

**Have you seen any positive impacts for your students, their family members, or their teachers during this crisis time? Please explain.**

Videos of my student signing in activities sent by mom

Yes, the students will be receiving the social/emotional lesson from their general education teacher. Students that rely heavily on routine is now able to adjust to the new changes. For some, the reduced distraction that was an issue in school is eliminated when they are at home (so therefore less problem to deal with)

It's actually great to be in more contact with the parents and working with them to support language

Absolutely! Family bonding and parents becoming more aware of their child's learning styles and needs. Also, creating strong bonds with my parents as well as creating new bonds with parents who have not participated in

Parents who are more willing/able to be engaged, it has taken on a parent coaching model for speech-language therapy and that has been a positive result.

I think it is good for parents to see how their students can have good days and bad days and how difficult it is to

Most parents of pre=k and kindergarten are participating in online virtual live sessions, so I am able to coach the parents on at home strategies, where we are with student speech and language goals, and provide with at home activities that are low prep and low stress. I have enjoyed the stronger family connections.

Students miss school and friends but appear adjusted and happy to communicate at least virtually.

Being able to interact more with parents because they are often present during sessions has been a very

Yes! My families are more involved and are becoming a bigger team member then previously. They seem more invested in learning the information I am providing and are doing some great carryover.

Yes! I have a much closer relationship with many parents! It's been fun to work with parents and students together (necessary if my students are very young or have cognitive delays).

The teachers seem more aware that my students require extra accommodations for everything to be accessible. Most of my students (who are very young) seem to be enjoying the extra time with their family. And sometimes the families are surprised at what the child actually knows because he/she hasn't been using all of their skills at

We have all learned so many new techy things I may not have learned and it's pretty awesome. Going to a

Some students are getting one to one direct instruction on their needs without pulling from a classroom or having to try and push in and meet their need.

My students are becoming so imaginative and creative- they have so much time to run around and be a kid. It's

Not really.

Some are ta appreciate more what teachers are doing

Yes! Parents are much more engaged and invested in the learning process and what their child is doing.

Have one student who seems to be doing better academically in this new situation---better attendance and best assignment completion amongst my group. Would not have expected it from this student.

Google classroom support for teenagers is more discreet than face to face learning and stronger rapport between itinerarng teachers and secondary students have formed. Google classroom support is transparent as classroom teachers, itinerant teachers, students contribution can be identifeid and parents can have access too.

The teachers have been forced to learn how to use technology to provide instruction and have virtual meetings. The school system realizes now that they were grossly unprepared for this learning situation.

Many students seem to enjoy on-line learning at their own schedule/pace.

families are having to get more involved in their child's education

No I have not at all. I feel the deaf and hard of hearing community are being excluded even further. Being that I am hard of hearing myself, and work with my hard of hearing students where virtual sessions are difficult and even more difficult on both ends. Even with my hearing loss out of the equation, I am not seeing anything positive, just increasing stress especially about the possibility of having to use PPE's in schools/classrooms in the future when students possibly return. I have students that rely completely on lip-reading and facial expressions.

Everyone seems to appreciate the institution of school now!

More family time, sleeping in because there is no long bus ride, learning some practical skills at home (cooking, baking, gardening, animal care, etc.). Parents having to work a little closer with students has allowed parent to
Just that the families realize how invested we are in their child's development and continued learning. It's great that the students who have access are still able to log on and work with us but I can't even fathom the set backs
N/A
I think that parents will get a true picture of where their child's strengths and needs are.
The teachers have been wonderful. Very receptive to feedback and open to learning "something new" since this is ALL new. They have embraced vertical learning curve and are willing to try just about anything I suggest.
Students are have been more assertive in their self-advocscyno
More time spent with parent
Unable to acquire face time with students as parents have largely been extremely unresponsive to attempted
Parents can really see what happens in listening sessions
Families appreciate the teachers more!!!!
I've been able to have group hangout sessions with kids who go to different schools and don't know each other
Parents more involved in education. Teachers learning technology
Rising to the occasion!
One teacher who was notorious for ignoring me, has included me more than the entire school year.
Yes, some of my students have discovered that distance learning is not for them (knowledge for post-secondary education) and some have learned that they love this model for learning.
Yes, I have a Deaf/Blind and cognitively delayed student whose parents have basically let the school be his only outlet for learning and communication. Since having him home, the parent has become incredibly involved and motivated and is starting to learn how to communicate with her child and see all his amazing abilities...he is 17
Parents are very happy their children are still receiving services. Students are happy to "see" me in virtual video
In some circumstances, remote learning has assumed the advantages of teletherapy in that instruction assumes more of a coaching model and parents are forced to become more involved in their child's education.
One parent is engaging and learning with her child.
no
Yes. No classroom background noise so the kids can hear better.
Parents now more familiar with the teaching process
I see some students learning more independent living skills - time management, required verbalizing/expressing needs (verses teaching providing scaffolded support naturally based on facial expression).
I have not
Yes. I have seen an increase in collaborative work between myself and the teachers.
My students' families have become more involved during this time.
Several of my parents have become more involved in the student's learning.
It forced me to get used to seeing myself on video. Maybe now I will finally get around to filming videos of myself signing vocabulary words to send home to parents.
Some of the teachers of my itinerant students are sharing more with me as far as the content of their lessons! I
I think everyone has learned to appreciate each other!
students using HAT at home that was not worn at school
no
Staying connected and starting right away
Being able to virtually connect some single students with similar hearing losses.
No
For many students this hasn't been such a difficult transition. The students are working basically one on one with their parents and getting all the support they can for each individual lesson.
Working closely with the parents

I have had some parents really step up and ask how I do certain things with their child and have been able to help them transfer those skills to the home.
It has forced me to learn more about technology and ways to use it with my students-remotely and once back in
Parents are more involved with their child's learning and helps them understand their child and their needs
Parents understand more of what all their child does and receives from related services
It does seem that all my students families have a better awareness of guided reading process and instruction.
Parents are incredibly stressed. They do not know how to teach, they know how to parent. Increasing my virtual 1:1 sessions has helped to elevate some of that stress. My ability to join the live google meet classes has made that smoother- as in real life, when I know the curriculum I am better able to support students.
Great to see parents sitting with parents learning how to work with their childrenNo
none
The students who do participate are for the most part thankful to have connection and enjoying their sessions.
There is no peer bullying through social isolation.
Several of my students love online learning. Parent involvement has increased...along with some frustrations.
Positives: captioning, advocacy skills (seeing more from the student)
Yes a student has advanced bc her parent is a teacher and she isn't afraid to ask for help at home
Yes, increased parent involvement
No
Two parents have stepped up and become involved with their child's education.
Yes, I've seen families get closer. I've seen so much support from parents for me and their other teachers.
Yes, students have become more organized with learning tasks and following schedules, students have been more appreciative of what normal school was like, students have become more appreciative of my efforts, most students have become better at communicating difficulties they are experiencing, parents have become more
I have much better contact with parents. Parents are experiencing the hearing problems that their children have
Some students have done great with independent learning and have really taken the time to "deep dive" into their learning. Also, it is nice to get some of my students together virtually to discuss hearing loss and share
It has helped parents to understand their child's hearing loss and helping their child.
Many of my students, whilst avoiding me, actually seem to like the lack of lecture and are more than willing to sit in front of the computer screen and complete their works.
Parents are much more supportive. Students are wizards at technology so some of them look forward to
Parents see how hard it is to explain language barriers....lack of language understanding...they see how they have to change the way they explain things to their child. Some aren't so patient. B
No
A few celebrations, yes. After the students have part time or full access to broadband that would really help
We have come together in a whole new way.
More engagement with the family, better understanding of what I do
Not really
Some have independently navigated technology access through picture directions to connect with me virtually.
More parent involvement for some
No
The one student who signs somewhat is becoming closer to adoptive parent as the parent learns sign language from me (outside of school time, not taking away from the student's time) and learning from the internet.
I've bonded deeper with a few students -- those I've been in contact with
Yes. We are forced to communicate more with families. Our DHH team is connecting at least weekly and working together. We created a social group for students to connect with each other virtually. We are also

one parent hasn't followed up with school work in 2 years and during this COVID19 has stepped up and been very involved and working with her h.i. child. One other father has been supportive and allowed the
Providing gen ed mainstream teachers with the emotional and academic pitfalls of the students has been eye opening for them. Some of the students can't move on without intervention and breaking down the work for their students. They become overwhelmed — it's not just a packet of an assignment but it involves language
The families who are supportive when we are in school, continue to be, but those that don't support their student when in school, also continue to not support.
Time with their families and less peer stress has been good. More apt to wear their amplification at home.
Working from home has also created a more vulnerable and humane connection between all of us as well,
Yes, my students are spending time with their families. They are communicating more with their families.
Students are more apt to ask teachers for support during this time. Students have become more responsible for
I think the only positive is that families are spending more time together! Unfortunately, there are many
Many students like the pace and the shorter schedule
Parents understand student's accessibility issues better when they see them first hand. Parents are sitting in on teaching sessions and seeing first hand what their children are learning.
Heightened awareness of barriers to communication and access to the curriculum
More time with each other
Teachers have really become more creative and shown students their level of concern/care for them. A few parents who generally were not involved in their students education have taken interest and a larger role.
Some families have engaged more in the conversation around skills and what can be done.
Some students have reached out directly to AuD for support, that otherwise would have go through DHH
Parents are able to see how the gaps in language affects their ability to complete their assignments
No, except for one middle school student who said she loves sleeping in and setting her own schedule,
More family collaboration and understanding of hearing loss impact on learning. Students able to access auditory information on own terms at own pace with increased understanding and less auditory fatigue
I have seen families who have the resources and time available engaging more in activities and learning with their child and communicating more frequently with me. Since I typically engage in push-in lessons, I've had the opportunity to build and shape lessons for the students I'm the lead on and really target the areas they need more support in (versus completing the task the regular education teacher is leading at the time I'm there,
I have seen some students really step up their independence and take charge of their learning.
Yes. Parent involvement is a big positive
family assistance increasing, parents learning along side their kids, patience increasing, wait time longer for
I have seen more parental involvement and taking on responsibility in parents that actively participate.
Students are enjoying working from home, however they are easily distracted by the home environment.
With some parents who attend lessons with students I see more folic up at home.
The center-based classrooms that I work with (elementary, middle, and high school levels) all have weekly social meetings facilitated by their Deaf Ed. teacher. These meetings have given the students a chance to share with us about their every day life, worries, successes, etc. When school is in session, we don't seem to have the time
none
In my DHH Check-In's-students are sharing that they have spent more time with their families playing games and spending time together. Conversely, I've had two students attempt self-harm during this time.
Yes, for the first time, my students appear "normal".
One low economic family I serve is very grateful for my sending worksheets through the mail so they can work on skills. This family consistently has shown appreciation for what I do and honestly, has a better understanding
I actually get to see and do direct instruction more.
No
Positive is that we feel we are all in the together, but everyone seems overwhelmed with all the changes

Things have slowed down, which is good for everyone.
More creative ways to learn academic skills.
All members of learning teams doing best to get through this. Being kind and considerate even as some families
Ability to learn using technology, independence and organizational skills
I feel like the parents use me as a resource more than they did before. They ask more questions.
Some teachers have really embraced making videos and making sure they are captioned (just autocaptioned but
Some of my students have been experiencing a new level of advocacy with distance learning
Some of my students are learning to schedule their work time and use strategies to organize their work and work space. Some are reaching out for assistance and communicating through writing and messaging. They are also using the internet for purposes other than gaming in order to complete assignments. They are learning online etiquette through virtual meetings and they are learning to use a plethora of programs and
Not really, except easier to contact classroom teacher to attend virtual IEP and have a positive response
Good family time and bonding
Parents have a better understanding and appreciation for what teachers do.
Not really . Some families are trying to learn few signs
Yes, parents are learning more about their children. My students all say they feel rested. They love being able to
Not for my DHH kids, only for my hearing kids, and only those children in the families where the parents are
Yes! I have has more communication with parents. They have been very appreciative of any information, suggestions, or activities that I have given them.
Not directly witnessing this in my students, but I am in my own children! They have been spending more time at home (lots of quality family time) and exploring outside. Our time together isn't rushed and limited before bed. There's much more one-on-one play time vs. me multi-tasking to help with homework and make dinner.
No.
Yes absolutely! I have seen some students really blossom into self-learners and take charge of their education. They have been able to do so much more than previously thought possible.
I have been very impressed in how the community has gotten together. Teachers have gone out of their way to try and help or provide resources like technology. The kids are very supportive of each other and encouraging i've enjoyed getting into their homes.
They are more relaxed at home generally.
Yes, Families have a greater understanding of what is involved in creating a successful academic environment and have more appreciation for teachers and other team members
Parents able to see sessions, have their questions answered, etc. Nice way to connect with parents.
Family time and a better understanding by parents as to the learning styles of their child. A clearer picture of their child's attention skills and awareness to issues with communication.
Students like spending time with their siblings and parents.
I think it's been helpful for Teacher awareness of accommodations and supports needed outside of equipment. Some parents seem to have gained a better understanding of their child's hearing needs.
Parents are realizing the importance of TODHH and how much we work and support their students
No. Our students lack adequate language access in their homes.
I have one student who is doing great with this type of learning model! His mother is very involved and helpful. She believes in furthering his education and being an active member of his educational team. So he is making great progress. I also have another student, whose parents were hesitant about learning and using sign language. In helping him with his weekly assignments they've seen that his understanding of the lessons is so much better with sign language. Now they beg for more sign language vocabulary videos. They practice signing
Some, parents are more in tune with what teachers have to do.
None of which I am aware.

Families have really been getting involved in education and looking for resources to best support their child - seeing this level of engagement is encouraging; however, I would not say this is the "norm" for every family.
Some have demonstrated more independence with their learning, since they can do it on their own time without the social pressures and concerns of middle school.
I feel like I've got better connections with parents/grandparents who are responding when I've reached out to
Yes, some students do much better in an independent setting, no background noise with captioned video instruction they can watch as many times as they need and no busy work to bog them down!
Yes. Development of resiliency
No
students have grown and families have been privileged to see the growth
Most families accepted the school hearing assistive technology and they're using it. I think this was a huge
Everyone is working together as a team
Students have said they like working from home better due to the quiet environment which helps them focus
Parents are realizing some of the communication deficits as they are spending more time with their child at home. Parents are more interested in what they can do at home to address this.
Students are less structured and time managed. Many of them are getting outside to play and just being kids.
Not really. They have been increasingly disconnected. I have had some students that join in on my social aural
Not really. The only positive would be that my High school students might have a better idea of what platforms work better for them, accessibility wise, ways to make online learning more accessible and is online learning is
For the families that could be reached and that would reply they have become more engaged and aware of student's struggles. They have been more open to learning as opposed to thinking that clinical or educational
Some parents are fully realizing the learning/language struggles their children have.
A time for parents to be more involved in their child's learning.
No
More opportunity for teacher to engage and train parents.
For some, parent involvement has increased.
Some parents are newly understanding the importance of closed captioning because they see it benefit their
The parents are learning more sign since I am able to come right to their home via telehealth.
Families are more involved and learning sign language along with the student.
Greater opportunities for self-advocacy and better real-life situations for teaching self-advocacy. I've had two students really shine in asking for their accommodations directly from the classroom teachers.
More together time, more outside time
A lot of people are being stretched out of their comfort zones. We are learning a lot about technology!
Some parents are starting to realize how much their itinerant teachers actually do for their children
Students have more time to be kids.
Some of our students feel the online platform is better for them. With captions, transcripts and the ability to work at their own pace without pressure provided in some platforms, they feel it is more accessible, particularly
I am trying to use some of my time for Zoom ASL lessons. The parents need to bring a list of what they want to learn. First day noone had a list they wanted me to teach something specific but that wasn't the expectation.
Extra time to process information covered in class.
I have been able to connect secondary students in a weekly group session (with permission of the families).
These kids are the only DHH student on their campus, so it has been nice to get them connected with other
Families have learned about technology and virtual learning. They have gotten a clearer understanding about what a teacher and ed aud do for their children every day. And we have learned more about many students'
As stated above-one student is doing more work independently.
Parents are (hopefully) realizing the importance of learning to sign...they see how much we really do to support them. We've gotten several "thank you for EVERYTHING you're doing" e-mails.

Families are becoming closer and spending more quality time together and focusing on things that truly matter, rather than worrying about STAAR testing or being busy with extracurricular activities.

Yes, some children are thriving with this model, particularly those with attention and Aspberger's like tendencies. Parents of some children are much more engaged.

Parents more involved with their child.

Yes. I think parents see the need to learn sign in order to better communicate with their children because they cannot help facilitate their education effectively.

parents are spending more time with their children

More face to face time with focus for High Schooler who is more comfortable with technology

I've gotten to know some of the parents and teachers a lot better than I probably would have had this crisis not

There have been some positive impacts

Definitely Not! learning how to use new technology and apps to teach a population of students where peer and teacher personal interaction is a necessity.

Some of my high school students are doing very well with the virtual setting in that there is less anxiety. I'm not sure if it's less anxiety about the social, academic, or emotional aspect of being in school in the physical sense.

If anything some students are more involved

Learning technology skills

Yes, parents have become a bit more involved in helping their students in work. It has helped parents realize how much support their child really needs to learn. I have seen parents asking more questions as to what they can do to help their child and wanting to know how to use the Google platform and navigating it. I feel like it

Yes. Students feel less stress, slower pace, access through ability to "turn up volume" and replay videos when used, less in-class discussion, no tests. More family time with fewer activities.

Some of my older HS students are enjoying learning from home because they can complete their work at their own slower pace, and not feel they are slowing down the classroom learning pace.

In a couple of cases, student engagement and performance has increased. Students have been able to show what they can produce when able to do so on their own time and without the distractions that come from being in a classroom environment. This experience may affect change in how these students programs look, going

I feel like some previously tense relationships between parent/teacher have improved b/c they are working together daily to work with the student. They are seeing each other more as people. I also think that all of the d/hh teachers/interpreters in our program have become muchmore skilled in technology and creative ways to

Yes. It has allowed me more opportunity to be directly involved with core courses. I have more ability to work along side my students as they complete assignments. I have direct contact with reading and writing assignments and can see quality of captioning.

I have seen some of my students who struggled daily in their classrooms, but are excelling at Remote Learning. For particular students I believe it is dependent on the lack of distractions in their environment, which allows

I feel that the students have learned more about their personal technology and how to use it in the home setting which is a great impact for a lot of our students. I also feel that the families have learned about their

Yes. I have had much more contact with parents than usual. They have been very supportive with the tech and Yes- my one family has learned more about their child's strengths and what sets her off with academics.

It has highlighted for professionals and parents the access issues they were not prepared for. Parents are better able to see what their child cannot do independently. Many families have not wanted to use HAT as they feel

Our district has really been wonderful in trying to allow no gaps in time for reacing out to the students. Students already had access to school-issued technology and our district helped provide internet for students' who needed it. It has been nice to interact daily with students to "check-in" and keep a rapport going.

<p>Yes, parents are more aware of their child's need and being the best cheerleader as possible. Several parents will communicate if there are issues. Even my most impacted children, parents, are finally figuring everything out. It does have its up side.. eye opening experience how important to understand their child's hearing and access ability. For example, one family would said their child does not need notes or captioning.. now they realize how much it makes a difference. It makes a difference! People are more empowered and</p>
<p>Unable to measure positive impacts at this time</p>
<p>More contact with parents, as they are in the driver's seat for their child's access to online education now. Deep appreciation for educational sign language interpreters who are taking every audiovisual resource and providing</p>
<p>For students with additional disabilities of autism or ADHD, the removal of physical transitions (leaving class, walking to our working space, negotiating distractions) meant easier focus and greater productivity!</p>
<p>I have one 3-year-old who is receiving my (auditory-oral) services four days a week for 30 minutes (and she often draws the sessions out for closer to 45 minutes because she doesn't want to stop!); this little cutie who was late identified and late to be aided also receives one speech session per week and video support from a manual/signing TOD, as well. She has made tremendous growth in both her listening and language skills over the past two months and honestly is my little ray of sunshine four days a week! She is incredible!</p>
<p>I've started with two brand newly identified students whom I met both exactly ONCE before Covid hit and have managed to assist in writing and amending IEPs and beginning services with them virtually. One is a kindergarten student and last week she looked so dejected when we started our (second ever) therapy session and told me the reason for it was that she was bored and she and her brother didn't like learning on the computer all the time. We did some fun following directions with body movements where she was up and out of her seat and moving around, as well as some Boom Card activities; at the end of our session she got out of her chair to do some "push-ups" (which I was fine with as she had worked hard!) and when her mom asked what she was doing and told her sit up at the table again, my new little cutie told her, "no, mom, I'm learning!".</p>
<p>I have experienced some amazing increases in camaraderie with colleagues and other TOD friends. We have increased our communication so much and have helped each other learn the new technology, practicing meetings on Zoom and Google Meet. I could not have made this transition to providing remote services as seamlessly or as effectively without my group of TOD friends. It's even allowed me to share my knowledge with</p>
<p>No.</p>
<p>Increased ability and comfort levels with using technology, and a better appreciation of what teachers do.</p>
<p>Parent engagement and responsiveness</p>
<p>They look forward to our weekly sessions via Microsoft Teams. It helps me too.</p>
<p>Not directly from my students or parents, no.</p>
<p>I have seen parents be engaged with the students. Seeing them grow and progress it is nice to have one on one sessions with the students where we can focus on their IEP goal:</p>
<p>unsure</p>
<p>I have not</p>
<p>somewhat positive. For those who are social are sad about not going to school. For those who doesn't like socializing is happy with remote learning and is receiving better grades.</p>
<p>Family time-games, reading, family walks has increased which has been a great time for students to learn new</p>



What I see that is positive, is that many of my students are now being FORCED to figure out accessibility and advocating for themselves. It is often me teaching them about advocacy (outside of school as well) but they are not often put in situations that require them to take initiative (at school they would come to me for help and now they have to troubleshoot and figure things out). I do see a few families engaging (that engaged before) but they are getting to experience their child advocating for themselves as well and they are learning in the process. I had one grandmother say, "oh he hears just fine" and I explained how important cc was even if she

This has been a large disruption to normal family and school routines. Students seem to really miss being at school and the interaction with their friends. Some have enjoyed being home more with their families, but most would rather be at school. Some have treated it as a vacation and it has taken weeks to convince them to give

Yes! Families of young students and special needs (Deaf++) students whose parents are providing support during zoom sessions are seeing firsthand what skills their children are working on. Usually they have a small grasp of what the goals are, as explained at the IEP and in progress reports. But now they are seeing the work firsthand and supporting their students toward meeting those objectives.

Also, I've been able to do some unique groupings on zoom. For example, I have two students who attended an early childhood program together but now attend different schools for kinder. With consent from the parents,

I have heard some nice family stories about neighborhood bike rides, and playing board games. These families were strong before COVID and their family ties and faith seem to be helping their kids cope better.

Teachers becoming more familiar with technology

Family members have had to step up in their children's education. Some family members are actually learning

I think they miss in person instruction, and realize how much better it is.

Yes. Parents have to really do the work with me as a coach --- much more clearly defined roles.

My students are able to connect with other DHH students on mt caseload that they normally wouldn't be able

I have a few students who have been very engaged in their online learning.

Yes. Virtual learning has allowed parents to be more involved in a parent-coaching scenario.

It allows more communication between parent, teacher and student. In hopes this communication will continue

I have seen a community spirit arise and everyone being helpful. I have seen on particular student thriving in

It has given us an opportunity to learn new skills/technology. I anticipate more students using remote learning

Yes all around. The parents have been very supportive and working on everything with their children. We have pulled together not only as a DHH community but as a SpEd community in our district to pool resources and

I have observed that families have spent more time with their children, they are more in-tune with their kids

A couple of my kids have taken on the responsibility of completing assignments. They like the list of expected

The parents involved have been learning new ways to increase home learning! In virtual meetings, I demonstrate ways to question kids so that they provide more than yes or no answers. Parents who are involved have been really receptive to ideas for expanding and learning new language and study skills.

no

No, except maybe more appreciation for the teachers!!

No

I don't know.

Of course...lots of positives

I am more connected with parents

My student's family has asked me to share sign language resources so they can learn sign. He is 15 years old and will be attending the school for the deaf next year...but better late than never. I have shared resources with them before, but they never had an interest or willing to take the time to learn sign.

One student who needs sign language, and parents are in denial, is getting constant 1:1 help from her parent and is learning more than in the general education classroom where she can't hear or understand most of

Yes, being able to teach families many skills: how to sign, how to question their kids with WH questions, not yes/no questions, how to word things, and repeat them in different ways so their child understands.

Technology skills are improving.
Parents are understanding how their student engages with academics. Parents are understanding how important it is that their student wear and use their amplification.
The active ones are enjoying running around in the sun.
YES! They enjoy more family time, there has been stronger connections because the kids aren't being pulled out of class and worried about what they are missing.
I think parent communication has increased and I am able to share a lot of information in a visually friendly manner in padlet. I've learned to utilize new teched tools to convey information.
Yes. I am able to group kids across schools and across grades. So they get to see kids they would never be able to. We have a story time once a week and a high school girl has volunteered to read to the kids. She talks to them about the equipment she wears and has become a wonderful role model. I am able to run an ASL class with the interpreter to kids over three different schools together. Ranging from elementary to high school. This
Their parents get you see what we teach them and engage
Most of my itinerant families are doing well. I send them weekly activities that should be applicable to every day activities i.e. experience books around a neighborhood walk, singing songs, playing with home toys and
Parents become involved in class lessons
Yes, I believe everyone (including myself) has increased their technology skills and independence on some levels
I have one Kindergarten student who has been benefitting from one to one instruction with his mother on a daily basis. She has "school" with him 3-4 hours a day and he is actually making progress on his academics more
families are doing more together and I think it is helping some parents realize how much their kids actually do at school. Students have reported more sit down meals together, playing board games at home and walks around
Unknown.
Some of my students have been involved in Google Meetings with HH students from other parts of the state, due to a TOD connection. That is amazing. Also, because Google Meeting allows for fairly effective speech-to-text, my first grade student was able to use that to help her understand what others were saying. THEN she realized that Zoom does NOT allow for the same ability, and she has advocated for captioning. I am now the
Some of teachers are AMAZING and are holding a morning meeting daily and getting a good response with parents and children showing up on their screen; the rest of our teachers are holding zoom meets once or twice a week. We have all gotten better at sing different technologies out of need. A few parents have really taken the lead to do the enrichment at home and are more engaged as a result of this, which will have positive
No. This has been challenging for all team members.
My students who require more parent involvement and assistance with their remote learning have been able to actually see what I do with their child and have hopefully learned how to better help their child as a result. I feel more comfortable with the parents I have seen during this time because we know each other better.
No. None. ZIP.
Parents get so overwhelmed with all the remote activities that they've done the work for their child or just
Through the push to use new technology and platforms, my students, their family members and teachers have learned about adaptations for people who are hard of hearing, such as captioning and transcriptions that are
For a few students who are learning ASL, it was good to have other family members join the virtual lessons and
Many students are excited to attend any school-related meetings. They enjoy conversing with me and seeing me in my home. I have had increased parent involvement for some students compared to when they are educated at school. Our Deaf Education program has met more often to discuss how to help our students. We
I have a few students who enjoy having the flexibility to do the work when they want to.
A renewed sense of self-care and realized importance to connecting with others in new ways. A more intentional approach to work-life balance, more creative play (art, boardgames, outdoor activities) as a way of
Possibly the increased knowledge of technology and how it can be used in business, education, etc.

Better communication with families about goals and how the supports are intended to work.
Yes. Families are having to be more involved with their young child. The difficulty seems to be for those families with multiple children at different grade levels
Some have been very happy to have the extra time with their families and joining together for activities they may not usually participate in - baking, cooking, meals together etc
No
No. I have seen in other families a reduction in anxiety/student educational fatigue, but not with the families
My students are able to have more frequent breaks in their day, can watch and re-watch lessons if needed, are getting individual support from their parents while working.
I have seen several parents really stepping up, learning along with me how to connect virtually, how to modify their own schedules as their work schedules change weekly, how to ask classroom teachers questions, etc.
Not at this time.
Parents are realizing how much school provides for their kiddos. They are seeing how much their kiddos can not
Parents who were reluctant to try a picture exchange communication system are FINALLY using it with
For students who have strong parental involvement, it has been a pleasure to work collaboratively. Additionally, I was pleasantly surprised to see a student who typically is not a classroom participant involved in classroom discussion on Google meets. I wonder if his involvement improved because all the students had to take turns talking and he had captioning support for what they were saying (granted, imperfect live, auto-
My shy infants as I am als a parent infant are more likely to babble and talk when I am on the computer screen
The interactions I have had I have gotten to know parents better and have a picture into the kids' lives.
Our parent coaching has benefitted somewhat from transferring to telepractice. Parents now must lead the session, which was difficult to establish before, so the transfer of skills I believe is more meaningful. Families are
Again, the families who are involved and trying, are finding ways of succeeding. There are also some students who are thriving from this environment - we are able and more diligent about proving access (because we have more time to focus on that than all of the other "stuff" we have to deal with when managing a classroom.)
Our creative sides are being challenging explored!
More parental contact
Teachers have learned technology and platforms that we did not know prior to this event. Children have had to learn some flexibility, patience, and appreciation.
I see parents working with their children more. Parents don't see what we do on a daily basis so I think it is good that parents are able to learn from our work to help their children at home.
Less distractions. More contact with parents
Parents are getting to see what their children are like in a learning situation.
The teachers have been wonderful! Providing equal access with captioning, use of the interpreter, etc.
Families are joining in to our meetings and participating with us.
Rallying together
For those families that aren't overwhelmed, there is more interaction occurring between parent and student. My hope is also that parents will have a better understanding of some of the challenges their child faces in the classroom, after seeing first hand the challenges virtually. This is a great opportunity to work with older students on self advocacy and self determination around their listening/learning needs.
More families wanting to learn sign language. Technology skills have improved for some.
My families are learning more how to play games and support auditory processing growth at home, and
I have been able to get my students together (on Zoom or Hangout) where the only other times my students were able to interact was at events such as camp or a specific socialization day. My students live in rural areas are all from different districts. They often times don't get the chance to socialize with others with hearing loss.
I have really strengthened my already positive and close relationships with families during this time.

Yes, parent involvement and students cooperation have been great! The parents are able to see first hand the
It's been great working online with the student and parent. Online learning provides the parent with the opportunity to see and participate and continue to extend the student at home.
Parents that typically don't reach out to me have sought out my help with their child and their classwork.
Parents are glad that Snap and Read and Co-writer work at home so the student can work independently
Students have had patience with experimenting with the technologies, willingness to try
More family time for all, parents more involved in what students are learning about, community spirit
Students spending more time with their siblings proved to be a highlight for one family.
Non to mention
Increased sibling play and interaction.
More interactions with parents, some benefits for functional kids because I'm working 1:1 with the parents and coaching them about how to work with their child. One of my students did an AMAZING clothes sorting activity
Now their parents get to see what I do with them! Maybe a little eye opening. It certainly expands their
My high schoolers love virtual time. They keep saying how awesome that they get me one on one and for more
Yes, it has brought families closer to one another. Most enjoy their family time more.
We the staff have been able to meet with the students online zoom meet, all except for one student. That one student, we have tried to contact along with the parents, but nothing nor cooperation.
Everyone is coming together (remotely) to help each other.
Yes! By necessity we are discovering apps, resource sites and tech that we like and think we will continue after quarantine! Some of our team less technologically fluent are getting so much more comfortable with continued practice. Younger people feel increased value for their tech knowledge to complement the teaching/clinical experience that older team members bring. The session with a greater parental presence has also lead to
Not really, a difficult time for families and teachers.
Yes. Siblings and parents join ASL times including individual and groups.
Some students who would not wear HAs at school are now better able to access the online lessons. And parents are understanding better the issues facing their kids at school.
Yes. Siblings and parents join ASL times including individual and groups.
Some students who would not wear HAs at school are now better able to access the online lessons. And parents are understanding better the issues facing their kids at school.
CLoser ties/communication with parents and allied professionals (speech paths, audiologists).
A big silver lining is that "itinerant teachers" (there are only 6 of us in our state) have had time to Zoom, and we are closer as colleagues now and we are using the time to build a case for a better service (long story!!).
I think some of my students' families have gained an understanding of school concerns with their child's overall development and independence. Some have gotten better at setting and enforcing boundaries.
No
na
Parents are more involved and see the difficulties and strengths their children have in academics.
Yes. Students are ready to work and focussed. Some less stressed with juggling the compartmentalizations of academic subjects and classes, more parent involvement and time focussed on one thing rather than many.
I've developed good relationships with parents and teachers. It has made us communicate more often
Some of the students seem very relaxed during our zoom sessions and say they enjoy not having to get up at a certain time. A couple of others are having behavior issues which I believe are a result of the lack of school
Its giving us an opportunity to see what can be done and what barriers there are to online learning. This can help students who want to consider online experiences as we move into the new normal.
I have. There have been a few victories during this time. I hope some families recognize the need to learn ASL for those that communicate in that mode. I feel parents truly are recognizing how much we actually do daily to
I had one parent who did one of my online lessons with her student and was very excited

For the most part, my students are doing well because the pace of learning is not as fast. They have learned to use the videos to go back and find answers or watch for more clarification. Parents are actually seeing struggles and areas of strength with their students work. Teachers have learned that captions are important, that faces on videos are important and some students are more comfortable asking for help over an email than raising

In school, I think my student was against using ASL and wanted so badly to be able to only use speech. I think now that the access to ASL has been taken away, he is understanding how useful and necessary the

I am enjoying working more closely with parents during this time. It has given me the opportunity to explain my lessons and goals and to work with them to continue them after the activities and virtual meets are done. Parents have a better understanding of why I do certain things and they are becoming better at articulating and

parents seem to be more aware of how much support was provided to their children during the school day and are appreciative of the services that are now difficult to deliver

some families are able to spend more quality time together

sure I feel like the students i have connected with i know better.

Yes, I have seen some family members really step up the plate on their support of their children's education and I for a handful of students I have been connected to their seesaw accounts or google classrooms where I have gotten to see them grow being able to learn at their own pace and with no challenges of background noise or

no

Some of the students seem to enjoy learning at their own pace.

Without having to travel, sometimes its easier to get paperwork completed

A few high school students seem to be doing better online than they have in class. Possibly the assignments are

Yes! Some parents are very grateful for the help as they are overwhelmed with the challenge of teaching their children and also trying to work from home as well.

The silver lining has been time spent with families, relationships built with everyone involved.

VOOKS website of storybooks read aloud was gifted to teachers for a year and i was able to share with 2

Our state has done an excellent job of connecting providers via Zoom once a week, to give us tips, insights, and direction for this unprecedented time in education.

We had been using a telepractice speech model with a student, so the transfer to on-line learning was easier for him. My relationship with parents has been strengthened.

Increased knowledge of technology and apps, increased one-to-one "face-time" with families

A student who is absent from school a lot is turning in most of her work. This is a big plus!

Some families, yes. Other families have shared the challenges they are experiencing, for example "...we're trying to get to a new normal with six kids in the family..." or we're doing activities that support the learning we want

Yes, some students have done really well in the home environment and some families have been able to spend more time and energy on helping and supporting students.

The positive aspect of this virtual learning are that:

- 1 - my classroom management allows some parents a break to go do their own remote working
- 2 - my school has high expectations for services offered and so students and families are able to connect multiple times a day with each other and with their teacher, but in individual and group settings
- 3 - parents are required to sign more consistently and often in order to meet their child's educational needs

Parents have a new appreciation for their child's teachers. Families are spending more time together and online

Parents becoming more aware of where their students are academically. Students becoming more confident and independent with communication technology. Students discovering real-time live captions through Google Meet that might allow them (soon) to have more open communication with non-signing, hearing people

Yes, I have been able to provide tips and suggestions on how to use auditory strategies for my implanted students. Parents are now able to see how hard some aspects of learning are for their students so they are more supportive of our efforts. Students, as young as kindergarteners, love to see each other and are highly

I have seen two students interact with a family member and was pleased to see the quality of expressive
Parent is required to sign more but it's not enough.
Yes. I think parents are really seeing what the students use and don't use at school and what they might need if
No.
Less stress about educational workload
Parents understand more about their child—what he/she can do, can't do yet, needs support with, likes to work on/doesn't like to work on, level of attention/distractibility, need for visual support/closed captions. Classroom
Teachers have been overwhelmed from the start. Getting teacher-made videos closed captioned has been very
Yes to use some new tech to supplement not drive the lesson
I feel that some parents have gained a better perspective in the services we provide and I feel I have a better relationship with the parents during live sessions because they hear and see the instruction going on.
Yes, my parents have become more appreciative of what i do and rely on my role to keep their kids on level with their peers. They show up for zoom meetings and support their children and are patient when my 2 and 4 year old join in (uninvited) to zoom sessions. It has been really hard teaching from home but my parents positive
yes - beginning each session with a comic/joke ("Plugged in", "The Sky's the Limit") - connection with families
I have had contact with parents during Zoom sessions that would not have happened in school-based instruction. I have seen improvements in students' ability to use technology (managing multiple internet windows, sharing screen). I have seen improvements in a student I tutor in his ability to read an assignment and figure out what steps he needs to follow to do the work. He has had to take the initiative to contact the teacher
Yes. I think it has been eye-opening for parents to see how their students do on their work, and how important knowing how to communicate with their child is.
No
Students are more willing to "meet" virtually as compared to working face-to-face in the classroom. Parents are happy about getting immediate feedback after virtual sessions as well as observing the session being conducted.
Some families have abandoned "school" programs in favour of teaching their children real life skills and applications of reading and math such as baking, reading recipes, talking about how to do laundry etc. The
Engaging with zoom a lot
No
Increased parent involvement, though this is becoming resentful sometimes too.
No
No
Yes, I have. We have 9 students. 3 students are able to work independently for the most part. The next 3 students that struggle with language but with our support, they were able to understand with a lot of support (using technology and ASL to get the information across). The final 3 students are struggling 100%. It's very difficult to communicate with them and have them complete work. We have been sending packets home to
no
Mom's are really on it, the time kids are with dad, they never show up for our live sessions.
I have one student who has a new baby sister (born in January).She is very excited to have more time to spend with her baby sister. Academically, I have not seen any of my students improve in comparison to in-person
No
I believe everyone has truly seen the value of community within the on-campus school setting.
No. My kids managed to do what they had to get done, but it wasn't easy for the parents, my students, or
I believe schools, districts have realized the specialized needs and skills of our educational interpreters. They have realized these are not instructional assistants, but highly trained skilled professionals. They have realized our students need specialized supports and that they are not your typical "SPED" student.

We as a district and specifically my school have come together to figure out how to provide instruction to our deaf/hard of hearing students. The teachers have really increased their understanding of the importance of providing accessible materials - Sign language interpreted and/or captioned - we all have learned new and

As mentioned above, I have seen greater participation by students in class discussions (if carried out in chat), improved listening skills and improved speech articulation. I also think that although the learning curve with technology (platforms and apps) has been steep for teachers, we are all learning the capacity of technology to deliver some services in a more effective way for the future. For example, as an itinerant I now have skills in bringing a group of students together across the district (and province for that matter) without the hassle of field trip paper work, permissions, coordination, and time. Upper intermediate and secondary students tend to not want to miss school so they often don't attend field trips designed to meet peers who also have hearing

I have had many more opportunities to collaborate with colleagues in my field during the closure than ever before, since the use of online platforms has eliminated many of the barriers related to distance, availability, and the cost to my district/self. I have also had significantly more time to organize my materials, lessons, etc. to

Some parents have really stepped up in supporting their child in digital learning. They are reaching out to see what strategies we use at school for tasks that aren't even being assigned.

Currently, no because my students did not access online learning or packets and I feel like a lot of that had to do with the financial and job stress the parents were under during this time. Survival was more of a priority than school. The teachers did a good job preparing materials for access, but ultimately, to access or not, was parent

Yes, I hav one family that is doing a great job. We are using the coaching model and talking about strategies. I think this family has made more progress than if she were at school. I'm going to be rethinking my service delivery to my kids that are lower in language levels when we are back at school.

More time to interact with parents.

They haven't gotten sick

Definitely! The parents are involved now and see what their child and I work on during our sessions.

more parental interaction; realization the need to learn how to sign

Some are becoming more independent. Some that had social issues are becoming more open to working and talking and cooperative. Interesting to see them in their home environment and interact with

Students enjoying family time, seeing preschool parents on Zoom calls and participating in activities with

Only positive impacts for those students with above-average intelligence and with supportive parents are having

Yes, I tend to get more interaction with teachers

I think parents like the down time with their children. They get to enjoy them without rushing around.

More parental involvement for students that need extra support and more independence in the students that

Students are managing time to get work and free time.

The ability to learn turn taking has been amazing for my students!

not really

Yes, without the daily social pressures at the brick and mortar sites, many DHH students are shining in the virtual learning environment, as long as they have good access to audio, captions, etc. Their

Most of the middle school and high school students are "loving" being out-of-school. I've talked to teachers who are happy with the stay-at-home order and some are desperately wanting to be back in the buildings.

none, staff seem to be unaware of the needs

I see my students more consistently...no absences, they show up for Zooms, no field trips and other activities that get in the way. The families have stepped up to give their children the support they need through this time.

I feel parents are more aware of what it takes to educate their child especially with a hearing loss. I think the students are learning to be more accountable for their work and have learned independent time management

The ability to still connect with students provides them a sense of safety, comfort and familiarity.

Yes, my students have been able to spend quality tie with family.

There are a lot of teachers who are willing to work with my students to help them figure out a way to help them participate in their "live teaching" sessions. Unfortunately, there are so many students participating in each session, that it is hard for the teacher to troubleshoot real-time. As parents also have had to participate in their own Zoom/phone conferences, some of them are becoming more understanding about what their own children deal with during school when they are not able to hear/understand what is being said. I am seeing that some

The students benefit from being able to see their friends on video; that connection is critically important.

For older highschool students, meeting their ITSH in a virtual world "online" can be preferable to being seen with them in a classroom or withdrawn to work. They don't want to be seen as different from their peers. Working together online without their peers has enabled me to work more closely with some of the students.

Some students have thrived working at their own pace.

I think parents have become more aware of their student's learning needs/ challenges.

I have not, other than students spending more time with family.

I can get a lot more done in a session as there are less distractions. It has also been easier to find good times to see the students so they aren't missing academics. I have grouped students together so they can meet and learn with students from other schools within the district. This is helping them feel less alone.

and instruction is.

The teachers, students, and parents have all gained a lot of knowledge about how to use technology. The parents have witnessed and participated in instruction and now have a better idea of how to help their children and what it takes to work with them.

Not exactly.

They have learned new technology skills!

In situations where self-advocacy topics are discussed I can continue to work on these topics and even include their family members and other teachers.

I've been able to virtually have my students meet each other and they typically would not have contact with one another because of being at different schools.

Yes

I have some students that are improving their skills.

A few of my students and parents are positive when I work with them and look forward to our next hearing

Students who were highly distracted at school are working better.

1 or 2 of my students have stepped up & become more involved in their learning & some of my teachers have been really accommodating for my students.

No. Most of the students are saying that they prefer learning in the classroom vs. online. Many of them are struggling with motivation with their academic work. Many do not respond to correspondances from teachers

The one good thing about the COVID 19 and school closings is that it has given teachers and support staff time to interact with parents through email, phone or virtual meetings. Normally, the work day does not allow much

No, I have not seen any positive impacts.

Yes. Interact more with parents. Resound to parents demand.

Yes, one student who is very shy has really stepped up and enjoyed working at home.

My students seem to enjoy being at home, though they miss their friends.

Yes, some of the families are really helpful and involved.

Yes, recordings of lessons have helped. My students were able to review classes. Online forums have also helped my students keep track of assignments that are due.

More parental involvement

Maybe some more independent skills.

More parental involvement

Yes! It has been encouraging to see parents that had not been previously engaged with their child's learning



Students are overall happy to see me and work on our lessons together. Parents are appreciate for the
Family do seem to be more in engaged with their child, trying to learn more ASL
The parents are seeing what I do on a daily basis and are able to carry over the skills/lessons to everyday life. They are also learning the vocabulary associated with the equipment and the various advocacy skills.
Yes, for the most part, parents are more involved. For our younger students parents are often attending the online class sessions. Parents are also able to connect more frequently with one another. Overall I think the students and families enjoy the remote connection because it serves as some form of consistency and routine
Very little, outside of more family time. But that is only the case for the rare family in which the parents are home, not struggling financially, not dealing with health concerns, and putting the efforts in to have extra
Yes. More parent involvement.
Those who have social anxiety are less anxious at home. However, virtual meetings are stressful for them.
Those who have social anxiety are less anxious at home. However, virtual meetings are stressful for them.
Those who have social anxiety are less anxious at home. However, virtual meetings are stressful for them.
for some of my students, they are hanging better than I expected
Yes one student, while at home, has spoken more words than previously at school. This student was nonverbal. One high school student is bringing up his grades by submitting work thus last nine weeks. Otherwise his grade would have been the same as the 3rd nine weeks.
Having weekly face to face time with parents has allowed me the opportunity to model/teach parents strategies for communicating with their child, as well as the opportunity for families interested in learning sign language to
Yes. Flexibility
Yes, they have had more family time and less busy after school activities. Instructions at home depends on families. Those with several young children have a very difficult time completing school tasks!
Some parents appreciate us a little more
While this is a very stressful situation for many families (esp. those attempting to work from home and also support their children's learning) I think overall as a society, we are learning to slow down, prioritize and simplify our lives. And getting back to simple forms of entertainment and spending fun playful time together can have a
If the family has technology and an educational background, then they are able to sustain a stable routine for their child. Plus they have enough technology for each member of the family.
My students seem to be making better progress than they do in the regular way of schooling.
More contacts with some of the parents that I didn't have much contact with during in person learning!
Yes. Parents are more involved and I have been able to connect with parents more.
Increased parent participation and awareness of student levels and needs. Increased teacher collaboration.
n/a
For some, I see parent communication has increased and they have taken this all on and being involved. I hear from parents through phone calls, texts, and/or emails and I'm encouraged by their reaching out - and hope it
Yes, it has been a big advantage to have this level of parent involvement. I have been able to educate parents and get them involved in issues related to hearing loss in the classroom and at home. I have also been able to connect students via google meet. This was difficult when we were on campus due to student schedules. I am
positive family interactions and expectations
Not applicable - I am only providing support to teachers
All of our students communicate via ASL. Parents are requesting more services to learn ASL because they cannot
Some students were happier to have support via remote the face to face out of fear of not being feeling
Greater communication between families and teachers.
Teachers working together that wouldn't normally.
Students learning how to navigate online video conferencing.
They are growing closer to their families since parents are working from home and shelter in place is still
Some parents have stepped up with organizing and putting schedules on white boards for their kids

Two of my families have voiced to me a "better understanding" of why some accommodations and modifications are necessary since they've essentially had to either do the work themselves and/or have seen Zoom has been a wonderful tool to be able to connect my DHoH students in a group who would not otherwise get to meet other DHoH Students in our school district to share information about their hearing loss, assistive
Yes, a couple of student's LOVE the on-line experience and are completing activities and turning in assignments on time or early. One parent reports it is easier for her child because of fewer distractions in the home.
One student has shown great maturity during this time. He has been consistent in joining the video call daily, and he has kept up with his work throughout. I truly believe he is learning time management and other life skills.
Yes. Students have been very involved. They seem to like using technology for their work. They have all learned how to analyze situations and self-advocate. When using Google Meet or watching recorded videos they clearly explain when they need teachers closer to the camera and mic to lipread better, explain they need the teacher to be in a better light and state whether more light behind them or in front of them is needed, they tell teachers they need all student mics off and ask kids to speak one at a time. They are all more comfortable emailing teachers to let them know what they need rather than asking in person. They all know how to use CC and how to screen share. They have learned to use their words to explain situations better. I've had a lot more
Parent realizations/understanding of need for HAT and accommodations
More communication with birth-3 parents
Not sure; have no contact with most of my students
Positive impacts as a result are that teachers, parents and family members have experienced the impact of a hearing loss in learning and performance standards. The needs for direct instruction, clarification of the message and pre-teaching for example have become more evident and experienced by those working at home with students with hearing losses.
Parents get first hand experience with their children's learning and processing
Families are much more aware of all we're doing at school for their students. I feel they are more grateful for
For the parents who have engaged in online learning, I think they are realizing the needs their child has, and how much support is needed to make them successful in their educational day. But there have not been very many
Parents having to participate more in their child's education
A couple of students did comment that they liked being able to complete work in a quiet place and at their own pace. These are older, self-motivated students.
Only positive is it's been easier to see kids that I have trouble pulling from classes.
consults for teachers have been positive
It has been fun to work with some families using different strategies and having them practice the strategies together. These families, the student and a parent or both parents, join the online Google Hangout Meet
More staff (And students) becoming technologically savvy.
We are learning more about technology which could help during blizzards or other short term problems. Districts are now more aware of captioning needs.
No
YES - Some of my mothers have really embraced this time with their children. Two have taken to the "homeschool" aspect well, spending a lot of quality time with language development. One mother (of two children with EVA) is actually talking about becoming a teacher of DHH students some day!
I have also developed closer relationships with some families. This crisis, and being on video in each others' homes, seems to have personalized my role with their children. I feel that families are concerned with my well-
No

Yes, Interesting to see how technology can be used effectively and also underscores the difficulties deaf/HH students have when visual supports are not available. This was particularly true for teachers of the deaf who forget just
Yes, more parent involvement.
My connection with families and them seeing what I do with their children.
Parents are encouraging their kids to speak more and work on targeted skills throughout the day or they do
Parents that sit with their student during lessons are realizing areas of challenge their child has and maybe learning some strategies on how to encourage/support them in these areas.
Teachers have been more responsive to my suggestions.
One parent who has been learning ASL has put renewed effort into learning the language.
I have seen people working hard to help students and families learn. It has been a challenge but I work with very dedicated people and most families if able have wanted guidance and are trying hard to help their children
Slightly more accountability for parents.
I was able to have a couple of students who haven't seen each other because they moved to a different school in our Co-op participate in a scavenger hunt together.
For some parents, I think it has forced them to become involved and as a result, they see the many struggles their child has. Maybe they will stay involved after their child returns to school.
Very hard to generalize across roster---so many variables socio-economically, internet service fidelity, number of siblings, parents with/without jobs....etc. ...FOr teachers who have decided to meet with individuals or smaller groups of students for shorter amounts of time---they have maintained a good connection/relationship. One of the most important things for kids IS that connection at this time ( academics aside in some cases). Some students'parents have commented about seeing their child's progress/challenges in real time and seen improvement in communication/conversation---like a "renewed look" at where there child is "at". They have
For SOME students, more parent involvement and my communication with parents
I have had more interaction/communication with parents.
A few are very organized, capable, and motivated to complete work and have done well. Why? No distractions,
Parents are appreciating what we do!
We have learned so new skills with doing things electronically
I think some of the parents have a better understanding of what the needs of their children and an appreciation
Yes. I have seen a couple of my families step up and take on the roll of teacher and making sure skills have not regressed. I have had good communication with parents throughout the pandemic whether they worked with
Increased interaction between family members.
N/A
Some students have been self advocating and responding to one on one virtual support better than in person
My families are safe at home and not being exposed as they would be if we were in school together, so that's a positive. I've also had a lot more contact with parents than I normally would and got to know the family dynamics better. They've seen what and how I teach their child self-advocacy, vocabulary, social skills, etc. Also, I am able to meet with small groups of same age peers on Zoom which I couldn't do in the school settings. Now
Families had a chance to see what I do with students which is nice.
Teachers have really tried to be involved and available.
For many of my students the virtual platform is easier than a classroom because peers are muted during instruction and there is little to no background noise to overcome.
Families have had to take more of an active role in accessibility features to assist their children, for example
no
The development of my D/HH related Google Classroom has created a positive impact regarding my caseload.
Yes, most parents and general education teachers are supportive. People are flexible, and we all try our best to

No, I haven't seen any positive impacts at all. The students want to be in school with their friends and teachers, parents are overwhelmed as are teachers. We all feel like failures in meeting the needs of our students.
Yes - some families who hav immuno-compromised kids actually have more access to school work and treachers than they did before. Some families view it as a gift of time (to spend together) but mainly they mention that in ralation to outdoor activities and not teh more academic homework type stuff. Awareness of the need for
Yes, a better connection with parents. Parents have developed a better sense of what we work on and why. I have had several parents become aware of their child's lack of progress, which has gotten them to buy into full
no
I have really enjoyed doing one on one sessions with students - in some ways they have accomplished more
Some of my older students are doing really well without background noise and other distractions from classmates. They also receive a lot of their instruction through videos, so they can replay anything they miss the
None
Families realize the extent of support their kids need to engage in work. They are more involved. Plus!!
None I can think of.
I have had very little contact with my students.
I have better access to the parents weekly now as I see them help their child get on zoom and can chat with
YES! It's been winderful to interact with Students and families in their home environments. It gives me an opportunity to see the many supports in place at home. All parents have been very responsive and are willing to help their students anyway they can. And someways, it feels like online early intervention services. My caseload
Yes! I have seen both parents and students advocate for their needs and teachers have been remarkable with communication and the desire to learn and accommodate their lessons and activities for my DHH students. I have also seen a number of my students flourish during this time - they have done well with organizing their
I have much more engagement with my parents and they are working with their children to get work
None
Yes, we have a few parents that did not previously understand how much their student struggled with auditory discrimination without access to a visual cue (speech reading).
Parents noticing student is not understanding academic information which the parent never acknowledged
Parents were more appreciative of what we were able to offer and understanding of technology glitches.
No
The positive for me has been having more contact with most of my parents. I feel the parents have a better undersanding of their child's disability. Where their child is functioning. The kind of support their child is
I have been able to teach parents and students how to access tools and services that are available to help make instruction more accessible. Weekly contact with families has helped to build parent/teacher/student
There's seems to be more parent involvement/awareness and an increase in schools making content,
My student was scheduled for surgery and we were anticipating some time away during the same time as this crisis, so many modifications were already established.
Parent interactions have increased and collaboration with IEP team members has increased.
No, some students were extremely depressed, didn't like any virtual learning, felt like it was homework all the time. Families were worried about lost jobs, lost income, how to keep a schedule with their children etc.
I am engaged with my families on a different level. They have welcomed me into their homes and I get to see my students in a different light which will impact my instruction in the future.
Yes. Its made them realize some of the things that really helped them in the classroom is not available to them