

Collaborative consultation: Effective communication for low-incidence service providers

November 2022 | Dr. Britt Coffey

Housekeeping:

- Please save questions for the end!
- In-person attendees: Please use the microphone!
- Virtual attendees: Please direct any tech questions to the facilitator.
- Virtual attendees: Please write your “shares” (turn & talk) in the chat box, and the facilitator will read them aloud.



Hi! I'm Britt

- Northampton, MA
- Current role
- Past roles
- Education
- Focus/research interests
- Personally



WHO ARE YOU?



-Name, role,
location

-One thing you're
hoping to learn

Take five minutes
to turn and talk!



AGENDA FOR TODAY

Part one: Setting
the stage

Part two:
Strategies

Part three: Mindset
and why it matters
—

PART ONE - SETTING THE STAGE

- Objectives
- TOD Role
- Terms
- Barriers

Participant guide:

<https://docs.google.com/document/d/1SfKdakM82ARveCROur4IT-KadNwi-o0YKwHTTSeHoes/edit?usp=sharing>



- implement at least three strategies to improve your ability to communicate as a low-incidence provider
- utilize at least two tools to establish partnerships of mutual respect with school professionals
- employ at least one mindset shifts to help you collaborate

After today, you will be able to...



Write your job description (5 minutes)

What is your role?

List your current job duties.



Take five minutes
to turn and talk!



Teacher of the deaf- Job description

What is our role? “Responses indicated a high degree of variance” (Luckner & Ayantoye, 2013)

- “Providing direct service to students was rated as the most important aspect of their job, followed by consultation with other professionals and parents”
- “A high percentage of respondents (40%) indicated that they have never seen a job description. Twenty-two percent reported that their job description did not adequately describe their job responsibilities”
- “They indicated that overall their undergraduate preparation program (37% not at all, 23% very little) and their graduate program (32% not at all, 21% very little) did not prepare them to work as an itinerant teacher”

Low-incidence service providers

- 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 widely
- Limited time with team and students



Teacher of the deaf role - Resources

- Role Comparisons: Supporting students who are Deaf or Hard of Hearing -
<https://successforkidswithhearingloss.com/wp-content/uploads/2019/11/Comparison-of-Roles-in-Supporting-Students-with-Hearing-Loss-4.pdf>
- Teachers of Students who are Deaf or Hard of Hearing: A Critical Resource Needed for Legal Compliance/ 2022 Version- https://dcdcec.org/wp-content/uploads/2022/06/DCD-Position-Paper-2022-Remediated.pdf?fbclid=IwAR2HL-WvdijlP_V7JvIclr3FxxFl51v3nwZVtlkJ7gLANAUlr7NZZYHmza

TERMS

- Collaboration
- Consultation
- Negotiation
- Conflict resolution
- Advocacy

Collaboration - what it is and isn't

“For many school districts, the world ‘collaboration’ has long been misrepresented as compromise, where each party comes to the conversation with an idea or motive, then watches as the concept gets depleted and/or added to until it no longer represents its genesis. Collaboration does not mean losing what is ‘yours,’ but rather it is a process by which multiple partners come together and mutually craft and create a product that meets the needs of all involved.”

-Oregon Education Association,
www.oregoned.org



What is consultation?

- Friend & Cook: “School consultation is a voluntary process in which one professional assists another to address a problem concerning a third party” (Friend & Cook, 2003, p. 85)



- “Consultant delivers expertise to a consultee who implements the instruction in the educational setting” (Dettmer, Thurston, & Dyck, 2005)

What is negotiation?

- “Negotiation is a conflict management technique that has a long history of success in business settings that can also help you resolve school conflict” (Friend & Cook, 2003, p. 303)
- “Negotiation is a method by which people settle differences” (Skillsyouneed.com)



What is conflict resolution?



- “Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political, or emotional.”

- The Community Tool Box, Work Group for Community Health and Development, University of Kansas

How can you effectively communicate as a low-incidence service provider?

For low-incidence service providers, efficacy includes the content knowledge AS WELL AS process knowledge including how to collaborate, consult, negotiate, and effectively resolve conflicts with others.





Jot down
ideas!

When do you engage
in consultation,
negotiation, or
conflict resolution in
your role?

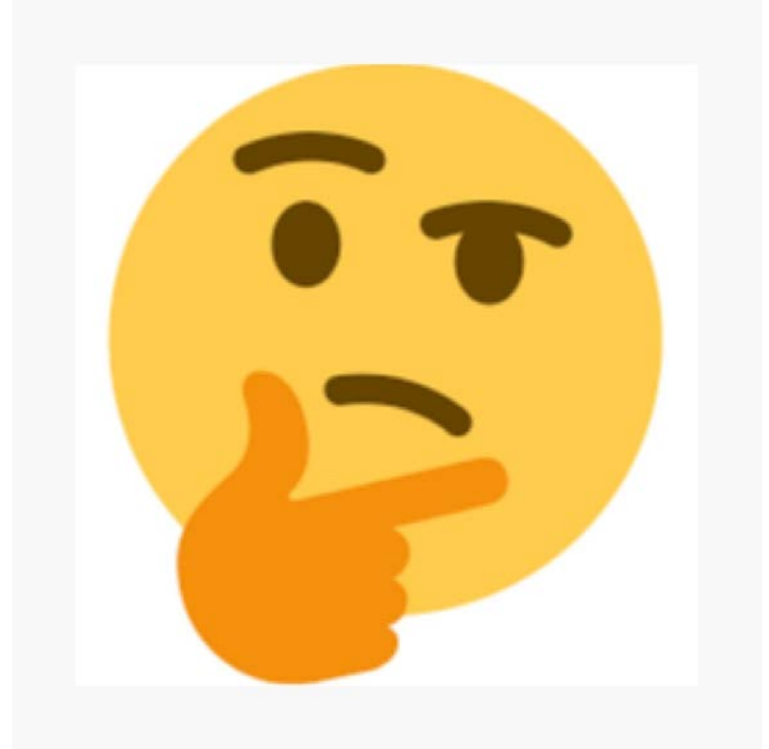
Take five minutes
to turn and talk!





- In IEP/team meetings (conflict resolution)
- Consulting with teachers
- Consulting with administrators
- Negotiating for services
- Working with the special education director/district for equipment/technology
- Negotiating with students (to wear the FM/DM, advocate with peers, participate in class, sign up for a club, etc.)

**Two-minute
brainstorm:** Write
down one
consultation challenge
you have had with a
teacher this school
year.
(Can be current or
from earlier this year.)



Barriers to consultation

- Teachers' perception of their own consultation skills
- Teachers' perception of the role of the outside service provider
- Consultant's problem-solving skills
- Consultant's interpersonal and relationship skills
- Principals' support for consultation
- Time available to consult
- Consultation means asking people to change... and that is hard



The brain and change



- “The brain is hardwired to resist change...”
- “Our brains are designed to keep us safe. The best way to stay safe is to follow familiar, known paths where you’ve already seen there is no danger.
- “Recent research shows that you experience this response any time you encounter a situation that is new or in some way challenging. Our most natural response to trying anything new is to resist it.”



Jot down
ideas!

In what ways are we
asking teachers and
administrators to
change?

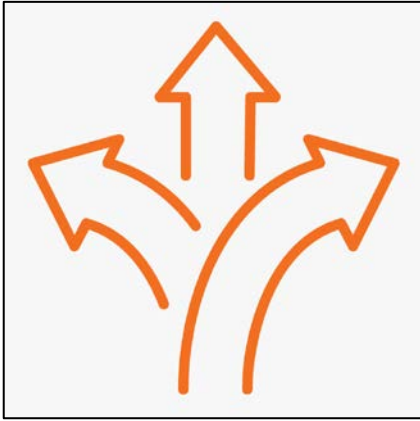
Take five minutes
to turn and talk!





Share out!

So what's a consultant to do?



Effective consultants have a clear picture of the best outcome but a fluid outlook of how to get there; they have a set goal but are flexible with the process



Effective consultants do not ignore or attempt to circumnavigate the power structure of an organization; instead they attempt to understand and harness the power structure



Communication for low -incidence service providers...

- Self-awareness
- Start with why
- Ladders of inference
- SCARF Model
- Problems, not solutions
- Asking and telling



Activity time!

Conflict Management Style Quiz (10 minutes)

<https://facultyombuds.ncsu.edu/files/2015/11/Conflict-management-styles-quiz.pdf>



Each statement below provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4 indicating how likely you are to use this strategy.

1 = Rarely

2 = Sometimes

3 = Often

4 = Always

Be sure to answer the questions indicating how you would behave rather than how you think you should behave.

1. I explore issues with others so as to find solutions that meet everyone's needs. _____
2. I try to negotiate and adopt a give-and-take approach to problem situations. _____
3. I try to meet the expectations of others. _____
4. I would argue my case and insist on the merits of my point of view. _____
5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open. _____
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible. _____
7. I try to see conflicts from both sides. What do I need? What does the other person Need? What are the issues involved? _____

Each statement below provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4 indicating how likely you are to use this strategy.

1 = Rarely

2 = Sometimes

3 = Often

4 = Always

Be sure to answer the questions indicating how you would behave rather than how you think you should behave.

8. I prefer to compromise when solving problems and just move on. _____
9. I find conflicts challenging and exhilarating; I enjoy the battle of wits that usually follows. _____
10. Being at odds with other people makes me feel uncomfortable and anxious. _____
11. I try to accommodate the wishes of my friends and family. _____
12. I can figure out what needs to be done and I am usually right. _____
13. To break deadlocks, I would meet people halfway. _____
14. I may not get what I want but it's a small price to pay for keeping the peace. _____
15. I avoid hard feelings by keeping my disagreements with others to myself. _____

How to score the Conflict Management Quiz:

As stated, the 15 statements correspond to the five conflict resolution styles. To find your most preferred style, total the points in the respective categories. The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, if you are a leader who must deal with conflict on a regular basis, you may find your style to be a blend of styles.

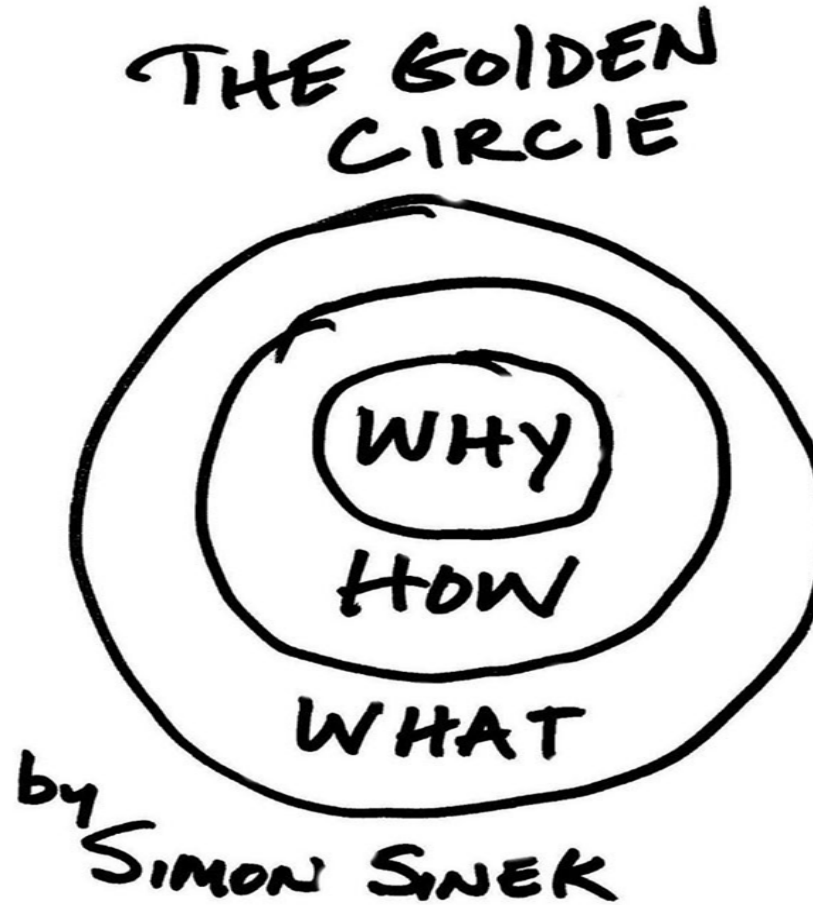
<u>Style</u>	<u>Corresponding Statements:</u>	<u>Total:</u>
Collaborating:	1, 5, 7	_____
Competing:	4, 9, 12	_____
Avoiding:	6, 10, 15	_____
Harmonizing:	3, 11, 14	_____
Compromising:	2, 8, 13	_____



SMALL GROUP #1

**What was your primary style? Is
this surprising?**

Starting with why





Jot down
ideas!

The in-service is a great place to start with why. What have you used to tap into the *why*?

Take five minutes
to turn and talk!





Share out!

Ladders of Inference

My terrible IEP meeting experience...

- “We live in a world of self-generating beliefs that remain largely untested.”
- However these beliefs, and resulting actions, lead to real outcomes. Note that you’ve probably climbed the same ladder multiple times, and every time you do, *you reinforce the outcome.*

- Senge: *Schools that Learn* (2012)

Ladders of inference

Conclusion: This school is a terrible placement for a student with hearing loss.



← This school is not looking out for the best interests of the child. They are trying to save a buck.

← They've never supported me and have always been looking for a reason to cut me. I bet they think the SLP can do this work.

← They don't believe I'm doing an effective job.

← The school wants to cut teacher of the deaf services.

Ladders of inference



STOP! WAIT! WHY DO YOU THINK THAT?

- Deliberately ask for clarification (“What data suggests that she no longer needs services?”)
- State the observable data (“You’re suggesting cutting 10 hours of service per month, deleting an entire grid on the IEP”).

They don't believe I'm doing an effective job.

The school wants to cut teacher of the deaf services.

- *Senge: Schools that Learn (2012)*



We don't see things as **they** are,
we see them as **we** are.

- Anaïs Nin



Activity time!



**Draw your own
ladder of
inference.
What are the
rungs?
(5 mins)**



A large, horizontal, textured purple brushstroke serves as the background for the text. It has a rough, painterly edge and a slight gradient from dark purple to a lighter shade.

SMALL GROUP #2

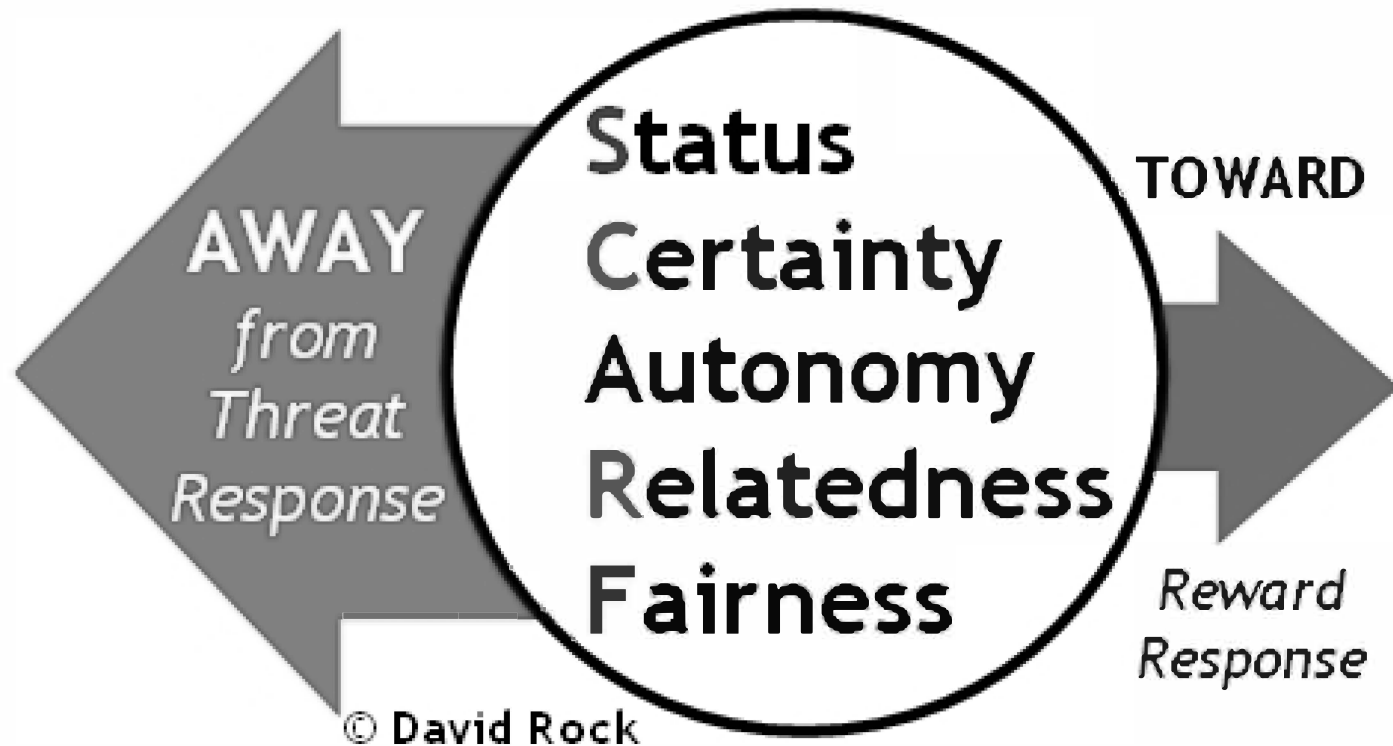
**Share your ladder with your
group (and any associated
horror stories).**

“The SCARF model identifies five domains of social experience that the brain treats as survival issues: status, certainty, autonomy, relatedness and fairness. The SCARF model helps us understand human behaviour during change.”

-www.officevibe.com/blog/switch-from-annual-surveys-to-pulse-surveys

- Status
 - Certainty
 - Autonomy
 - Relatedness
 - Fairness
- **When I ask the classroom teacher to caption her videos, which of these am I potentially challenging?**

SCARF Model of Social Threats and Rewards



Jot down
ideas!



- When I ask the classroom teacher to caption her videos, which of these am I potentially challenging?



Share out!

- “Relatedness... the mental process we go through to see if someone is similar to... There is a lot of research around how people feel a strong connection to people that are similar to them... (us vs. them mentality).”
- The trick for leaders is to create shared goals. Get everyone on the same page, focusing on the same mission.”

-www.officevibe.com/blog/switch-from-annual-surveys-to-pulse-surveys





Jot down
ideas!

- In your role as a low-incidence service provider, what goals do you share with classroom teachers and administrators?

Take five minutes
to turn and talk!



Pose a problem, not a solution

- Two chefs, one orange
- Don't assume
- Remember, you are creating shared agreement

-William Ury, Getting to Yes. & TEDxMidwest. (2010, October). William Ury: "The Walk from 'no' to 'yes.'"





Jot down ideas!

- The principal reads announcements over the loudspeaker every day. A student with bilateral implants cannot access this. How could the teacher of the deaf pose a problem rather than a solution to the principal?

INTERESTS-BASED PROBLEM SOLVING (IBPS)

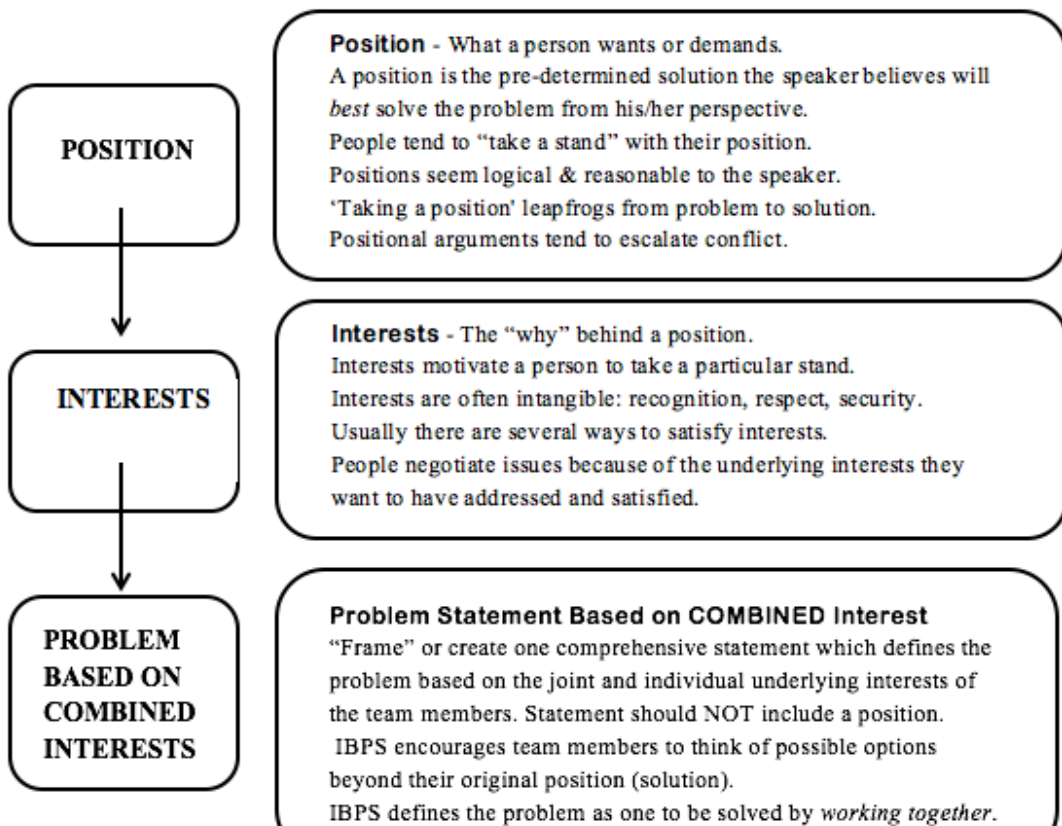
Use **listening** and **questioning** to help identify interests.

Ask **questions** to uncover underlying interests:

"What makes that (position) important?"

"What would that (position) get you that you need/want?"

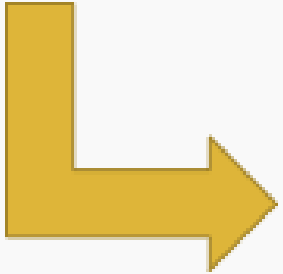
"What would that (position) get you that you don't have now?"



Region 13 Education Service Center, <https://esc13.net/>

QUESTION STARTERS- Telling

Clearly
explaining
your points



- Here's what I think, and here's how I got there.
- I came to this conclusion because...
- I am proposing _____ because _____.
Do you think this is a fair conclusion?

Procedural Satisfaction: During the Meeting

Consensus: Gradients of Agreement

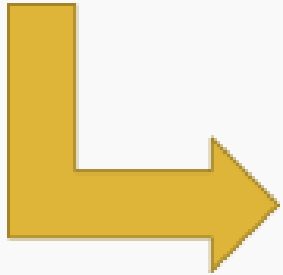
Region 13 Education Service
Center, <https://esc13.net/>

- ▶ Allows speaker to show level of agreement
- ▶ Provides way to "save face"
- ▶ Reduces chance of automatic "No" because can't agree completely



QUESTION STARTERS- Asking

Inquiring
about their
points



- What leads you to say that?
- Can you help me understand your thinking here?
- How does this relate to your other concerns?
- Am I correct that you're saying...?

QUESTION STARTERS TO AVOID

- Leading questions: “Don’t you think...”
- Closed questions: “Do you have any suggestions?”
- Negative tone: “Why do you think we have trouble?”



Jot down
ideas!

- Reframe the following:
“Don’t you think she’s struggling?”

Possible rephrasing...

- How would you describe her progress?
- What data leads you to think that?
- What do you mean? Tell me more.
- What suggestions do you have?

- *Facilitated IEP: Things to keep in mind, Region 13: Education Service Center (2016),*
<http://www4.esc13.net/fiep/resources-facilitating-ieps>



Alan Alda:

“The difference between listening and pretending to listen, I discovered, is enormous. One is fluid, the other is rigid. One is alive, the other is stuffed. Eventually, I found a radical way of thinking about listening. Real listening is a willingness to let the other person change you. When I’m willing to let them change me, something happens between us that’s more interesting than a pair of dueling monologues.”

Mindset and why it matters

- Psychological flexibility
 - Circle of concern
 - Coming back to baseline
-

toxic positivity

“the excessive and ineffective overgeneralization of a happy, optimistic state across all situations. The process of toxic positivity results in the denial, minimization, and **invalidation** of the authentic human emotional experience”

<https://thepsychologygroup.com/toxic-positivity/>

psychological flexibility

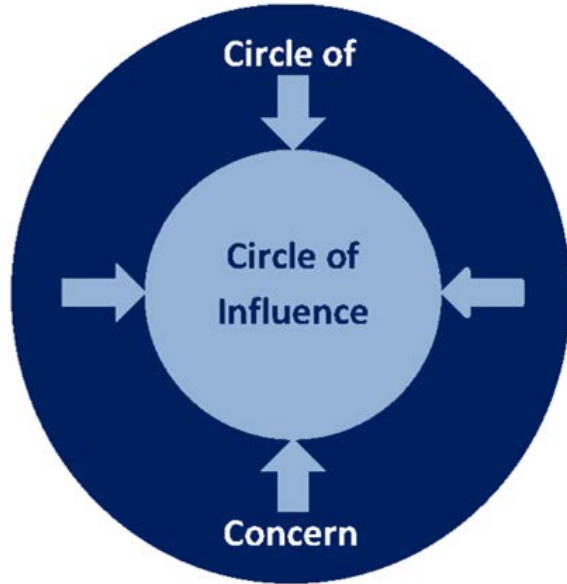
“the ability to stay in contact with the present moment regardless of unpleasant thoughts, feelings, and bodily sensations, while choosing one's behaviors based on the situation and personal values”

<https://www.sciencedirect.com/topics/psychology/psychological-flexibility>



Circle of influence

From Stephen Covey's "Seven Habits of Highly Effective People"



Reactive Focus

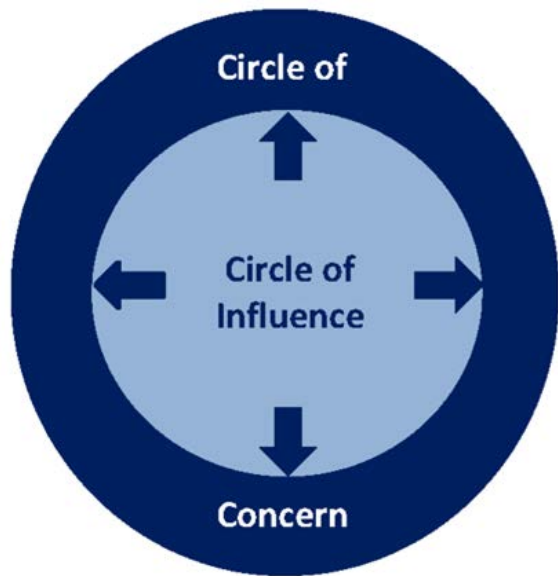
Negative energy reduces Circle of Influence

Circle of concern - what you think about/are worried about

Circle of influence - things you have control over

Circle of influence

From Stephen Covey's "Seven Habits of Highly Effective People"



Proactive Focus

Positive energy enlarges Circle of Influence

"Always work on the inner circle" -Covey

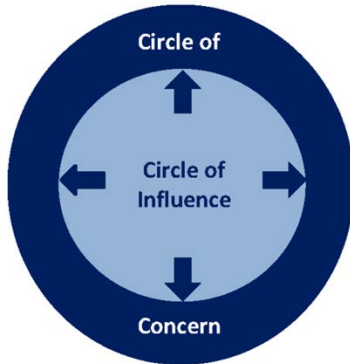
And when you do... it will get bigger.



Activity time!

Draw your circle of concern and influence

Write three things in each circle.





Jot down
ideas!

What helps you
“reset” or
return to
baseline?



SMALL GROUP #3

**In your group, choose one
challenge to read aloud.
Brainstorm solutions/ next
actions.**



Share out!



That's all Folks!

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