

Virtual Education: Not Bad, but Could We Do Better!

Alex Mestres, MSEd

Nice to Meet You!

Alex Mestres MSEd

- Educational Specialist
University of Miami
Children's Hearing
Program.
- Deaf and Hard of
Hearing Specialist for
various charter schools
across the state.
- 6 years of experience in
virtual learning.



What we know...

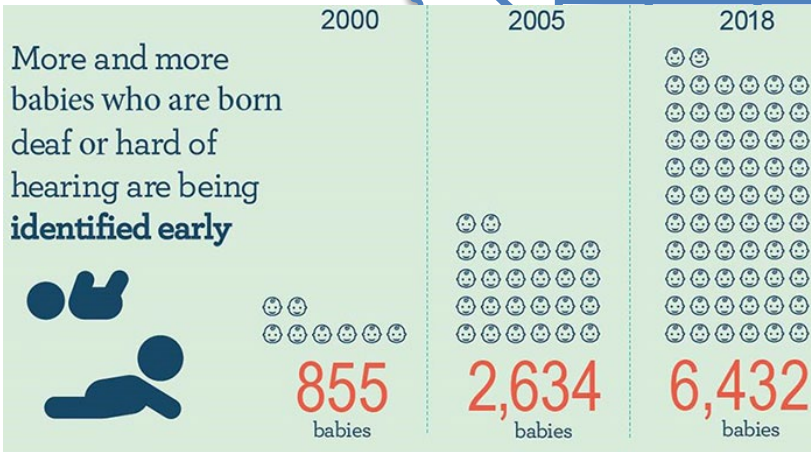
About 2 to 3 out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears.

15% of children between the ages of 6-19 have a measurable hearing loss in at least one ear

An estimated 1 in 5 American teens experiences some degree of hearing loss.

12.5 percent of kids between the ages of 6 and 19 have hearing loss as a result of listening to loud music, particularly through earbuds at unsafe volumes.

Even a mild hearing loss can cause a child to miss as much as 50 percent of classroom discussion



Thank you EHD!!

Challenge #1

There has been a critical shortage of deaf education teachers nationwide for many years (Johnson, 2004). With the small number of graduates, the closing or suspension of several programs in recent years (Deaf Ed Teacher Preparation Programs, 2009) and the anticipated retirement of many “baby boomer” professionals, it is likely that the critical shortage will continue (Johnson, 2004).



Lenihan, S. (2010). Trends and challenges in teacher preparation in deaf education. The Volta Review, 110(2), 117.

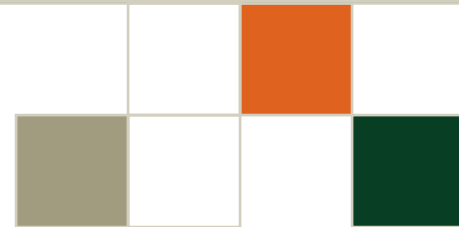


Where does that leave us?

Both deaf schools and mainstream schools are continually looking to fill vacant teaching positions as demonstrated on various job search sites. Studies showed a significant increase in the number of deaf and hard of hearing children and adolescents in the country as the U.S. population grows; however, the number of future educators being prepared to teach deaf and hard of hearing students has remained stagnant.

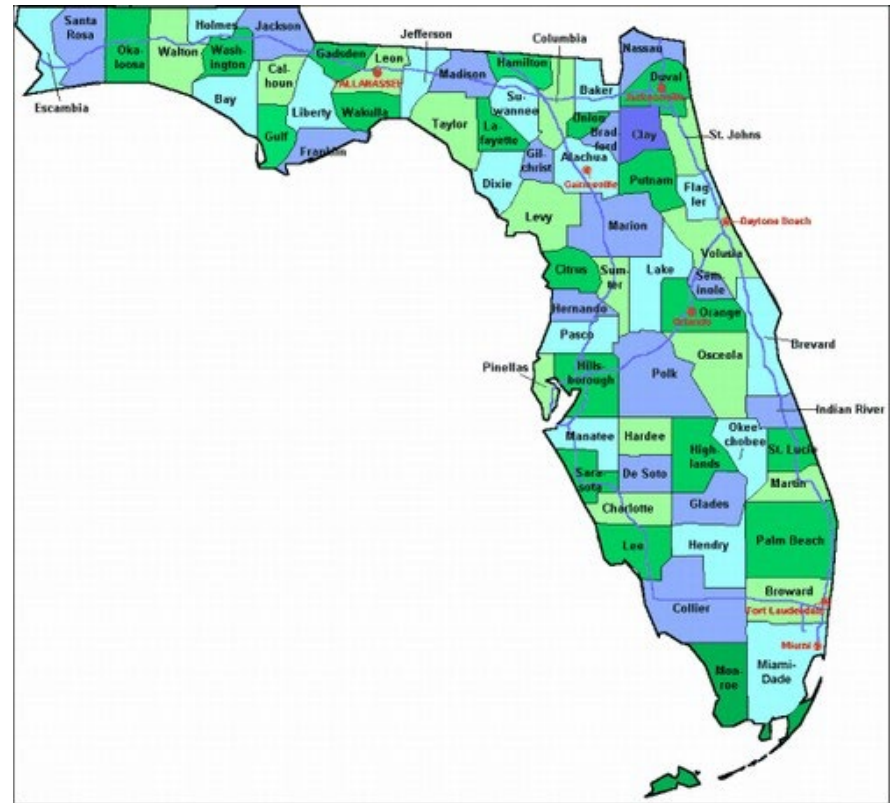


Overcoming Shortage of Teachers of the Deaf and Hard of Hearing, DeafJobWizard.com, January 1, 2019.

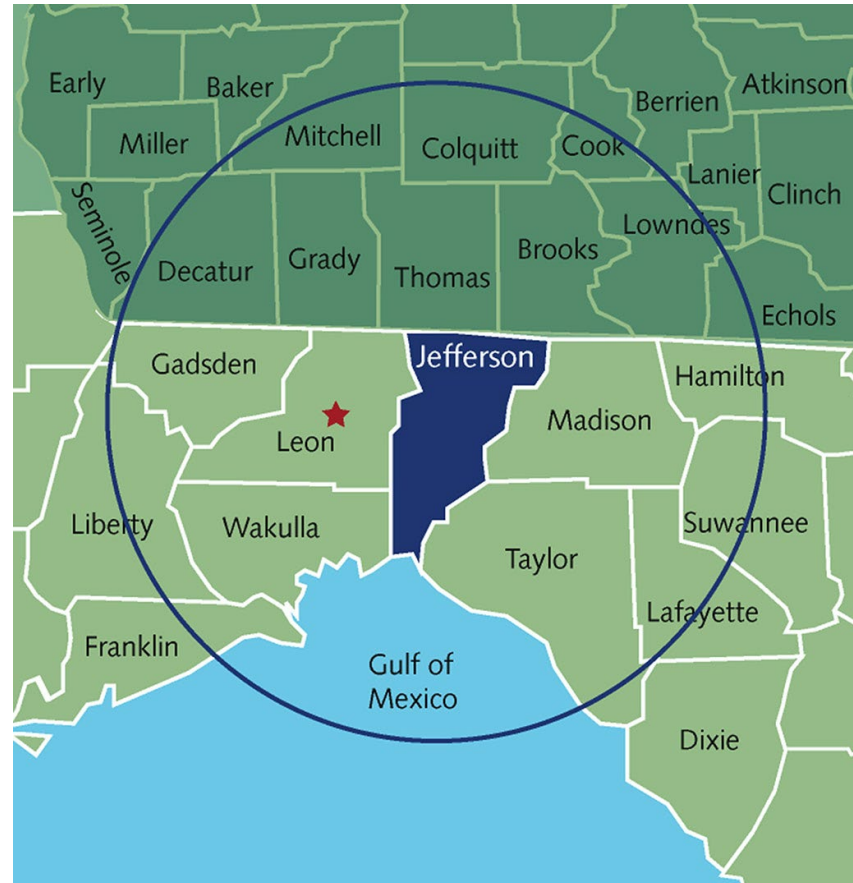
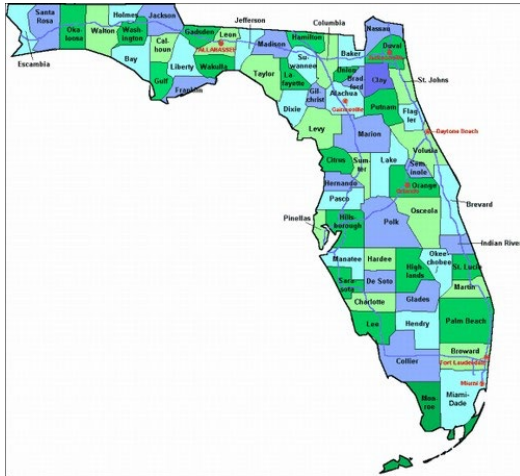


Florida for Example

- As of August 24 on [indeed.com](https://www.indeed.com): 37 openings for Teachers of the Deaf and Hard of Hearing.
- 26 of the openings are in major cities such as: Miami, Orlando, Tampa, etc...



Jefferson County Florida



3 Students needing support from a TOD

- 1 bi-lateral cochlear implant student
- 1 bi-lateral moderate hearing aid student
- 1 bi-lateral mild post lingual student
(refusing to wear amplification)



The Other Challenge...

86%

of the nation's deaf and hard of hearing students are educated in general education settings.

Due to many factors:

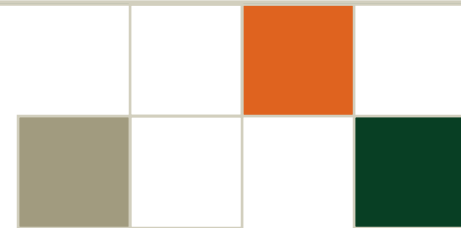
- Early detection/Early intervention
- Technology advancements
- Policy changes

Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings
Laurent Clerc National Deaf Education Center and the Texas Education Service Center



The Model Has Changed

- Teachers with no experience with hearing loss (or in special education).
- Dependent on support services (interventionists, SLPs, OT/PTs, ESE teachers).
- Itinerant TODHH or Early Interventionist providing the majority of support.



The Itinerant Model

- Early Childhood: Helping families navigate their early learning settings.
- School age: Teaching students to navigate their academic environment through their hearing loss.





Teacher Shortage

Access to qualified professionals

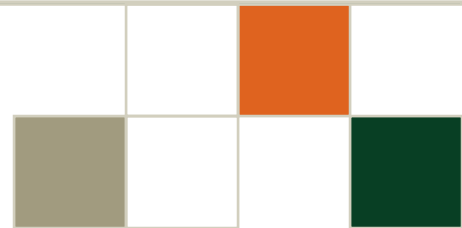
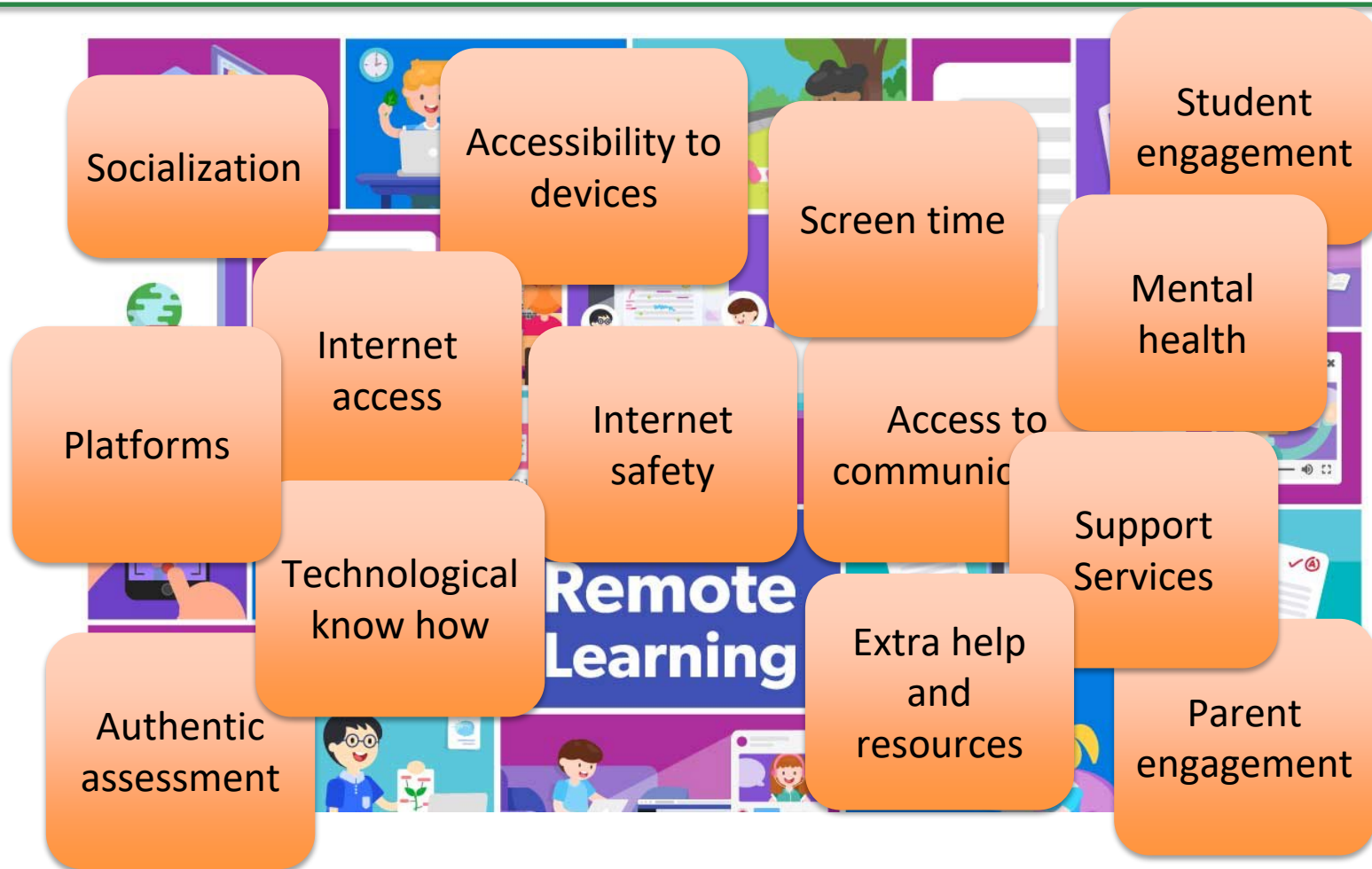
Virtual Education
The middle ground?

More students in additional learning environments.

The Elephant in the room...



Challenges!



Virtual Learning: Effective?

“Technology in and of itself may have no special powers to improve learning, but it has been argued that **distance technologies could offer more powerful learning opportunities than their face-to-face counterparts** when embedded with instruction that addresses the cognitive and social processes of knowledge construction (Kozma, 1991).”

Rice, K.L. (2006). A Comprehensive Look at Distance Education in the K-12 Context. *Journal of Research on Technology in Education*. 38 (4), pp. 425-448.

There are a large number of studies that find positive statistically significant effects for student learning outcomes in the online or hybrid format compared to the traditional face-to-face format. Some of the positive learning outcomes are improved learning as measured by test scores, student engagement with the class material, improved perception of learning and of the online format, stronger sense of community among students, and reduction in withdrawal or failure.

Nguyen, Tuan. "The effectiveness of online learning: Beyond no significant difference and future horizons." *MERLOT Journal of Online Learning and Teaching* 11.2 (2015): 309-319.



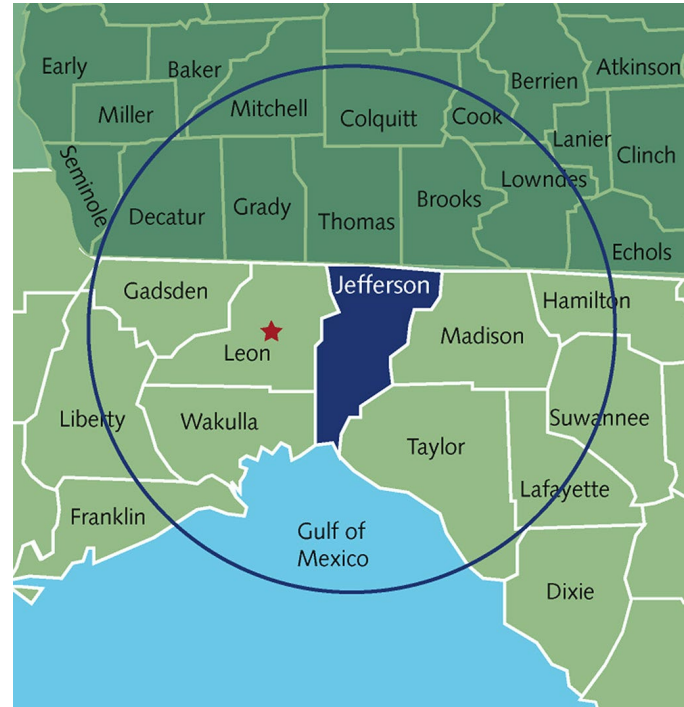
Virtual Education : Distance Learning Overall

- Proactive not reactive.
- Integrated technology.
- Positive outcomes.
- More research.



A Closer Look

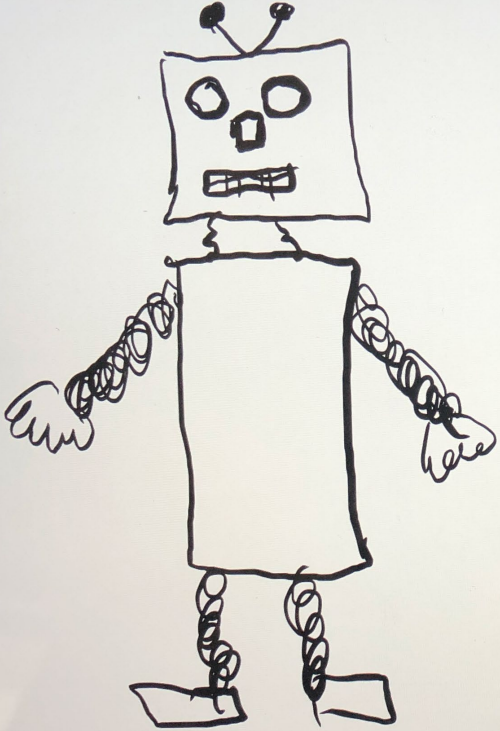
- Synchronous learning: part of the school day.
- Providing the IEP support service for TODHH.
- Gives students access to qualified and certified professionals.
- Individualized: may not be for everyone.




Meanwhile back in Jefferson...



The Real Question: Can it work?



This is our robot. His name is Pete. You can program him to do anything. We programmed Pete to clean our room, find everyone, and do our homework. He likes to play hide and seek because he finds everyone. He is a special robot.

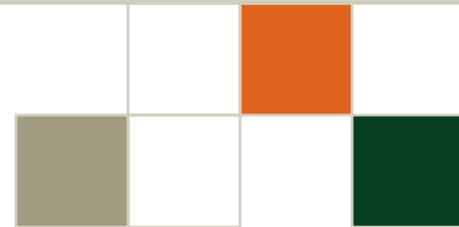


At the bottom of the drawing area is a toolbar with icons for: Select, Spotlight, Pen, Highlighter, Line, Rectangle, Oval, Text, Color, Eraser, Undo, Redo, and Clear.



How Does it Work for Early Intervention?

- Families access EI professionals by signing on from home or school.
- ZOOM is preferred platform.



Looking at this through early intervention...



Served families from multiple counties including rural counties such as:
Monroe, Jefferson, Leon, Bay, and Lee.



And what are we looking at...

- Social/Emotional support for families
- Communication Access
- Self advocacy for services, school options, etc...

Coaching, coaching and more coaching!



Intervention Provided

- Offered various forms of communication training through virtual visits and coaching with families.
- Offered various sessions (individual and group) to help parents through their child's journey.
- Offered multiple coaching session (individual and group) on the next steps.



What does it look like in school?

- Students are given access to a school computer for sessions.
- ZOOM is preferred platform.



What is being taught?

- Foundational Language skills
- Auditory Skills
- Vocabulary/Reading Support
- Self Advocacy
- Transitions
- Device Support



Foundational Language Skills

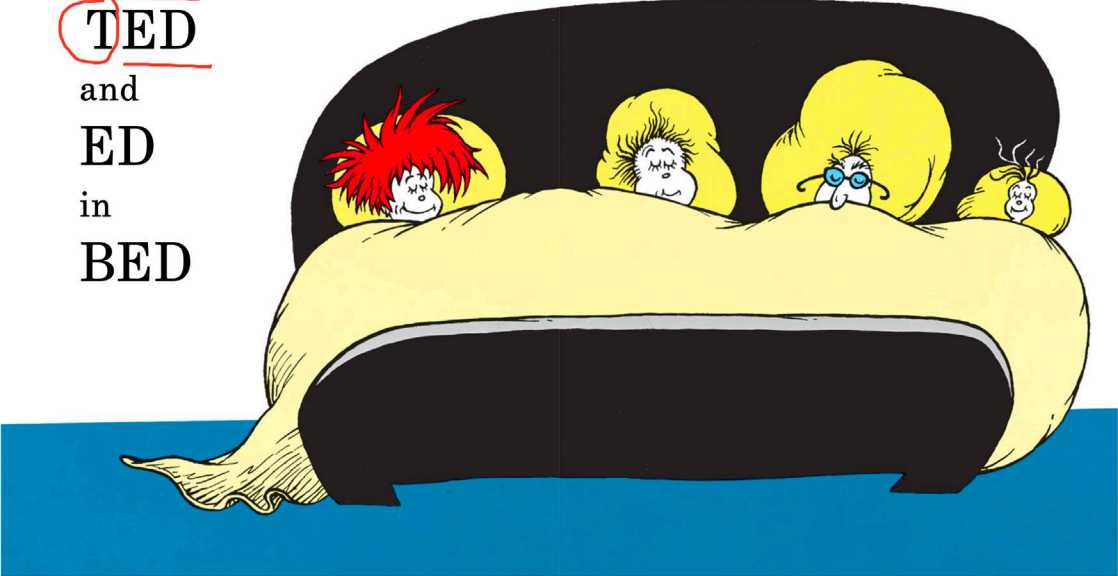
Go to ▾

Your screen sharing is paused

Who can see what you share here?

Mouse Select Text Draw Stamp Spotlight Eraser Format Undo Redo Clear Save

RED
NED
TED
and
ED
in
BED



Alex Mestres

Maria Ximena Fiallo

40% Location 15 of 38



Vocabulary/Reading Support

The image is a screenshot of a presentation slide. At the top, the title "THREE TREE" is displayed in large, bold, black capital letters. Below the title, the text "Three fish in a tree." is written in a smaller black font. To the right of this text, the words "Fish in a tree?" and "How can that be?" are written in a black font. The central illustration shows three blue fish-like creatures perched on a tree with a thick black trunk and a large, bushy orange canopy. Two yellow, bird-like creatures with long necks stand on a yellow grassy hill in the foreground, looking up at the tree. A video call window in the top right corner shows two participants: "Alex Mestres" and "Maria Ximena Fallo". A toolbar with various editing tools like "Mouse", "Select", "Text", "Draw", "Stamp", "Spotlight", "Eraser", "Format", "Undo", "Redo", "Clear", and "Save" is visible at the top of the slide. At the bottom center, there is a small text label "55% Location 13 of 38".





Self Advocacy

Clever Union Park Charter Academy Portal

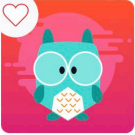



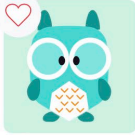
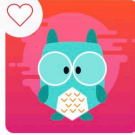
Favorite resources

- Teacher Pages
- Link (UPCA Only)
- UPCA only
- 1. Department of Children and Family - Abuse Hotline
- Learning System
- Microsoft
- Testing
- Links
- ELA
- Math
- Science & Social Studies
- Technology
- Links
- CSUSA Apps (requires login)





Favorite resources


-  Imagine Math
-  Schoology

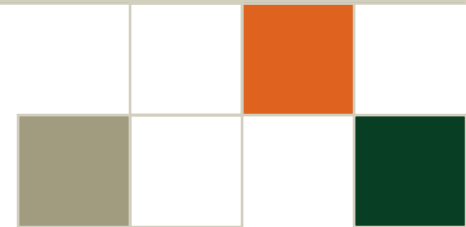
Teacher Pages

-  D. Bub's Page
-  J. Colon's Page
-  J. Grone's Page
-  L. Harvey's Page
-  M. Gergovich's Page
-  W. Chmurzynski's Page

Link (UPCA Only)

- 
- 
- 
- 





Self Advocacy

CSUSA Florida COURSES GROUPS RESOURCES GRADES

Benjamin Rehman

Science Grade 5: Section 503

Union Park Charter Academy

All Materials

Homework 10/25

Please find a copy of the homework attached below.
To complete online, the Classkick code is below. Please remember "Raise hand" on classkick and select "Check work" when complete.
YEO 6QY
Due Friday, October 28, 2022 at 11:59 pm

BRAIN BREAK!

New Nearpod Codes

BLUE and ORANGE
MAP58
Yellow and Green
NCSA3

Past Homeworks

Materials

- Updates
- Grades
- Mastery
- Members
- Chalk
- Edpuzzle
- Nearpod
- OneNote Class Notebo...
- Penda Science

Information

Grading periods
Quarter 1: 8/10/22 - 10/14/22, Quarter 2: 10/15/22 - 12/16/22, Quarter 3: 12/17/22 - 3/10/23, Quarter 4: 3/11/23 - 5/26/23

Upcoming

Friday, October 28, 2022

Homework 10/25 11:59 pm

Alex Mestres

English

Service Now | Schoology Blog | PRIVACY POLICY | Terms of Use

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Self Advocacy

You are screen sharing | Stop Share | lifer.successforkidswithhearingloss.com

mail | Gradebook / 20228 - TAL651-Y - Affective Relation... | Mail - Mestres, Alexandria Susan - Outlook | 2022 Summit on Childhood Deafness | fedhhorg | Google Calendar - Week of October 23, 2022 | Life Student Appraisal

Listening Inventory for Education

LIFE Student Appraisal



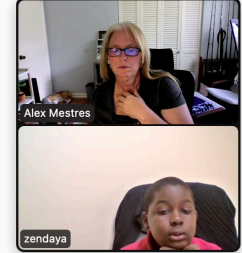
1. The teacher is talking in front of the class. The kids are quiet. Everyone is watching and listening to the teacher. How well can you hear and understand the words the teacher is saying?

- Always Easy
- Mostly Easy
- Sometimes Difficult
- Mostly Difficult
- Always Difficult

Next Question

©2012 Created by Karen L. Anderson, PhD, Joseph Smailino, PhD and Carrie Spangler, AuD

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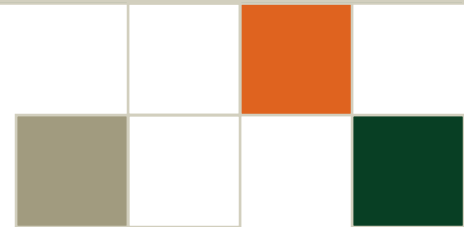
Teacher Support

Deaf and Hard of Hearing Students and the Classroom

Now what?



UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE



How is it being taught?

Early Intervention/Family Coaching

- Zoom meetings
- Virtual meet ups
- Parent groups
- PadLet resources

Vocabulary/Reading Support

- Writeable PDFs
- White Board
- Integrated with school platforms
- Kindle Unlimited/MobileReads

Auditory Skills

- BoomCard Learning
- Audio books
- SchoolTube
- BrainPop
- Games like: Name the mistake...

Self-Advocacy

- L.I.F.E.-R
- Expanded Skills
- Hands and Voices Resources
- NAD Resources

Transitions

- Google Meets
- College Board/College AP
- Vocational Rehab
- Resources for applications, essays and more...

Device Support

- Live Sessions w/ teachers
- Teacher training
- YouTube
- Audiology 101



The Unexpected Lessons

- Great communication with general education teacher and school.
- Training for staff on having a student with hearing loss.
- Modeling strategies for teachers with DHH students.



Is it for everyone?

Meet Christian
8 years old
Bi-lateral Cochlear Implants
Mom and Dad only speak
Spanish
Does have speech therapy
privately
Has 90 minutes of Speech and
language (seen individually)
Has support facilitation in
every academic area
DHH provider 2x a week



Moving Forward

- Best practices model is need.
 - Helps determine delivery model.
 - Discusses appropriateness for each student.
 - Helps collect data so to maintain data driven practices.
- Clear communication of expectations between provider and school.
- More research.
- More training for professionals.
- What we learned from CoViD 19 considerations.





Teacher Short

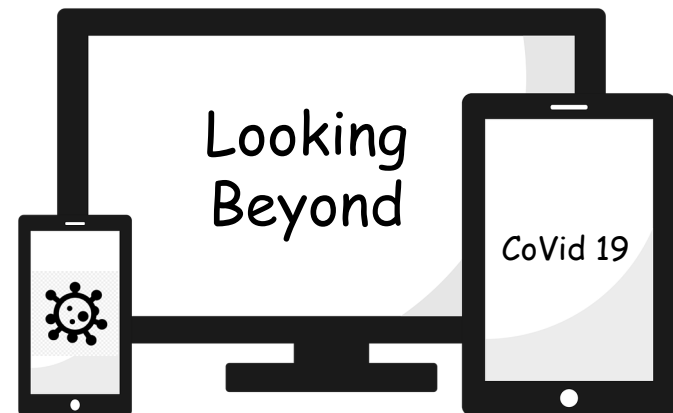
Can ensure students access to highly qualified and certified professional in places where that support would not be available.

More students in traditional learning environments.

Thinking ahead...

Overall, there is strong evidence to suggest that online learning is at least as effective as the traditional format, but the evidence is, by no means, conclusive.

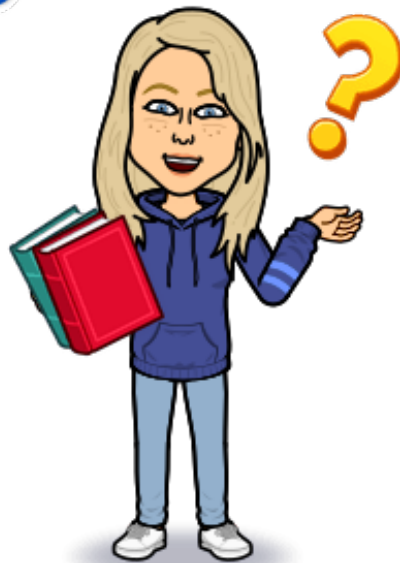
Online learning is a story that is still being written, and how it progresses will likely depend on those present.



Nguyen, Tuan. "The effectiveness of online learning: Beyond no significant difference and future horizons." MERLOT Journal of Online Learning and Teaching 11.2 (2015): 309-319



Any Questions?



Thank
you!

The logo of the University of Miami, featuring a large 'U' with an orange left side and a green right side.

asm120@med.miami.edu

 **UHealth** | **EAR**
UNIVERSITY OF MIAMI HEALTH SYSTEM | **INSTITUTE**
CHILDREN'S HEARING PROGRAM