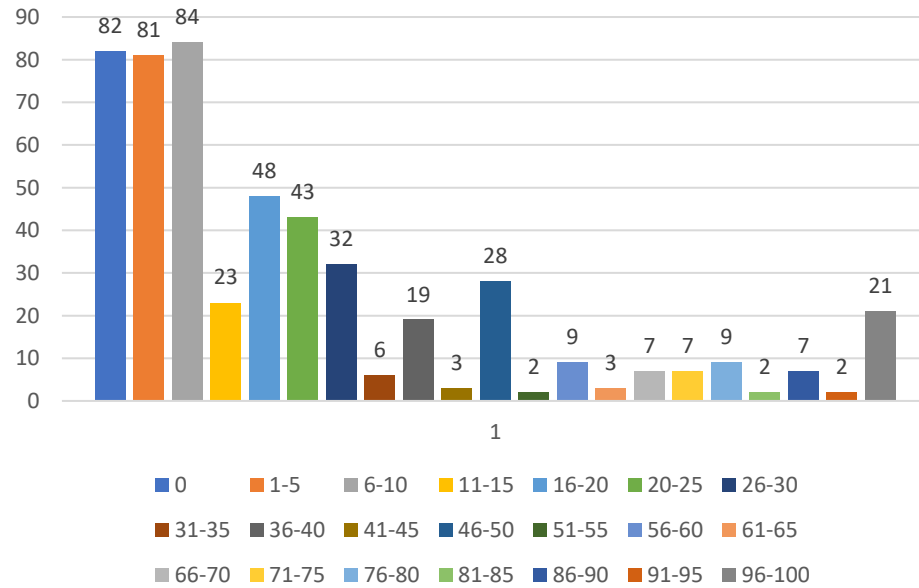
May 2020 COVID-19 Educational Response Survey 629 Teachers of the Deaf Hard of Hearing



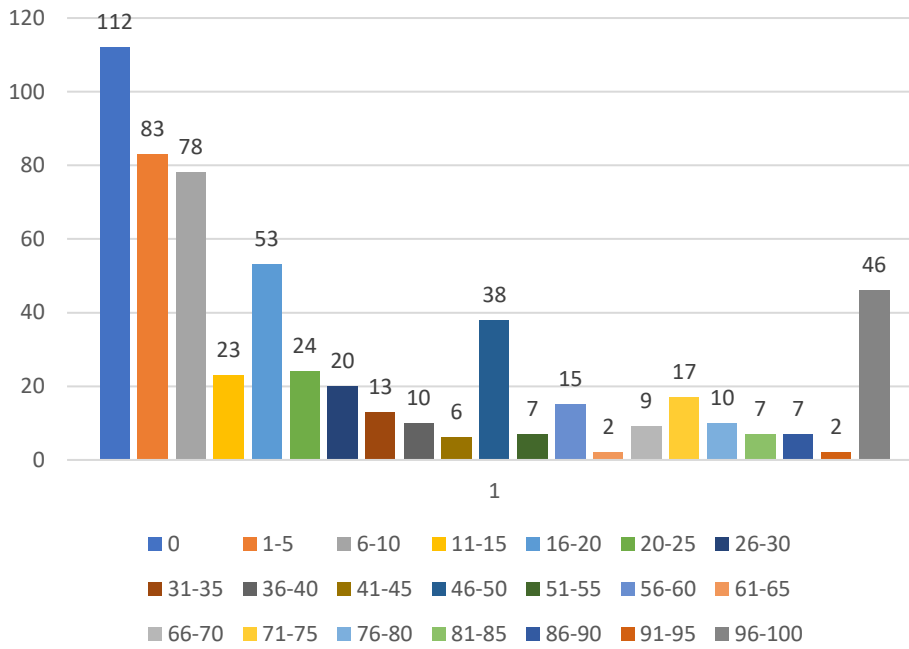
To approximately what percentage of your caseload do you provide primarily pull-out itinerant services? 622 RESPONSES



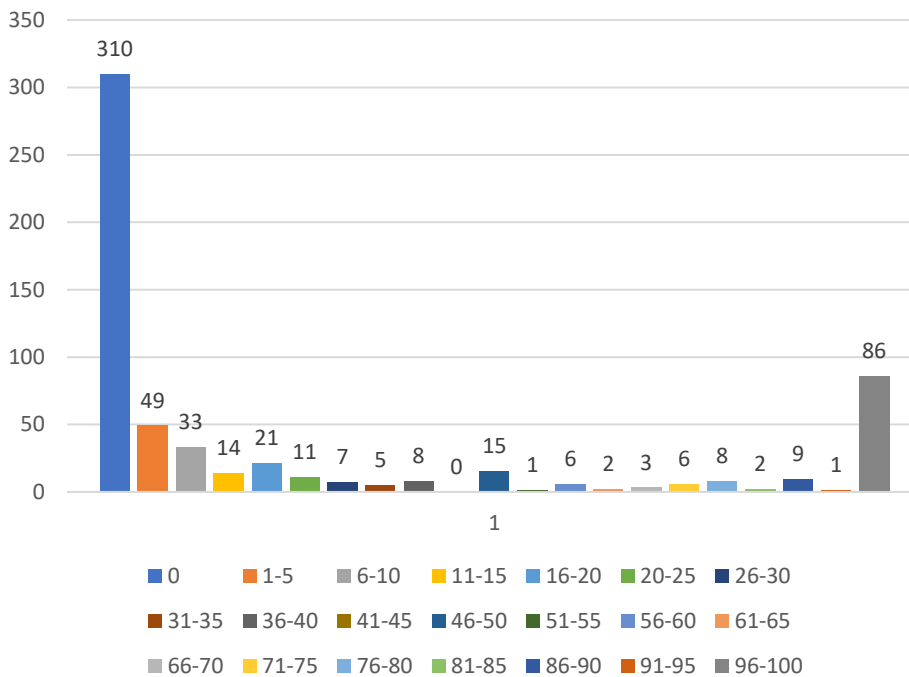
To approximately what percentage of your caseload do you provide primarily in-class support services in the general education classroom? 617 RESPONSES



For approximately what percentage of your caseload do you provide primarily consultation to teacher(s)? 623 RESPONSES

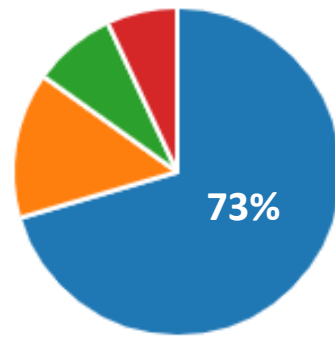


For approximately what percentage of your caseload do you provide services in a center-based or resource room model? 614 RESPONSES



I am a(an):

- Itinerant Teacher of the DHH
- Center-Based Teacher of the DHH
- Educational Audiologist
- Other



The population setting where I teach is:

- Rural (less than 2,500 people)
- Urban Cluster (2,500-50,000)
- Urban (50,000-200,000)
- Large Urban (>200,000)

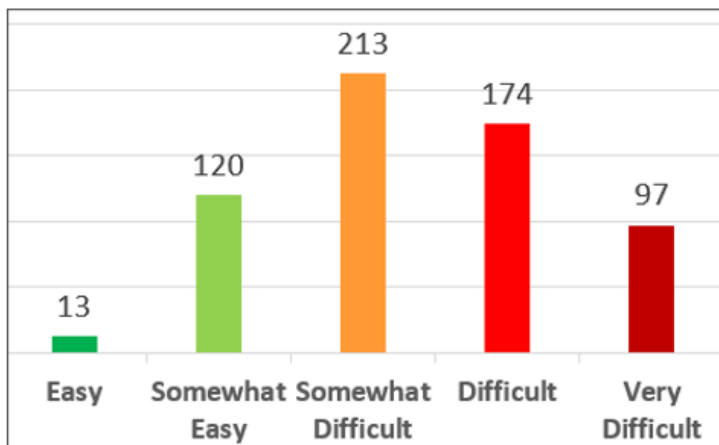


I myself have children at home who required my care and educational supporting during COVID-19.

- Yes
- No

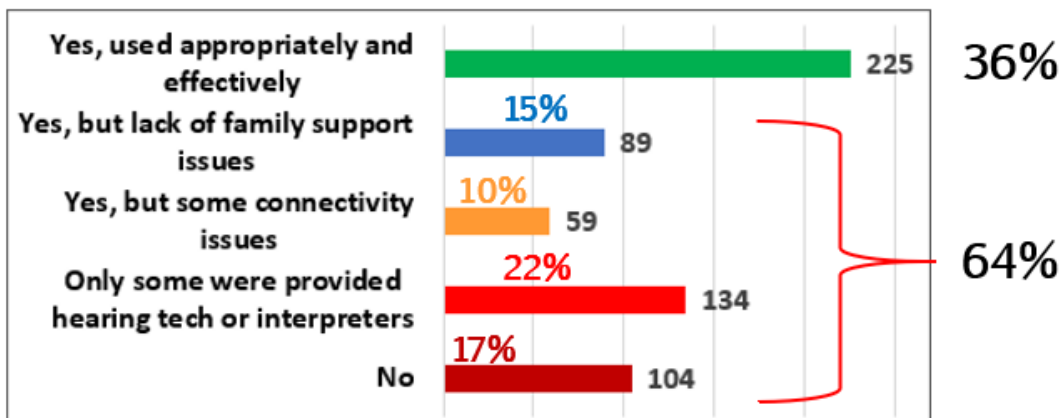


Level of difficulty providing accessibility features to my students:



Only **22%** of teachers indicated they felt it was easy to provide **access** during online learning

“If your students are receiving instruction through live virtual interaction, **do they have access** to their assistive hearing technology or interpreter services during remote learning?”



“I believe my students were able to **access** their education **equally to peers** during this time” (does not include situations in which parents support was an issue):



51% of teachers indicated they felt their students had **access** to learning equal to class peers

We need to do better than half!