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

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NLCSD Scholar
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

Goal: Describe Effective Group Functioning

(Tuckman, 1965; Tuckman & Jensen, 1977)
Responding with Poll Everywhere

- **Web voting**
  - Enter your response
  - Submit response

- **Text voting**
  - To: 22333
  - Brainstorming
  - Send

Poll Everywhere
Text Response
1. To: 22333
2. Brainstorming
3. “Send”

Web Response
1. www.pollev.com/brainstorming
2. “Skip”
How’s the conference so far?

A
- It's amazing.

B
- It's incredibly amazing!

C
- It's aw'right
<table>
<thead>
<tr>
<th>Response</th>
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<tbody>
<tr>
<td>It's amazing.</td>
</tr>
<tr>
<td>It's incredibly amazing!</td>
</tr>
<tr>
<td>It's aw'right</td>
</tr>
</tbody>
</table>
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
- Interpreter
- Paraprofessional
- TODHH
- Other

Other

General Ed Teacher

TODHH

Interpreter

Paraprofessional
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?

<table>
<thead>
<tr>
<th>Interaction Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming acquainted, uncertainty, role confusion</td>
<td></td>
</tr>
<tr>
<td>Disagreement over priorities, power struggles, tension</td>
<td></td>
</tr>
<tr>
<td>Flexible, performing, open, helpful</td>
<td></td>
</tr>
<tr>
<td>Trust, consensus, cooperation</td>
<td></td>
</tr>
<tr>
<td>Don’t Know/Not Sure</td>
<td></td>
</tr>
</tbody>
</table>
6. In my school or district, EIs 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.
8. As an EI, I am comfortable being 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)

<table>
<thead>
<tr>
<th>Cooperation / others willingness to collaborate</th>
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</thead>
<tbody>
<tr>
<td>How much it will benefit my students</td>
</tr>
<tr>
<td>Mutual understanding of professional roles</td>
</tr>
<tr>
<td>On-going communication</td>
</tr>
<tr>
<td>Sufficient time / opportunity to engage</td>
</tr>
<tr>
<td>The need to balance other work responsibilities</td>
</tr>
</tbody>
</table>
10. In my experience, the most frequently discussed topics between EIs and TODHHs are... (Rank most frequent on top to least frequent at bottom)

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic content</td>
</tr>
<tr>
<td>Scheduling interpreters / interpreter coverage</td>
</tr>
<tr>
<td>Student accommodations</td>
</tr>
<tr>
<td>Student behavior management</td>
</tr>
<tr>
<td>Student IEP goals</td>
</tr>
<tr>
<td>Student language / communication</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
11. As an El, 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


References


Contact Information

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

- Respond at PollEv.com/brainstoming
- Text BRAINSTORMING to 22333 once to join, then text your message

- #playingniceinthesandbox
- cohesiveness
- teamwork
- parties
- work
- collective
- progress
- access
- cooperation
- flexibility
- discussions
- unified
- open
- together
- partnership
- dialogue
- agreeing
- equal
- better
- respect
- outcome
- working
- benefit
- joint
- support
- good
- team
- sharing
- equal

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

- Respond at PollEv.com/brainstoming
- Text BRAINSTORMING to 22333 once to join, then A, B, C, D, or E

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Don't Know/Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
3. My current position is...

Respond at PollEv.com/brainstorming
Text BRAINSTORMING to 22333 once to join, then A, B, C, D, or E

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

- Other
- Interpreter
- TODHH

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

Respond at PollEv.com/brainstorming
Text BRAINSTORMING to 22333 once to join, then A, B, C, D, or E

- Always 26%
- Sometimes 47%
- Rarely 13%
- Never
- Don't Know/Not Sure

Bar chart showing the percentages of responses for each category.
5. Which of the following BEST describes interactions between EIIs and TODHHs in my school or district?

- Becoming acquainted, uncertainty, role confusion: A
- Disagreement over priorities, power struggles, tension: B (20%)
- Flexible, performing, open, helpful: C (46%)
- Trust, consensus, cooperation: D (14%)
- Don’t Know/Not Sure: E (18%)

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

- Always: A (31%)
- Sometimes: B (14%)
- Rarely: C (16%)
- Never: D (31%)
- Don’t Know/Not Sure: E
7. As a TODHH, I am comfortable supervising ELs.

- 18% Always
- 21% Sometimes
- C Rarely
- D Never
- 45% I do not supervise ELs

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

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

- A Always
- B Sometimes
- C Rarely
- D Never
- 74% I am not supervised by a TODHH

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

- How much it will benefit my students: 1st
- Cooperation / others willingness to collaborate: 2nd
- On-going communication: 3rd
- Mutual understanding of professional roles: 4th
- Sufficient time / opportunity to engage: 5th
- The need to balance other work responsibilities: 6th

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: 1st
- Student language / communication: 2nd
- Student accommodations: 3rd
- Student behavior management: 4th
- Student IEP goals: 5th
- Scheduling interpreters / interpreter coverage: 6th
- Other: 7th

Respond at PollEv.com/brainstorming
11. As an EI, I can collaborate with TODHHs by... (Answer with SHORT PHRASE)

- Respond at PollEv.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
- 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"
- "Professional development together"

- "Inviting interpreter to meet with me.....developing relationships"
- "Sharing resources"

- "Negotiated signs setup with student"
- "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)

“Have more 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 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)

“Filtering what's important and sharing 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”