

WEBVTT

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00:17:01.770 --> 00:17:10.710

Lee Godbold – Interpreter: Okay, we'll leave the interpreters up on screen Carlos. Are you ready to go. I'm ready. All right. Hello everyone. My name is Luanne Baron

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00:17:11.910 --> 00:17:20.370

Lee Godbold – Interpreter: I'm the superintendent of the Kansas School for the Deaf. I'll go ahead and introduce Carlos for someone to thank you all for joining us today.

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00:17:20.850 --> 00:17:33.660

Lee Godbold – Interpreter: This is a critical issue for us to discuss related to mental health guidance for our students. And so of course this is time in which our students really

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00:17:33.720 --> 00:17:35.340

Lee Godbold – Interpreter: Are needing a lot of support.

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00:17:35.850 --> 00:17:38.760

Lee Godbold – Interpreter: And much needed support, especially during this time.

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00:17:39.960 --> 00:17:46.140

Lee Godbold – Interpreter: So, today our moderator will be Carlos aponte saucedo Jr.

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00:17:47.550 --> 00:17:50.640

Lee Godbold – Interpreter: And as you can see him here up on screen. Hi, everybody.

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00:17:57.600 --> 00:18:00.600

Lee Godbold – Interpreter: He's a proud Puerto Rican from New York.

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00:18:01.800 --> 00:18:03.300

Lee Godbold – Interpreter: With African heritage.

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00:18:04.950 --> 00:18:10.650

Lee Godbold – Interpreter: He's also a school administrator at the

Lexington School for the Deaf in New York City.

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00:18:14.100 --> 00:18:18.690

Lee Godbold – Interpreter: He oversees the school mental health counseling and behavioral specialist

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00:18:21.120 --> 00:18:27.330

Lee Godbold – Interpreter: He also is the ministry, Director of the residential program, providing support so multicultural

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00:18:28.710 --> 00:18:32.550

Lee Godbold – Interpreter: Students and administrator for the counselors.

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00:18:34.560 --> 00:18:36.180

Lee Godbold – Interpreter: For the multicultural club.

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00:18:41.370 --> 00:18:44.670

Lee Godbold – Interpreter: He also helps oversee yearbook and other clubs.

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00:18:45.900 --> 00:18:48.060

Lee Godbold – Interpreter: He is nationally certified counselor.

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00:18:50.760 --> 00:19:02.550

Lee Godbold – Interpreter: And his greatest passion is leaving an equal access for deaf, deaf, blind, deaf disabled hard of hearing and late deafened individuals.

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00:19:07.950 --> 00:19:13.950

Lee Godbold – Interpreter: His goal is laid to reducing oppression of identities.

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00:19:15.270 --> 00:19:20.640

Lee Godbold – Interpreter: He's part of the console de Matos as a director for the past four years.

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00:19:24.150 --> 00:19:33.510

Lee Godbold – Interpreter: And he his recognize the importance and impact of empowering it next year youth adults.

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00:19:34.650 --> 00:19:39.330

Lee Godbold – Interpreter: And he is currently on the lead K New York core team.

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00:19:40.440 --> 00:19:51.270

Lee Godbold – Interpreter: Acts as a core team member there he is committed to the effort and promotion of linguistic access for deaf children in early education.

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00:19:52.740 --> 00:20:02.490

Lee Godbold – Interpreter: And within the Latino community. So now I'll turn it over to Carlos. Hi. Thank you for that introduction. LOU And so nice to meet you all.

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00:20:07.080 --> 00:20:16.290

Lee Godbold – Interpreter: I want to let you know you may see my dog walk around in the background. I do on my door closed, but my dog is bright and knows how to get on in

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00:20:19.500 --> 00:20:27.720

Lee Godbold – Interpreter: I would like to start by first explaining about the Lexington School for the Deaf and what my team has been doing specifically for distance learning

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00:20:34.350 --> 00:20:38.370

Lee Godbold – Interpreter: We started with the school closure, our last day was Friday, March 13

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00:20:39.780 --> 00:20:44.250

Lee Godbold – Interpreter: Our staff came in that following Monday and Tuesday on the 16th and 17th.

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00:20:45.690 --> 00:20:48.840

Lee Godbold – Interpreter: And distance learning with the students began the following week

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00:20:50.850 --> 00:20:52.080

Lee Godbold – Interpreter: That third week of March.

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00:20:54.570 --> 00:21:00.330

Lee Godbold – Interpreter: We have our mid winter break typically in New York. There's a week long mid winter break

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00:21:00.600 --> 00:21:12.120

Lee Godbold – Interpreter: And then we came together at that time we had already had the opportunity to discuss about potential closure and what we would do in providing supports to students if that did occur for both students and families.

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00:21:17.430 --> 00:21:29.610

Lee Godbold – Interpreter: So across New York State IP requirements are there. They did recognize their main need to be some flexibility with IPS, however, and looking at counseling services typically occur once a week.

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00:21:30.000 --> 00:21:38.310

Lee Godbold – Interpreter: When looking at speech PT, OT those oftentimes were happening three to four weeks. So the state offered some guidance and being flexible in that

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00:21:39.060 --> 00:21:53.430

Lee Godbold – Interpreter: Due to distance learning those regulations can be more difficult to satisfy given our current scenario for middle school and high school students who are already on IPS we've continued provide counseling services.

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00:21:54.690 --> 00:21:57.180

Lee Godbold – Interpreter: We started with Google Hangouts.

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00:21:59.040 --> 00:22:08.490

Lee Godbold – Interpreter: And of course there were some technology snafu so we moved on to zoom and we've actually continued to go back and forth between the two platforms.

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00:22:10.170 --> 00:22:15.390

Lee Godbold – Interpreter: And so the way which we've sorted out the schedule is that the school.

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00:22:17.070 --> 00:22:18.960

Lee Godbold – Interpreter: Actually sent out

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00:22:20.640 --> 00:22:24.150

Lee Godbold - Interpreter: I'm not sure what that program was, but it was a system.

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00:22:29.160 --> 00:22:30.780

Lee Godbold - Interpreter: School school ology

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00:22:32.040 --> 00:22:35.040

Lee Godbold - Interpreter: And so with that program.

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00:22:36.750 --> 00:22:42.750

Lee Godbold - Interpreter: We did course readiness discussion assignments, all of that with teachers, but also

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00:22:45.120 --> 00:22:59.280

Lee Godbold - Interpreter: They had items available to teachers and students to be able to communicate with one another. And so through that you can send video messages and by using that forum staff, the counselors behavior staff are also to

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00:23:00.300 --> 00:23:06.840

Lee Godbold - Interpreter: Coordinate meeting you tomorrow. Next week, what have you. And so that's really how we've done our schedule coordination was via that school ology

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00:23:10.320 --> 00:23:11.850

Lee Godbold - Interpreter: Now for preschool and elementary

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00:23:12.990 --> 00:23:14.280

Lee Godbold - Interpreter: vastly different age group.

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00:23:16.170 --> 00:23:29.700

Lee Godbold - Interpreter: That requires more adult involvement. So actually let me back up a little bit. Prior to distance learning. We were already using school ology with middle school and high school that was a familiar platform. And so we'd email students and say, hey, you missed your session today.

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00:23:31.020 --> 00:23:35.340

Lee Godbold - Interpreter: or what have you. And so, that wasn't

anything new for middle school and high school students.

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00:23:36.840 --> 00:23:43.170

Lee Godbold - Interpreter: However, with preschool and elementary if this students didn't come traditionally we communicate that

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00:23:43.800 --> 00:23:55.980

Lee Godbold - Interpreter: With the teachers directly or with the teachers assistance. Hey, please send the child to their session. However, distance learning it made it a little bit more complicated. And so we've become a little bit more flexible with those mandates.

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00:23:57.360 --> 00:23:59.580

Lee Godbold - Interpreter: It requires contact with the families.

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00:24:00.600 --> 00:24:04.740

Lee Godbold - Interpreter: Finding out when they're available to set up a time with their child.

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00:24:06.120 --> 00:24:16.920

Lee Godbold - Interpreter: We've talked about having the families. Be a part of the sessions with their child or our counselors may even join class meetings to do what we call pushing services.

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00:24:21.270 --> 00:24:29.010

Lee Godbold - Interpreter: In discussions with family that's gone. All right. They may even start the session with their child, and then leave the room.

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00:24:30.030 --> 00:24:32.280

Lee Godbold - Interpreter: For one on one sessions, that's been a little bit different.

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00:24:34.530 --> 00:24:39.810

Lee Godbold - Interpreter: In the school buildings we have privacy, we can guarantee that because the doors closed.

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00:24:41.160 --> 00:24:46.650

Lee Godbold - Interpreter: Counselors, and students are there in the room. However, with distance learning that's far more complex, for example.

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00:24:48.150 --> 00:24:54.480

Lee Godbold - Interpreter: In distance learning. We have someone who has nine siblings that are in and out the interrupt sessions frequently

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00:24:56.190 --> 00:25:08.550

Lee Godbold - Interpreter: However, wanted Vantage is that no one in the family signs so we're able to communicate through sign language. However, having that one on one experiences compromised.

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00:25:11.160 --> 00:25:17.010

Lee Godbold - Interpreter: So as I mentioned, the high school, middle school and then elementary preschool have IPS already they've been documented.

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00:25:17.520 --> 00:25:33.660

Lee Godbold - Interpreter: However, for those remaining students who are not on an IEP, those aren't students that we are neglecting we are wanting to ensure that if they are in need of counseling services are looking for support, they can contact us through the inbox in school ology with the younger children.

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00:25:36.900 --> 00:25:46.950

Lee Godbold - Interpreter: Either the families themselves reach out to us requesting support or their teachers can make a recommendation any staff can make that recommendation, whether it be speech language PT, OT or others.

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00:25:47.280 --> 00:25:54.630

Lee Godbold - Interpreter: The field that that soon as need support, they can reach out to me and then we will do an assessment of the need and assign a counselor to work with that child.

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00:25:59.130 --> 00:26:05.940

Lee Godbold - Interpreter: Now any stand that received services, typically what we do is we reach out to the family via phone,

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00:26:06.780 --> 00:26:20.910

Lee Godbold - Interpreter: And we're having to do that for every child Limbo. I'm going to be providing counseling services. This what it looks like. And then the family has to give their permission. It

doesn't have to be assigned consent, a verbal consent or email is sufficient.

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00:26:24.060 --> 00:26:32.730

Lee Godbold – Interpreter: So that really encapsulates the one on one sessions for group session, what that looks like for us with high school, we've set up what's called couch talk

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00:26:36.600 --> 00:26:48.900

Lee Godbold – Interpreter: And that is more of informal grouping. It's an open group, meaning that anyone can join and participate. That is scheduled for Wednesday's usually after school hours and we intentionally scheduled it for that timeframe.

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00:26:50.040 --> 00:27:05.190

Lee Godbold – Interpreter: Because throughout the day we want our students to be focused on academics teachers can be available for office hours, his students can be part of class meetings and virtual field trips, whereas after school is the least interruptions for them.

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00:27:06.210 --> 00:27:08.970

Lee Godbold – Interpreter: So during couch talk that's run by two counselors.

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00:27:10.410 --> 00:27:16.950

Lee Godbold – Interpreter: And again, high school students can go in at their leisure. There's no requirement for them to participate.

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00:27:20.460 --> 00:27:29.460

Lee Godbold – Interpreter: Right now we have two groups that are running on a weekly basis, one is f LTC which is the foreign language transition class.

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00:27:30.690 --> 00:27:42.420

Lee Godbold – Interpreter: And we have three classes this year within that group because we've seen growth there with LTC that is for students who are over age 14 who've moved here from another country.

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00:27:43.890 --> 00:27:44.760

Lee Godbold – Interpreter: Either

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00:27:45.990 --> 00:27:58.650

Lee Godbold - Interpreter: Their country has some schooling and they have some education under their belt or they have no formal schooling so they come to Lexington to pick up English and ASL and they are part of the SL TC group.

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00:27:59.970 --> 00:28:12.150

Lee Godbold - Interpreter: Includes child development and after some time they're able to transfer into high school groups. So within that class in New York coming to Lexington coming here. It's a new

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00:28:12.690 --> 00:28:17.580

Lee Godbold - Interpreter: Situation all together, plus the pandemic there now staying home. So we're having to structure that differently.

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00:28:17.970 --> 00:28:33.090

Lee Godbold - Interpreter: We have all three classes meeting on a weekly basis. It's run by two counselors and the reason why we have two is because the students communication can develop in our standing of those different skills so counselors help with meeting their needs.

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00:28:34.380 --> 00:28:52.980

Lee Godbold - Interpreter: And their communication requirements and the goal of that group is to have the opportunity to discuss moving here to the US settling in New York and now with coronavirus and being able to express her feelings identifying those together what those feelings mean and incorporating strategies.

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00:28:54.180 --> 00:28:57.750

Lee Godbold - Interpreter: The second group is another high school group.

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00:28:58.950 --> 00:29:04.350

Lee Godbold - Interpreter: And this is department for our students to have academic and behavioral

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00:29:05.820 --> 00:29:06.930

Lee Godbold - Interpreter: Increase needs.

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00:29:09.060 --> 00:29:22.320

Lee Godbold - Interpreter: So with that group. We provide a social skills group. One example is draw awful. I personally don't really use

it. But it seems that the students play that game quite a bit.

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00:29:22.980 --> 00:29:35.040

Lee Godbold - Interpreter: And then participating that the counselors can help facilitate guessing what they're drawing is. And so through that platform. It allows students to learn how to turn take

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00:29:36.390 --> 00:29:39.000

Lee Godbold - Interpreter: Understand communication building a rapport.

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00:29:41.220 --> 00:29:44.760

Lee Godbold - Interpreter: Some other groups that we've set up for example lunch chat.

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00:29:46.590 --> 00:29:50.040

Lee Godbold - Interpreter: Counselors participate in that and

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00:29:51.570 --> 00:29:52.890

Lee Godbold - Interpreter: Do like show and tell.

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00:29:54.120 --> 00:29:57.570

Lee Godbold - Interpreter: And so that's more so for the elementary and middle school ages.

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00:30:02.220 --> 00:30:03.780

Lee Godbold - Interpreter: Now for mindfulness

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00:30:08.520 --> 00:30:13.290

Lee Godbold - Interpreter: Resources and Services really solidly backup resources and activities, I should say.

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00:30:15.240 --> 00:30:18.540

Lee Godbold - Interpreter: On a weekly basis. I have one of my staff who are creating

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00:30:19.710 --> 00:30:28.620

Lee Godbold - Interpreter: Vlog blogs of different mindfulness activities that can be sent out to the age groups, whether it be high school special needs students

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00:30:31.920 --> 00:30:37.560

Lee Godbold - Interpreter: Or meaning students with additional disabilities as well as videos for staff.

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00:30:40.050 --> 00:30:43.440

Lee Godbold - Interpreter: So basically, every week we're sending out self care tips.

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00:30:47.130 --> 00:30:48.930

Lee Godbold - Interpreter: As they apply to different groups.

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00:30:50.160 --> 00:31:00.540

Lee Godbold - Interpreter: And so that's being done weekly and for staff, it's a private group that it's posted to it's also posted to a DP, which is

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00:31:02.310 --> 00:31:09.870

Lee Godbold - Interpreter: Where we're able to see our paycheck and benefits. And so it's all posted there for staff to have access to that portal view those

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00:31:11.340 --> 00:31:14.910

Lee Godbold - Interpreter: We also have SS or social services.

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00:31:17.310 --> 00:31:28.200

Lee Godbold - Interpreter: Interpreters You doing all right. Okay, great. So we signed like this SS social services. So, for example, I'm really there's a whole list of things, but there's three I want to highlight

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00:31:29.760 --> 00:31:38.010

Lee Godbold - Interpreter: One is death in the family. There are some students who've had family members have passed away from coronavirus and there's a lot of questions.

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00:31:39.480 --> 00:31:50.640

Lee Godbold - Interpreter: regarding that. And so, discussing appropriate information sharing is a family agreeing to share the information and then for the student. How do they show them support.

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00:31:51.150 --> 00:32:03.000

Lee Godbold - Interpreter: And so we've been working with them. We do assign counselors to go and meet with the student to have discussions about what has happened. What we do know what is unknown, and then providing support to them.

103

00:32:03.540 --> 00:32:10.290

Lee Godbold - Interpreter: Also that student who has lost a family member is assigned an interim counselor for ongoing support.

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00:32:13.830 --> 00:32:22.830

Lee Godbold - Interpreter: I oftentimes joke with the school community and colleagues and my resume is going to change. And I have to change something else. My job description and that's technical support.

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00:32:23.370 --> 00:32:40.650

Lee Godbold - Interpreter: I can't even tell you how often I've had to chime in and help with how to operate zoom. How to do different technical aspects, just three weeks ago my staff was asking me to help with an eighth grader looking at zoom and then Google has their different

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00:32:42.270 --> 00:32:49.650

Lee Godbold - Interpreter: Icons I can't even think what the word is off top my head yes icon. That's the word I was looking for to be able to enlarge things

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00:32:50.400 --> 00:32:59.130

Lee Godbold - Interpreter: And so at that time, the New York Department of Education had put a place the band on zoom. And so the student was really struggling

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00:32:59.670 --> 00:33:13.230

Lee Godbold - Interpreter: After about 45 minutes of talking through it and then texting with our own tech support team and acting as mediator between two we finally made it got into zoom and so that's just one example, something we've been doing

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00:33:14.670 --> 00:33:16.470

Lee Godbold - Interpreter: So many of our students.

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00:33:17.670 --> 00:33:30.690

Lee Godbold – Interpreter: Don't have devices. And when you consider our population roughly 93 to 94% of our student population are students of color and our families.

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00:33:31.440 --> 00:33:43.080

Lee Godbold – Interpreter: Have a total of 20 some odd languages amongst them cultural variances and our families at home have several siblings. Perhaps

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00:33:43.620 --> 00:33:58.110

Lee Godbold – Interpreter: And the entire family trying to use Wi Fi can be very difficult to ensure everyone's connected. So there's been a lot of contact with the families that maybe don't have access. We've been trying to ensure that they do, whether it be through a laptop or iPad.

113

00:34:01.530 --> 00:34:06.570

Lee Godbold – Interpreter: So another social service that we've been providing is online family support group.

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00:34:08.430 --> 00:34:11.850

Lee Godbold – Interpreter: We're doing that two times a week. And that's happening on Mondays and Thursdays.

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00:34:12.960 --> 00:34:17.190

Lee Godbold – Interpreter: The group is provided in three different languages ESL English and Spanish.

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00:34:18.300 --> 00:34:29.670

Lee Godbold – Interpreter: And these groups are an open into group they're informal families can come and go as they please. They can come in and get whatever's off their chest. They can come in and talk about their needs.

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00:34:31.050 --> 00:34:43.740

Lee Godbold – Interpreter: Or whatever it is they may be named support with. And so our family at liaisons able to coordinate with the family to get whatever information is needed to hand that off to administrators or teachers to help brainstorm on how to best support them.

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00:34:44.340 --> 00:35:02.070

Lee Godbold - Interpreter: One example is we have a family that said, hey, now I'm saying home I am wanting to learn sign language. And so just I want to say, last week we were able to coordinate and offering online sign language classes at no cost for the first time. And so it's online, two hours twice a week.

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00:35:05.040 --> 00:35:11.130

Lee Godbold - Interpreter: And so now my department Pb is Positive Behavior Interventions and Supports

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00:35:12.750 --> 00:35:26.910

Lee Godbold - Interpreter: That's a Tier two intervention Tier one really applies to all students at school wide, whereas tier two, that's an additional level of support for students. We had one boy sixth grader.

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00:35:29.190 --> 00:35:34.050

Lee Godbold - Interpreter: It just so happened two times that week slept until 1130

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00:35:34.560 --> 00:35:47.190

Lee Godbold - Interpreter: The home life structure was a little bit complicated. So the counselor started to do check ins every single morning at 11 0'clock sit in and sure they're ready for the day, figuring out what they're needing getting their devices ready

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00:35:47.700 --> 00:35:57.120

Lee Godbold - Interpreter: All of their work together and then they were able to transition to class. So we are providing check ins with a handful of students who are needing that kind of support. To get started, for their day.

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00:36:01.320 --> 00:36:10.500

Lee Godbold - Interpreter: Another intervention for Tier two level as staff contact whenever they're needing something so two examples that come to mind yesterday.

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00:36:11.100 --> 00:36:23.340

Lee Godbold - Interpreter: We had our first INTERVENTION MEETING WITH. Let me think. I believe for teachers, including my plus myself and high school supervisor. So we got together to discuss concerns about

126

00:36:24.330 --> 00:36:37.740

Lee Godbold – Interpreter: One freshman level class, there was a student who wasn't attending class. They weren't participating in the zoom meetings and we were discussing what to do and addressing that we're able to brainstorm ideas of how to best support the teacher, as well as support that student

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00:36:42.450 --> 00:36:51.900

Lee Godbold – Interpreter: Secondly, as I mentioned, we have started a form which is called request for assistance and that particular form has been sent out school wide.

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00:36:53.940 --> 00:37:09.870

Lee Godbold – Interpreter: And if someone is needing support regarding academics or attendance, they're able to submit that form to myself and the department supervisor or able to take a glance at the end up form is very specific. It tells us what the teachers have already attempted

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00:37:11.250 --> 00:37:19.380

Lee Godbold – Interpreter: And how, in which they've been in contact with the families and students. And we don't want to duplicate or

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00:37:20.700 --> 00:37:26.910

Lee Godbold – Interpreter: Triple our services and so myself and supervisor are able to get together and discuss what our next steps are

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00:37:29.670 --> 00:37:39.900

Lee Godbold – Interpreter: And so that's also part of our state reporting talking about abuse and neglect and with coronavirus the stay at home orders.

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00:37:40.320 --> 00:37:51.960

Lee Godbold – Interpreter: Talking about reporting educational neglect and so we contact the say they said no, that we weren't able to report that if there was no concern prior to distance learning. Then we weren't able to report it.

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00:37:52.890 --> 00:38:03.570

Lee Godbold – Interpreter: However, if there was a demonstrated pattern that has become exacerbated with distance learning, then we do

report that so it's opportunity for us to discuss how to get the students to come to school virtually

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00:38:06.240 --> 00:38:07.500

Lee Godbold - Interpreter: Now for behavior support.

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00:38:11.010 --> 00:38:12.750

Lee Godbold - Interpreter: We have three behavioral specialists.

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00:38:14.040 --> 00:38:15.780

Lee Godbold - Interpreter: And they are able to

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00:38:16.830 --> 00:38:18.540

Lee Godbold - Interpreter: Address oppositional behavior.

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00:38:19.680 --> 00:38:31.320

Lee Godbold - Interpreter: Bullying conflict discrimination, harassment and the like our with distance learning. There's been question as to whether or not we'll see an escalation those behaviors so far, it doesn't appear that we have

139

00:38:31.800 --> 00:38:48.630

Lee Godbold - Interpreter: Some students do have inappropriate use of their school devices or the chat room. And if that is the case, then we are contacted and we meet with students to review what our behavioral expectations are set staff support. I know that's already been mentioned.

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00:38:49.980 --> 00:38:59.190

Lee Godbold - Interpreter: My team has also started developing goals for re entry in a recovery plan as we go back to school what that's going to look like.

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00:38:59.640 --> 00:39:12.900

Lee Godbold - Interpreter: When we place a lot of emphasis on when we go back to school starting assessment injection actually is going to have to be a little bit of postponed because we need to start with intention and trauma informed care.

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00:39:13.470 --> 00:39:28.710

Lee Godbold - Interpreter: And making sure that we're really taking a



pulse on how our students are doing and understand what that's called look like administration is going to be doing the same thing we want to have aligned plans to ensure that we have a well timed reentry. So among the eight of us.

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00:39:30.150 --> 00:39:37.290

Lee Godbold - Interpreter: We've been meeting having regular discussions about, for example, last week, what worked well we're our challenges.

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00:39:38.490 --> 00:39:48.210

Lee Godbold - Interpreter: So that really is what Lexington has been doing the mental health department in a nutshell over these last, I think this is what week nine now. Wow.

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00:39:52.320 --> 00:39:52.860

Lee Godbold - Interpreter: Okay.

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00:39:53.880 --> 00:40:02.100

Lee Godbold - Interpreter: So I'll start with questions or go ahead and open the floor. I'm pretty flexible.

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00:40:04.080 --> 00:40:06.000

Mara Foley Bowdidge interpreter: Okay. Do we have any questions.

148

00:40:12.750 --> 00:40:18.120

Mara Foley Bowdidge interpreter: No questions. And the thing I don't see anything in the chat box. Any questions.

149

00:40:27.420 --> 00:40:28.080

Mara Foley Bowdidge interpreter: Huh.

150

00:40:30.270 --> 00:40:31.710

Mara Foley Bowdidge interpreter: Okay. All right.

151

00:40:33.450 --> 00:40:39.720

Mara Foley Bowdidge interpreter: I'm really impressed with what your team has done, I mean really outstanding. Thank you for sharing. Oh.

152

00:40:39.750 --> 00:40:41.550

Lee Godbold – Interpreter: Thank you for recognizing, I appreciate that.

153

00:40:42.000 --> 00:40:42.840

Mara Foley Bowdidge interpreter: No. Yeah.

154

00:40:50.190 --> 00:40:51.600

Mara Foley Bowdidge interpreter: Hello. Can everyone see me okay

155

00:40:52.800 --> 00:40:56.040

Lee Godbold – Interpreter: Oh, it looks like I see a question from the chat box.

156

00:40:57.510 --> 00:41:03.990

Lee Godbold – Interpreter: Let's see, it looks like Jana Buell is asking what kind of curriculum, we use for high school

157

00:41:07.980 --> 00:41:13.860

Lee Godbold – Interpreter: With that group we're really working on academics and cognitive or language delays.

158

00:41:14.880 --> 00:41:19.230

Lee Godbold – Interpreter: So social skills that we've been focusing on include turn taking

159

00:41:20.370 --> 00:41:24.630

Lee Godbold – Interpreter: Responding to what others have said, how to use technology.

160

00:41:26.400 --> 00:41:30.570

Lee Godbold – Interpreter: And those basic skills for them to develop friendships skills.

161

00:41:31.980 --> 00:41:33.300

Lee Godbold – Interpreter: With the peers and their department.

162

00:41:39.960 --> 00:41:53.970

Mara Foley Bowdidge interpreter: McClary. The question is how many students do we have all together. We're at 280 280 and that runs from preschool. That's our three year olds, all the way up till age 21 so

yep 280 is the headcount

163

00:41:55.110 --> 00:42:00.210

Mara Foley Bowdidge interpreter: Uh huh. And then the curriculum that's used well we've got to

164

00:42:03.330 --> 00:42:04.230

Mara Foley Bowdidge interpreter: Second step.

165

00:42:05.790 --> 00:42:17.520

Mara Foley Bowdidge interpreter: that's related to child safety there and sexual abuse or child abuse and then the second one, the one that my team developed five years ago.

166

00:42:18.060 --> 00:42:32.010

Mara Foley Bowdidge interpreter: And if that's just utilizing different theories and different curriculum, we've kind of made our own from that but that's looking at behavior expectations, you know, being safe being open minded being accountable and respectful.

167

00:42:33.780 --> 00:42:41.550

Mara Foley Bowdidge interpreter: Bearing in mind those two. Well, really the first second steps were we're holding on to that for now, that's kind of been put on the back burner.

168

00:42:42.060 --> 00:42:49.440

Mara Foley Bowdidge interpreter: But sore. That's what we call that something our school kind of birth ourselves and we use that within our counseling sessions.

169

00:42:50.190 --> 00:42:57.420

Mara Foley Bowdidge interpreter: And well no not really groups but teachers already have a strong emphasis, they kind of thread that through what they do.

170

00:42:57.780 --> 00:43:05.430

Mara Foley Bowdidge interpreter: And they remind those students of those expectations that whatever occurs in school, the same expectations really just sore applies to home, Brittany,

171

00:43:06.420 --> 00:43:17.070

Mara Foley Bowdidge interpreter: Her question is what I don't know counselor student ratios. Um, well, that's a good question. Hold on one second. I'll use my calculator, bear with me.

172

00:43:22.890 --> 00:43:24.600

Mara Foley Bowdidge interpreter: One to 35 yeah

173

00:43:25.620 --> 00:43:30.810

Mara Foley Bowdidge interpreter: one staff member per 35 students can you discuss your blog sessions.

174

00:43:34.230 --> 00:43:46.230

Mara Foley Bowdidge interpreter: Can you discuss Naomi, ah, can I discuss my blog sessions. Do you mind elaborating on what you're asking for. Actually, yeah, you can you can type it out in the chat. That's fine.

175

00:43:47.610 --> 00:43:49.620

Mara Foley Bowdidge interpreter: Okay so Carrie is now asking

176

00:43:50.730 --> 00:44:04.920

Mara Foley Bowdidge interpreter: What did she asked here. Oh, yeah, yeah, yeah, okay, what strategies will you implement to manage trauma when re entering. So we'll meet go back into the buildings. Yes, that is part of our planning. Mmm.

177

00:44:06.990 --> 00:44:07.410

Mara Foley Bowdidge interpreter: Hmm.

178

00:44:09.330 --> 00:44:10.530

Mara Foley Bowdidge interpreter: Got it documented.

179

00:44:13.470 --> 00:44:23.190

Mara Foley Bowdidge interpreter: You know, one thing that comes to mind right now. Yes, I can talk about this. We hope that we're going to have professional development for our staff members. We're hoping that that occurs, first and foremost,

180

00:44:24.330 --> 00:44:35.010

Mara Foley Bowdidge interpreter: I'm talking about. Teachers, Teachers assistance to staff per classroom PD with them professional

development where we can discuss. You know what that's going to look like when we re enter

181

00:44:36.420 --> 00:44:40.200

Mara Foley Bowdidge interpreter: What things we might want to expect you know will come up

182

00:44:40.680 --> 00:44:48.330

Mara Foley Bowdidge interpreter: Things that we can anticipate and what staff can do. I mean, the goal is always for teachers to run the classrooms persistence to help their but

183

00:44:48.660 --> 00:44:59.160

Mara Foley Bowdidge interpreter: What's our, you know, our support kind of comes at the very end. Ideally, but another thing we want to talk about as we come back, of course, having smaller groups.

184

00:44:59.730 --> 00:45:13.860

Mara Foley Bowdidge interpreter: For each class, but having this dialogue. So we have this school closure and here we are re entering what what does that process look like and then also having a conversation around teachers.

185

00:45:14.700 --> 00:45:22.590

Mara Foley Bowdidge interpreter: Probably most likely making more referrals to our PBS team that's most likely going to happen. And then how do we how do we screen.

186

00:45:23.430 --> 00:45:36.810

Mara Foley Bowdidge interpreter: Do we provide one on one services to all students or maybe it's small group, depending on the need, so trying to evaluate that accordingly. What else did we discuss this is what's coming to mind right off hand.

187

00:45:46.020 --> 00:45:54.060

Mara Foley Bowdidge interpreter: Okay, many how many counselors behavioral specialist and other support staff do you have. All right. Um,

188

00:45:58.200 --> 00:46:10.230

Mara Foley Bowdidge interpreter: So we have four mental health counselors, we have three behavior specialist. We have myself. So that

brings us to eight so far. And then we have social worker social worker works.

189

00:46:12.180 --> 00:46:20.700

Mara Foley Bowdidge interpreter: Partly with the families, but then also we have a family liaison. So the three of them do a lot of collaborating. Also we have got outreach.

190

00:46:23.610 --> 00:46:26.280

Mara Foley Bowdidge interpreter: Tech support which I've already kind of alluded to.

191

00:46:28.530 --> 00:46:40.770

Mara Foley Bowdidge interpreter: Yeah, that's the support side of things, but that does not include our school psychologist and it doesn't include health services. So I didn't even bring those into those numbers. Okay, sure. Diana from fan would

192

00:46:42.300 --> 00:46:44.280

Mara Foley Bowdidge interpreter: Wants to know more about our couch talk

193

00:46:47.850 --> 00:46:48.420

Mara Foley Bowdidge interpreter: Okay.

194

00:46:49.830 --> 00:46:54.480

Mara Foley Bowdidge interpreter: So there's been three sessions. The first one

195

00:46:56.160 --> 00:47:06.570

Mara Foley Bowdidge interpreter: Um, it was about coven 19 about coronavirus itself. What is it, what do we know about it. What do we not know about it. The second one is not coming to mind right now. The third is summer.

196

00:47:07.650 --> 00:47:17.160

Mara Foley Bowdidge interpreter: What that's going to look like summer jobs are there even are there any summer you know camps, etc. What are the alternatives, when all of those are not available.

197

00:47:17.700 --> 00:47:28.560

Mara Foley Bowdidge interpreter: Our school has not decided whether or not we're having summer school. We're still waiting for the governor to make an announcement regarding that. So that's pending as we speak. A Brittany here. She's asking

198

00:47:30.000 --> 00:47:34.770

Mara Foley Bowdidge interpreter: Mental Health mean school counselor. Yes, yes, yes. So my team. Yes, there are school counselors.

199

00:47:35.970 --> 00:47:41.490

Mara Foley Bowdidge interpreter: And all of our training comes from either a counselor program or social work program.

200

00:47:43.290 --> 00:47:46.410

Mara Foley Bowdidge interpreter: But we're so cool support team school counselors.

201

00:47:48.750 --> 00:47:50.070

Mara Foley Bowdidge interpreter: Okay so Russell, yes.

202

00:47:51.900 --> 00:47:53.730

Mara Foley Bowdidge interpreter: About the recovery plan, please. Yes.

203

00:48:03.690 --> 00:48:05.310

Lee Godbold - Interpreter: I'm Russell west. I'm the

204

00:48:06.570 --> 00:48:08.910

Lee Godbold - Interpreter: I'm the superintendent of the Lexington School for the Deaf.

205

00:48:13.050 --> 00:48:17.580

Lee Godbold - Interpreter: So I do want to explain a little bit about reentry slash recovery plan.

206

00:48:18.630 --> 00:48:25.800

Lee Godbold - Interpreter: We as an administrative team have been having discussions about our focus on the first week of transitioning back into the school buildings.

207

00:48:26.220 --> 00:48:35.220

Lee Godbold – Interpreter: And during that time, we'll focus on the mental health of everyone, including employees are also having discussions about giving staff, the opportunity to

208

00:48:36.030 --> 00:48:42.090

Lee Godbold – Interpreter: Have their own discussions about what they've been going through, because we've been completely removed from the school building for nine weeks now.

209

00:48:42.810 --> 00:48:54.420

Lee Godbold – Interpreter: And we want to ensure that our staff is feeling comfortable being back in that environment. We want to have a reset and look at what's going well and what isn't. So having that dialogue.

210

00:48:54.960 --> 00:49:04.230

Lee Godbold – Interpreter: And we know that that's going to take two to four days. And we're also going to focus on curriculum planning Pb is planning what it is that we need to be doing for school to get started.

211

00:49:04.770 --> 00:49:17.190

Lee Godbold – Interpreter: We feel this not right to bring everybody back and just get our feet wet right away, we feel that a big part of this is a focus on mental health, and that's what we want to prioritize before getting back to school.

212

00:49:22.110 --> 00:49:32.400

Mara Foley Bowdidge interpreter: Okay. One thing I just wanted to add here. I know this topic were really geared on students, but our school, we're so fortunate that we've got support for our staff to

213

00:49:33.600 --> 00:49:47.730

Mara Foley Bowdidge interpreter: And we have drafted referrals and resources and we've gotten that up to our staff members also from HR side of things. Our director reached out to our health insurance to arrange for

214

00:49:48.330 --> 00:49:57.690

Mara Foley Bowdidge interpreter: Tele therapy services, our insurance that's already been arranged at no cost to our staff, um, you know, what challenges, though for deaf individuals.



215

00:49:58.140 --> 00:50:08.670

Mara Foley Bowdidge interpreter: Yes, they don't have counselors that can sign they don't have that one to one opportunity, which is a whole issue in itself but administration has given every staff member, a personal self care day

216

00:50:09.240 --> 00:50:19.830

Mara Foley Bowdidge interpreter: Ah, and that is not being that won't touch her sick time or vacation time. It's just a gift that we've we've received so that we can

217

00:50:22.290 --> 00:50:30.480

Mara Foley Bowdidge interpreter: Have addicted to it, though, where was I going with that. Okay. So, from many first to June, June 9 we can use that day that was given to us at any time, Barbara.

218

00:50:31.200 --> 00:50:38.700

Mara Foley Bowdidge interpreter: Okay. So she sent this out in the group chat. Okay, well, we have another topic. Yes, focusing on staff. Let's do that. That's an important one. Agreed.

219

00:50:39.750 --> 00:50:49.440

Mara Foley Bowdidge interpreter: Okay, Allison is asking if my school has in LG be TIA groups during remote learning and is that separate

220

00:50:50.130 --> 00:51:06.120

Mara Foley Bowdidge interpreter: The Learning Center for the Deaf what's happening. I would love more ideas for isolation for LGBT LGBT q i a students. You know, honestly, we haven't addressed that. I do know that we have a club GSA club gender.

221

00:51:07.170 --> 00:51:16.350

Mara Foley Bowdidge interpreter: And sexuality sexuality club that meets, I want to say monthly. Yes. So the GSA club meets

222

00:51:16.890 --> 00:51:33.300

Mara Foley Bowdidge interpreter: Monthly. I don't know what happened the previous month. But I do know that the club is still having their monthly meetings and then we have all multi cultural club and they meet on a weekly basis and that's intended for our high school age students

223

00:51:34.830 --> 00:51:45.240

Mara Foley Bowdidge interpreter: So we have counselors that are invited there. We do different presenters and that's about a half an hour, where we're talking about culturally related things.

224

00:51:50.760 --> 00:51:52.110

Mara Foley Bowdidge interpreter: So we're talking about Bangladesh.

225

00:51:54.600 --> 00:52:00.330

Mara Foley Bowdidge interpreter: Korea, there's a woman from Korea. We had a Korean woman trying to think of some other individuals.

226

00:52:01.740 --> 00:52:17.160

Mara Foley Bowdidge interpreter: Adopted Korean US citizen this week. What did we do this week there's been a variety of presenters and just to let you know they're not staff individuals from our school their community members and we've invited them into our zoom sessions.

227

00:52:18.630 --> 00:52:31.140

Mara Foley Bowdidge interpreter: Uh huh. Oh, that's a good question. Mimi. She's asking if we have any experience with providing support to students that are homeless and do not have internet access.

228

00:52:31.950 --> 00:52:49.620

Mara Foley Bowdidge interpreter: And if not, do we have any ideas. Yes, we have. We actually have one student high school age students freshman and prior to this up pandemic living in a shelter and I have to say my interpretation of that homeless shelters. If someone

229

00:52:52.410 --> 00:52:58.410

Mara Foley Bowdidge interpreter: We know we don't have anybody that's not even living in a shelter. But this student that we had residing in a shelter.

230

00:52:59.940 --> 00:53:08.730

Mara Foley Bowdidge interpreter: And living with their sibling their sister. That's two to three years older really devastating story about this family but anyhow.

231

00:53:09.360 --> 00:53:26.790

Mara Foley Bowdidge interpreter: When we experienced the school

closure that Friday that student wasn't even there so didn't have that laptop has a mobile device, but for the first couple weeks. I mean, it was, it was dire for that student. Um, we worked through it. We were able to put in a special request.

232

00:53:28.050 --> 00:53:36.060

Mara Foley Bowdidge interpreter: And got the student of free device from the Department of Education. So that was provided next problem. How are we going to get this student Wi Fi.

233

00:53:36.900 --> 00:53:52.770

Mara Foley Bowdidge interpreter: So the shelter Wi Fi it's public, it's shared it's spotty. Yeah, it's not it's not great coverage but that's been the biggest challenge here internet service that's really been difficult for us to kind of grapple and control right

234

00:53:54.030 --> 00:54:11.190

Mara Foley Bowdidge interpreter: There are several families that don't have Wi Fi fortunately enough. I do know in New York City. And I've seen this in other cities and states as well. They are providing free Wi Fi when necessary, which is awesome, right. The next problem is

235

00:54:12.300 --> 00:54:26.040

Mara Foley Bowdidge interpreter: When you have a family that had Wi Fi before but then didn't pay the bill so they suspended their services, they're not going to give them free services, but we stepped in and we're like, okay, you can't penalize these families.

236

00:54:27.060 --> 00:54:29.820

Mara Foley Bowdidge interpreter: So that's how we've kind of worked around that.

237

00:54:38.430 --> 00:54:39.270

Lee Godbold - Interpreter: Carlos.

238

00:54:40.410 --> 00:54:46.380

Lee Godbold - Interpreter: Do you want to respond to Naomi's question related to the vlog and what topics. Those have been

239

00:54:50.280 --> 00:54:55.620

Mara Foley Bowdidge interpreter: Okay, so I wasn't clear. What do you mean by blog session. I guess I didn't have clarity there.

240

00:55:00.480 --> 00:55:01.020

Mara Foley Bowdidge interpreter: Naomi

241

00:55:02.130 --> 00:55:06.780

Mara Foley Bowdidge interpreter: What do you mean by blogging. Can you just maybe unpack that a little bit.

242

00:55:08.160 --> 00:55:08.580

Mara Foley Bowdidge interpreter: Sure.

243

00:55:09.450 --> 00:55:16.530

Lee Godbold – Interpreter: She did ask later on about what topics were being sent out

244

00:55:18.510 --> 00:55:30.450

Lee Godbold – Interpreter: Carlos Lewin, and people don't have to type in the chat. They can also start their video if they prefer to ask the question, and that way. No one's forced to use the chat. They can also show up in new sign language to

245

00:55:31.140 --> 00:55:32.250

Lee Godbold – Interpreter: That's not a problem.

246

00:55:33.360 --> 00:55:39.930

Lee Godbold – Interpreter: So I know every meeting dynamics are a little bit different, everyone has a right to start their video and ask a question, face to face.

247

00:55:40.200 --> 00:55:42.840

Mara Foley Bowdidge interpreter: They owe me. Can you please show me your face. I'd love to see that.

248

00:55:57.960 --> 00:56:03.120

Mara Foley Bowdidge interpreter: Okay, so let's see. Um, I'll go ahead with the first one with the group.

249

00:56:05.100 --> 00:56:09.000

Mara Foley Bowdidge interpreter: What challenges do your schools and programs have

250

00:56:10.140 --> 00:56:17.070

Mara Foley Bowdidge interpreter: Related to offering mental health support for our students. What are your challenges out there challenges concerns.

251

00:56:18.750 --> 00:56:23.400

Mara Foley Bowdidge interpreter: You can either type in the chat box, or you can just share your video.

252

00:56:27.690 --> 00:56:28.200

Lee Godbold - Interpreter: I

253

00:56:28.620 --> 00:56:32.730

Lee Godbold - Interpreter: I'm I'm jack Johnson and

254

00:56:35.220 --> 00:56:39.630

Lee Godbold - Interpreter: Naomi is actually one of my staff. I actually think that she left the meeting.

255

00:56:40.950 --> 00:56:47.760

Lee Godbold - Interpreter: I think she was saying she just wanted clarification on what topics that you mentioned that you had been sending out via vlog.

256

00:56:49.080 --> 00:56:52.200

Lee Godbold - Interpreter: What topics that was what kind of discussions, you've been having

257

00:56:55.500 --> 00:56:57.420

Mara Foley Bowdidge interpreter: Okay, so for mindfulness

258

00:56:58.770 --> 00:57:06.870

Mara Foley Bowdidge interpreter: We went over tips and strategies, we're doing that on a weekly basis that specific to mindfulness that's one particular area. But another one.

259

00:57:07.260 --> 00:57:15.720

Mara Foley Bowdidge interpreter: Would be grounded and how to ground yourself and we've talked about. We talked about what that looks like,

what that feels like. We did that in a vlog. I'm

260

00:57:16.440 --> 00:57:26.580

Mara Foley Bowdidge interpreter: Quite honestly, these blogs, they're all self care tips at the end of the day. We've also done blogs on what we should not do we pulled this in from

261

00:57:27.180 --> 00:57:41.790

Mara Foley Bowdidge interpreter: Daily month the information regarding. Well, again, we're talking specifically about coronavirus on the other topics. So we're pulling in information and sharing that and then school ology is for our students to view.

262

00:57:46.410 --> 00:57:47.310

Mara Foley Bowdidge interpreter: Oh, New York City.

263

00:57:49.260 --> 00:57:50.370

Mara Foley Bowdidge interpreter: We have

264

00:57:51.510 --> 00:57:59.760

Mara Foley Bowdidge interpreter: Every day we send out from. I don't know. Ah, the mayor's office. We're sending a daily bulletins that come from the mayor's office. The state of

265

00:58:00.330 --> 00:58:07.950

Mara Foley Bowdidge interpreter: New York on pause, which basically indicates that we're all staying at home right that businesses are closed for the time being.

266

00:58:08.610 --> 00:58:16.200

Mara Foley Bowdidge interpreter: Parking as you can imagine, in New York City. If you part you get cited for that. So a lot of messages are going out via text.

267

00:58:16.620 --> 00:58:26.610

Mara Foley Bowdidge interpreter: We also have an Instagram page available now. So we've got our text messages. But we've also got the Instagram videos that are run by New York City def volunteers.

268

00:58:27.480 --> 00:58:41.400

Mara Foley Bowdidge interpreter: That are signing those text messages

that are going out and we also post that on school ology just kind of running through yeah I believe that's what I can recall right now. Mm hmm. Any other concerns that your schools and programs are facing.

269

00:58:45.150 --> 00:58:45.720

Lee Godbold - Interpreter: Hi.

270

00:58:46.440 --> 00:58:47.160

I'm maybe

271

00:58:48.420 --> 00:58:55.770

Lee Godbold - Interpreter: I'm a social worker and our school has seen an increase in the number of students.

272

00:58:56.100 --> 00:59:05.700

Lee Godbold - Interpreter: With lack of communication at home. Obviously, some of them are residential students. And so they're at the school during the week with access and they're at home with families who cannot sign or cannot communicate

273

00:59:06.060 --> 00:59:13.680

Lee Godbold - Interpreter: So we're seeing an increase and family complaints about their child not following the rules, not following expectations.

274

00:59:14.100 --> 00:59:24.960

Lee Godbold - Interpreter: And a lot of that has to do with language and communication breakdown and so the students are trying to make assumptions on what their parents are wanting from them. So we're seeing an increased and conflict fighting

275

00:59:25.410 --> 00:59:31.680

Lee Godbold - Interpreter: I'm wondering if you have any tips or things we can do, because oftentimes our counselors are trying to work with our parents.

276

00:59:32.370 --> 00:59:38.250

Lee Godbold - Interpreter: To help explain kind of what is they need, but it seems that parents are resistant or in denial

277

00:59:38.640 --> 00:59:51.960

Lee Godbold – Interpreter: About what their child's any and it seems to be more of a deaf hearing thing rather than a parent child thing. So I'm just curious what your experiences. What type of supports, whether that be group support or how to get through to parents on that.

278

00:59:52.980 --> 00:59:54.150

Mara Foley Bowdidge interpreter: That's a great question.

279

00:59:55.230 --> 01:00:01.350

Mara Foley Bowdidge interpreter: We provide family support groups and that's twice a week to our family. So those concerns when they're brought up.

280

01:00:01.650 --> 01:00:08.430

Mara Foley Bowdidge interpreter: Teachers will tell us, Hey, you know, this particular situation happened with this child. So then we have this opportunity with the family.

281

01:00:09.030 --> 01:00:19.620

Mara Foley Bowdidge interpreter: We say oh so teacher told me that there's an issue. And so we asked them to come to the group as a result it's happened, probably a couple, couple parents and it's gotten kind of contentious.

282

01:00:20.070 --> 01:00:34.860

Mara Foley Bowdidge interpreter: And we provide to them, you know, we have that stay put order right now. We're all at home in your child's missing out. And a lot of incidental learning and information. So when they're in school. They don't miss out on that to our families get it, not exactly.

283

01:00:35.490 --> 01:00:52.680

Mara Foley Bowdidge interpreter: Right. Well, a lot of them are just, they're naive. They just don't know. And they, you know, they don't get what it entails and you have a deaf child. So now with this pandemic understanding that we always offer ESL classes. Yes, the numbers of families that actually register.

284

01:00:53.820 --> 01:00:57.630

Mara Foley Bowdidge interpreter: 1015 maybe 2090 families right now.

285



01:00:58.050 --> 01:00:58.620  
Lee Godbold - Interpreter: Well,

286

01:00:58.740 --> 01:01:15.510  
Mara Foley Bowdidge interpreter: We could not provide it to all of them. We had to kind of hand select a little bit to, you know, provide that that resource which is a good problem to have. Right there. Was that and then family support groups, but, you know, bearing in mind too that I think

287

01:01:18.330 --> 01:01:34.230  
Mara Foley Bowdidge interpreter: Our families, you know, capitalizing on these zoom messages right talking about what it's like to have a deaf child. So that might be a presentation that we want to offer to our families, now that we've gotten zoom. So I'm thinking that might be an idea with our families.

288

01:01:34.860 --> 01:01:36.480  
Lee Godbold - Interpreter: Thank you, that's helpful. Appreciate it.

289

01:01:36.900 --> 01:01:38.220  
Mara Foley Bowdidge interpreter: Oh, you're welcome. And good luck.

290

01:01:41.340 --> 01:01:41.850  
Mara Foley Bowdidge interpreter: When

291

01:01:45.420 --> 01:02:01.080  
Lee Godbold - Interpreter: I know, parents have been making a lot of contacted by the way I'm Lewin from Kansas, we've been getting a lot of contact, whether it be to parents or students or sorry to teachers or student life counselors social workers.

292

01:02:02.250 --> 01:02:06.990  
Lee Godbold - Interpreter: They're actually concerned about getting too much contact that they're getting frequent

293

01:02:08.070 --> 01:02:20.490  
Lee Godbold - Interpreter: And repeat information we're getting redundancies there I'll know how you've been handling that it seems like you've got a lot of wonderful programming and resources, a lot of groups, but I'm just wondering how you manage the number

294

01:02:21.000 --> 01:02:24.540

Lee Godbold - Interpreter: Of really, I should say volume of contacts. You've been receiving

295

01:02:25.290 --> 01:02:32.550

Mara Foley Bowdidge interpreter: Good question. This is why we've had the request for assistance form so that we can see and track.

296

01:02:32.940 --> 01:02:42.960

Mara Foley Bowdidge interpreter: Who's been reaching out to families. We don't want to do it you know twice or three times we don't be reaching out to these families too many times we we've done it in the past where we've made these calls and same issue.

297

01:02:43.530 --> 01:02:51.930

Mara Foley Bowdidge interpreter: I'm to assure that the families are receiving information in a consistent fashion. We have a phone system called one call now.

298

01:02:53.550 --> 01:03:11.640

Mara Foley Bowdidge interpreter: So one call now is where we reach out to our families, um, we have family support Mondays Thursdays and now with coronavirus please look at the website. This is one way in which our schools, getting information out there to our families.

299

01:03:12.900 --> 01:03:21.180

Mara Foley Bowdidge interpreter: If a child misses a class or if there's a need, with a particular child. The first contact is either the teacher or the classroom, Assistant.

300

01:03:21.870 --> 01:03:30.240

Mara Foley Bowdidge interpreter: They make that call if they don't have any luck, then from there, what happens is the academic supervisor.

301

01:03:30.810 --> 01:03:44.550

Mara Foley Bowdidge interpreter: Between us the counselors or them. They'll make the call. So if they're in counseling sessions, it makes sense for our staff to chime in if the child doesn't have that service, then the supervisor reaches out to that child's family.

302

01:03:45.600 --> 01:03:47.790

Mara Foley Bowdidge interpreter: Now suppose we're talking about

303

01:03:48.810 --> 01:03:54.630

Mara Foley Bowdidge interpreter: Occupational Therapy physical therapy or speech, the child doesn't show up to that session.

304

01:03:55.410 --> 01:04:06.780

Mara Foley Bowdidge interpreter: The teacher then tries to kind of mitigate that and arrange for that to happen. And if that doesn't work, then we do bring it to the supervisor. But your question as to who has the most contact

305

01:04:07.290 --> 01:04:13.260

Mara Foley Bowdidge interpreter: One. Call now or classroom teacher assistants or teachers, between the two of them, they make that decision.

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01:04:14.220 --> 01:04:15.720

Mara Foley Bowdidge interpreter: Thank you. Sure.

307

01:04:17.550 --> 01:04:17.820

Mara Foley Bowdidge interpreter: Okay.

308

01:04:17.880 --> 01:04:18.660

Hi again.

309

01:04:22.980 --> 01:04:30.810

Lee Godbold - Interpreter: Could you talk a little bit about the school supports and whatnot. But how are you supporting students in the residential programming.

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01:04:32.310 --> 01:04:51.270

Mara Foley Bowdidge interpreter: So our schools and not like other schools for the deaf where we've got big programs you got 1500 to 200 students were smaller we've got 10 kids. That's it. So those 10 kids are in that program for a very specific reason academic intervention may be necessary. Our program is

311

01:04:52.410 --> 01:04:57.240

Mara Foley Bowdidge interpreter: still up and running and our dorm

staff right now currently what they're involved in is tutoring.

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01:04:58.740 --> 01:05:06.690

Mara Foley Bowdidge interpreter: So that's one thing that our dorm staff are engaged in. They've got access to school ology the dorm staff can see within schools school ology what assess

313

01:05:07.110 --> 01:05:15.150

Mara Foley Bowdidge interpreter: Assignments have been completed when the due dates are for particular assignments and then the dorm staff will then sit down with the student and engage them.

314

01:05:16.020 --> 01:05:21.030

Lee Godbold - Interpreter: I mean more of like counseling support and that kind of thing. Behavior Support, what have you.

315

01:05:21.840 --> 01:05:25.530

Mara Foley Bowdidge interpreter: PBS takes care of that school counselors take care of that. Not staff.

316

01:05:27.060 --> 01:05:34.680

Lee Godbold - Interpreter: I'm just wondering how many staff do you have or I guess what's your ratio then supporting the cottages.

317

01:05:35.640 --> 01:05:43.140

Mara Foley Bowdidge interpreter: Well dorm students like I said 10 I believe nine are already in counseling. So they already have counselors.

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01:05:43.410 --> 01:05:43.830

Lee Godbold - Interpreter: Got up

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01:05:44.070 --> 01:05:45.780

Mara Foley Bowdidge interpreter: 90% of them. Yeah, sure.

320

01:05:51.360 --> 01:05:54.240

Lee Godbold - Interpreter: All right, I want to go right ahead. Wendy

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01:05:55.350 --> 01:06:10.050

Mara Foley Bowdidge interpreter: Yeah, I'm just wondering, um, do you

do home visits, where you actually show up. Maybe you know distance wise you show up outside of their home. I know we have one family that's very resistant

322

01:06:10.860 --> 01:06:16.140

Mara Foley Bowdidge interpreter: They refuse zoom they outright refuse any of these technologies that we're providing

323

01:06:16.530 --> 01:06:27.720

Mara Foley Bowdidge interpreter: And the moms done her best. But this child has outbursts in the mom just leaves the child alone. So this child is not receiving any educational access because of the family dynamics.

324

01:06:28.140 --> 01:06:34.500

Mara Foley Bowdidge interpreter: And they're needing a lot more support. So, just out of curiosity, if you have any ideas in terms of how to work around that.

325

01:06:36.300 --> 01:06:39.660

Lee Godbold - Interpreter: My school has not conducted at home visits at this time.

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01:06:41.370 --> 01:06:42.960

Lee Godbold - Interpreter: But it's more of a not yet.

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01:06:44.580 --> 01:06:45.210

Lee Godbold - Interpreter: I mean,

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01:06:46.440 --> 01:06:56.790

Lee Godbold - Interpreter: Showing up at someone's home. I have seen other schools for death, they're doing that none of us are counselors, but in which teachers are going to the home, providing materials and resources. I have seen our schools doing that.

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01:06:57.060 --> 01:07:03.540

Lee Godbold - Interpreter: And if possible. I do encourage that. But I know that face to face contact may be helpful in this situation.

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01:07:06.960 --> 01:07:18.030

Lee Godbold - Interpreter: We all recognize that the situation is not

easy. It's very difficult on our students, it's difficult on the adults in their life, whether it be family or stuff.

331

01:07:18.720 --> 01:07:34.680

Lee Godbold - Interpreter: And especially with the younger students that maybe don't have the language or the know how to express themselves. It's even far complicated by that. And so oftentimes where we could see him at the school. We're not having that same opportunity. It's very, very tough.

332

01:07:35.280 --> 01:07:36.480

Mara Foley Bowdidge interpreter: Thank you. Mm hmm.

333

01:07:38.280 --> 01:07:48.840

Mara Foley Bowdidge interpreter: I can respond to Wendy, actually, um, what we've done is we've had some face to face opportunities where we've visited the child and family.

334

01:07:49.530 --> 01:07:56.220

Mara Foley Bowdidge interpreter: And it's been the principal that was responsible for that interaction. So they call the family that has that issue with their child.

335

01:07:56.880 --> 01:08:05.820

Mara Foley Bowdidge interpreter: Whether or not they're just being insubordinate they refuse to do the work and they don't have that linguistic capacity to have that conversation. So the principal shows up.

336

01:08:06.210 --> 01:08:16.650

Mara Foley Bowdidge interpreter: There legitimately standing in their driveway and kind of facilitating communication between the child and the family to pinpoint what the real issue is from there.

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01:08:17.700 --> 01:08:21.660

Mara Foley Bowdidge interpreter: They're kind of like that, you know, middle person for communication intent.

338

01:08:21.990 --> 01:08:31.080

Mara Foley Bowdidge interpreter: But they explain you need to do X, Y AMP Z because the parent is trying their best. Maybe the child sleeping in. But they outline the expectations coming in from the

school.

339

01:08:31.410 --> 01:08:37.920

Mara Foley Bowdidge interpreter: And just saying that, you know, the same as expected from you that transitions really hard, the child's having an issue, making that connection, they think

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01:08:38.310 --> 01:08:46.230

Mara Foley Bowdidge interpreter: Home was intended for play school is where we learn and we do those assignments. So those children really are not seeing him.

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01:08:46.950 --> 01:08:59.670

Mara Foley Bowdidge interpreter: There's more clarification happening. But yeah, those are for those local students where the principles can do those visits, if they reside, you know, further away, then they're having to do that via zoom and that's that can be challenging.

342

01:09:01.530 --> 01:09:06.990

Lee Godbold - Interpreter: Something that comes to mind just throughout this conversation. I know last week we had a teacher reach out to me.

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01:09:07.440 --> 01:09:19.290

Lee Godbold - Interpreter: And they were themselves were crying and they had explained that Sue was not wanting to come to zoom. This is the second grader. They come from a deaf family. They were not wanting to show up to class.

344

01:09:21.690 --> 01:09:31.020

Lee Godbold - Interpreter: So the teacher and the mom was incredibly upset at her wits end very frustrated and the parents have their own anxieties.

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01:09:31.470 --> 01:09:40.770

Lee Godbold - Interpreter: And they were concerned that the child's refusal is a reflection on their parenting skills and the teacher took the time to reassure them that, you know, it's okay.

346

01:09:41.130 --> 01:09:44.640

Lee Godbold - Interpreter: And to ask the child. Hey, do you want to come eat breakfast with me.

347

01:09:45.180 --> 01:09:51.420

Lee Godbold – Interpreter: They said no so they hung up. And then the mom texted and said, oh, they are interested in eating breakfast with you.

348

01:09:51.690 --> 01:09:57.960

Lee Godbold – Interpreter: So they connected virtually and a teacher purposely was in the kitchen said, Hey, I'm eating breakfast. I'm getting ready for my day.

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01:09:58.440 --> 01:10:05.550

Lee Godbold – Interpreter: And so the students started eating their breakfast. They kept it light had a casual interaction and after eating together.

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01:10:06.030 --> 01:10:12.360

Lee Godbold – Interpreter: This teachers, they will ask, hey, what was going on this morning, they said it's not there. I'm just making up a sign name and

351

01:10:13.050 --> 01:10:20.460

Lee Godbold – Interpreter: They didn't go to class, but I've been going to class Monday, Wednesday, Friday. I've been learning my math and the other students aren't going

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01:10:20.760 --> 01:10:29.970

Lee Godbold – Interpreter: And sure enough, they had a couple of classmates that weren't really participating and teacher said, You know, you're right. You've been coming to class. I'm so proud of your attendance.

353

01:10:30.510 --> 01:10:35.640

Lee Godbold – Interpreter: But you know what, I just love seeing your face, it means so much to me to see you.

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01:10:36.180 --> 01:10:42.900

Lee Godbold – Interpreter: And so after they hung up the teacher contact man said, I felt like maybe it wasn't enough. And I said, You know what, what you did was perfect.

355



01:10:43.260 --> 01:10:53.220

Lee Godbold - Interpreter: You validated that child's feelings you told them that you're happy to see them. And sure enough, two days later come Wednesday that child showed up. There were no issues.

356

01:10:54.120 --> 01:11:05.550

Lee Godbold - Interpreter: Children will have their moments of feeling disgruntled of missing their classmates of being bored with the routine of zoom and it's okay to feel frustrated. It's okay to feel tired.

357

01:11:07.380 --> 01:11:16.620

Lee Godbold - Interpreter: One of my family support groups. One of the mothers. She has two sons. I know her youngest, I believe, is in Pre K. The oldest is an eighth grade.

358

01:11:18.120 --> 01:11:22.380

Lee Godbold - Interpreter: And the pre kindergarten, son. He's been attending classes.

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01:11:23.730 --> 01:11:31.320

Lee Godbold - Interpreter: He's been using Marco Polo to communicate with classmates and things like that. And so

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01:11:32.280 --> 01:11:40.890

Lee Godbold - Interpreter: There was one week and which he went four or five times come six times. He said, I'm done. And mom was really trying to placate them convince them to get in.

361

01:11:41.490 --> 01:11:50.670

Lee Godbold - Interpreter: Whereas the others really been attending and just so happens that sometimes have an off week or an off day and mom really want to know why. So she called me and and we talked about it.

362

01:11:51.150 --> 01:12:02.250

Lee Godbold - Interpreter: He said, You know, I miss my friends said, Yeah, you know, I understand. He said, I want to touch my friends, I want to be able to hug my friends and children are struggling

363

01:12:03.510 --> 01:12:08.340

Lee Godbold - Interpreter: Sometimes those things pop up, whether it

be through attendance or what have you. They want to know where their friends are

364

01:12:08.910 --> 01:12:22.200

Lee Godbold - Interpreter: You know, we talk about 811 is our ratio eight students to one teacher to one teacher Assistant There can be problems there can be things that come up in our students feel confused. They feel uncertain.

365

01:12:23.220 --> 01:12:25.080

Lee Godbold - Interpreter: Oh, Russell wanted me to mention he's right.

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01:12:26.670 --> 01:12:36.090

Lee Godbold - Interpreter: The reason why we have not yet begun the home visit is because this is a hot spot here in New York City. We are pretty much the epicenter.

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01:12:36.690 --> 01:12:44.640

Lee Godbold - Interpreter: Of all that has been happening. And so with our stay at home orders out of safety concerns we have been doing home visits. Thank you for chiming in. Russell.

368

01:12:46.080 --> 01:12:52.170

Lee Godbold - Interpreter: I did want to share one challenge that my school has struggled with. And that has to do with mental health evaluations.

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01:12:55.680 --> 01:13:01.500

Lee Godbold - Interpreter: Now, if a child is making suicidal comments.

370

01:13:02.580 --> 01:13:15.780

Lee Godbold - Interpreter: Or perhaps they've engaged in self harm behaviors or have access to a weapon we immediately would send them to the hospital and then sorry in New York. We signed a hospital like this.

371

01:13:16.440 --> 01:13:20.850

Lee Godbold - Interpreter: We would traditionally send them directly to a hospital. The family would meet them there.

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01:13:21.360 --> 01:13:30.870

Lee Godbold - Interpreter: Of course, the families are upset. They would much rather come to the school, rather than the hospital, but we instruct them to go the hospital due to liability. We don't want the school to take on that liability.

373

01:13:31.230 --> 01:13:41.430

Lee Godbold - Interpreter: They go to the hospital. They undergo a psychiatric evaluation. However, now distance learning evaluations are having to help it happen remotely, whether it be through zoom or Google Hangouts.

374

01:13:43.440 --> 01:13:48.480

Lee Godbold - Interpreter: And we actually have had two incidents and which both children.

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01:13:49.710 --> 01:13:51.480

Lee Godbold - Interpreter: Actually did take action.

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01:13:52.950 --> 01:14:02.490

Lee Godbold - Interpreter: And we inform the family that they need to go to the hospital and the family immediately was against that idea they were concerned about safety. And that was a real

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01:14:03.390 --> 01:14:15.390

Lee Godbold - Interpreter: Difficulty for us. How to Convince the parents that they need to call 911 they were concerned we were concerned about causing discord with our relationship. However,

378

01:14:17.100 --> 01:14:26.160

Lee Godbold - Interpreter: Having students of color and maybe having the police come into their home or things like that. There is concerns and so two weeks ago, we end up calling the hospital.

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01:14:26.820 --> 01:14:43.980

Lee Godbold - Interpreter: And here in New York and explaining a little bit of what we were undergoing and discussing options. So in general the hearing public has access to mobile units psychiatrists are able to do phone conferencing. What have you hover with

380

01:14:45.180 --> 01:14:56.910

Lee Godbold – Interpreter: deaf individuals, let alone deaf students a little bit more complicated. So we have the MO p the mayor's office for people with disabilities. We contacted them talk about where we were.

381

01:14:57.600 --> 01:15:05.460

Lee Godbold – Interpreter: Experiencing our own strife. We talked with the hospital and they said that we would be able to call 911 and 911 would send a unit.

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01:15:08.160 --> 01:15:09.240

Lee Godbold – Interpreter: It's not

383

01:15:10.830 --> 01:15:21.390

Lee Godbold – Interpreter: It's not a completely comfortable situation. It's not ideal, but that was two weeks ago, we have had incidents come up

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01:15:21.960 --> 01:15:34.800

Lee Godbold – Interpreter: And we feel that we would need to call 911 and have an ambulance come and make a decision about what to do with the child and I'm so curious about what other schools have done if they have a plan or what that's look like for you.

385

01:15:37.170 --> 01:15:41.100

Lee Godbold – Interpreter: And you can also type that in the chat window if you prefer, or you can start your video.

386

01:15:58.260 --> 01:15:59.490

Lee Godbold – Interpreter: I know it's tough question.

387

01:16:00.900 --> 01:16:04.200

Lee Godbold – Interpreter: Oh, I'm seeing quite a request. Repeat the question.

388

01:16:06.120 --> 01:16:14.280

Lee Godbold – Interpreter: The question is if you have students with mental health concerns specifically related to self harm or suicidal comments.

389

01:16:17.310 --> 01:16:19.230

Lee Godbold – Interpreter: What is your procedure.

390

01:16:20.880 --> 01:16:22.470

Lee Godbold – Interpreter: Related to a hospitalization.

391

01:16:33.450 --> 01:16:43.980

Mara Foley Bowdidge interpreter: Hi. Thank you for clarifying that. I appreciate it. Yeah, we're at Texas School for the Deaf. First of all, my name is Carrie and I'm the Assistant Director of Student Life.

392

01:16:44.940 --> 01:16:50.970

Mara Foley Bowdidge interpreter: So I'm heavily involved with our mental health needs here before the state put

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01:16:51.780 --> 01:17:07.620

Mara Foley Bowdidge interpreter: We met with counseling team social workers to make sure that we were all on the same page. And what we decided was we'd have mental health counselor working the evening shifts. They had evening hours. Once we received information, we would have staff stay on zoom

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01:17:08.730 --> 01:17:15.420

Mara Foley Bowdidge interpreter: If that was agreed upon. So they would contact that student and we would reach out to the mental health person to reach out to the family to let them know

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01:17:15.690 --> 01:17:25.440

Mara Foley Bowdidge interpreter: That the report was made a comment was said, etc. And then from there, the mental health individual support the family along that process that hopefully that answers your question. It's not

396

01:17:25.470 --> 01:17:25.950

Mara Foley Bowdidge interpreter: Ideal

397

01:17:26.070 --> 01:17:28.050

Mara Foley Bowdidge interpreter: It's not, it just simply not during this time.

398

01:17:28.920 --> 01:17:31.920

Lee Godbold – Interpreter: We've seen the same thing here. Have you

had to soon go to a hospital yet.

399

01:17:32.370 --> 01:17:33.690

Mara Foley Bowdidge interpreter: So far, knock on wood, no.

400

01:17:34.470 --> 01:17:36.240

Lee Godbold - Interpreter: Okay, thank you.

401

01:17:36.600 --> 01:17:37.080

Sure.

402

01:17:40.530 --> 01:17:41.100

Mara Foley Bowdidge interpreter: Hi. Oh.

403

01:17:41.730 --> 01:17:42.150

Go ahead.

404

01:17:43.260 --> 01:17:43.950

Mara Foley Bowdidge interpreter: No, you go ahead

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01:17:48.870 --> 01:17:49.440

Mara Foley Bowdidge interpreter: Hi.

406

01:17:52.980 --> 01:18:04.320

Mara Foley Bowdidge interpreter: So loud from Rochester School for the Deaf and I've got two situations, very similar. One younger woman self medicated and had to be hospitalized. As a result,

407

01:18:04.740 --> 01:18:13.860

Mara Foley Bowdidge interpreter: High risk students. So we did provide that level of support through counselors, etc. Um, and then another situation. Oh, I'm sorry. I did want to say something.

408

01:18:15.150 --> 01:18:18.030

Lee Godbold - Interpreter: She herself was willing to go to the hospital.

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01:18:18.420 --> 01:18:20.940

Mara Foley Bowdidge interpreter: She was voluntary voluntarily. So,

yes.

410

01:18:21.450 --> 01:18:30.900

Mara Foley Bowdidge interpreter: Great. And then just yesterday we had a situation where a counselor of mine was engaging with the student providing that support and there was arguments.

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01:18:31.530 --> 01:18:39.990

Mara Foley Bowdidge interpreter: Amongst the family members in the background. The, the students themselves kind of lost it. In the end, called the police. I was actively involved. I was on the phone with the police.

412

01:18:40.710 --> 01:19:00.990

Mara Foley Bowdidge interpreter: Police came to the house to help out the girl was brought in to be evaluated at the hospital and it looks as the family members caught it, but often we're engaging ourselves, but we're being called in maybe by a teacher to provide that level of support and kind of intervene there.

413

01:19:02.010 --> 01:19:02.850

Mara Foley Bowdidge interpreter: But very similar to

414

01:19:03.480 --> 01:19:04.530

Mara Foley Bowdidge interpreter: What you've outlined.

415

01:19:06.600 --> 01:19:19.740

Lee Godbold - Interpreter: So in talking about if students make a comment during class time via zoom. I know zoom actually has a feature where you are able to move them into what they call the break room.

416

01:19:20.580 --> 01:19:35.250

Lee Godbold - Interpreter: And then the teacher is able to contact the counseling staff to invite the counselor into that break room to do some one on one, our procedure has been that if we're dialoguing with the student one on one. And if

417

01:19:37.410 --> 01:19:45.630

Lee Godbold - Interpreter: The student makes a comment regarding self harm. We always call in a second person to be a part of that.

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01:19:46.710 --> 01:19:55.890

Lee Godbold – Interpreter: So again, a say we're me with student one on one. And then we call him that second person. So that way, saw single person who's making the decision.

419

01:19:59.640 --> 01:20:00.270

Lee Godbold – Interpreter: Hey, Jessica.

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01:20:00.960 --> 01:20:12.780

Mara Foley Bowdidge interpreter: Hi Jessica from Tennessee. We do have one student that was hospitalized and they were hospitalized for a week. Once they were discharged the hospital recommended zero services.

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01:20:13.770 --> 01:20:23.790

Mara Foley Bowdidge interpreter: So then the school ended up providing counseling and support to the family very frustrating, um, you know, just thinking about you have more family services. I mean, it's a big city.

422

01:20:24.630 --> 01:20:37.950

Mara Foley Bowdidge interpreter: You have that level of support and now our school is just 100% engaged there and it's like we have this raw unfinished business that now you know is exponentially worse. As you can imagine, it just got me pondering quite a bit.

423

01:20:39.030 --> 01:20:39.720

Lee Godbold – Interpreter: Right.

424

01:20:40.740 --> 01:20:42.900

Lee Godbold – Interpreter: I know before distance learning

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01:20:45.090 --> 01:20:46.710

Lee Godbold – Interpreter: We would send students

426

01:20:48.330 --> 01:20:52.320

Lee Godbold – Interpreter: And they would always say refer back to the school for care.

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01:20:55.170 --> 01:20:57.210

Lee Godbold – Interpreter: With psychiatrists, they have



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01:20:59.250 --> 01:21:04.200

Lee Godbold – Interpreter: Of course a higher degree and terms of service provision and what have you.

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01:21:04.560 --> 01:21:13.470

Lee Godbold – Interpreter: They're willing to take on a little more. So oftentimes we will make a recommendation to the family, but then they decline, whether it be due to comfort level or what have you.

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01:21:14.040 --> 01:21:28.500

Lee Godbold – Interpreter: And so we've tried to work with our hospitals, recognizing that the system is not really effective. We are fortunate that we have a contract psychiatrists, that works with us. And really, they actually work for the mental health center.

431

01:21:29.640 --> 01:21:46.380

Lee Godbold – Interpreter: And so when making a referral, we're able to contact them and they're able to meet with our families and they're able to currently do that through zoom and still provide medication. But you're right. Our staff is always getting the brunt of the follow up.

432

01:21:47.250 --> 01:21:49.410

Lee Godbold – Interpreter: Because people don't know how to work with our population.

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01:21:49.590 --> 01:21:50.100

Lee Godbold – Interpreter: Thank you.

434

01:21:50.700 --> 01:21:51.300

Thanks.

435

01:21:52.950 --> 01:21:59.910

Lee Godbold – Interpreter: OK, I see a question here. Do students have to sign a safety contract while doing distance learning

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01:22:01.530 --> 01:22:09.990

Lee Godbold – Interpreter: You know, a few years ago there was actually research that showed that safety contracts were not evidence based not necessarily reliable.

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01:22:12.150 --> 01:22:22.980

Lee Godbold - Interpreter: So my team, there is one person who does prefer to use those. I'm actually a big proponent for empowering our students and making decisions.

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01:22:24.060 --> 01:22:28.410

Lee Godbold - Interpreter: If the counselor feels it's needed, and beneficial that they can

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01:22:29.520 --> 01:22:41.250

Lee Godbold - Interpreter: But how do you do a signature with the students via distance learning. So the counselors may type something up and get the verbal yes. And then they send that to the students through school ology

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01:22:42.060 --> 01:22:50.940

Lee Godbold - Interpreter: And then they're able to sign or agree there. So we do have one counselor, does that. But most of the time it's done as

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01:22:52.260 --> 01:23:08.310

Lee Godbold - Interpreter: An agreement amongst but not necessarily anything signed and we always reach out to the family explain what the agreement was what it all entails. So the family is aware of what we're doing and they are familiar with how to support their child best

442

01:23:09.480 --> 01:23:13.620

Lee Godbold - Interpreter: Oh, go ahead. From my think Indiana. Sorry, I forgot your name.

443

01:23:14.820 --> 01:23:26.160

Mara Foley Bowdidge interpreter: Hi, I, I'm kind of going to deviate a little bit here. Um, so a student that's incredibly withdrawn, that doesn't engage. They're not participating in their zoom classes.

444

01:23:26.700 --> 01:23:35.310

Mara Foley Bowdidge interpreter: Will not have conversations with their counselor, even the moms tried to kind of coax them into talking to a counselor via zoom refuses to contact

445

01:23:35.610 --> 01:23:40.650

Mara Foley Bowdidge interpreter: Any friends or counselors, even through the video phone clearly really depressed senior year.

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01:23:41.190 --> 01:23:48.630

Mara Foley Bowdidge interpreter: And was really excited already accepted to Gallaudet. Now it doesn't know what's going to happen as a result of this pandemic. So the conversation was

447

01:23:49.560 --> 01:24:06.000

Mara Foley Bowdidge interpreter: Do we want to just drive to the students home or is that an invasion of privacy, right, if we just drive over there is that damaging to the relationship. What would your suggestion be for a student that's just incredibly withdrawn. During this time, that won't reach out to us.

448

01:24:07.440 --> 01:24:12.390

Lee Godbold - Interpreter: I think that's a good question. I'm thinking about the family.

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01:24:14.940 --> 01:24:25.620

Lee Godbold - Interpreter: Technically, what might apartments been doing for many years. So we reach out to the families and say, hey, we need your help with something. Could you come to a meeting and the families would common were able to

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01:24:27.000 --> 01:24:29.310

Lee Godbold - Interpreter: You know, coordinate that give them a date.

451

01:24:31.050 --> 01:24:37.860

Lee Godbold - Interpreter: And then the other option we give us say hey, we'll come visit you 90% of the time the families would much rather come to us and us go to them.

452

01:24:38.670 --> 01:24:49.920

Lee Godbold - Interpreter: So maybe that's something you should offer to the student give them an opportunity to meet with someone and if you can give that student the option to decide who does their meeting with

453

01:24:50.130 --> 01:24:51.030

Mara Foley Bowdidge interpreter: You tried that.

454

01:24:51.960 --> 01:24:54.810

Lee Godbold - Interpreter: In that case, you may want to go move forward with the home visit

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01:24:55.260 --> 01:25:05.640

Mara Foley Bowdidge interpreter: Yeah, I'm just more concerned about damaging the relationship with if we go and then they're more resistant and that we can never make that connection. Again, that's my fear. So I just I want to tread lightly here.

456

01:25:06.600 --> 01:25:11.760

Lee Godbold - Interpreter: You can try it with a teacher with a counselor. I know you are concerned about that child.

457

01:25:14.370 --> 01:25:20.070

Lee Godbold - Interpreter: And clearly the parents have express their concern as well. So maybe face to face would have a different outcome.

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01:25:20.580 --> 01:25:23.040

Lee Godbold - Interpreter: Right, that that's just another option you have

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01:25:23.430 --> 01:25:31.980

Mara Foley Bowdidge interpreter: Yeah, I think going in person might be our best option. At this time, but I just wasn't sure if you had a different vantage point there in terms of the actual relationship that we have that rapport.

460

01:25:40.470 --> 01:25:44.070

Lee Godbold - Interpreter: Alright any additional questions for Carlos.

461

01:25:47.400 --> 01:25:48.930

Lee Godbold - Interpreter: Hi, Chris.

462

01:25:53.160 --> 01:25:53.550

Mara Foley Bowdidge interpreter: Chris

463

01:25:58.080 --> 01:26:08.490

Lee Godbold – Interpreter: Hi, I'm Chris Johnson from Ohio School for the Deaf and this has been really good opportunity to participate. Seems like a lot of us are having similar experiences.

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01:26:11.100 --> 01:26:19.830

Lee Godbold – Interpreter: So as a school years, finishing we're approaching summer I know summer talking about doing year round. So we're talking about doing a regular school year.

465

01:26:20.490 --> 01:26:29.430

Lee Godbold – Interpreter: What's the expectation for you. Will you be working during the summer. Are you planning to be off. I know. There seems to be a lack of information with coronavirus the stats are changing.

466

01:26:29.790 --> 01:26:37.800

Lee Godbold – Interpreter: And students are missing out a lot on what's going on. So how are you hoping to provide support throughout the summer that's I'm interested in

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01:26:38.490 --> 01:26:49.080

Mara Foley Bowdidge interpreter: Great question. We actually just had a team meeting this morning and we talked about two things. One being the summer, what is that going to look like. And then this was the second over right okay

468

01:26:50.010 --> 01:26:57.810

Mara Foley Bowdidge interpreter: Over the weekend in New York. People are starting to go out and they are practicing social distancing for some summer not which is concerning

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01:26:58.110 --> 01:27:12.300

Mara Foley Bowdidge interpreter: But back to the summer, unfortunately, New York State has not made a determination as to what's going to happen with summer school. So that's a big hold up in itself, and it's caused truthfully, a lot of anxiety.

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01:27:12.750 --> 01:27:30.630

Mara Foley Bowdidge interpreter: amongst our students and you know staff as well summer school program for us. We've always had one when we've always had mental health staff available typically to our staff for our summer school. So for open, we can guarantee that we'll have again to mental health staff available.

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01:27:31.650 --> 01:27:38.640

Mara Foley Bowdidge interpreter: To our students, obviously. But now, just this morning that conversation that we had there was one teacher

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01:27:38.970 --> 01:27:45.570

Mara Foley Bowdidge interpreter: From high school and counselor met last week. And they talked about, what are we going to do for summer programming for our students.

473

01:27:46.080 --> 01:27:59.880

Mara Foley Bowdidge interpreter: And our ultimate goal is, if we don't, you don't let me back back a little bit with our summer program at typically runs from preschool elementary and middle school FL TC and special needs.

474

01:28:00.420 --> 01:28:12.000

Mara Foley Bowdidge interpreter: As well as high school teams. But, you know, ninth 10th, 11th, 12th graders. They don't have summer school, you don't have that provided so we're looking at the age groups that I previously mentioned,

475

01:28:13.020 --> 01:28:23.130

Mara Foley Bowdidge interpreter: Summer School. Okay, we can continue with distance learning. However, what are we going to do for our high school age kids. They're typically gone to summer camps, you know, Youth Leadership camp.

476

01:28:23.850 --> 01:28:36.630

Mara Foley Bowdidge interpreter: Employment Opportunities volunteer opportunities now. There's none of that. So we're wanting high school teachers and counselors to come up with some lesson plans, maybe a goal of 20 items where we can share that with our school staff.

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01:28:37.260 --> 01:28:46.770

Mara Foley Bowdidge interpreter: We can add to that list of 20 and then we're going to share that with our high school students. I do call two things from this morning. Okay, one

478

01:28:48.120 --> 01:28:55.440

Mara Foley Bowdidge interpreter: Was that a teacher was willing to do what will what was a book talk. Um, this was for

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01:28:56.610 --> 01:29:08.490

Mara Foley Bowdidge interpreter: Oh, whoo. I think the lower level readers, but high interest. So the books might be tough. So the teachers will provide that an ASL. The provide the book.

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01:29:08.820 --> 01:29:16.830

Mara Foley Bowdidge interpreter: And then students will actually lead these book club meetings. So that was one idea. The other idea was a gardening project.

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01:29:17.670 --> 01:29:21.840

Mara Foley Bowdidge interpreter: One of my staff was willing to procure. What did they purchase I

482

01:29:22.260 --> 01:29:30.360

Mara Foley Bowdidge interpreter: I don't have a green thumb. So I don't even know what the right verbiage, is it soil fertilize. I don't know what it is. Anyhow, they're buying something to get this garden idea started

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01:29:30.810 --> 01:29:37.320

Mara Foley Bowdidge interpreter: And they're mailing it to our students are high school students, those that are willing to engage and they'll provide that you know

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01:29:37.710 --> 01:29:44.190

Mara Foley Bowdidge interpreter: gardening tips, one on one through zoom you know in New York City. As you can imagine, we don't have a lot of grass around here.

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01:29:44.640 --> 01:29:50.670

Mara Foley Bowdidge interpreter: But this gardening project is intended for, you know, New Yorkers where we can grow stuff in the metro area.

486

01:29:51.150 --> 01:29:59.070

Mara Foley Bowdidge interpreter: And students will get that guidance from this high school staff member and they'll begin a garden, hopefully, and once we open our doors again.

487

01:29:59.340 --> 01:30:09.360

Mara Foley Bowdidge interpreter: They can bring in whatever they've grown at home. So we'll have actually have a garden to come back to. So those are two ideas that are kind of fresh off the press as of this morning.

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01:30:22.770 --> 01:30:24.810

Lee Godbold - Interpreter: Alright any additional questions.

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01:30:25.890 --> 01:30:28.170

Lee Godbold - Interpreter: I'm not seeing any pop up and chat.

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01:30:28.800 --> 01:30:30.090

Mara Foley Bowdidge interpreter: No more questions.

491

01:30:36.090 --> 01:30:41.100

Lee Godbold - Interpreter: Carlos, I'll let you decide whether or not we're ready to conclude

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01:30:42.510 --> 01:30:48.390

Mara Foley Bowdidge interpreter: Sorry, I'm just reading my own questions, and I believe we received answers to almost everything.

493

01:30:49.620 --> 01:30:50.880

Mara Foley Bowdidge interpreter: I guess there is this one.

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01:30:52.080 --> 01:31:05.670

Mara Foley Bowdidge interpreter: And this one pertains to administration, how are they supporting the staffs well being. But I think we can hold off on that one till our June beating. So I think we can table that one for now. No, I think I'm good with my own questions. I think I caught them all answered.

495

01:31:07.200 --> 01:31:11.640

Lee Godbold - Interpreter: Great. If no additional questions, and I believe we can close

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01:31:13.590 --> 01:31:24.240

Lee Godbold - Interpreter: All right. Alright, then I will go ahead and conclude this meeting, big thank you to Carlos for your wonderful sharing today the resources and programming that you've mentioned



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01:31:25.320 --> 01:31:31.590

Lee Godbold - Interpreter: Thank you to other participants and we hope to see you. Our next online meeting. Thank you so much, Carlos.

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01:31:32.070 --> 01:31:38.250

Mara Foley Bowdidge interpreter: All right. And if any of you guys want to reach out to me, please feel free to reach out to me. You can find my email through the Lexington website. Okay.

499

01:31:38.910 --> 01:31:40.740

Lee Godbold - Interpreter: All right. Great. Thank you so much.

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01:31:40.890 --> 01:31:43.590

Mara Foley Bowdidge interpreter: All right, and thank you to the interpreters. Thank you so much.

501

01:31:46.740 --> 01:31:47.760

Lee Godbold - Interpreter: All right. Bye bye.