

# Trading in the one-time in-service for consistent communication with teams

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November 15, 2022

Britt Coffey & Emily Snow

# Agenda

- Introduction – who are we?
- Low-incidence service providers- who are you?
- Consultation – what is it?
- Behavior change – how?
- Adult learning theory – why?
- Professional development – common pitfalls to avoid.
- Discussion:
  - Challenges
  - Successes
- Ideas and Resources



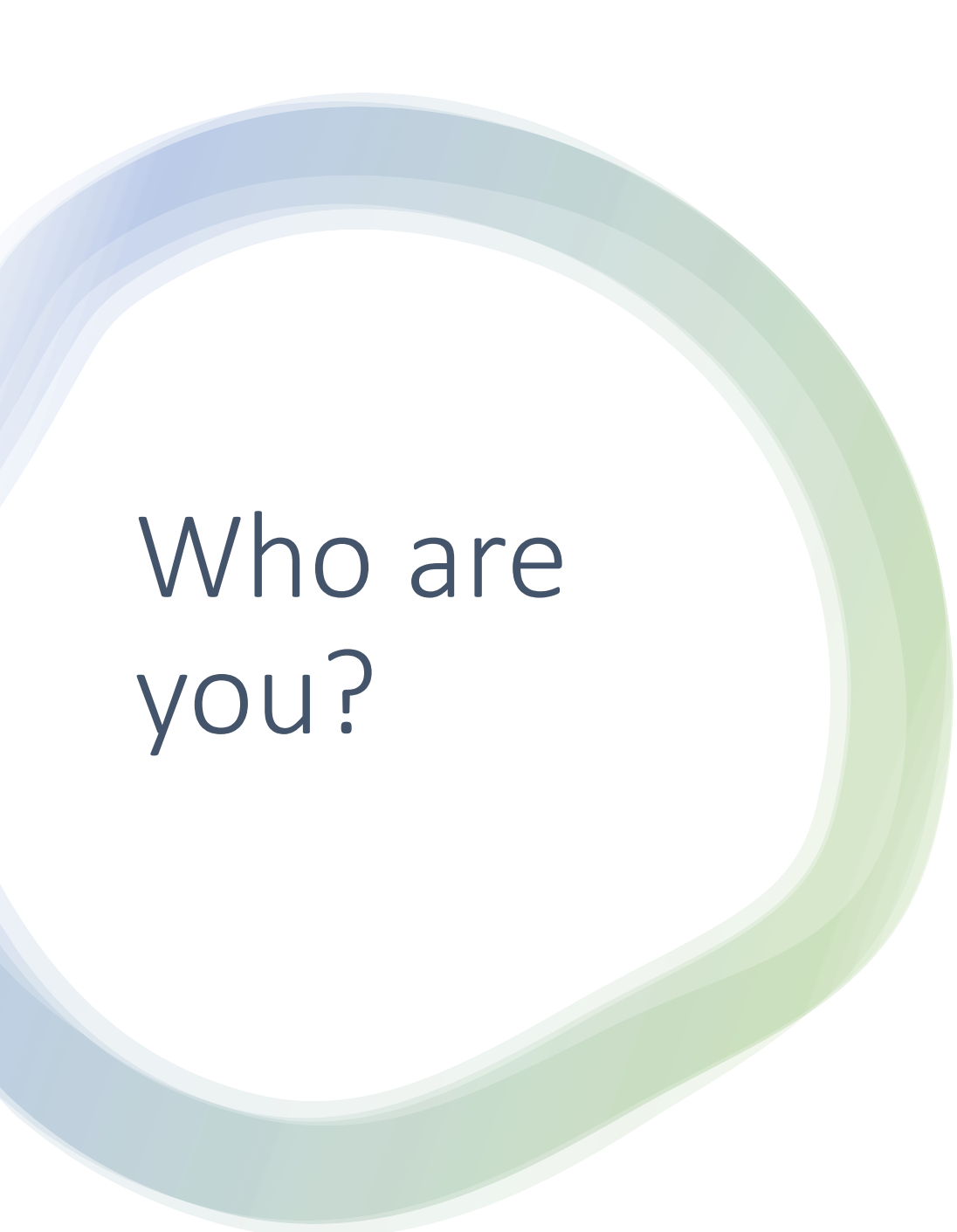
## Britt

- Mainstream supervisor at Clarke
- Former itinerant teacher of the deaf
- Taught general education (2nd grade)
- Taught pre-service TODs (Colorado)
- Dissertation (consultation)



## Emily

- Itinerant teacher of the deaf in Western MA
- Was a Pre-K teacher for 4 years, first in California then at Clarke Northampton
- Taught at Clarke summer camp for 5 years and ran Buddies program for 2 years



Who are  
you?

- Name
- Location
- Role
- What brings you here today?

# Low-incidence service providers

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- Often forgotten in meeting invites and team email correspondence
- Team members often unclear on your scope of practice
- At risk for feeling isolated
- Parent involvement and communication varies greatly
- Limited time with teams and students



# Position Statement

“

Successful teachers tend to have both training in the subject matter being taught and knowledge about the learning styles and patterns of students who are deaf or hard of hearing (Spencer & Marschark, 2010, p. 151).

It is the position of the Council for Exceptional Children (CEC) Division for Communication, Language, and Deaf/Hard of Hearing (DCD) that, for all students who are deaf or hard of hearing (DHH), credentialed teachers of students who are DHH (TODHH) are critical to the provision of appropriate evaluation, educational programming and planning, and student-centered instruction. They are essential to students' achievement of their academic, linguistic, and social-emotional potential. As part of the educational team, qualified TODHH enable schools to match the personnel to the definition of the disability as written in the Individuals with Disabilities Education Act (IDEA, 2004) and the Americans with Disabilities Act (ADA, as amended by the ADA Amendments Act, 2008), while also securing positive outcomes for students.

Although there is a high level of variation in service delivery across education settings, the specialized instruction and support from TODHH remains the preferred model to meet the specific language, communication, academic, and social-emotional needs

DCD/CEC  
Position  
statement

# The way we used to do in-services...

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## Hearing Loss 101

*August 30th*

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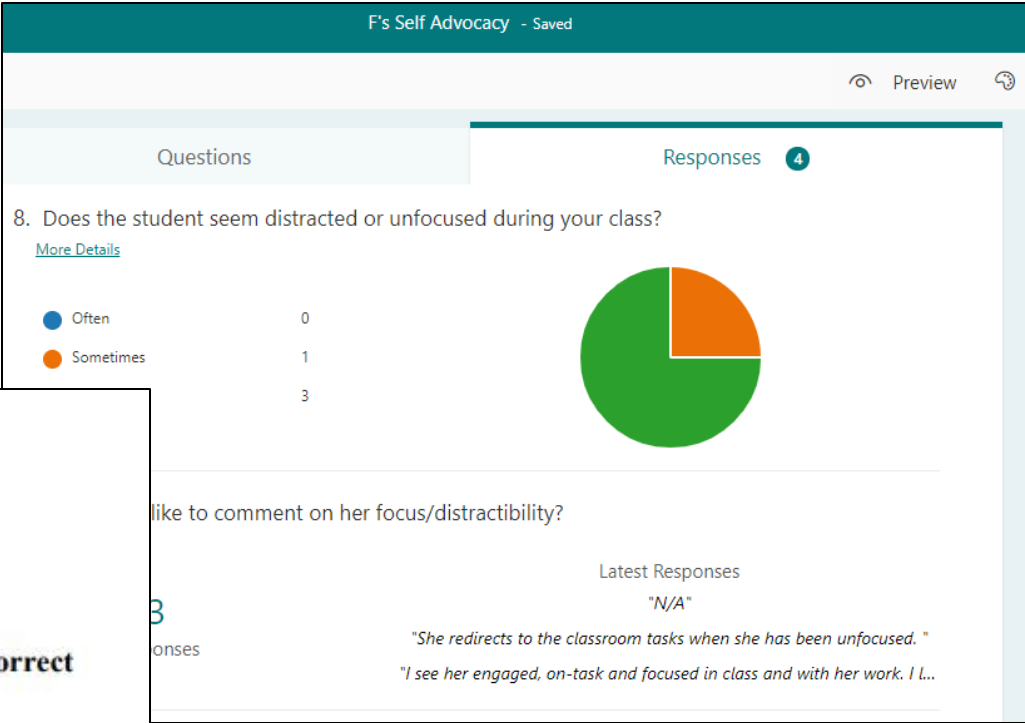




# The way we "in-service" teachers now...



This is the wrong way to wear the FM. 1. It is too low 2. Do you SEE my thumbs down you should listen to the thumbs!



## Listening in:

Quiet with the left hearing aid only.



Classroom noise with the left hearing aid only.



Classroom noise with the hearing aids and HAT system.



## Hearing Loss Simulation




## AVA'S TIPS

- #1- The two microphone ports should be 6 inches from your mouth
- #2- Make sure ports are facing out
- #3- Mute the microphone when you are not talking to Ava







In-service tip:  
Avoid the  
illusion of  
knowing...

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What do you teach/ what is  
your role?

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What is one thing you know  
about hearing loss OR one  
question you have about  
hearing loss?



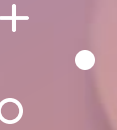
Activity time!

# Unfair spelling test



# Jot down ideas!

- How did you feel while taking the test?
- What accommodations would have helped you?





Take five minutes  
to turn and talk!



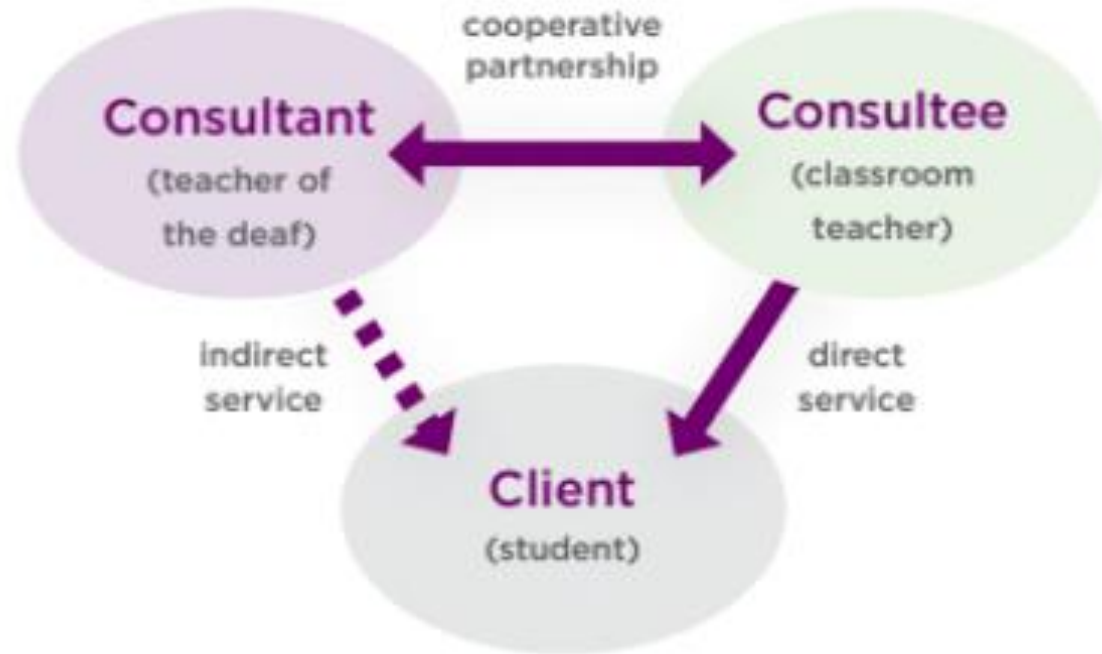


Share out-  
how did it go?



# Consultation

- Triadic relationship in which one person with specific skills (consultant/teacher of the deaf) helps another person (classroom teacher) who then implements a strategy to benefit a third person (student)







# Consultation

- The consultee, rather than the consultant, implements the suggestions and takes responsibility for the outcome
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# Consultation

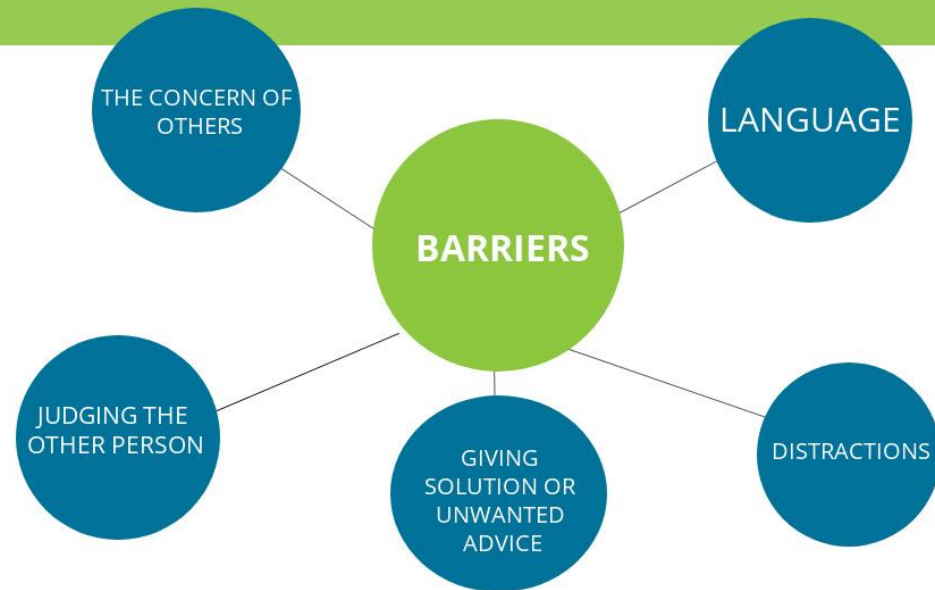
- Many models: Collaborative consultation, organizational consultation, situational consultation, consultee-centered consultation, instructional consultation, etc.
- Different from collaboration... how? in what ways?



What makes  
feedback and  
communication  
challenging?

<https://finance-notes.com/barriers-to-effective-communication-in-the-workplace/>

## BARRIERS TO EFFECTIVE COMMUNICATION

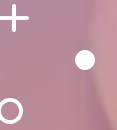


## Consultation challenges



# Jot down ideas!

- What makes communication challenging?
- What are some consultation challenges you have faced?





Take five minutes  
to turn and talk!





Share out-  
how did it go?



# Behavior change

- Peter Senge: “Our organizations work the way they work, ultimately, because of how we think and how we interact. Only by changing how we think can we change deeply embedded policies and practices. Only by changing how we interact can shared visions, shared understandings and new capacities for coordinated action be established.”



- <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=9192&terms=Peter+Senge+on+Organizational+Learning>

# Behavior change, continued

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- **Senge:** "Teaching tends to be this extraordinarily individualistic profession. I'll never forget once hearing a teacher say somewhat defensively, "Look, when I close that door, I'm God in my universe." I was shocked by that; but it was her reaction to all the pressure and all the stuff she saw beating down on her."

• <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=9192&terms=Peter+Senge+on+Organizational+Learning>





Positive  
communication  
with adults:  
Active Listening



- Active listening is...



# Active Listening Tips

*from Harvard  
Business Review*

- Repeat people's last few words back to them
- Rephrasing what your conversational partner said can cause friction, so try to avoid it.
- Pay attention to nonverbal cues like tone of voice, body language, and facial expressions.
- Ask questions to learn more, clarify or ensure comprehension.
- Minimize distractions as much as possible
- Stay in the present and pause before you respond
- If you feel emotions arising, try to slow down your response time, focus on breathing
- Acknowledge if you are coming into a conversation exhausted or if you've become distracted

# Activity time

Partner up for this listening and communication activity.

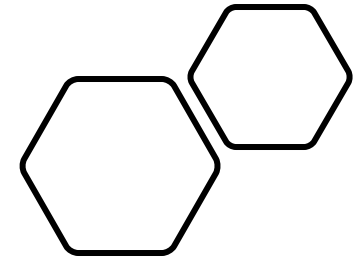






Share out-  
how did it go?





# Jot down ideas!

- Think about the last<sup>+</sup> professional development you went to. Was it helpful? Why or why not?

Take five minutes  
to turn and talk!





# Traditional Professional development- Problems include:

Implementation gap – the space that exists between the strategy being taught, and **teachers actually using it**



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graph TD; A[Implementation gap – the space that exists between the strategy being taught, and teachers actually using it] --> B[Traditional PD is too broad rather than specific and targeted to the problems that will actually arise]; B --> C[Traditional PD lacks ongoing support]; C --> D[Traditional PD treats the audience as passive learners (we know this is not good teaching!)];
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Traditional PD is too broad rather than specific and targeted to the problems that will actually arise

Traditional PD lacks ongoing support

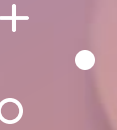
Traditional PD treats the audience as passive learners (we know this is not good teaching!)

Traditional PD doesn't typically study the impact on students



# Jot down ideas!

- How do adults learn different from kids?
- As an adult, what do you need to learn most effectively?



Take five minutes  
to turn and talk!



## *4 Assumptions of Adult Learners*

### *Andragogy- Malcolm Knowles*

- Adult learners:
- are independent and have a strong concept of self,
- rely on their background and previous experiences,
- seek to learn based on external influences,
- attempt to connect learning to everyday applications,
- are inherently motivated to learn,
- require rationale or the “why” of assignments.



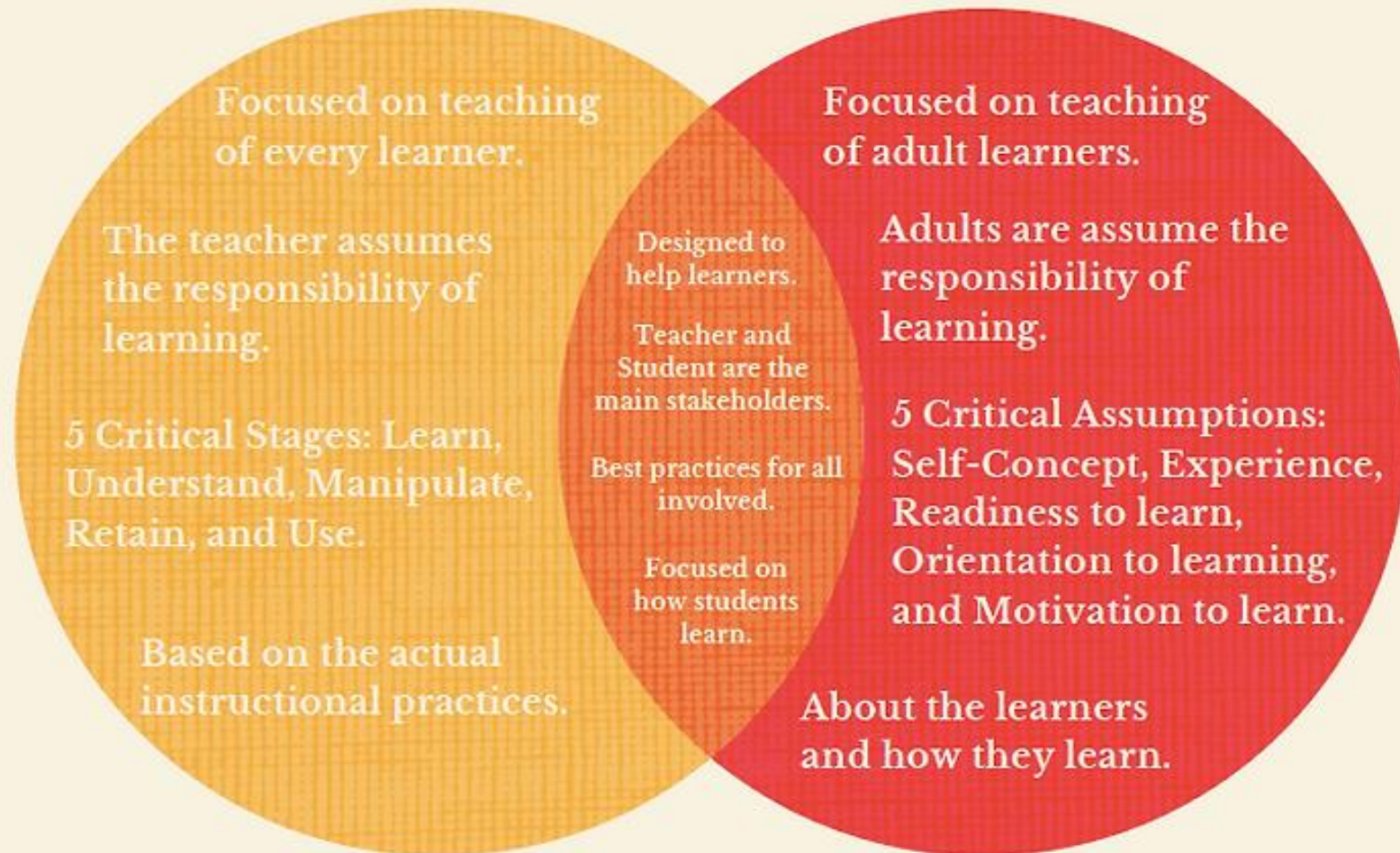
# Adult learning theory

*Developed by Malcolm Knowles*

## 4 Principles Of Andragogy

- Adults need to be involved in the planning and evaluation of their instruction (self-directed).
- Experience provides the basis for learning activities.
- Adults are most interested in learning that has immediate relevance to their job.
- Adult learning is problem-centered rather than content-oriented.

# Pedagogy vs Andragogy



Consultation  
successes!



"In-servicing" is most effective when it is...

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Ongoing

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Respectful of experience

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Active

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Easy

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Bite-sized

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Timely

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Student-driven

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# Our ideas...

Microsoft/Google forms, quarterly to track progress

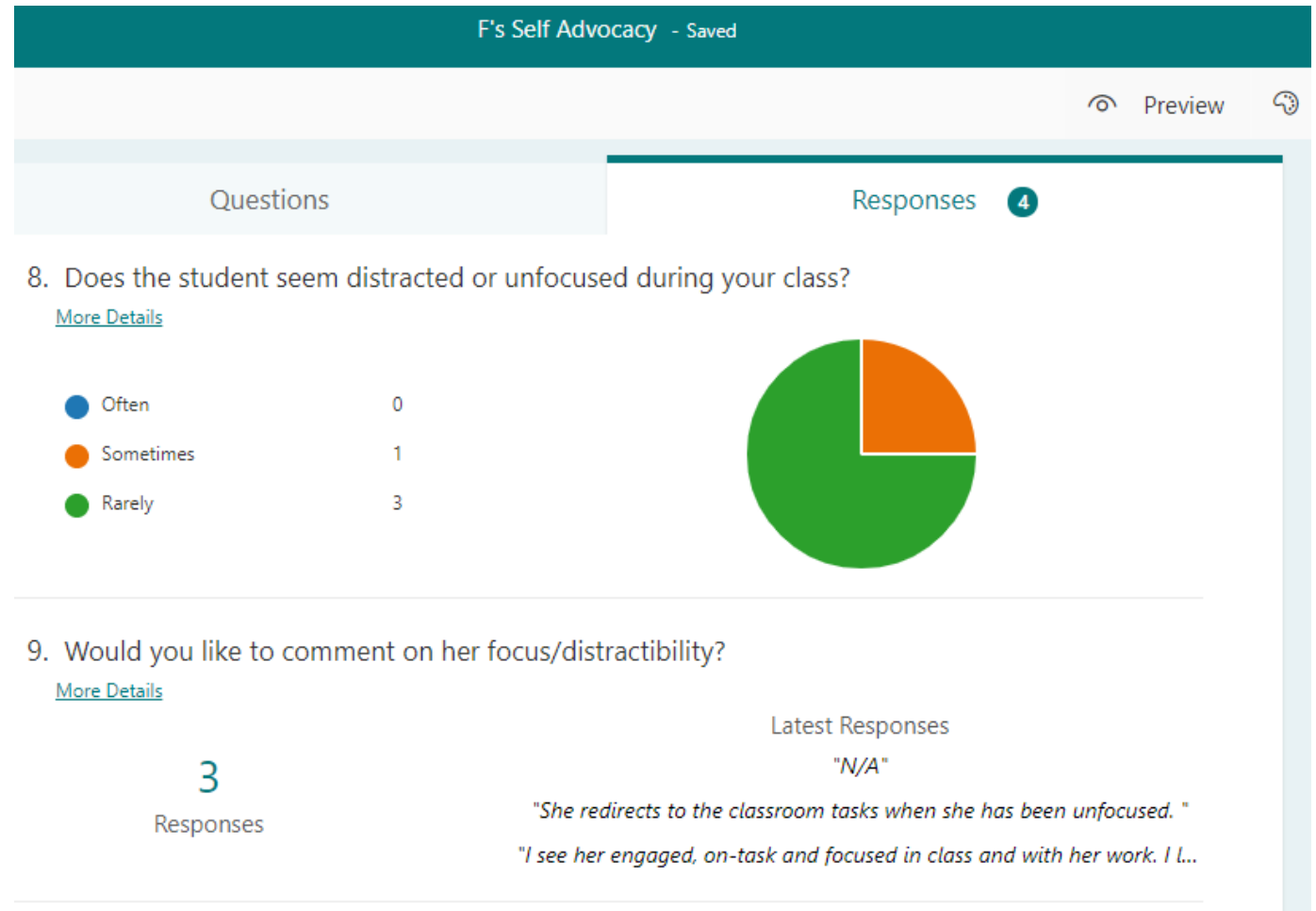
Weekly Tidbit via email

Short student made videos

Mailbox in the classroom for questions related to hearing loss

Mini-lesson for the whole class on hearing loss presented by student

# Microsoft Forms/ Google Forms for reporting on advocacy goals and data tracking



# Utilizing Short Videos

Loom,  
Flipgrid,  
YouTube

## AVA'S TIPS

#1- The two microphone ports should be 6 inches from your mouth

#2- Make sure ports are facing out

#3- Mute the microphone when you are not talking to Ava

#4- "I have a loud voice, do I have to wear it?"



first tip making

7:20 / 23:20

Loom for Chrome





# Student-Created Clips for Teachers

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# Teacher report card/ Self Evaluation

## Teacher Report Card

Hello teachers! Since you give me report cards, I thought it would be fun to give you a report card on how you are doing with having someone in your classroom with hearing loss! Please give yourself the grade you think you should get next to each question. Then set a goal for yourself on how you could do better.

Check how you feel you do next to each question.

Questions to ask yourself:	Always A+	Sometimes B	Never C
1. Do you make sure to look at my face every time you talk to me?			
2. Do you call out the students name before they start talking? This helps me figure out where to look to see who is talking.			
3. Do you repeat things that other students say into your microphone so I can hear what they say if they are on the other side of the room?			
4. Do you check in with me to make sure I understand what I am doing and that I get the directions?			
5. Do you use a lot of visuals to help me follow along?			
6. Do you make sure that the microphone isn't rubbing against your clothes and muted/un-muted?			
7. Do you make sure I can hear the videos you show?			
8. Did you remember to remind the substitute teacher of my listening equipment?			

Now it's time to set a goal for yourself. What is one thing that you would like to do better for me and my equipment?

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## Academic Self-Evaluation

Subject: \_\_\_\_\_

I think I have a \_\_\_\_\_ in this course. I think this because:

Rate yourself:

0 – never, not at all      1 – sometimes      2 – often, usually      3 – always

I understand the class material.      0      1      2      3

My work follows the directions and is of high quality.      0      1      2      3

I participate in class.      0      1      2      3

### Strengths/Weaknesses

In this class, I feel good about...

My concerns are...

### Action Steps

I can raise my grade by:

# Pre-observation survey

Check in  
before and  
after  
observations

## Pre-observation survey

I know it can be awkward having an observer in your classroom! I will do my best to come in quietly and stay out of the way. Thank you for answering these questions to help me prepare for my time in your classroom.

1. Hi! What is your name? \*

Enter your answer

2. In your opinion, how is the student doing? \*

Enter your answer

3. Are there any questions you have about hearing loss or any resource I can bring that would be helpful? \*

Enter your answer

# Pre-observation information

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3. Are there any questions you have about hearing loss or any resource I can bring that would be helpful? \*

How can I help her with group work to best access the material? We have been trying to remember to take the fm system and put it in the middle of the group when they are reading in small groups, is there something else we can do or is that the best option?

4. What would be helpful for me to know before observing this student in class? \*

She is very good at advocating for herself, and when something isn't working for her due to her hearing loss she will let me know. Right now she is sitting in the back of the room and I asked her if she felt comfortable back there or if she can't hear and would like to be moved but she said she is fine there.

# Weekly Tidbit/ Faculty Newsletter

more

Beautiful and easy to use newsletters.



## Clarke School Information

### Room 208 Tidbit:

Happy Halloween from 208! Earlier this week, Lila was approached by a teacher with a question about *possible* hearing loss in a student. What might this look like? What can be done? Great questions!

Hearing loss among teens is on the rise, thanks to ever-shrinking earbuds that can deliver louder sound closer to the eardrum.<sup>1</sup> In fact, up to 50% of high school students are at risk for developing noise-induced hearing loss!<sup>2</sup> This change in hearing can manifest itself in a number of different ways in the classroom, including: the student's speech seems harder to understand, the student speaks with a louder volume, the student seems to miss messages



# Your ideas?

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Reach out with  
questions or  
ideas!

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- Emily Snow

[esnow@clarkeschools.org](mailto:esnow@clarkeschools.org)