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# Brainstorming: Collaboration Between Teachers of the Deaf and Hard of Hearing and Educational Interpreters

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NLCSD Scholar

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Doctoral Student



# Agenda

- Introductions
- Rationale
- Poll Everywhere
- Questions



# Collaboration

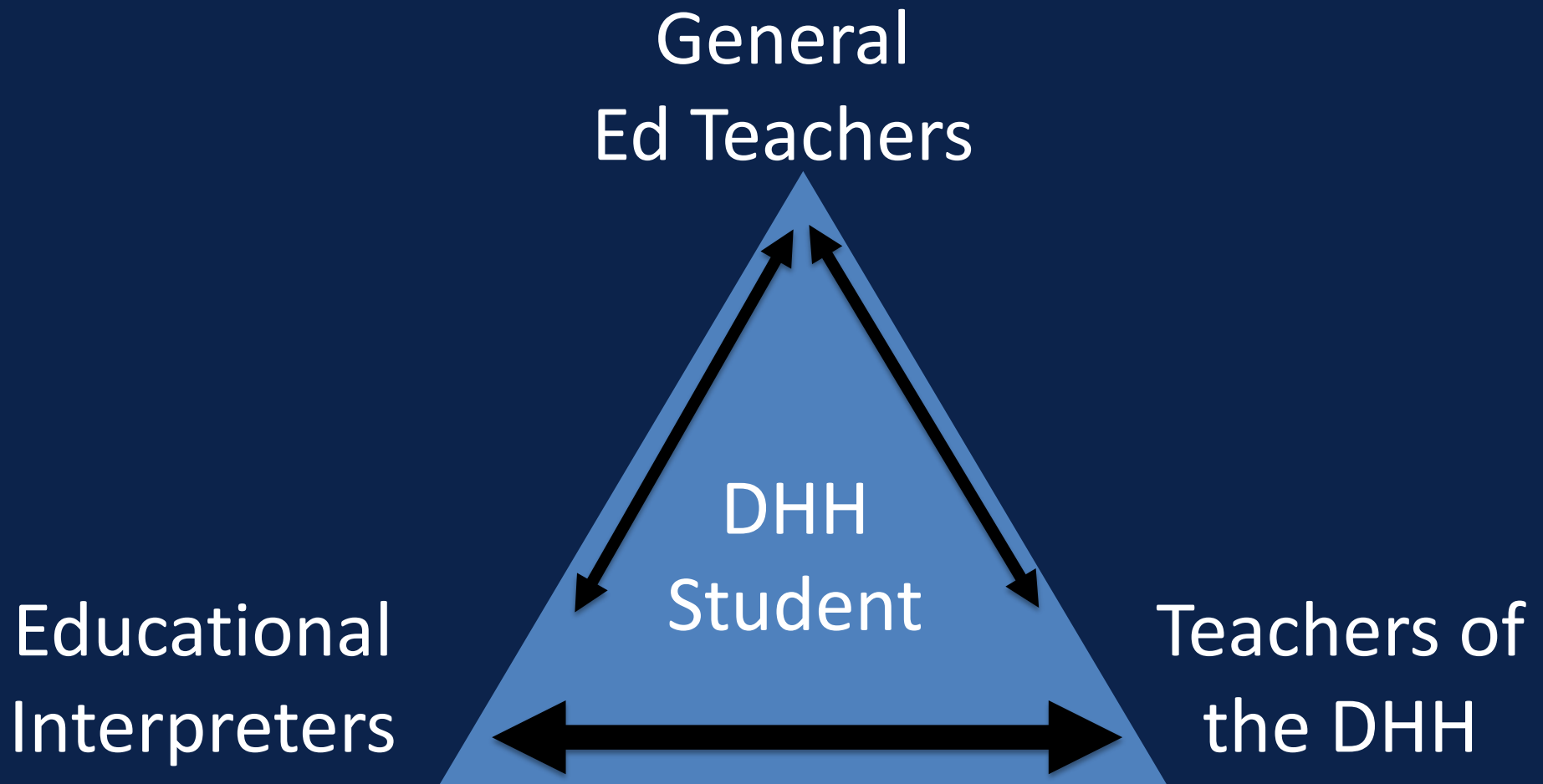
- Defined mutual goals
- Interpersonal interaction
- Equality of status between professionals
- Shared resources/experts
- Responsibility/ownership
- Flexibility and compromise

(Antia & Stinson, 1999; Cook & Friend, 1992)



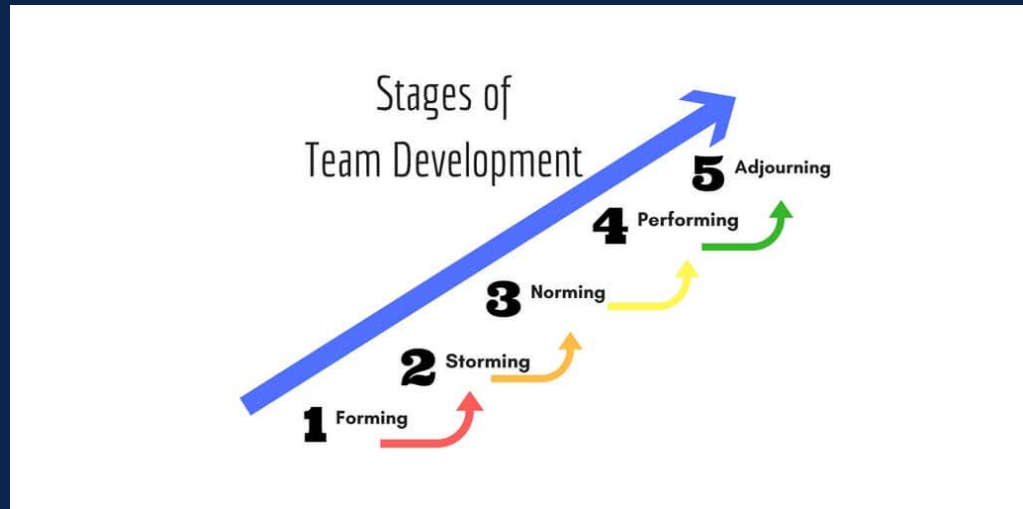
# Facilitators & Detractors

(Reed, Antia & Kreimeyer, 2008)



# Tuckman's Teamwork Theory

- Forming
- Storming
- Norming
- Performing
- Adjourning

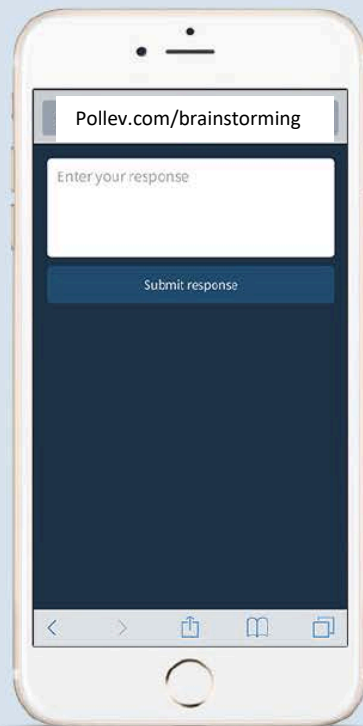


<https://www.scholar99.com/stages-of-team-development/>

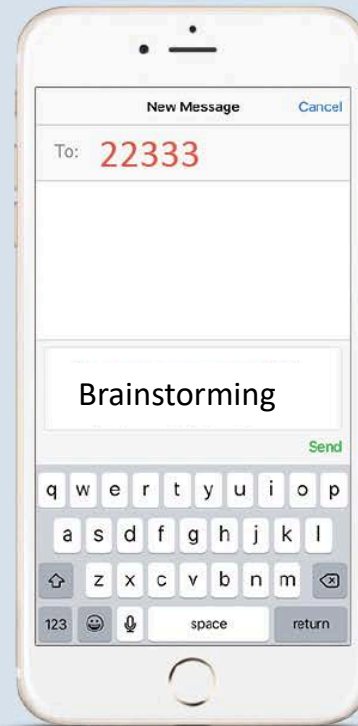
## Goal: Describe Effective Group Functioning

(Tuckman, 1965; Tuckman & Jensen, 1977)

## Responding with Poll Everywhere



*Web voting*



*Text voting*



## Text Response

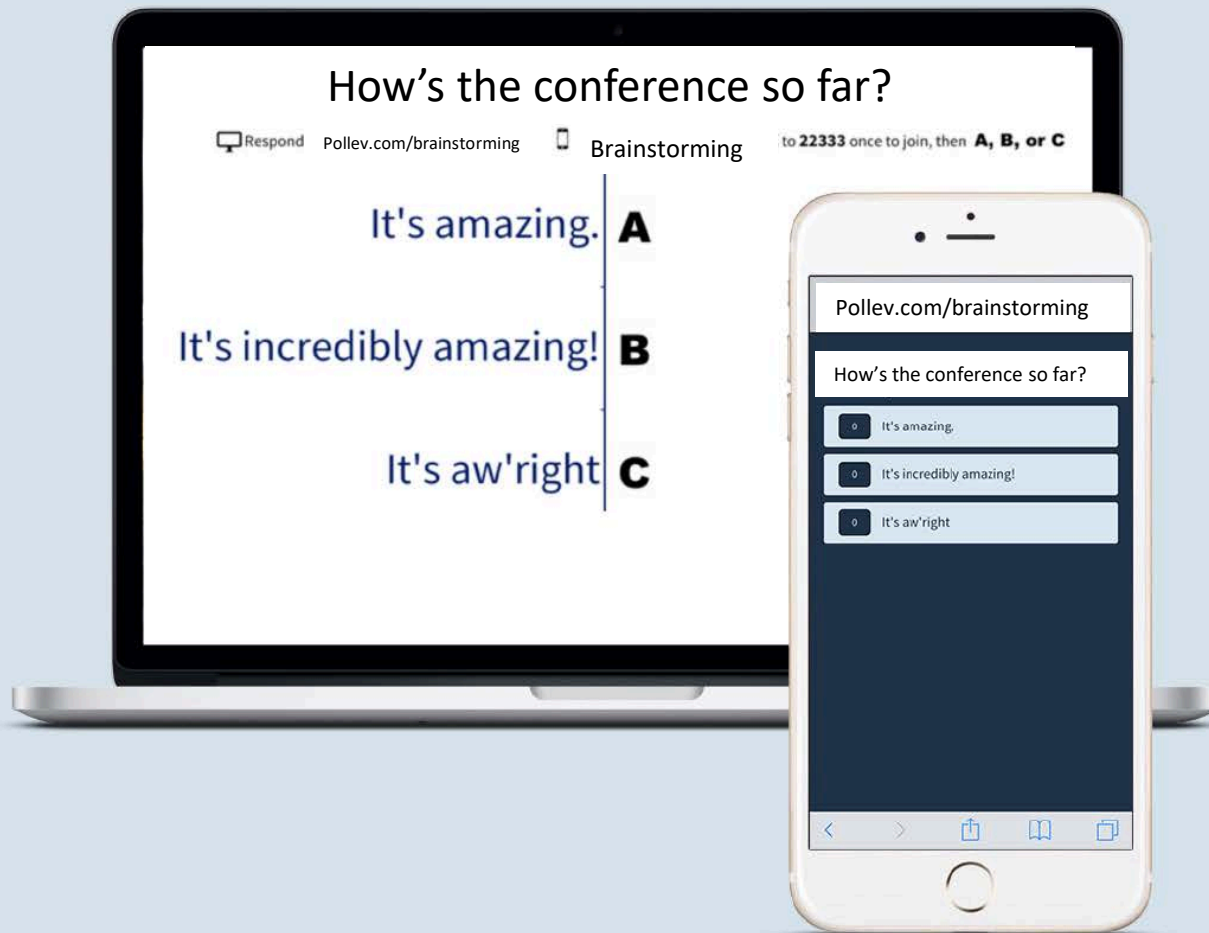
1. To: 22333
2. Brainstorming
3. "Send"



## Web Response

1. [www.pollev.com/brainstorming](http://www.pollev.com/brainstorming)
2. "Skip"

# Poll Everywhere





# How's the conference so far?

It's  
amazing.

It's  
incredibly  
amazing!

It's  
aw'right

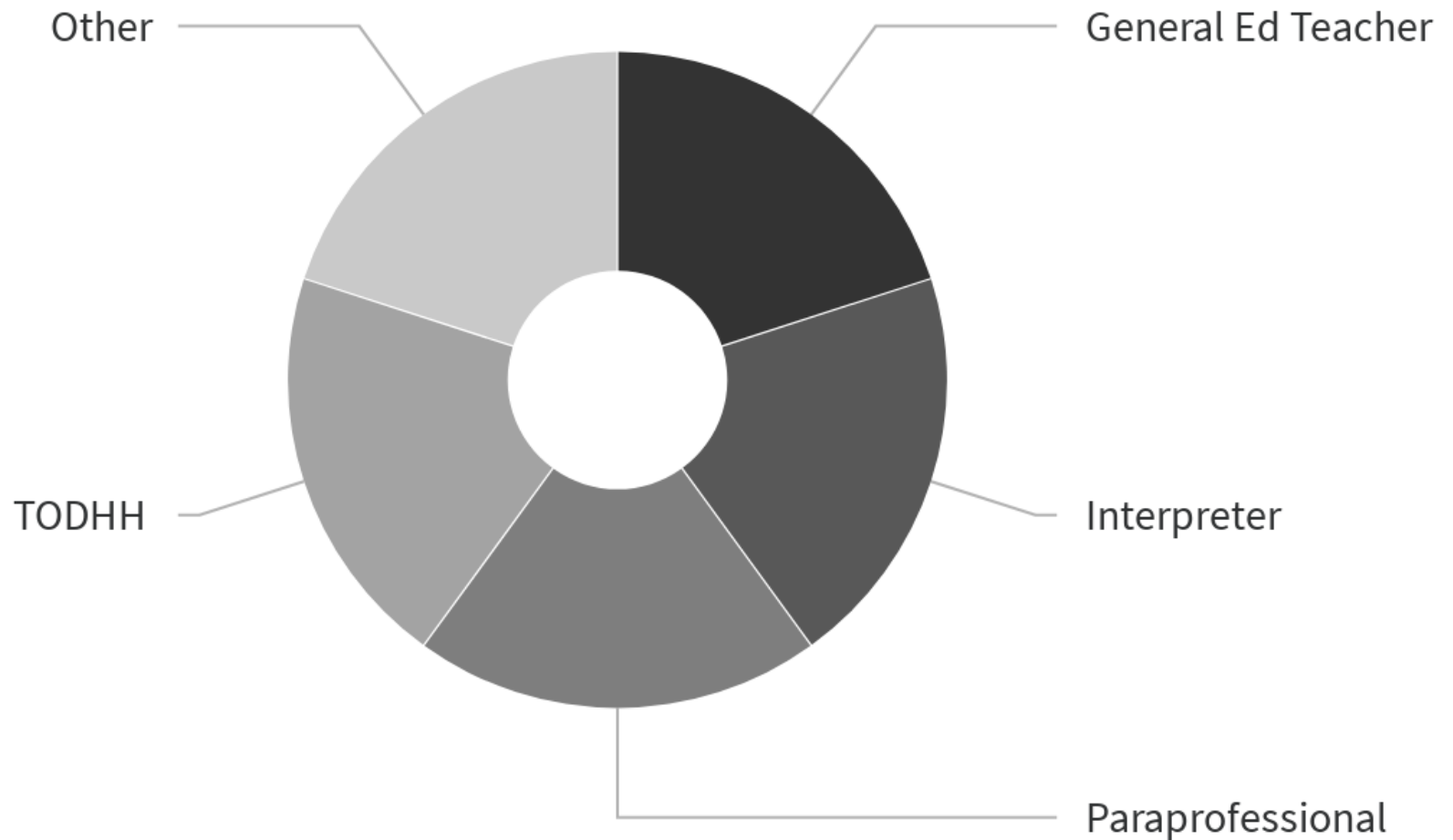
1. In ONE WORD, what does "collaboration" mean to you?

## 2. I think collaboration between EIs and TODHHs is valuable.



### 3. My current position is...

General Ed Teacher **A**   Interpreter **B**   Paraprofessional **C**   TODHH **D**   Other **E**



#### 4. In my school or district, there is effective collaboration between EIs and TODHHs.



## 5. Which of the following BEST describes interactions between EIs and TODHHs in my school or district?

Becoming acquainted,  
uncertainty, role confusion

Disagreement over priorities,  
power struggles, tension

Flexible, performing, open,  
helpful

Trust, consensus,  
cooperation

Don't Know/Not Sure

## 6. In my school or district, Els attend IEP meetings as contributing members of the team.

Always Sometimes Rarely Never Don't Know/Not Sure

## 7. As a TODHH, I am comfortable supervising Els.

Always   Sometimes   Rarely   Never   I do not  
supervise  
Els



8. As an EI, I am comfortable being supervised by a TODHH.

Always   Sometimes   Rarely   Never   I am not supervised by a TODHH

## 9. What are the factors that MOST influence my ability to collaborate with EIs or TODHHs? (Rank most important at top to least important at bottom)

Cooperation / others  
willingness to collaborate

How much it will benefit  
my students

Mutual understanding of  
professional roles

On-going communication

Sufficient time /  
opportunity to engage

The need to balance other  
work responsibilities

## 10. In my experience, the most frequently discussed topics between EIs and TODHHs are... (Rank most frequent on top to least frequent at bottom)

Academic content

Scheduling interpreters /  
interpreter coverage

Student accommodations

Student behavior  
management

Student IEP goals

Student language /  
communication

Other

## 11. As an EI, I can collaborate with TODHHs by... (Answer with SHORT PHRASE)

## 12. As a TODHH, I can collaborate with EIs by... (Answer with SHORT PHRASE)

**13. For the 2018-19 school year, I will engage in MORE or BETTER collaboration by... (Answer with short phrase)**

# Questions?



# Resources

- Cook, L. & Friend, M. (1992). Educational leadership for teacher collaboration. *Program Leadership for Serving Students with Disabilities*, (pp. 421-444). Department of Education: Washington, DC. Retrieved from <https://eric.ed.gov/?id=ED372540>
- Gallaudet University (2016). The power and potential of collaboration. *Odyssey*, 17, 1-81.
- Luckner, J. L. & Muir, S. (2002). Suggestions for helping students who are deaf succeed in general education settings. *Communications Disorders Quarterly*, 24(1), 23-30.
- Stinson, H. (2013). Essential in ensuring access to services: A teacher of the deaf. *Odyssey*, 14, 48-51. Retrieved from <https://eric.ed.gov/?id=EJ1018915>



# References

- Antia, S., & Stinson, M. (1999). Some Conclusions on the Education of Deaf and Hard-of-Hearing Students in Inclusive Settings. *Journal of Deaf Studies and Deaf Education*, 4(3), 246-248. Retrieved from <http://www.jstor.org/stable/42658515>
- Cook, L. & Friend, M. (1992). Educational leadership for teacher collaboration. *Program Leadership for Serving Students with Disabilities* (pp. 421-444). Department of Education: Washington, DC.
- Kinsella-Meier, M. & Gala, N. M. (2016). Collaboration: Definitions and explorations of an essential partnership. *Odyssey: New Directions in Deaf Education* 17, 4-9.
- Reed, S. , Antia, S. D. & Kreimeyer, K. H. (2008). *Academic status of deaf and hard-of-hearing students in public schools: Students, home, and service facilitators and detractors*. *Journal of Deaf Studies and Deaf Education*, 13(4), 487-502. Retrieved from <https://academic.oup.com/jdsde/article-abstract/13/4/485/496410>
- Stinson, M., & Antia, S. (1999). Introduction: Considerations in Educating Deaf and Hard-of-Hearing Students in Inclusive Settings. *Journal of Deaf Studies and Deaf Education*, 4(3), 163-175. Retrieved from <http://www.jstor.org/stable/42658508>
- Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin* 63(6), 384-399. Retrieved from [http://web.mit.edu/curhan/www/docs/Articles/15341\\_Readings/Group\\_Dynamics/Tuckman\\_1965\\_Developmental\\_sequence\\_in\\_small\\_groups.pdf](http://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Group_Dynamics/Tuckman_1965_Developmental_sequence_in_small_groups.pdf)
- Tuckman, Bruce W. and Jensen, Mary Ann C. (1977). Stages of Small-Group Development Revisited. *Group & Organization Management*, 2(4), 419-427. Copyright 1977 by Sage Publications.

# Contact Information

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@JannaHasko @WhitneysWave



## 1. In ONE WORD, what does "collaboration" mean to you?

Respond at [PollEv.com/brainstorming](https://PollEv.com/brainstorming)

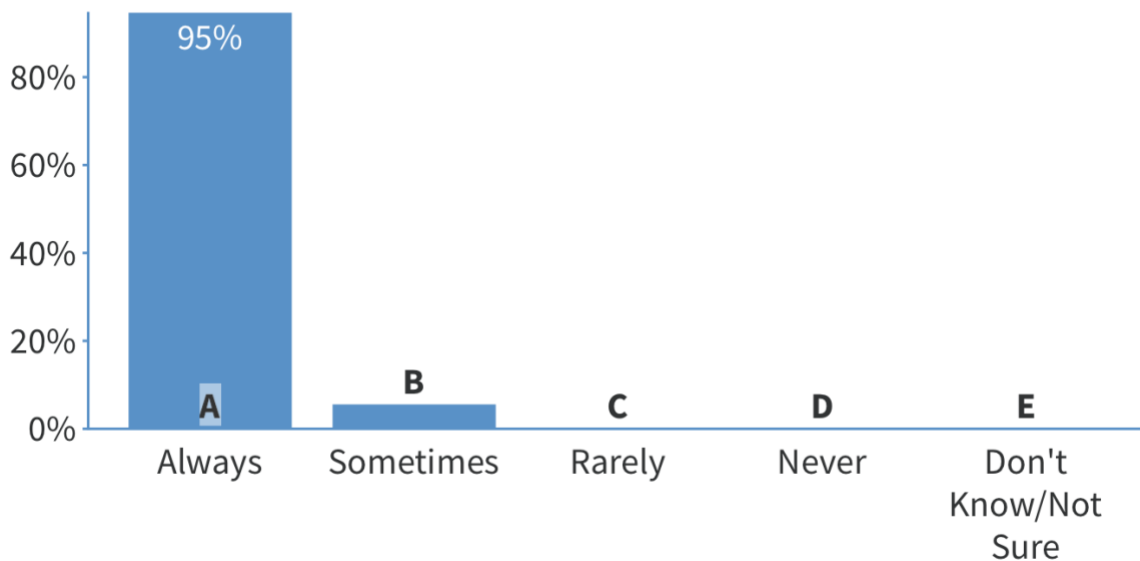
Text **BRAINSTORMING** to **22333** once to join, then text your message



## 2. I think collaboration between EIs and TODHHs is valuable.

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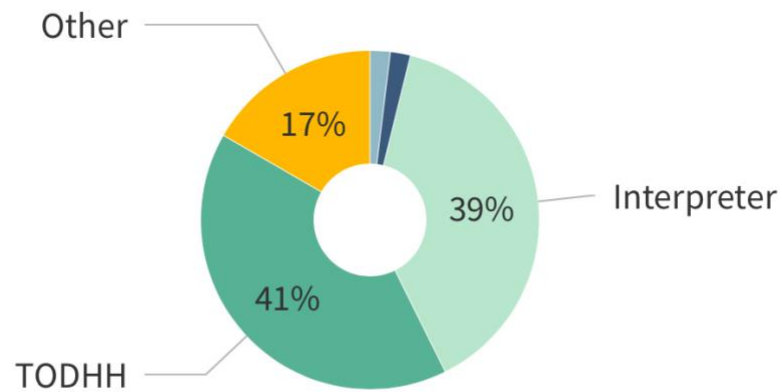


### 3. My current position is...

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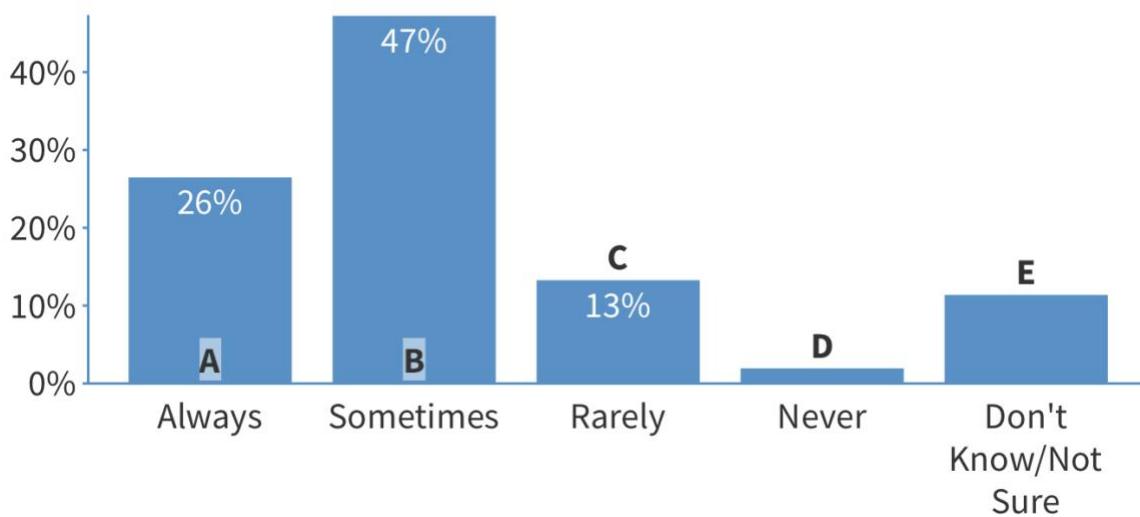
Audiology or Speech **A** General Ed Teacher **B** Interpreter **C** TODHH **D** Other **E**



### 4. In my school or district, there is effective collaboration between EIs and TODHHs.

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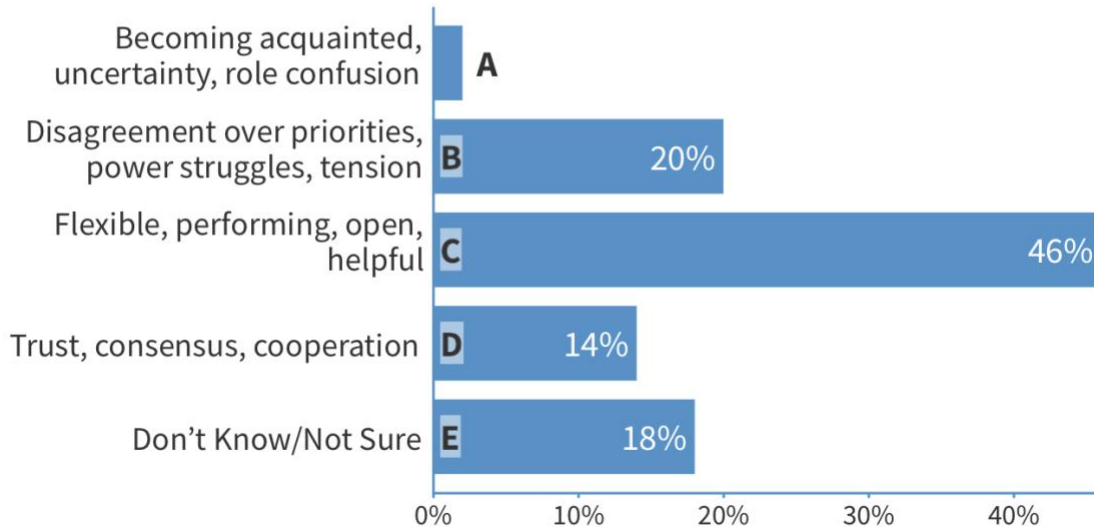
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## 5. Which of the following BEST describes interactions between EIs and TODHHs in my school or district?

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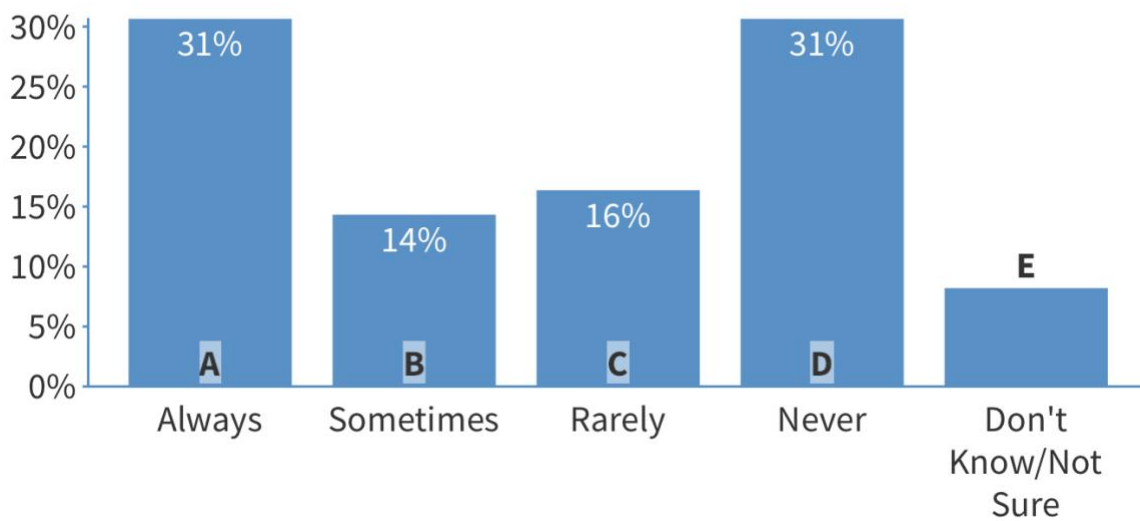
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## 6. In my school or district, EIs attend IEP meetings as contributing members of the team.

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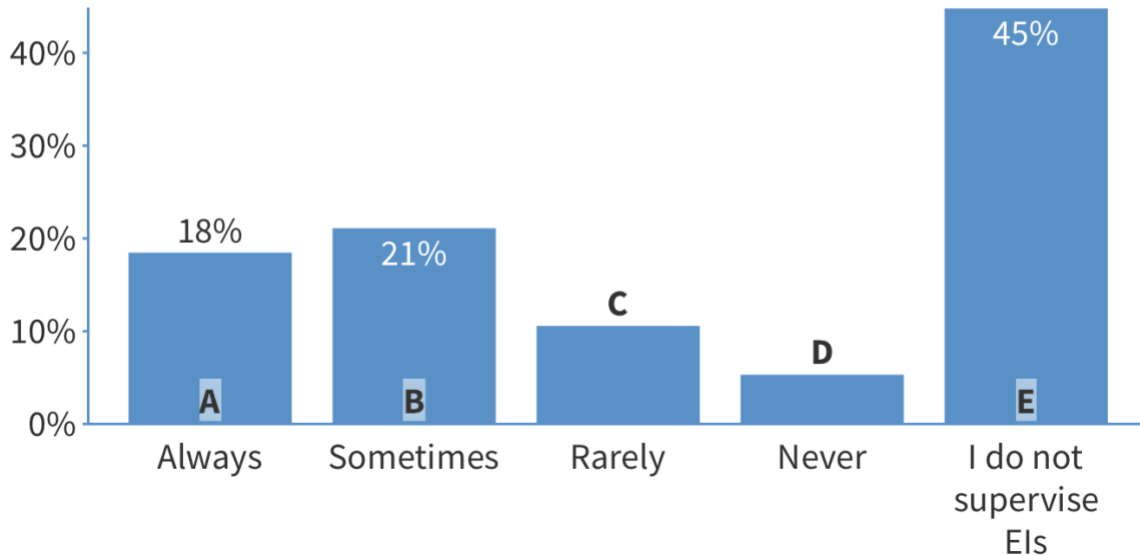
Text **BRAINSTORMING** to 22333 once to join, then **A, B, C, D, or E**



## 7. As a TODHH, I am comfortable supervising EIs.

Respond at [PollEv.com/brainstorming](https://poll-ev.com/brainstorming)

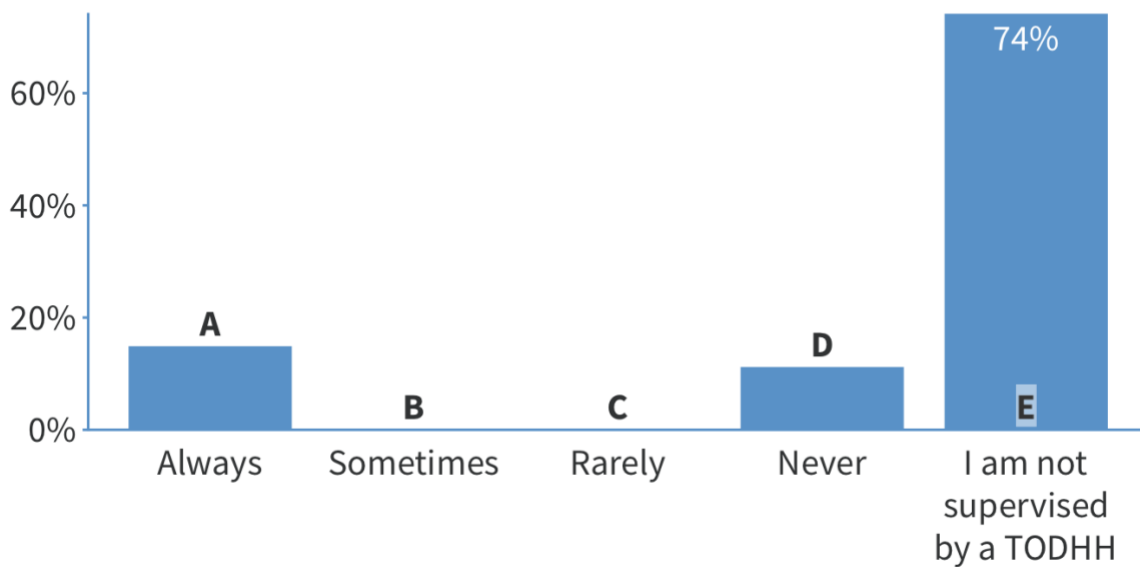
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## 8. As an EI, I am comfortable being supervised by a TODHH.

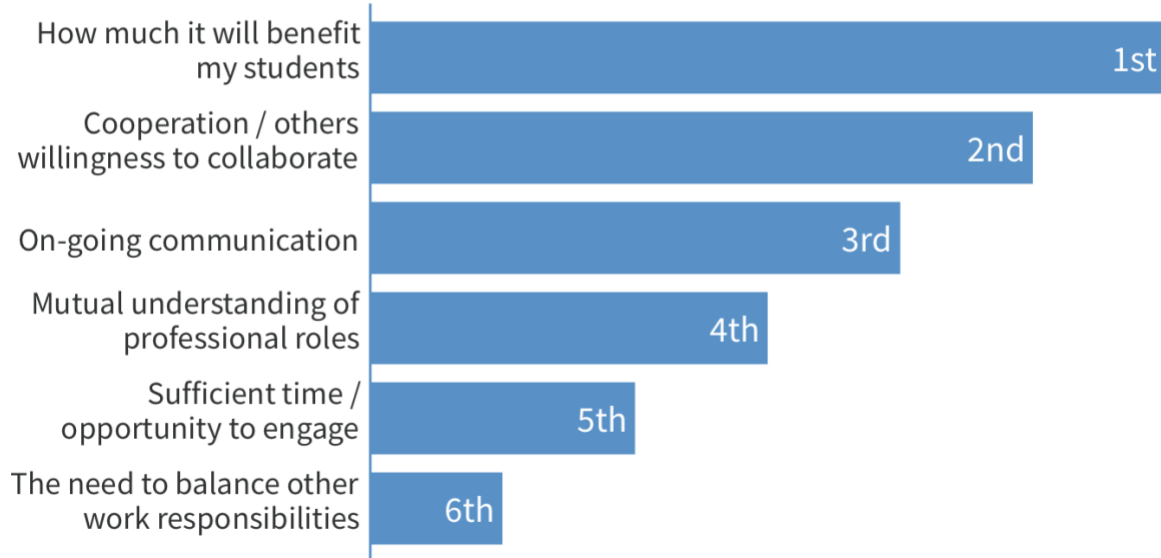
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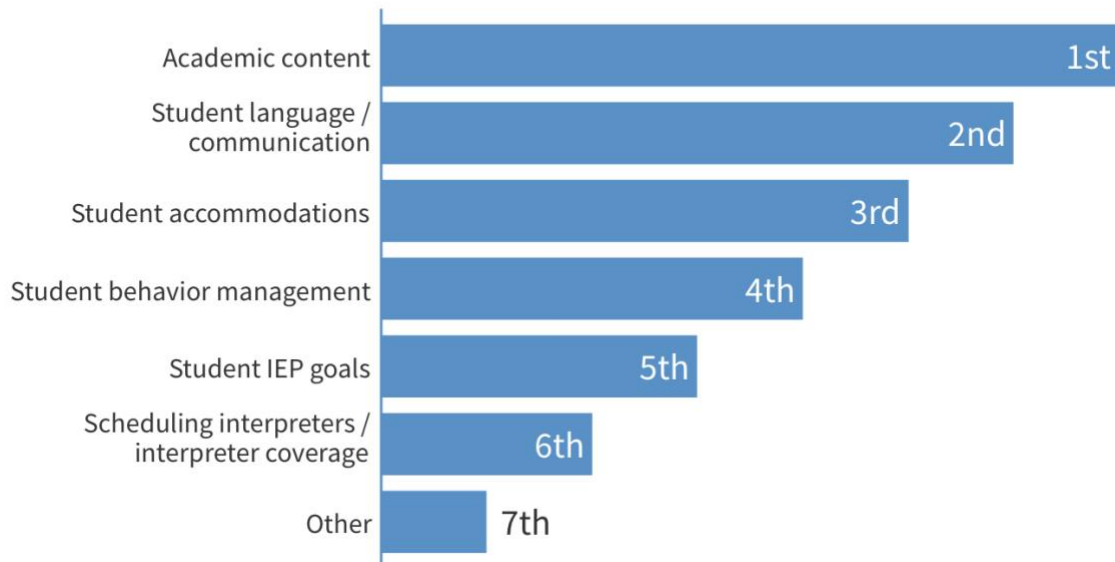
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**10. In my experience, the most frequently discussed topics between EIs and TODHHs are... (Rank most frequent on top to least frequent at bottom)**

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## 11. As an EI, I can collaborate with TODHHs by... (Answer with SHORT PHRASE)



Respond at [PollEv.com/brainstorming](https://www.poll-ev.com/brainstorming)



Text **BRAINSTORMING** to **22333** once to join, then text your message

"Texting"

"With wine"

"Face to face"

"Keeping in touch via text messages daily"

"Face to face"

"Sharing info"

"Time outside of school hours to get together and just chat"

"Classroom"

"Sharing ideas"

**"Daily meetings"**

"Sharing break/lunch time"

"Engaging in an ongoing relationship"

"In person"

"Texting"

"Having an open communication"

"Daily in person communication"

"Being open, flexible and willing to give up some free time"

"Email"

"Keeping TOD informed of classroom happenings"

"E-mail/weekly or bi-weekly face to face"

"Weekly meeting"

"Text, email, conversation"

"Email, text, in person"

"Suggesting coffee or a glass of wine AFTER school. So we can digest the school day and then come together mutually"

"Email, text, in person,"

## 12. As a TODHH, I can collaborate with EIs by... (Answer with SHORT PHRASE)



Respond at [PollEv.com/brainstorming](https://www.poll-ev.com/brainstorming)



Text **BRAINSTORMING** to **22333** once to join, then text your message

"Face to face, sharing outside of school, socializing outside of academia"

"being a team"

"Asking the EI their input"

"Updating on changes or student needs"

"having ongoing open communication."

"One on one meetings"

"Encouraging professional collaboration, respecting opinions, team approach, making time"

"Inviting interpreter to meet with me.....developing relationships"

"Professional development together"

"negotiated signs setup with student"

"Sharing resources"

**"Sharing IEP goals"**

"Texting"

"Respect opinions"

"Texting"

"Share break/lunch time"

"Send lesson plans daily/and or weekly"

"Travel"

"Observations in the gen ed setting"

"Sharing academic content and be flexible in answering questions"



### 13. For the 2018-19 school year, I will engage in MORE or BETTER collaboration by... (Answer with short phrase)



Respond at [PollEv.com/brainstorming](https://www.poll-ev.com/brainstorming)



Text **BRAINSTORMING** to **22333** once to join, then text your message

“Convincing administration to support collective effort”

“Have mor fun ”

“petitioning employer for more time ”

“Not be afraid to admit when something is not working ”

“Respecting each other's role and be open to learn from one another ”

“Continuing to text with my interpreters...and saying Thank you!!! ”

“Filtering what's important and sharing and what's not ”

“Convincing administration to support collective effort ”

“Continue the positive open communication ”

“Being more up front and honest ”

“Look for laughs ”

“engaging power players in the district in communication ”

“Laugh together more ”

### 13. For the 2018-19 school year, I will engage in MORE or BETTER collaboration by... (Answer with short phrase)



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Text **BRAINSTORMING** to **22333** once to join, then text your message

“Filtering what's important and sharing and what's not ”

“Convincing administration to support collective effort ”

“Continue the positive open communication ”

“Being more up front and honest ”

“Look for laughs ”

“engaging power players in the district in communication ”

“Laugh together more ”

“Brainstorming to improve what we are already doing and laugh a lot! ”

“Share information with todhh and teachers ”

“E ”

“Getting more support from administration ”

“Be direct and yet listen ”

“Not talking in front of student, keeping collaboration for adult time ”

“knowing each other better ”

“collaborate more with general ed teachers ”

“Making everyone feel included as a team member ”

“Invite teachers and interpreters to meet collaboratively across districts ”

“Advocate for them ”

“Use research to educate and support the changes needed of to improve the education of our students ”