

Do you feel you have been able to meet your student's needs during this time? Please explain.

Yes we are limited in what we can do but overall I feel good

Somewhat - not all of my students are getting what they need.

Not really

No. Not the way that I think would be the most beneficial, but this is also a new learning experience and since this is the first time I'm providing services in this manner unexpectedly, I'd like to think that something is better

For the most part, I feel I have been able to maintain progress. We have been directed not to add a lot of new material and I agree with that at this point. If this virtual learning continues into the Fall, a change will need to

We are providing the best we can, but it can't replace face to face work.

Doing the best I can. Normally, I would be talking to the teachers when I visit the students...takes more effort

mostly, I do have some students who are pre-k who are socio-economically disadvantaged and do not have the technology to connect with me for virtual lessons.

Somewhat

For the most part I feel I have been able to meet the needs of the students I have been able to serve through teletherapy, however, working on listening skills such as discrimination has been a challenge through the video

Yes and no. Some times behaviors in zoom sessions have impacted sessions and the families handle behaviors

The majority of them, yes, but some parents or student are not attending scheduled sessions, and sometimes will not respond to emails/texts/phone calls. And it is often extremely difficult to keep young children engaged

Absolutely not. Maybe if I didn't have kids of my own, I could see my students more, but right now...with my prekindergarten student that I am responsible for teaching, an infant who just figured out how to crawl and get into everything, the amount of extra paperwork the district/state has us completing to amend IEPs, track daily tasks, and document services to students (of course we already did this, but now there's an extra form to put in the exact same information), I definitely feel like I am not cutting it for my students.

Partially but it's awful. I love my job of 20+ years and I struggled for weeks! Following paper crayon directions remotely has been my biggest struggle and will be doing paper drops offs this week. I miss my kids and my job.

This is utterly exhausting and hate it. Trying to keep up with four heavy hitters classrooms or see saws, creating

To the best of our ability without prior experience.

No. The students who I can connect with are the students that I wasn't too worried about to begin with. The students who have been radio silent since March 13 are the ones who need more support typically. I'm very worried about regression for the students who I haven't been able to touch base with.

No. They need hands on and face to face lessons.

Some. It depends on each situation

I do feel that i have been able to meet the needs of my students. Just like while in school. their needs vary and some need more than others. I feel that I have been able to meet the needs of the students and their families

No, lots of frustration from lost teaching time, just lost interaction time is big for this group due to inability to

We have really tried. Sign dependent students are our biggest concern. Plans to bring them back into school for socially distanced lessons for a few hours a day. Oral students have been easier to support with parent involvement. Our early intervention support has included dropping off of toys, books and learning o

Too soon to see.

Not meeting everyone's needs--students with multiple disabilities are really struggling during this time without all of their therapy-based supports and/or with parents who are trying to balance working from home with

yes, in that I am able to communicate to families and students and answer any questions. NO, in that I can't physically trouble shoot technical issues with hearing equipment

I have a student in high school in Grade 8 who I already had concerns re: social issues, mental health issues pre-covid and he has been unable to participate in any of his regular online classes due to access issues, not understanding what is being said, and not liking how his voice sounds on the computer so he refuses to participate in those sessions. He requires one on one assistance with his regular schoolwork which the school hasn't been able to provide. Both his parents are essential service workers and they are frustrated with the lack of help for my student. I have been concerned about some of my students' mental health and social isolation.

No, so much of what I do with my students is to coach them in advocating in the gen ed setting. This is distance learning model is not engaging kids in that currently.

No. My students who have ASL interpreters are struggling with the watch/read it then follow up with an assignment approach. Direct instruction from a teacher (accessed through the interpreter) was/is key to their grasping information. Parents don't have the signing skills to adequately explain materials to them that they need help with. I have set up daily virtual 1:1 meeting with the students who use ASL to help go over as much as we can.

Finally, for all the technological prowess kids have these days, they have ZERO experience with email (and it's not taught when they learn about PowerPoint, Word, etc). They don't know how to read emails efficiently,

No. Our county has decided that special education teachers will modify the online curriculum to reflect the students goals, consult with general education teachers, other service providers (SLP) parents and students (as appropriate) only. I am permitted to share "resources" with parents ... and I can only hope they will take a look at them and use them. I cannot "recommend" them, only "share" them. The SLP is permitted to provide direct teletherapy services, I know she will incorporate some of my deaf ed goals/objectives into her work. We are

No, some of them are not wearing their hearing aids consistently at home and I can only do some much with explaining the importance of this to their families compared to when they are at school and I can ensure they are on and functioning properly each day. Our 'face to face' time is drastically reduced so they're getting a

I am conflicted. I feel semi-successful at meeting my student's needs during this time. I have a range of fun, quality digital activities and good discussions with students during our live one-one-one sessions used to meet their IEP goals, However, those same students as well as my other consult students are struggling with the overall accessibility of distance learning. They are at an instant disadvantage in their general education classes right off the bat. Captioning has been either nonexistent, inaccurate, or just a general headache to obtain. Audio quality is for teachers, peers, video clips, etc. is all over the place ranging from excellent to totally

Somewhat.

The parents of my direct service students were given the option of whether to have direct services from me at this time in addition to their child keeping up with the academic piece of e-Learning. None of my parents opted

I feel like my signing Deaf students have done better than my non-signing, HOH kids in the mainstream. Teachers have been combining sections into zoom classes of 50-60 kids and it is a nightmare for a HOH student to follow that kind of discussion if the teacher doesn't have good classroom management in their virtual room.

No

not fully.

Unable to acquire face time with students as parents have largely been extremely unresponsive to attempted Marginally-listening therapy over an imperfect medium is not really appropriate.

No, I do not. It is much more difficult to set a schedule and support students. They don't check their email. They aren't used to completing work online. They don't respond to meet invitations. Students at brick and mortar are

NO

Difficult to do auditory activities using video meeting platforms

Mostly, yes. Again not a high turn out for lessons and assignments. Those who have participated have shown to some degree- not perfectly

NO, most families are too overwhelmed and can't even deal with emailing me (the minimum I ask for is a

For some kids, yes. For others, specifically families whose parents do not speak English- no, I am not. I am not meeting the needs of my students who are DHH+ and in centerbase programs. I am not meeting the needs of
Some yes, when I am able to have access to them easily via video conferencing. Other no, as it has been difficult to establish regular contact via technology.
Yes, to the best of my ability given the situation. I advocated for all of my students to have their live video classes (and recorded videos) made accessible and was successful with doing so for most of my students. I helped research, coordinate, and set up 3rd party CART captioning services for a few of my students to use with Zoom. I've spent extensive time researching and testing out other free automated captioning services for my
It has been a frustrating time with such variance in regards to expectations for both students and teachers from one district to the next. Due to socioeconomic limitations, many students do not have access to technology or have little or not adult supervision/support. As such, some students are difficult to contact and do not consistently participate in remote learning. While we are meeting some student's needs, many are falling
No, b/c there is poor communication/lack of consistency from the Gen Ed teachers
no. I usually spend time practicing communicative strategies, but am unable to
maybe 80%
Not well but adequate for a temporary basis
In a way - I feel that I have been able to help them meet their access needs. I have provided instruction and live and recorded opportunities but not all families have taken advantage of that. All families were provided by the district with tools to access the online environment (internet access and computers).
No. So many I have not been able to get a hold of- will not return emails or phone calls. Then others say they are fine and don't want my help when I know I can help.
Yes. I was doing virtual for other counties prior to this so I was already prepared to move all my students to
Unfortunately no. Given the confines given by my state and county, I have not been able to be as efficient as I
I feel that I have been ineffective during this period.
No, at least half of my caseload does not have the access to the level of technology needed to be successful in
Yes, for the most part. (Everyone except the deaf 4 year old - who needs it the most, sadly to say!)
no internet and intermittent signal
All of my students do not have access to technology for face to face instruction.
For most yes
Yes, I have been online since the shutdown and did not miss any time connecting with my direct service
Yes
We haven't been doing this method too long. Only two weeks. It was a bumpy start but I think now all the
Yes because their needs are not educational at the moment. Their needs are a need for interaction.
It really depends on the student. My more independent students working close to grade level students, I feel like I have been able to meet their needs. My lower students, deaf-blind students, and students who use ASL, I feel like I haven't been able to meet their needs as well as I do in the school setting.
Not even close.
Yes but I am working harder than ever.
2/3 of my students yes. The others that are low functioning or strictly ASL , no
To the best of my abilities
No. There is no replacement for them being in a social environment to grow their language with peer
Yes. I have been providing TOD support virtually for over a year, well before COVID, so I'm comfortable with the format. I was able to guide school teams and families in providing access.
No. not enough time spent with them or to adequately teach through a screen
No. The IEP goals I am allowed to address are not readily transferred to virtual instruction. Parents are overwhelmed with online instruction for their child. Lessons are not comparable to the brick and mortar classroom. When online meetings with students are scheduled, parents need to oversee that children are

No, parents express a lot of frustration.
Yes, for most students, but I had one on life support for two months. The student is in rehab, and unable to write yet, so I have provided app names to parents. They were happy to have names of educational apps that I have met the needs of my students, but I feel like I'm working extremely hard to get everything together. It's difficult to keep track of what the needs are for each student when consulting through email, checking Google classrooms, Canvas courses and our district Infinite Campus grading system as well as Summit. The problem is
Mostly, yes. I have some teachers that are not captioning everything, but most things. I am still working on that. Most of my students need my availability and accessible materials, not additional lessons from me at that this
No they can't work on advocacy skills well At their home environment
Yes, I'm an Early Interventionist traveling the entire state but since switching to Zoom appointments, most of
Yes. Those students who needed additional technology support from their HAT were allowed to take the equipment home to access their computers. Since HAT is to compensate for the effects of distance and noise in a classroom setting, most students did not request their equipment due to the home setting. Those that did, received the necessary support. Even then, it was observed that some students were not using their District
Yes - lessons provided but parents do not provide support
I am providing what I can, but it is not sufficient. Very frustrating situation for everyone.
I feel like most of my students are doing quite well right now. But I doubt the impact I am making. This has been a huge learning curve for me and I struggle daily on how to help my students.
Yes, and beyond. I feel like I have had more of an opportunity to talk about real world self-advocacy and focus a lot on advocacy outside of just academia. I have focused more on just discourse with students and social-emotional learning in life. I have also been able to see my students in a new light and it has helped me to create
Some students have parents that do not speak English, or do not communicate about their child's school.
No, My students aren't receiving auditory verbal work as clearly as in person. Some not at all.
Some yes and some no. The ones that require actual hand over hand, or step by step guided instruction are struggling. Also the ones that thrive on routine are struggling. Finally, mental health concerns for some are very
No, not at this time. I am collecting data but I am not sure it is their work. Some skills are difficult to work on. The deaf blind population is a lot of parent coaching.
As an educational audiologist who works with contracted school districts, it has been difficult as many of my students do not have their assistive listening equipment/DM systems at home. I can provide general
No.
Most in the sense of academics but emotional support is hard to do over the phone or Zoom.
Yes. When they don't understand, we will set up a virtual meet.
No
Yes, but it has been a challenge to get student/family consistency.
Some of them. If the student is capable to navigate online by themselves or if they have parents that are able to support them at home, I have continued to provide the services to meet their needs.
No, I am frustrated that I can't reach all of my students. Some goals do not translate well over a virtual platform.
Not really. My district asks me to provide an activity per week for packets (no new instruction) that they send out and I can offer zoom support sessions (no more than 15 minutes-not direct/fulls service) but only upon parent request. I also have 4 very small children at home (ages 6 and under) who's demands for care and their own homeschooling are significant making me largely unavailable. About a 1/3 of my caseload have not responded to my attempts at contact and I don't know how students are doing on work sent (district says
Not really, but I am happy that some are connecting In Teams chat so I can see them face to face and that others are responding in emails through Schoology. I am more concerned with their mental health and understanding what is going on and why we are not in school and that they know they can contact me anytime
I have to the best of my abilities but it is not the same as dave to face

No, internet access and access to my classroom and parent support
Some. Hands-on instruction is understandably difficult. Modeling using others is difficult, holding the attention of younger students is problematic with toys, dogs, siblings, etc. to interest them instead.
No
Yes and no. It's student dependent. I have been consulting a lot more to ensure they have access.
Some yes, some none.... not as well as if in person
Yes but I realize I can't do it all. It's a small portion of their entire day.
No. The interaction is not the same at all.
Some. It is hard while we are constrained by the stay at home order. I feel like I am playing catch up with my secondary students much of the time, due to class expectations and their limited progress on work. At the same
Most. Some students require much more support that can not be provided via online instruction. I have students with additional disabilities as well as hearing loss. The families are struggling to know how to support
Somewhat! Most of the districts/families that have reached out, we have problem solved solutions to improve access, but so many have not reached out or responded to requests.
Some, the ones that seem engaged and are connected to remote learnin
Yes, other than one student who only signs and her parents don't sign. She doesn't have access to the internet and can't read so it has been difficult to find paper packet materials that are meaningful to her.
Not effectively
Mostly, yes
Ok
Depends on the situation. Still have a few families who are not participating and may have left our geographic area. Most students seem to be able to participate and continue some learning.
Some students yes, but others no because of lack of internet and parent support
No. Unable to check on students we had concerns about re: medical and audiologic follow-up as clinics closed. Difficult to collaborate with school staff to help get follow-up, support students in learning and evaluations.
No, My students require face to face. We have struggled with many issues across the board.
somewhat
I do. I have worked closely with teachers and students and continue to provide the same level of services.
I don't feel I've been able to meet any of my student's needs fully during this time. There are some that I am able to serve better than others depending on their families resources and their level of need but none fully. My main difficulties have been students who have self-advocacy goals related to their HAT which they don't have and isn't accessible to them during this time, students with social/pragmatic goals because of the lack of interaction opportunities and students with complex needs for whom virtual intervention isn't accessible. I also don't have access to my materials since they're in my office and since I don't have children of my own I don't
I feel like I am meeting about 25% of the needs in my caseload right now. Some students I have not had any contact with and they are not engaged at all in participating in my services.
Yes
for the most part, some families are stressed with having 2,3, 4 kids at home to help. Single parent families who are still working only have a certain amount of time to help. Student motivation is challenging as older kids
Yes, however we had to train first in how to use the technology.
No, of the 11 students I work with, only 4 have had the access or responded to online learning and all other
All are getting served just not to the quality I would like
Mostly. I am able to offer technical support via email, phone call, or virtual meeting. I have been sending hearing aid batteries to students in need to make sure their hearing aids are up and running. I meet weekly with
not at all

Since I am more consult, yes-for the students that I have been able to reach, I can work on self-advocacy goals from a distance learning perspective. I have a few students whose needs are more basic that we have had to focus on (food, stability), and I have a few other students who I have been unable to reach.

Some of them

No, no direct time with my students that have direct time listed on their IEP.

no, too much parent support needed in some cases (auditory goals) and they are overwhelmed and do not want to always complete hearing services activities. I have provided ways they can use content from teachers to

Yes, we have a contracted audiologist and I have administrative support to do what I need to do for my students.

No. Face to face instruction is best for my students needs.

Definitely not. Need that 1:1 connection that can't be met virtual

Yes, for those who have been engaged. The interpreters have worked very hard to provide captioning on all the videos put out by teachers, which has required us asking for other people to help create transcripts to help. Some students haven't been engaged at all, or their parents requested lessons from me that the students haven't completed. It's difficult to gauge how the students are really doing, even when I talk with them

I am meeting needs but not to full capacity.

Not even close. Expect that when we return to classrooms, whatever that may look like, we will need to do a number of assessments asap to learn how much learning gaps have increased in our DHH student population

Overall, yes, if they attend class during live sessions

Somewhat. I'm able to cover many of the goals for my students in this format, and most give me full attention during out time. We've gotten creative in how we do things!

Mostly. A few have overwhelmed parents or just wont do the work but for the most part are doing well

No because I can't observe the level of accommodations that teachers are doing when meeting with student's virtually (i.e. are they using captioned videos).

Not really. I was using Direct Instruction in the classroom and was able to interact with them better. Now, even in a small group of three, it's hard to keep their attention and engage them. I can't read their body language as well and getting them to respond to each other is more difficult. Plus, I am having to learn so many things that I

Yes and no, tech issues with cameras have made it difficult. One senior decided to work full -time instead of

For the most part yes but I do miss them

Yes, I have mailed packets to students and met with them virtually to do the work together. For my older students I have kept on top of their class assignments and helped them complete assignments that were missing.

No,

Adequately, not near the level of classroom instruction and interactions. I have to create the materials now being used, which takes a great deal of time. Can't trouble shoot cochlear or hearing aide problems.

Not all. Some I just join into the Zoom classroom with the teacher. Some have families that are too busy and

No, I do not feel I can meet my students needs at this time. I am a resource teacher with backgrounds and certifications in Elementary Education, Special Education, and Deaf and Hard of Hearing. Before COVID-19 I had very little support for my DHH kids, and now I feel that I have no support from my administration for meeting

It is hard to say since they are either engaged with their class meets and doing classwork or they are working on skills from their self contained teacher. Most of my high school students engage with me via email so I feel that their needs are being met. My middle and elementary students are less interactive with me, but I am in constant contact with their teachers offering advice and suggestions when needed. In a way, their needs are being met if

yes

It is difficult and depends on the student.

No, the level of academics has been lowered so that they can do it independently and I worry for their social

I feel that if my students had allowed me I would have been able to somewhat to mostly meet their needs. However, these are the same students that are not getting everything out of school they can for one reason or another as well so I guess if you compare them to their performance in school it's either similar or just slightly

No, not completely. The Gen ed part has been difficult and I feel they have not really learned anything. We mainly have focused on retaining what they have learned or working on technology etiquette and social maybe 50% of them
It has been hard to see the seniors adapt to a new way of learning and have one of my students completely shut down and does not participate. The others seem okay with being at home and I have been fortunate to have wonderful, supportive families. Needs are being met as best they can virtually. We adapt.
This also depends - for some students yes and for others no. This is impacted by a number of things including internet access, parent support, home situations, poverty and trauma
For the most part, yes. Providing HAT systems to those who need it, accessories to support, etc.
It is difficult to assess as this has never occurred and it is easy to fall back on the "normal" way of teaching when trying to make a comparison. The "hands on approach" or "in person" modality at present seems so much
No, it's been challenging because many families did not opt to take equipment home and I worry these students are having trouble accessing content auditorily. I also haven't been able to test any early childhood students so
No really, I've got connectivity issues myself and 1/2 of my HS students aren't responding.
Not in the best way.
Some of them, yes. Others, no. I am able to meet the needs of the ones with good family support. I am not for those families that struggle to communicate with their children, or the families just aren't as involved as others.
Mostly. We have even had some enjoyable times.
I have no idea. I have done my best to contact students and families and to inform teachers about how to use
Because I am not providing any direct services at this time, it is hard to evaluate if I am meeting needs. Our teachers at the school for the Deaf have been supportive of accessible online learning for our students, however, student engagement has been limited. I have been available on a consult basis throughout the
I am available for them as a trusted adult, and feel that I am able to support them socially/emotionally. But academically, my role is basically nonexistent now.
No. I've not been able to provided one-to-one services to my students who need it. I've offered services, but the parents/grandparents are not taking up on it. They either do not have internet connection or they are overwhelmed with what they already have to do for eLearning are doing the minimum required.
Yes, when the children are getting online to get the work their needs are met and they are doing well. I can't do anything about the children who won't get online and/or won't open mailed work packets.
No. Lack of access/communication to students directly.
Yes, young deaf students who use ASL and no one at home signs.
yes
Doing my best everyday!!!
Most yes
Somewhat, I have been unable to work on advocacy and behavior goals that are classroom based. It will difficult to assess setbacks at this time until we are in the classroom again.
Additionally, students who were waiting on devices to be repaired have gone without longer due to facilities
Some students I have been able to meet their needs and more. Others have been difficult to get them to
It has been difficult, but feel I have been doing my best.
No. Too many students, too many teachers to try to coordinate with. Too many platforms for delivering instruction or review to be able to confirm accessibility ahead of time. I had to wait until the parents or students themselves contacted me with problems. Too many variables to try to be proactive ahead of time.
For the families that I could reach and that would contact me back I do think that we have been finding unique ways of reaching students. There have been challenges will all students. These challenges vary too depending

So many of my students need that one on one personal guidance. As I work with a child who is reading to me, for example, I normally stop and talk about the words they don't seem to know. We look things up online to "see" the new vocab word and what it is. It is too challenging to keep interest while changing screens. While both of us have the same article in front of us to read and discuss....it isn't the same as in person. Auditory training with the SPICE kit etc .. has not been done. Encouraging the older MS and HS students to do the work that is provided .. has not worked. I don't give out grades. ... so what is the point? (Their perspective).

No- parents don't show much interest even when I modify Google Meet times per their request, they don't

I have met their needs in the non language areas i.e. math

Slow progress in language due to difficulty hearing children during zoom lesson, less time working with the child

Only in a band-aid kind of way.

no. the audio signal over the computer is poor for auditory training, the parents will not accept as much time as I'd like to provide for tele-services, the students are not accessing me in order to help with their general education assignments, students are completing general ed assignments which are too hard so they end up

Some needs/some students yes, others no. Access for my deaf-blind students is limited and totally dependent on the parents to implement what I share. The early intervention kids do not want to sit and watch a video of

50% of the time

Somewhat. Most of my students are hard of hearing and most are fine with auto-captioning. Their participation is good. They struggle the most with synchronous learning. They have to be much more of an advocate for

No. Work packets are not the same as direct instruction from a D/HH teacher. I only received assignments back from 3/12 of my students and only 1/12 of my students participates in virtual lessons (Microsoft Teams with audio only - my district has told us that video should only be used as a "last resort"),

No. I don't feel like what I'm doing is enough or effective enough.

I feel like we are doing the best we can in the situation we're in. My biggest complaint is that Zoom meetings are not captioned. We were told in the beginning that they were. If we had known that off the bat we could

NO, phone calls, zoom and email can not replace face to face where I can read an emotion or push a little more cuz I know they can finish or stop because I know they can not ! It is frustrating, technology does not replace

No

Kind of. The ones that are supported by families it's been easier.

Yes, for the most part.

No. We are not supposed to live zoom with preschoolers but I tried it anyway but it really didn't work. I am sending home a lot of parent links to activities and information but I think they are over whelmed and busy

No, I am dependent on parents to check batteries and make sure hearing aids are used at home. Many families do not put high expectations on wearing hearing aids at home.

I have not felt I have been able to FULLY meet my students' needs during this time. Some students are needing more of an emotional support, so some of the IEP goals have been pushed aside to meet the emotional aspect

No. Families commonly do not have home support to manage kids+schooling+their own jobs+maintaining home environment+cooking,cleaning,etc. The pressure on families with school age kids is unmanageable for many.

I look forward to research on this time, to see students' ability to retain and apply information learned. Stress affects these kids too, which decreases their attention/ability to learn new information/retain current

No, 2 of the 3 students I work directly with receive assignments in their high school classes. I do not assign extra work. At the beginning, I reviewed material and offered suggestions, offered to meet Virtually-but the students did not respond. The other student is in Life Skills and her parent does not put her hearing aids on. It is difficult to do a lesson with this student. I am meeting virtually now with her and her mother-reviewing signs, reading a

Not really...I feel as though I've kept them from regressing, but they haven't gained a lot of new skills either..it's almost a lost 9 weeks...

However, when you put it into perspective, this 9 weeks, we would've lost a week or so due to STAAR testing, a No, only about 10/35 of my students have been logging in for virtual sessions. And even those 10 are only coming 1 or 2 times a week, and when they sign in, I have no idea who's really going to show up so I plan general language/articulation activities. I try to tailor to their goals as much as possible, but sometimes it's really hard to target specific goals. And it's hard to monitor articulation goals with spotty internet connections,

Yes to a moderate degree, we are meeting student needs. The 10% that are not participating regularly concern

Yes for the most part.

Somewhat. It has been difficult to be available to them to help due to my own personal children's school needs but I try to zoom or chat as much as possible.

NO

Mostly

Some of them.

Mostly

No. It is difficult to get student engagement. Many students don't show up to virtual instruction. Many parents don't respond to email or pick up the phone when called. It is difficult to prompt students in a Zoom format without embarrassing them. Captioning has not been provided for students. Our district is requiring Zoom which does live captioning. Teachers are not going back to caption their video lessons. Lessons that are not recorded are not captioned because it is difficult to do it live. Students don't have equal access. Our DM systems are in school buildings so students can't use the patch cord with their computers. I have several

No, personal interaction is a necessity!

No, not to the fullest extent. As a DHH teacher, there is no comparison to being face to face with my students. There is no control of the auditory or visual distractions when involved in a virtual lesson with students.

I have tried my best, but no not at all

No; parent support has been hard so we don't see our littles often,

Somewhat. Some of the lessons don't lend themselves well to remote learning with how they are presented to the General Education class. However, I have found alternative resources that have helped me cover the same

Overall yes. A lot of time spent following them and parents to assess weekly how their needs are changing. Ie at first packets, then addition of virtual lessons etc. HUGE challenges getting captions and informing teachers of the need. Zoom not supporting captions. Parents learning more about captions and some asking about "live caption" for the first time (when not appropriate or needed-but now they are aware of them from "zoom") so having to advocate for both student and district. MANY hours spent looking for caption work around, and encouraging teachers to chooses platforms with embedded captions. Supporting their parents has been huge. Parents are overwhelmed and often just need someone to talk to. They come in during service times to ask

Most, yes. Except for my student without internet at home. These students are struggling to keep pace with mailed packets since the mail delivery pace has slowed during the Covid 19 shutdown.

Yes. Different students/families are in different places during this time. I have been responsive to where each family is and the this partnership and respect to needs is working well.

Yes, for the most part. At least as compared to reg ed peers. None of this is perfect for any students, but I think ours have been met as well as can be during this time. The struggle has been with a few high school parents/students who have not been accessing the online instruction, even though they have wifi and school issued devices. We also have one family (1st grade student) who does not have internet access and so we've had to work with that student through packets and phone calls with the parent. That is less than ideal and we

Yes, considering the situation. I have been able to zoom with my students and make progress on IEP goals. I am working with teachers and parents to make sure they have access to the material same as if I were in school. Am I making the progress and meeting their needs as if we were in school? No. I do not have the same time periods, so we are not able to make the same amount of progress as if we were in school.

Not the younger ones, supporting their parents helps, but they are too young to engage online. Some of my students are non-signing but don't have enough hearing to access auditory information online.

Not sure. I have provided lessons/activities that will meet their needs, however, I have no proof that they are doing these activities and to what level of learning is happening. I feel very disconnected. I have become a report writer and lesson planner.....I don't have the opportunity to implement my plans and see the progress or

Not all. I feel that some goals are able to be met but others are not. It is also hard to redirect the students if the

Yes definitely. Again because I've been online with them all year.

Yes, I am providing lessons that meet the goals and objectives as stated in the IEP.

mostly

I have been ok. I have a small consulting business now that I am semi-retired. The charter schools I consult with have students with less special needs who are able to maintain placement in regular education classes. I do have one student (kindergarten) that I am especially worried about. Family support is limited, many children in the home; as of early March her hearing aid was broken. Our local children's hospital has closed its audiology

I am doing my best. It has been difficult to balance teaching and parenting at the same time. I feel like I have made myself extremely accessible to students, but have not been able to move ahead in the curriculum. I have spent most of my time doing review (which isn't such a bad thing) and am really just being an emotional support

I did everything I can to meet their needs core academically with their teachers, I even have access to some of their sites to make sure. As for students directly, they are unable or not willing to do DHH related goals at this time, probably already overwhelmed with classwork. Every one of them know I am available anytime if they need help or questions. Many of our parents are very vocal, so far, they are pleased with everything working and accessible. I think that matters the most, sooner or later, SPED support will be transitioning in and children will be supported fully. In our district, unfortunately, we cannot force it.. I can only track what I have send out

No. I need direct contact with my students in order to meet their IEP goals.

No. Virtual learning is no way is the same as in-person instruction. Especially for the younger students and districts that may be at an economic disadvantage for technology/devices. It shines a spotlight on the inequities

Not all. Students in need of captions to fully access general education teachers' video-recorded lessons did not get them. (Automated captions were inadequate and inaccurate.) I had to use writing (via split screen on Zoom or via whiteboard and marker) to help students "hear" phonemes in new or difficult vocabulary. Some of my MDSSI students were unable to join me via Zoom because they require tangible tools. My deafblind students required a parent intervener to relay communication during our Zoom lessons. Currently, I have no students

For a lot of my students...yes, absolutely. For those who I've not been able to see, mostly due to their home situations, I am still making attempts to communicate each week and I'm sending cards in the mail to those students each week, too, so they know that I'm thinking about them and missing them. These are the students who I'm truly worried about and wonder what will happen with them when we are able to return to brick and

Yes - when they want to reach out, they do. Out of 4 students, 1 has kept up. The other 3 have parents who made contact with me and explained why they are not engaging.

No. When students are in school there is more exposure to ASL and English than they have at home with their families who speak a foreign language at home.

Mostly

Fm does not always work as expected, fluctuating internet/wi gi

Yes, but it of course isn't as effective as in the schools (face-to-face).

Somewhat, but on a very limited basis. Learning new technology and how to adapt learning materials to a virtual format has been a challenge. I am also not giving them the same amount of time as I would at school or
Somewhat, I wish I could be there in person to help them more, but with the tools that I have, I have done
No, no support from anyone
Although, the format is different, I feel I have been able to continue to support my students during this time.
I'm a speech therapist and I feel like I can't appropriately help my students
No, most are no show on virtual meetings. I have to constantly email and contact them to meet with me.
For the most part. I am seeing almost all direct students (17/18) at least once a week. I've been consulting with families and school staff a ton. Not ideal but as good as it gets.
Somewhat. I am connecting with them through online resources, emailing classroom teachers to collaborate and support them through "pre teaching" and "review", virtually engaging, and have also been mailing books,
Definitely not. Much of my work at schools was about self-advocacy skills. Those skills are very different in a home or family setting. It has been difficult for me to create effective lessons about advocacy to present over
Mostly yes. For the majority of my students, I am meeting their service amounts and working on their IEP goals to the best of my ability. Some of my older students (middle/high school) have checked out OR are busy with
Yes and no. With family support - the kids are doing the work they need to do academically and by wearing their amplification consistently. The children from "high risk" families are having a harder time. They are not on schedules, are not completing academic work, parents are not answering phone calls or emails.
Can't do the same extent of programming
No. I am unable to provide direct instruction or instruction on expanded core curriculum items because it would add an unfair load to the already difficult course load.
On a basic level, yes. I can't address all of the objectives, particularly the auditory ones. Difficulty with middle
For some. Not all because some students' are not getting the parent support they need.
Mostly. But hearing technology trouble shooting is not possible -- audiology closed and I am not there to help hands on with devices. Also hard to hear speech of children to guide parents....
For the most part yes. I have been able to do much of my lessons via zoom.
No, I think that my main challenge has been setting up service time with my families. It's very hard for me to connect and communicate with my parents and students and I am very frustrated by the situation.
No. My students struggle to participate in speech and listening activities and therapy through a virtual platform.
Not most of my students. Several have not been doing any work and no one has been able to reach parents.
No. I am doing the best I can and serving them as best as I can. Every day I am learning of different needs and thinking like a cat on my feet on how to address that need. Before, as a veteran teacher, I felt like I could pretty much predict their needs or "run ahead" and pave the way through accommodations and technology. This. This
No, I haven't heard back from a lot of families so I don't really know how/what they are doing.
I haven't been able to do any hearing testing, so I know I will be very busy when we are able to resume that part
No, it's not the same. It's hard to get in contact with the students, especially the elementary-aged kids. Parents are juggling a lot and communication is not the best.
Yes in that we are doing the best we can in the circumstances but unsure until I can be with them again to see
With the exception of the itinerant student that was assigned to me: yes.
I am meeting physical needs, sometimes emotional and sometimes academic.
Certainly not as well as face to face, but once everyone got into a routine, it wasn't as disruptive as it was initially. My parents and caregivers have really stepped up.
I am invited by my students teachers through Zoom and support my students by making sure they are able to hear and understand their teacher and classmates.

Yes, those who didn't have hearing aids or ALDs at home were provided with their school issued hearing aids and ALDs. Troubleshooting home or school aids has been conducted via phone, text or Zoom. Contactless porch drop off /pick up has been used to retube earmolds, send aids for repair and provide back up aids while

Somewhat

I am very concerned about student access to online learning. My district allowed me to send out a letter to parents, outlining ways to access online learning and offering HAT (we were out for spring break when our campuses closed so we didn't have any time to prepare HAT before school closing). Only two parents have

Not really...but I am trying

From the hearing aspect, Yes. From an academic standpoint, No. My students are overwhelmed with assignments and do not understand how to do them. It is very hard to give them academic assistance virtually.

Only very basic needs. He will be transferring to ISD next year, and I was wanting to do more life skills work with

With the older students I've been able to Zoom with regularly, it's okay, I think. I'm still 1:1. There's more distraction and some technical issues have gotten in the way, but it's doable. With younger students, especially

NO. 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

No. My caseload as an SLP is far too large to accommodate virtual individual therapy, and though the HIPPA COVID 19 waiver exists, I don't feel the I can group students even with parent permission and not have it come

No. I can do so little for my deafblind students. It is discouraging. Especially since my normal schedule has me with them half of every day and now I can do nearly nothing for them other than giving their parents some

YES

As best as I can. I would like to see that schools and collaboratives have the videos that need captioning outsourced to captioning companies. I do not have the skills, equipment or time to caption videos. It took me

For the most part. It just looks very different. I am fortunate to work in a district that supports me and lets me

Somewhat. If they have technology to support it.

held in large group meetings the bandwidth is a concern. Even if all students mute, it is still a challenge to hear for some students (it gets glitchy). I have suggested to teachers that students turn off cameras to allow for audio, but teachers have not yet responded (it has only been day 2 of large group zoom meetings). Also, zoom captioning is not available.

Direct therapy has been difficult no direction on how to use zoom safely in one on one situation We need training. We have pushed in to classroom activities and also provided own activities during allotted time. App

Yes and No. For the students participating in live virtual sessions I can meet their needs for the most part. However, connectivity and tech issues are frustrating. Can not meet the needs of students from families that

No, it is so difficult to provide effective meaningful instruction to DHH students from a distance. All of my students on my current caseload are hard of hearing, relying on listening and spoken language only. It is a struggle for me to hear them clearly through virtual learning and a struggle for them to hear me clearly.

Our directive from admin is to let classroom teachers take charge. Ours as Itinerant TDHH has been to bridge the supports whether it be emotional support, direct families when they need financial support and just be a 30

Only somewhat.

Not at all. Okay, well maybe a little bit. I brought FM systems to kids' homes., and send home earmold cleaning supplies. I deliver batteries as requested. Some parents (about 60%) said their kids were fine at home without their FMs. Sigh. I am not able to help my students with their written assignments, as they are not accessing my services. I am taking a backseat to core classes, and am hesitant to assign one more video to watch or task to do. I have been able to caption Zoom meetings for a student. I am reaching out to parents to see what I can do

More or less. I would like to be doing teletherapy that is individualized, but our district is only doing enrichment

No, I primarily work with older students who have self-advocacy goals and have been hard to connect with.

I don't feel I have been able to meet their needs as effectively during remote learning. I feel like some of my students just can't hear me as well online. I feel limited in the kind of activities I have been able to do with them. Some of my older students haven't "shown up" for their sessions, especially with no parent at home.

No. I feel like I am putting in 150% of modification and technology conversion of assignments for the students to still fail, ignore, completely misunderstand, or drive us the the point that I finally say: "Never mind. Let's just skip this assignment." It has felt like a slap in the face for me to be expected to do my job without being able to connect physically. Students do not have enough attention to listen to my explanations, follow a lesson in live instruction, or receive re-teach lessons when they are at home with 1,000,000 distractions around them. This is a waste of everyone's time. I feel like the state BOE is making us do this to justify getting paid, while other staff

Not as adequately as I would be able to in person.

Yes and no. The students for whom I meet only occasionally and provide consult for teacher were likely fine. Some students needed the contact and attention more than they needed anything else. Those students benefited most from signing on for story time and general conversation. There are a few students, however, who need more intervention than I can provide during normal times. Those are the students whose needs I

No. My students are in middle school and they currently have not developed the necessary executive functioning skills to work independently as much as is required with remote learning.

some yes and not so much with others.

I've been able to provide support focused on auditory access, but not able to teach new skills or address ongoing development in areas of self advocacy.

Absolutely not, I suspect that many of our students may not even clearly understand what COVID-19 or how to safely navigate in their community due to the lack of accessible communication.

No because the "system" has not provided equal access for all the children over various districts or health plans.

No - it's difficult to find materials, many have missed a lot of class meetings because of the difficulty with access

No have minimal contact with them.

Not through online instruction. There is a CF working directly with 1 student as his parents are essential workers and the CF can go to the daycare. He is presumably getting his needs met; but the school hasn't any additional funding to spend on consultation/language assessments,etc. The kids with combined handicapping conditions have CLPs that have goals in academic subject areas, but they aren't able to attend online and parents and caregivers are scheduling their home activities in rather than doing Maintenance or Academic plans suggested by me. (I think their plans are probably better because they fit the family structure and what parents want and can do & are set to child's current engagement level... it is just hard to think and create outside the

I feel that I have been able to meet some of their needs. The ones who need support with advocacy in a classroom setting are not getting those skills right now.

I often feel like the time is short, that there are technical issues I have not been able to correct, and that there are still many hurdles to cross - especially with my ELL elementary or multi-handicapped students. There are students who should be working on listening skills; we have been modifying how those listening skills look OR suspended them due to logistics (noisy homes, missing hearing aids, speakers are limiting the vocal quality

Not as well as face to face. A lot of my "instruction" is helping them with school work right now..

We have done our best. Preschool DHH kiddos need face to face interaction.

No
I do not feel I have been able to meet my students' needs at the same level as face to face instruction in school. This is especially true of students who have parents who are less involved in their education. Regarding my own instruction, it is somewhat easier to meet the educational goals of the older students who can be independent with technology. Regarding accessibility to general education instruction: it has ranged from poor to good. My
Yes, they have all been given the opportunity to work on their current IEP goals but it may not have been made
Some yes. Mostly no, because the needs are different.
No. I am providing academic and emotional support, but it's a fraction of what I would provide in person. Students and their families have difficulty accessing material at home for different reasons.
Accessibility is much better.
The kids who do not have support are suffering. (In the classroom we are able to supplement that, on this
Not to the full potential. Nothing beats in person connections.
Having limited times to only meet with students (during non academic times - regular teacher prep ~7:30am, lunch 11:30 am, or end of the day office hours) does not allow sufficient time to see all students (at various
No but I feel we have all done the best we can given the limitations.
I have been meeting some of their IEP needs but I am not able to effectively meet all of their social emotional, behavioral, or educational needs. The school setting is so very different than being at home. When it is one-on-one with a teacher, students are not using the same skill set as being in a gen ed classroom and using an
Only the students I have managed to make contact with parents.
Captioning is the area of need for my students during zoom or canvas instruction.
Mostly, yes. Outside of the few who are not doing any school work from home.
Yes, have been able to work on all aspects of IEP goals1
Not enough...some kids do not have computers
for the recommendations I've made.
It is all Parent Choice now, so those parents who want services have worked with their children on school
For most of my younger students yes, they are meeting with me regularly and engage in sessions. The middle/high school students are mostly ignoring me, I do as much as I can and send home work but they don't do it or respond to me. My preschool student learning ASL, I feel I could do more but am not sure what else I
It has taken a lot of time, but I have learned so much and the sharing of resources and information has been incredible. Even with amplification sent home and captions, I still feel like my students are at a disadvantage
For some students who have very supportive families, I believe their needs are being met, but for other students, I don't think so because they are not getting support from families to complete assignments.
For the most part, yes. My students had their ALDs delivered to their homes. Students without equipment or internet were provided with Chromebooks and/or hotspots to meet virtually.
Yes
Maybe 35-40% of them. Some parents haven't followed through on having their children complete the assignments I have shared with them due to the stress of the situation. I feel like I have spent the first five weeks of distance learning trying to figure out digital platforms and how to make sure my students'
Yes
For the social part, somewhat. I have been able to identify the problems that the students will have in accessing the technology and the problems in understanding. Next step is to help them develop their own coping
Somewhat - different circumstances for each student.
Not always. Trying to be accessible for all the students during the day has caused stress. Worked on what are normally days off to keep up with the workload.
Lack of contact means~ less hands on ,being able to quickly trouble shoot issues before they become problems, collaboratively plan and develop programs, solve ,guide and support students individually for optimum

NO! I needed to demonstrate and show them many things. I was disappointed for the things they should have known but seemed to forget. I sent many emails and rarely received one back. The senior never responded. I called guardian, school, counselor, etc. Parents were given a self-addressed stamped envelope and still they did not return the IEP addendum. I have called periodically, text, email. Still do not have the appropriate paperwork returned as yet. One brilliant student I work with absolutely needs Interact streaming, while the absolutely not. I can't see their work, I can't hear their answers, the connection is glitchy, their family situations are mostly ineffective toward supporting daily learning. The kids have SEL needs that overshadow their academic needs. This week, several of my kids just needed to play a game with me instead of academics. They For some. For others, not having me be right there in an environment where they are less distracted and more willing to work really cuts down on their cooperation and participation. My multi-disabled students have the Most of my students needs are met but I'm mainly teaching self advocacy.

Most students have not responded to services and now we are having to send "reminders" of services to We have been able to meet the students' needs by keeping the lessons simple and easy to understand, along Somewhat. If my students were participating and watching my videos, I could have met their needs better. However, I have not been able to record reading/writing lessons and other, more student-specific lessons due Not as well as I would like. Time to prep and greater variability in students preparedness as family cope with the crisis leads to less consistent service. The transition to virtual left so many resources to find in a virtual way so fast that it has been extremely overwhelming. Also not being able to structure some of the environment in the way that we typically do at school means that our students aren't able to fully utilize the support and Competent students who are older --yes. We can discuss and they know what they need so we can fix it. Our program provides transcription and thathelps secondary students a lot, transcriber sends captioning to second Not all. Only the ones who respond to emails and attend sessions.

Not all. Only the ones who respond to emails and attend sessions.

I'm not sure. I am doing my best. We have a different system here.

Lack of parent support has played a huge role for many (not all) of my students, and every activity takes so. Much. Time. compared to face to face instruction.

No I do not feel that I have been able to meet my students' needs during this time because of the many restrictions that have been placed from the school district and lack of support from the parents.

I have been able to meet at the level my district allows but don't feel it is fitting to what the students need.

yes - I continue to work on their goals and see progress

Yes to a degree. Social interaction, glitchy or sluggish internet has impacted some visual and oral learning.

No, many of my students I have not completed activities I've sent home

For the most part, I feel I have met their needs. While there is a lot more I would like to address with each one, this has given me the opportunity to assess just what they need most immediately and focus on that.

Yes, to the degree that they can be. Are the student's getting the same experience as when in the physical school building? Nope, but that's true for all of their learning.

No, time limitations with scheduling; all learning new platforms while trying to create lessons, run a household, learn & document EVERYTHING; meeting with each district; building; individual teachers/case managers; it's

No, I can't get ahold of many parents AND gen ed teachers

Actually I feel I have been able to support some of my students more because of my availability to them. All of my schools are a touch away on my computer, but when I have to travel I am not as accessible. Also our tech department has pushed out so much technology that I have found ways to help support my students through the summer on classroom, such as fluency tutor. Some of the things I have learned I will implement as supports

No. And not because I'm not trying, but there is only SO MUCH that can be provided through remote learning.

I feel that I am doing the best for the situation that we are in. It is far from ideal. I need to be with my students face to face. One of my students needs me to be with him engaging him in activities to help him develop his

no

Decidedly not. Lack of consistent internet to provide virtual classes and lack of parent support for all but critical
yes i do feel i have been ablei did more snail mail materials and things to show i care
My service merely provides consultations with staff. Since building is closed, I cannot meet with students. Any info I have for students goes through the classroom teacher or CST.
Many of the above questions do not apply to me.
For the most part, yes.
trying - somewhat
No because again, I just haven't been able to connect with my kids in any way (phone calls, texts, emails, etc.)
No, not completely. I think students benefit from the ability to interact with teachers and peers independently. I think students benefit from structure and influence from authority that is not a parent to complete tasks.
Not really, without face-to-face contact and HAT it is not the same.
No, I believe I have not met my student's needs at this time, especially K, 1st, and 2nd graders. I do not have materials and most apps require money which I cannot afford at this time. There are limitations in accessing
Yes and no. I am grateful that I have been able to do teletherapy in order to maintain our relationship through this time. However, it is difficult to work towards my students' goals via teletherapy.
no, due to their personal limits to technology
Yes, as best as can be, given the circumstances.
I am very proud of the services we have been able to set up in our region of MN.
some of them, but not really
Yes, as an interpreter, I have been able to take videos that the students have to watch and interpret them using Screencastify. I also have been able to virtually interpret Algebra class via Google Meet.
For many, yes. For others, I have made myself available, knowing the families will reach out if needed.
Yes, for most of my consult students, I have been able to explore and share more resources and supports as I have spent less time in travel. However, the ever changing information, multitude of meetings and lack of face
We are only able to support parents in helping their kids REVIEW information from packets. We were also allowed to upload review videos from previously learned materials or lessons, I somewhat met their needs.
No. I feel like my students need way more than what I am able to give them through a screen; in all aspects. Families are struggling to get district technology, internet, teaching their children how to use devices, managing equipment, and supporting teaching. The students are unable to focus on screens for long periods of time. I have no way to manage or correct their actual work, and I do not have the time in the day to address the full
Not in terms of access to instruction. Poor quality audio and various degrees of quality captioning or no captioning. NEEDS: external mics for teachers with students who are DHH, external speakers for kids without
We are working hard to provide equal access to video materials for our signing students and English captions for the HH kids who can't quite get all the audio. Learning new tricks and staying up with teachers as they produce
Half way.. I tried very hard to send packets and materials to address their academics. However, students are not too highly interested in that. Parents struggle with completion of tasks plus the other materials sent from
Somewhat. I feel constrained by the technology issue - it comes to me rather slowly. Once the students are on line, however, the rapport and engagement is similar to that of a live session. They had adapted very nicely.
Not entirely. It's really dependent on the parent since I teach young DHH children ages 3-6.
Yes and no. Yes, most of my students are self sufficient and don't need much assistance. But in some ways no because I can't get ahold of parents or they no show a session.
No, because I don't have access to all the materials and tools that I would normally have.
Almost.
For the most part parents are happy with how things are going. Some have requested more video chats to work directly on a skill and other older high school students are working outside of teacher hours later at night.
No due to newness of tech for both teachers and families and limits to family engagement.
In some situations yes but not all especially younger students or the deaf plus population I work with.

Yes, their needs have varied but with parental support i have been meeting them where they are.
yes
My biggest frustration has been lack of communication with teachers -- even those who are usually open to questions and suggestions. I feel they are too overwhelmed with figuring out how to create lessons to deal with the higher-needs students. My students' biggest frustrations regarding auditory access are resources (like Scholastic Study Jams) which are not captioned (and animated!). These are district-approved resources. We
Not the best. The students complete their work independently most of the time, and often they do it incorrectly because they did not read the directions and didn't ask what to do.
Yes. We get the lesson plans and videos ahead of time and have it all interpreted
For the students who wish to participate virtually, yes but it has required much more last minute planning since school resources/materials were not available.
No I do not feel I have been able to meet the needs of the children and families (or teachers) on my caseload, or the needs of my biological children whom I am caring for and trying to teach whilst working full time.
Yes. We read and are building skill. This is time is such a challenging time emotionally, meeting those needs are
Not their language needs. Myself and my interpreters are the only adults in ym students lives who fluently use ASL. AT home, many of my students parents use spoken English ONLY or are still learning sign language.
No, I'm not able to consistently meet with some students and the expectation for parents to be completing therapy tasks that we are trained to do is just too overwhelming. I'm hopeful they are emotionally taken care of
No
No, I am unable to meet their mandated services and some IEP goals are extremely difficult using this modality.
Some days, yes some days no. It varies day to day. Sometimes a student needs to take care of her little siblings and does not have time to complete assignments, etc.
yes but exhausting
For the most part. I have students who personal technology broke, they wanted to get it fixed over the week off school, everything closed in Ontario so they couldn't and 6 weeks later they are in the same boat.
For some, yes, but definitely not for all. It has been a struggle to make and keep video lesson appointments with students, as with engagement in general. It has been very sporadic.
No
Yes. As stated previously, the difficulty was the initial week or two as everyone on all levels of education were trying to figure out just how to handle this new way of educating our children. However, as we all worked together, things became much easier to navigate and this new form of teaching became very effective. The virtual meetings and communication with parents was vastly increased, which I believe to be an excellent outcome. So many times, parents have been neglected in the overall education process. This season of home
Academic students - YES. Self-contained students, no as I would have liked to.
Unfortunately, no, for the majority of my students. There is definitely has not been any progress but I do hope my school age students have not experienced significant regression. My 0-5 students are my biggest concern because of losing time for amplification, cochlear implantation, aural habilitation, developing language in all
Considering that all students are not receiving the same quality of instruction as they have been accustomed to in the traditional setting, I believe that I am meeting their needs.
Yes, but that is thanks to a district that is true to their "full service neighbourhood school" philosophy and takes seriously the need for technology to make equitable access to instruction.
For many students, yes. For some, most often related to parent support/willingness to participate, no. The students who I do NOT feel I have been able to support are also those students who I would typically be the most concerned about, even without the school closure, as access and support in the home is often limited.
partially.

I have been able to help with physical needs only. I have touched base with all students to see what needs were and let them know they are greatly missed and I am here if they need me, and how to reach out. I have had a couple of parents reach out regarding the need for food and was able to help with that.
Yes, to the best of the families and my abilities. Some families are really struggling with access to internet and parents that encourage them to participate. I have kids on both end of the spectrum and I have realized I need to meet them where they are and support what they are needing at this time.
No. We were cut for 5x30 individual per week to 1x30 individual and 1x30 group. It's also really challenging because nearly 70% of our population comes from Spanish speaking families and our Spanish interpreters are no, what I do is best done one on one.
No
no;
Somewhat. Feeling like meeting a need for connecting and support but not fully academically.
Not fully, it has been difficult to have activities even virtual that keep kids engaged in conversations and assessing self-advocacy skills. These take place with parents now to see if the student asks for help. For older students it is more of checking in with them to see if they are understanding work from teachers and if not are
Absolutely not.
Yes however there have been pauses to try and figure things out.
No I do not. My preschool and younger elementary students are difficult to do remote learning with as they won't sit long for virtual meetings. Their speech is difficult to understand over computer audio. My signing students are difficult to read over a computer monitor. There is too much distraction in the home during sessions. For my middle school and high school students it is nearly impossible to get them to check in with me. The majority won't complete my assignments or show up to Google Meets. I've had little parent support in
NO, due to lack of parental support for the DHH child and the DHH program. The parents are overwhelmed and want to focus on academics and the DHH piece gets put on a lower priority rung.
Yes - a person to meet with outside family -provide academic and mental support -provide goods or resources if needed
No Comment
no, my position requires face to face interaction and the computer is no a good substitute for younger children
Yes, for the most part. If I had buy-in and engagement before, I still have it now. Unfortunately families that were not engaged before have stopped responding so I am not able to help those students at this time.
Yes, though many of my colleagues are struggling to work on students' goals, I am not having any difficulty working on their goals virtually. In fact, this could not be a better time
I do not feel I am able to meet my student's needs during this pandemic. I have been able to "connect" with them, however, giving them individual instruction has been challenging.
I don't know - it is so hard to determine need when I can't see the students,
limited
Yes...I am still navigating the technology to make lessons more interesting, but I think I have been effective.
Yes and no. I have given the opportunity for students to meet with me on Zoom daily for help with work. About 75% have taken advantage of this situation. Just a handful have been unable to finish work on time due to the
I feel I have been more support for helping them with the online platforms than working on IEP goals.
NO! As soon as I put out one "fire", three more pop up. My students do not have equal access to auditory information and, unfortunately, we (DHH teachers) are the only ones fighting for them. Districts are trying to manage the majority of students and, oftentimes, the students with hearing loss are lost in the shuffle. There is
I feel as though it's easier to meet my students needs for ELA, but other subjects are a struggle. It's also difficult for my students to work the technology independently so that limits what I can do with them.

It is a case by case situation. One of my high school students has continued on with me using zoom and google classrooms, just as successfully if not more so than at school. Initially, another 2 highschool students connected with me more online through googleclassrooms working on assignments together. However, they have not re
No. I have very low engagement and students who do not have access to internet or devices to contact them.
No, we were not allowed to provide instruction. Our role was to consult with their parents and to hold IEP
No. I was not set up to provide virtual learning with students and initially did not have the resources or technology available. Initially the State said no IEP services. Every district is doing something different for their
For the most part. I can't work on self-help hearing device independence but otherwise most goals are being worked on. I feel that I can teach more of the background info that will help them get to where they need to be.
To an extent. It's very difficult to use visuals while at the same time utilizing the level of instructional cues and prompts you do in person. It's hard to eliminate the distractions in the home and to keep some parents from providing cues or answers you don't want the student to receive. Some families are not engaged remotely at all
We have not had a lot of contact with the students at the districts request. We are starting to reach out to
Only partly. All students, gen ed and special ed, are in distance learning, so that is equal for all students. However, the level of support I am able to provide remotely is not the same type of support I can provide during normal school days (I don't have ready access to other staff/providers or the students). It is much harder to troubleshoot things with students remotely - it's hard for me to see what isn't working on their devices, they
No, too many of my students have complex needs that need to be met in hands on situations when talking about communication. There are also situations in which the family speaks another language. -- Spanish which
No. Not having many lessons that were interactive online has left me scrambling to try to recreate paper items or physical props that I have always used. My ISD provided no training so I'm trying to figure out everything on
A little bit
no
Most of the needs have been met. However, there are a few of them that have not responded to phone calls, emails, text messages, etc. and I am sure that they are having a hard time. They are either choosing to not respond to me and not completing the assignments or due to lack of access to technology (internet services)
Not really. I am supporting them navigating the general education curriculum but I do not feel I am providing their SDI (specially designed instruction) or servicing the goal portions of their IEPs (both academic and
Yes & No. For students that also require support with their academics -yes. For my brighter students who I focus on auditory training & speechreading -no.
No, I am able to connect online with about 4 percent of my caseload.
Yes. I have made good attempts for contacting students. I believe I have been able to meet the needs of the students I have been able to contact and their regular education teachers.
No. I feel that due my poor skills in technology, auditory verbal strategies, and creating engaging lessons that I
Not really. Do not have control over student response and interaction that is possible with face to face one in one communication in the classroom setting.
Not at all. I've provided some instruction but being able to have a good language model, interact with their learning, 1:1 reading support, all have been very hard to do.
Yes, though not as thoroughly as I would have liked.
Some of them, yes. Others, who have been difficult to get a hold of, no.
Yes/No. In any ordinary situation, I would say that my students have not made the progress that I would like them to. However, since this is not a normal situation for any student, I see that most of my students have maintained skills. Some have made progress and others have regressed that can be redirected when back in a school setting. This process has forced students to listen carefully and speak clearly to be understood online,
No
No.
Not really

Some - there have been so many needs that come before learning. Many of my students did not have adequate food supplies or the technology to engage. Many services were put in place to help mitigate these issues for I think for the most part our 1:1 sessions are similar, but the technology (clarity of signal) is a problem.
Some what, but not as well face to face. Students that are mostly ASL users and do not seem to have as much interaction with their families miss their fellow DHH peers!
I do not, either they do not attend online sessions or they are not able to be reached during this time.
For the most part. We are able to work on tasks that I often had to put aside to address their academic needs. For example, I can spend more time on understanding audiograms, communication breakdowns and learning how to advocate for needs. Unfortunately, I am not able to troubleshoot equipment like I was prior to Virtual teaching and the parents do not always have the tools needed (all audiological practices are closed right now).
Yes, or at least as best as I can.
I regularly attend remote class sessions with my students. Each week I send a student / parent letter with links for listening and language activities to do at home. I also send home ideas for other language developing
No. Between technology restraints, poor connections, low student and or parent motivation, lack of parental response, my health issues, and the slow uptake of policies in my district - the needs of my students (and me for that matter) have been extremely difficult to meet. We are running on bare minimum for most, even less for no, i have had indirect access through my SERTs
No. Some virtual platforms are better than other for auditory work.
It's ok, but not the way and the level I would have liked to.
It's ok, but not the way and the level I would have liked to.
It's ok, but not the way and the level I would have liked to.
mostly
I feel that I have. I sent individualized lessons to each of the students that I work with.
I emailed instructors of students that I do consultation with.
For most of my students, I do feel I have been able to meet their needs. For my students with other developmental delays and /or families with limited knowledge of technology and/or limited English, it has been
Yes
Support is different now. If I can connect and see my students, smile and laugh with them, answer questions, reassure, try to engage them, read a book, maybe do a little work on goals- then that is meeting a need for
I feel I am able to meet the needs of those students/families I have had success connecting with. They have let me know if they feel they need their DM equipment at home, Tips to improve listening environment have been shared with both teachers and families, closed captioning has been made available to all students across multiple platforms and a handful are being provided with Streamer that provides transcription. Some families are not
To the best of my ability - sending emails with resources and calling families. Some families don't call back,
Mixed. Some I feel are better met than in the regular way of providing schooling, but some are not connected with or through technology though it has been made available and provided to all from the various districts.
Maybe 75% of their needs were met
For the most part. I have met actual IEP minutes with 75% of my students.
Yes as we continue to address their goals- when they have engaged.
n/a
No. Very difficult to have any contact with one student as constant excuses from her as to why she won't
NOPE
No
With all that have responded, I feel needs have been met. I have supplied either full HAT systems or DAI cords and audioshoes to fit their hearing aids so they will have direct audio access for online hearing needs.

I do. You have to be creative, but it is possible to continue self-advocacy skills via role play with parents on google meets, or parents and students making short video clips for teachers in the fall. Also, I have been able to offer some online enrichment opportunities for some students. Parents like these formats for "teacher friendly" learning opportunities for their children. Every student is very different and I have offered different things for
No
Not applicable - I am only providing support to teachers
AS the Audiologist, I reach out to the parents to follow-up on issues with technology. I give my advice on how to
Yes at the moment but my students for the most part attended to school or preschool.
Yes in some ways. Differentiation and modification of work continued however some were not able to have access to online sessions. Those who need visual, concrete materials to engage in were supported by sending
Yes I do feel that I have met my students needs through packets and phone calls. My students don't have access to internet at home. The school has provided internet access to the students during school hours they just have to part in the parking lot near the school and use the information given to them.
Yes social emotionally
At the most very basic level
Absolutely. I've done video chat outside of school hours, conducted teaching through windows. I refuse to let
Somewhat. I offer virtual instruction that supports the general education teacher's assignments. I also have created individual assignments for students on my CANVAS page that align with their IEP goals. I schedule weekly Zoom sessions and invite my caseload to participate. I have also provided 1:1 virtual instruction for students. I don't add a lot of additional assignments for my students since they are expected to also complete
Not really.
Depends on the student. Some I was able to meet their needs perfectly. For others who I could only video one time a week, I felt like I could only do so much to help them.
Obviously, some areas of instruction such as auditory skills & speech can't really be done remotely, so I haven't
Yes, except for those 2 with autism and IND. With those students, I work more closely with their parents since the students don't respond well to the computer.
Not fully and it has taken a lot more time and effort
Not completely
Not sure; have no contact with most of my students
It is difficult and hard to assess as there are so many variables as to "success" for meeting their needs. It is felt that the impact will be seen for all students during this period of time.
No. Virtual learning cannot compare to face-to-face learning.
No-I've barely "seen" most of my students because they are focusing on academics and/or parents haven't wanted anything from the hearing itinerant. Students that I am sending activities to, I haven't received anything
Yes and no. My hope at the outset was to have face-to-face virtual meetings with them, and then have families work with them on the days I didn't see them, but I quickly learned that was not going to happen. So working on their speech/language goals daily has not happened. And for some that means not wearing their
NO!
Not the same as if we were in school - I feel I have met the needs they have in this situation, but the needs are different. You can't work on the same things as you would in school because it is completely different.
For the most part
An itinerant wears so many hats, partially. It doesn't compare to face to face.
For the majority of my students. Some students did not want to connect and just wanted to focus on their assignments and didn't want help from me, their DHH teacher.
No, I feel I am not meeting my student's needs at this time as I am not even seeing/working with the majority of
I do not have parent contact info for all students - thus a challenge to get school/teachers to "invite" me to a

I feel it has been ok for my unilateral students and mild loss students that are older. For my students with CI's or more significant loss, it has been frustrating. I get half as much material covered in twice as much time.

No

NO - Language development for young students should be through play and activities, not through a screen. Interactions were limited - due to technology, student interest, parent support, etc. While I did give parents support related to their child's needs, as well as support to deal with this on a personal level, the students'

I have given it 1000% but it is just not the same as being in person. I have had a very difficult time reaching my

Yes

In some areas, yes. But not to the extent that I would have.

No

Somewhat

No, I don't. A lot of my students have been unreachable and have not been attending their online classes or

No. My students need face to face interactions, so the virtual format has not been successful for most of them.

While I continue to try, and have had some victories, for the most part that answer is a 'no'

Absolutely not. I have no idea what work they are doing and the quality, They are not writing correct sentences and editing paragraphs with me. I am not teaching my self-contained student any English or math. This is so

No. One student has behavioral issues due to limited communication. It is difficult for me to see what he is attempting to communicate to alleviate his frustration because of the computer placement. Not all of my parents have responded to requests to meet or respond to lessons sent because they are focused on getting the

Somewhat, but not that same as in person.

It surprised me how much c o u l d be accomplished on zoom, but part of the success is longevity with the students (they know expectations, tactile cues, familiar voice, level of comfort in communicating etc---the "drill")----the students have expressed difficulty in following along/participating in general classroom zoom sessions as more techno/auditory glitches, with increasing numbers of students---faces get smaller, people talk at once (despite audiologist/tod sending tips-hints as to how to best conduct classroom interactions----kids are just excited to be together and overtalk). 1:1 work with TOD was not the same as sitting across from/next to a student, but better than anticipated if internet connections "held". It was eye-opening to see how many "bad captions" accompany some great videos (those that used synthetic/automated speech to text post video) that some students are pretty independent, other students rely on one-on-one support in person

No, I feel that I am giving assignments at a lower grade level to make them feel accomplished for doing the work

Yes and no. The social emotional connections via Google Meet have been good. It has been more difficult to do interactive, hands-on activities. Captioning was difficult in some cases--to remind hundreds of mainstream teachers of its importance and to use applications that had captioning, but we tried and had mostly a positive

As best as I can.

Not really. No one has their HAT

I only have 1/19 students I can do any instruction with and she is once a month for transition and self-advocacy. The rest have districts doing voluntary enrichment learning so we are not allowed to provide services. 1/3 of my students have multiple disabilities and need personal hands on instruction. I feel like none of my students needs

Yes and No. There are times I feel I have been able to meet their need and other times I have not. It really

Yes, through email, virtual meets, and online assignments. It took some time getting materials ready and to

No, I feel that most of my students are at home doing the bare minimum because they don't have the supports

Yes, if feels more like survival mode than a time for innovation

Mostly, yes. The academic support component has been lessened in gen ed so I am able to focus on their other

My students' needs were mostly met and we were able to work on most goals and maintain current ability

Not really because I don't think I get everything I need from the general education teacher

Yes for the most part I have been able to support their academics by being in communication with classroom teachers and having access to online platforms like Google classroom and Seesaw. I can see what my students need to complete, what they have or have not completed and help them with assignments remotely. For some
Not fully.
I have strived my best to work with regular education teachers to create lessons and material that is accessible for students with a hearing loss. However, many students and families are having a difficult time with distance
I feel strongly that I absolutely have not meet my students' needs.
Not really, working from home with my own children who have learning challenges has made it very hard to carve out a clear and consistent "work day". Response time to emails etc. by teachers and parents are extremely variable and there are so many staff meetings that it is challenging to get much "real" work done.
I am doing my best. I do feel that many of my advocacy goals are based around classroom access. I can read and talk and play with figures about best listening spots, but can I see them apply these skills? No. I have students that are behind in receptive and expressive language. I read, have conversations to expand language, work on parts of language, but it can be difficult to know how well they hear, versus don't understand. Articulation is very difficult to work on as well.
no
Yes - some have been working hard. Depending on Parent expectations/support they are completing homework and doing some really great work.
For my older, more independent students, yes. We have been able to talk about self advocacy in a different setting. For my younger students--no. Attention has been really difficult and keeping them engaged a big
Nope
No, remote interaction is not great for deaf and hard of hearing
I feel that I'm not able to fully/adequately meet my student's needs during this time of distance learning. Some students/families do not have access in their homes to the technology necessary for them to participate in online learning. This situation shines a light on the inequities in our education system. I feel that I am failing to
No, I have not.
I have found some of my students do well-using zoom while others- attention, age, cognitive level have all impacted how they are gaining information via zoom. Also the quality of their internet has also been a factor for
In most cases, yes. Our district requires us to reach out to families a minimum of one time each week. My students have been served above and beyond their IEP requirements. Most students are on track to meet their goals ahead of the expiration of their IEP's. I have not seen much lapse in many students, although there have
Yes and No. I feel like more of my sessions end up being therapy-type sessions where students come to me just to talk and through those conversations we have built very strong relationships, however, the actual teaching of materials and practicing of skills has been much more difficult to incorporate.
We have done everything we could as a team to help our students to access the education they are being
I try my best. But it is impossible
Yes, at a bare minimum
If needs were reading skills based, yes. Listening comprehension skills -not at all.
No
In some areas I feel I have been able to maintain and even improve on some skills and concepts. Some of my students that had a lot of parent support, in addition to my support, learned new things and were able to complete most of the reg. ed. lessons during this time. I feel I was able to keep most of them engaged. However, during this time my minutes for direct instruction were cut in half. So I was not seeing/working with them in the same way I would have been if instruction was given in person. The one exception to this was my early childhood student. She is profoundly deaf, started the program in March and had no experience with school. It was so hard to engage her. I've really struggled with meeting her needs. I have supported the family

Yes. Each student had a different level of need and I was able to provide the appropriate amount of support to assist them. If I didn't have a solution, I was able to reach out to someone who could. I feel all ECSD

Yes 1-1 on line instead of face to face. But difficult to provide hands on games and activities.

Yes with the exception of those students who have more significant cognitive delays.

As best we can.

As much as possible

To some extent. I sent home packets to families and made contact each week. Some families were more connected and some families were too overwhelmed.

Somewhat. Some areas in which we instruct (auditory training) are difficult not being done face to face.

Yes somewhat but trying to provide services was a challenge due to competing with academic classes and work.

I was lucky to be able to chat with them because even my students don't feel like my services are essential.