



Teaching the Teachers: A Resource for Developing In-Service Training for Teachers who Work with Deaf Students

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Interpreting & Sign Language Resources

Acknowledgements

Many of the ideas for this guide were gathered during the discussions of educational interpreters at the Summer Institute for Educational Interpreters on June 19, 2001 in Columbus, Ohio. The following individuals who participated in those discussions are acknowledged for their contributions:

Vicki Allen, Autumn Altizer, Catherine Anderson, Melanie Anderson, Sandy Antonelli, Sue Basone, Alisa Black, Shirley Blankenship, Sally Bowes, Debbie Brewer, Kimberly Brooks, Stacey Bryans, Karline Caslow, LoriAnne Clark, Carla Clouse, Karen Collins, Becky Costas, Ellen Creachbaum, Kelly Darr, Mary Dilger, Shelly Dixon, Anne Donnelly, Carmella Elum, Lisa Gates, Karen Gilbert, Michelle Gorman-Reggets, Cindy Gustweiller, Nancy Haarman, Monica Hagan, Debbie Hall, Allyson Henn, Anthony Hovan, Jane Huntsman, Rachel James, Shiloah James, Jeffrey Johnson, BettyAnn Kelly, Sheryl Killen, Jan King, Sharon Kisner, Donna Knox, Doreen Kouri, Laura Krach, Michele Leartz, Bob LoParo, Andrea Lyon, Pat Maier, Jackie Miller, Suzanne Nace, Janice Neider, Donna Owens, Peggy Perdue, Lori Peters, Sandra Procaccio, Rhea Robishaw, Michelle Rodriguez, Nadine Roman, Nola Rosebrock, Birdie Roth, Rose Ruvolo, Diane Schmidt, Kathy Scott, Nancy Shipley, Krista Shoults, Vicki Spencer, Stephanie Stenger, Donna Ulmenstine, Shivonna Vaughn, Darlene Warren, Lou Ann Weitzel, Julie Young, and Ilene Zielinski.

I would like to also thank the following individuals:

- ◆ Jean Parmir, Linda Ross & Janet Dobecki for their thoughtful feedback
- ◆ R. Michael Casto (Interprofessional Commission of Ohio) for his advice
- ◆ Trevor W.P. Casto for his steady support and partnership

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Introduction

Many teachers who work with deaf students in general education classrooms find including a deaf student and interpreter challenging. Often, teachers have not had any training on working with deaf students. In a synthesis of over thirty-five years of research, Scruggs and Mastropieri (1996) found that 80% of teachers felt like they didn’t have enough exposure or training to include a student with a disability in their class.

Research by Beaver, Hayes and Luetke-Stahlman (1995) found that less than 30% of teachers who work with deaf students had attended any training in their school on working with educational interpreters. The majority of teachers who did attend such a training found it helpful and reported feeling more comfortable working with an interpreter.

Interpreters can help teachers learn more about working with deaf students and interpreters by developing training. This training could be a workshop, a series of short presentations at meetings or a discussion for teachers and interpreters at your school.

At the Summer Institute for Educational Interpreters in June 2001 in Columbus, Ohio, over seventy-five educational interpreters met to discuss providing training on working with deaf students for teachers in their schools. Ideas shared during these discussions, which are noted throughout, along with information from a variety of other sources have been compiled to create this resource. It is intended to give you ideas and information that will help you develop training for the teachers at your school.

There are five main sections following five possible steps that interpreters could take to developing training. The first step could be involving teachers and deaf people in the training. Step two is learning about your audience – who the participants will be for the training. The third step is working out the logistics

necessary to make the training happen. Step four is planning your agenda and approach for the training. And the fifth step is continuing connections with teachers after the training through handouts, evaluation and follow-up.

Step 1 – Involving Teachers & Deaf People

As an interpreter, you have information and expertise that you could share with teachers who are working with deaf students. Planning training for teachers is one way for you to share that information. While interpreters alone can plan a successful training for teachers, you may be able to create an even more effective training if you bring in some other perspectives into the planning and/or presentation, such as the viewpoints of teachers and deaf people.

Teachers

Research on adult education shows that adults will learn more if they are involved in determining the what, how and when of their learning (Steiner, 1999, Billington, 2000, McGregor, 1998). If you include a teacher in the planning, they can use their personal experience and knowledge to help decide what information may be most beneficial to present and how to approach the topics in a way that will be most accessible to teachers. Involving a teacher in the training can also lend credibility to the effort with administrators and other teachers (Summer Institute, 2001).

So, how do you get a teacher to be involved? Think about the characteristics of a teacher who would be helpful in this role. Likely it would be a teacher who has had positive past experiences with deaf students (Summer Institute, 2001) and who is respected by other teachers. Who at your school best fits this description? Of course, once you have identified possible teachers, you need to convince them that it will be worth their while to be involved. Two main selling points that you have are the potential benefit for deaf students and the teachers who work with them. The students would clearly benefit by having a more accessible classroom, as well as a model of teamwork (Summer Institute, 2001). Other teachers would benefit by being able to learn from the experiences of colleagues.

Whether a teacher is involved in planning, they could also be very helpful in presenting the training. They can share their experiences working with deaf students as a presenter, panelist or discussion facilitator. They would likely have the credibility with the teachers in the audience to effectively discuss concerns, problems and solutions that teachers face. A teacher of the deaf, special education teacher or speech-language pathologist may be able to share similar information as well as identify resources for the teachers (Summer Institute, 2001).

Deaf People

The purpose of providing training is to improve accessibility for deaf students, and who better to know about the needs of deaf students than deaf people. If you include a deaf person in the planning, they would have personal experience and knowledge to help determine what accessibility issues could make the biggest difference for deaf students. They could also provide the teachers with a positive experience interacting with a deaf person (Summer Institute, 2001).

The deaf person involved could be a responsible older deaf student in the school system or a community member. Organizations that serve deaf individuals could be resources for finding an appropriate person, such as your local Community Center for the Deaf, Deaf Club, the Ohio Association of the Deaf, the Bureau of Vocational Rehabilitation, or the Ohio School for the Deaf. You could also use your network of connections in the Deaf community, such as relatives or friends of present students or interpreters. Ideally, the deaf person involved would be comfortable interacting with teachers and other school professionals and interested in collaborating with individuals with different perspectives. This would be an opportunity for a deaf individual to have a positive influence for the current generation of deaf students as well as a chance for them to share their experiences and ideas (Summer Institute, 2001).

A deaf person would also have a lot to offer during the training. They could help teachers understand the perspective of deaf students, be part of demonstrations of effective accessibility, and provide opportunities for positive interactions with a deaf person. As someone who has experienced both accessible and inaccessible environments, they can reflect on their own experiences and what was and was not beneficial to them and explain accessibility issues first hand. The deaf person could also teach some survival vocabulary in sign language and provide the teachers with an opportunity to interact successfully with a deaf person (Summer Institute, 2001).

Step 2 – Know Your Audience

As teachers will be the primary participants in your training, it is important to present the information as much as possible from their perspective. If you make your discussions relevant to teachers, they are far more likely to fully hear and apply your message. In this section, we will consider teachers in general, their challenges and how you could learn more specifically about the teachers at your school.

The Teacher Perspective

When individuals choose to become teachers they are choosing to focus on making a difference in the lives of children and to try to pass on a passion for learning and discovery. Teachers play many roles in the classroom from educator to coach to motivator to guide to counselor to disciplinarian (National Council for Accreditation of Teacher Education, 2001).

Teachers have been striving for a long part of their history to be treated like professionals, a struggle many interpreters can relate to. According to *Education Week* (2001), teaching has been “more an occupation than a profession,” and it is still often treated as such. Many important decisions affecting the classroom, such as what to teach, technique, materials and testing, are made by administrators, policymakers and legislators rather than teachers. Teachers work within a highly structured schedule with little time for collaboration, professional development or planning. Teachers are also generally paid less than people in other professions with comparable credentials (National Teacher Recruitment Clearinghouse, 2001).

Challenges Teachers Face

As we ask teachers to consider accessibility issues for deaf students, we need to remember that this is only one of the different challenges teachers face on the job. Teachers have a hard job, and they may be more open to new ideas if we acknowledge the other related challenges they deal with everyday.

Consider the kinds of challenges teachers face:

- ◆ Time for planning, collaboration and professional development
According to Recruiting New Teachers, Inc. (2001), elementary teachers have only 8.3 minutes of preparation time for each hour they teach. High school teachers have an average of 13 minutes to prepare for each teaching hour and generally work with 100 to 200 students every day. Including a student with a disability in general education classroom requires the teacher to invest extra time for curriculum modifications, preparing appropriate materials and collaboration and the vast majority of teachers do not feel they have enough time for this. Teachers generally feel they need one hour of additional planning time every day if they have a student with a disability in their class, yet most report having a half-hour per day or less (Scruggs & Mastropieri, 1996)
- ◆ Changes in the field of education
The world is a very different place for many teachers now than when they started teaching. Teaching styles, technology, the student population and the school climate is changing rapidly (National Center for Education Statistics, 1998, United States Department of Labor, 2000).
- ◆ Education is under great scrutiny by the public
Many new standards have been established for students and teachers, including proficiency tests, school and district report cards, and performance accountability ratings.
- ◆ Including students with disabilities
Deaf students often have a different background with written English and different kinds of knowledge about the world than the rest of the class. Working with an interpreter means the teacher must accept another adult in the classroom who often seems to follow them around and who is doing something they don't understand. The teacher may struggle to be engaged with the deaf student through this intermediary (Ramsey, 1997).

Teachers at Your School

While it is helpful to think about the background and challenges of teachers in general, you may want to take the next step by learning more about the teachers in your school. One way to do this could be to ask teachers, interpreters and/or deaf students at your school for their ideas through a formal or informal needs assessment.

A needs assessment is all about figuring out who a group of people is and what they need. A needs assessment may be worth your time for a number of reasons. As we have already discussed, it is important to include adult learners in the planning of their training (Steiner, 1999). You can get the input and hopefully the interest of teachers by asking them what they think would be helpful. You can also learn more about teachers by asking others who work with them, such as deaf students and interpreters. A needs assessment can also help you determine what teachers already know or are already doing so you can maximize your time by focusing on new ideas.

A needs assessment can be either informal or formal. An informal needs assessment could be as simple as casually asking teachers, students or interpreters about their experiences, concerns, needs and interests at lunch, during recess duty or between classes. More formal needs assessments include surveys, interviews and focus groups. In a survey you can ask individuals about their experiences, needs, interests and/or availability in writing. A sample survey for teachers is included in the appendix. Collecting information through an interview can be as simple as an informal discussion with questions written in advance. A focus group is the same idea but with a group.

Step 3 – Working Out the Logistics

The next step is dealing with all the logistics of providing training, such as who to invite, the setting of the training, securing support from the administration, getting folks to come and all the other details that are necessary for pulling off an event such as this.

Setting Up the Training

You need to decide which school personnel you would like to be participants in the training. You could invite just the teachers who are currently working with deaf students, all teachers, or the entire staff. It may be that you want to do different kinds of training for different groups from the school, such as a short orientation for the entire staff at a staff meeting and a more in-depth training for the teachers working with deaf students (Summer Institute, 2001).

Support from the administration may be crucial to your success. It is best to make your first contact with the administration as far in advance of the training as possible. It may also be helpful to follow-up with the administration as the training draws near (Summer Institute, 2001).

The setting of the inservice is also a decision that you need to make. You could try to set-up your training within an already established meeting, such as professional development days, teacher meetings or team meetings. You could also set up your own workshop outside of these settings, such as after-school, before school, or over the summer. The setting you select as well as the needs and interests of your teachers will then help you determine the format for the training. If you are presenting at a teachers meeting, you may be creating one or a series of 15-minute infomercials. Or it may work better to set up a workshop-style training of one to four hours. Or, maybe the teachers in your school would respond better to more of a discussion-style format within one or a series of team meetings.

While many of the logistics are a matter of course, such as reserving a room and getting together materials and equipment, you may want to think about these other details:

- ◆ Professional development contact hours – If you are doing a workshop, make it easy for teachers to get contact hours by working with your Local Professional Development Committee to meet requirements as well as preparing certificates of completion for participants
- ◆ Interpreting services – If you will have a deaf person at the training, set up interpreting services with other school interpreters or community interpreters (Summer Institute, 2001).
- ◆ Refreshments – Everyone likes food, and even just a little candy can perk everybody up (Summer Institute, 2001).
- ◆ Fun stuff – You could have door prizes or gifts for participants, such as ASL-related pencils or deafness-related posters to hang in their classrooms. You could also take photos of teachers signing their name signs or other school-related words (e.g. school, teacher, student) to hang in their classrooms (Summer Institute, 2001).

Getting People There

Unless the administration has decided that the training is mandatory, one challenge will likely be getting the teachers to attend. For teachers to attend, they need to feel there will be benefits for them and their students. And to let them know about the benefits, you need to promote the training.

Promotion for the training can occur in different forms. You could start by building up the expectation that something is coming. You can do this by talking casually to teachers about the idea of training on working with deaf students. You could put up “did you know” style signs in the halls and the staff lounge or tidbits in the staff newsletter or announcements about deafness and deaf students to get teachers thinking about the topic. You could also have purely social gatherings for teachers and interpreters to get to know each other, such as inviting the teachers out after school (Summer Institute, 2001). These kinds of activities can get teachers thinking about the issue and build rapport between interpreters and teachers.

Once teachers are thinking about deaf students and a few of the issues involved, you need to let them know about the training and its details. You can do this in a number of different ways, including flyers, personal invitations, staff newsletters, or announcements. Whatever formats you use to let teachers know about the training, you will want to include the who, what, when, where and why – who is invited, what will be discussed, when and where the training is being held, and why they should come (Summer Institute, 2001).

Step 4 – Agenda & Approach

The next step is to determine what you are going to teach and how you are going to teach it. This next session includes a brief discussion about the characteristics of effective training for adults and information for different topics you may want to include on your agenda as well as ideas for activities to teach that information.

Effective Training for Adults

It is a given that you want your training to be effective and successful. Otherwise, why would you invest your time and energy into creating it? In this section we will review the research on adult learners, and teachers as learners specifically, to help you create a program with the highest likelihood of success.

The research points to a number of characteristics of training that would be effective with teachers:

- ◆ Participants are involved in the creation of the training (Steiner, 1999, McGregor et al 1998). When you include the people who are most affected by the training in the planning, you help make the content more relevant to them and improve the acceptance of the training.
- ◆ Participants are respected
Participants will generally learn more if they feel that their abilities, knowledge and experiences are acknowledged and respected (Billington, 2000). You can also help them fully understand new information by building on this knowledge and experience (Bierema & Niebrugge, 1999). This includes creating a setting that is comfortable both physically and emotionally (Bierema & Niebrugge, 1999) so that participants are not concerned about being judged about what they do and do not know (McGregor et al, 1998).
- ◆ Content is meaningful to the participants
Adult learners come to trainings with their own personal goals and objectives, and those individual needs should be respected and addressed wherever possible (Bierema & Niebrugge, 1999, Billington, 2000). Teachers are often attracted to training that includes practical ideas for how they can help students learn more (Steiner, 1999).
- ◆ Participants are actively involved in their learning
Active learning approaches that provide experiences, interaction, dialogue, application and/or problem-solving are usually more effective than passive learning approaches such as lecture (Billington, 2000, McGregor et al, 1998).

- ◆ Learning is intensive and sustained
The most effective professional development activities allow teachers to absorb new ideas, try them in their classrooms, get feedback from other teachers and try some more (National Center for Education Statistics, 1998, McGregor et al, 1998).
- ◆ Participants are assisted in applying their learning (Bierema & Niebrugge, 1999, McGregor et al, 1998, Caffarella, 1994).
This is also known as transfer of learning, which means helping people apply what they are learning in real life. While some of the variables that affect transfer of learning are out of your control, you can make a difference by providing opportunities to begin the process of applying the learning during the training and by providing follow-up (Caffarella, 1994).

Possible Topics & Activities

This section includes activities that you could use to share information about the different topics on your agenda, starting with versatile activities that could be adapted for a variety of different topics. Potential topics for your agenda are also introduced along with activities that can communicate pieces of information you may want to share about that topic. These topics and activities are provided as a resource for you to use to develop training for teachers. Feel free to adapt these activities or merge topics and activities as you see fit.

General Activities

The activities in this section can be used for many purposes, including teaching information about different topics on your agenda as well as getting feedback from participants during the training and helping participants apply what they are learning to what they do in their classrooms.

Graffiti Boards (adapted from Scannell & Newstrom, 1998)

Purpose: To collect information and ideas from participants

Uses: You could use graffiti boards to collect feedback and questions during the training, at the end of the training to get evaluation information, or to get participants thinking about applying what they have learned.

Process: Tape a piece of flip chart paper to the wall. Write a question or the beginning of a statement that you want them to finish at the top of the paper. Explain the idea to the participants and let them know when you'd like them to respond (such as during breaks or before they leave). You could ask them to write directly on the graffiti board or give them post-it notes to write on and post those on the graffiti board. Possible questions and starter statements for a graffiti board include:

- ◆ One question/concern/thought I have about working with deaf students is... (you could also fill in more specific topics such as sharing information with interpreters, providing accessibility to deaf students)
- ◆ The most helpful thing I learned today was...
- ◆ What did you value about this training?
- ◆ This training could be even better if...
- ◆ A disappointment about the training was...
- ◆ Based on what I have learned today, I plan to try...
- ◆ It would help me use the information I learned today if...

Group Discussion

Purpose: To think through important issues for a topic and/or the implications of new information that has already been presented.

Set-Up: You can break up into groups of any number or conduct the discussion with the entire group. You may want to choose a facilitator for each group. The discussion questions can be provided to the facilitator in writing so each group can go through at their own pace or you can announce each question when the groups seem ready to move on. Each group can be discussing the same questions, or each group can discuss a different facet of the issue and report back to the others about their discussions.

Process: Pose questions to the group for discussion. The facilitator, if there is one, can ask clarifying questions, encourage quieter members to participate, and reflect back to the group what they hear. You may also find opportunities within the discussion to share aspects of the issue at hand that the participants have not already brought up themselves. Possible discussion questions are included in the following sections for different topics.

Reaction Diads (adapted from Cafferella, 1994)

Purpose: To think through new information that has been presented.

Uses: This activity can help with the transfer of learning by giving participants a chance to think about applications for what they are learning. It can also provide an opportunity for interaction after information that is presented by lecture or other more passive venues.

Process: After presenting information, ask participants to turn to their neighbor to discuss for a few minutes a question that you pose. Possible questions include:

- ◆ What did you learn that was new?
- ◆ What did you learn in that segment that surprised you?
- ◆ What was the most important thing you learned today?
- ◆ What idea was presented do you think you could start using next week? How would you use it?

More possible questions for reaction diads are included in the following sections.

Brainstorming (adapted from Ritter & Brassard, 1998)

Purpose: To generate ideas that all members of a group could use to deal with a challenge.

Process: Pose a question to the group and write it on the top of a flip-chart or on the chalkboard. It may be helpful to give participants a few minutes of silence to think about possible answers to the question. Ask people to share their ideas and ask a scribe to write down the ideas using as much of the speaker's original words as possible. You can share ideas in an unstructured way, allowing participants to share when ideas come to them. Or you set up a structure for sharing, such as rotating around the group repeatedly, while allowing participants to pass if they do not have an idea to share at that time. Encourage participants to not censor their ideas or anyone else's and to build on each other's ideas or suggest variations on ideas. Allow some silence as necessary for new ideas to develop. After everyone seems to be out of ideas, review what has been shared. After the training, you can organize these ideas and use them to create a handout that you give to participants as a follow-up to remind them about what they learned. Questions that can be posed to the group for this activity are included in the following sections.

Brainwriting (adapted from Ritter & Brassard, 1998)

Purpose: To generate ideas that all members of a group could use to deal with a challenge.

Process: Brainwriting is a variation on brainstorming – many of the same guidelines apply. Pose a question or challenge to the group. Each person takes five minutes to write down three possible answers or ideas silently on a piece of paper. Then each person passes their paper to the person on their right who adds three more ideas that build on the original ideas or are variations. Ideally, each person will have an opportunity to read and write new ideas on each paper. Just like with brainstorming, you can organize these ideas and create a handout to give to participants as a follow-up to the training. Possible questions to get brainwriting started are described in the following sections.

Help Me, Help Me (adapted from Lucas, 2000)

Purpose: To get several responses to a problem, concern or question.

Process: Ask each participant to write down an issue, problem, concern or question they have regarding the topic on the top of a blank sheet of flip-chart paper. Ask them to post their sheet somewhere in the room. Go around the room and ask each author to briefly explain what they mean by what they have written. Then, ask each participant to go around the room and write down a comment or suggestion on each sheet. This can be done in an unstructured way allowing participants to move to sheets in any order or you can set up a structure, such as asking each person to move to their right. Possible ways to use this activity are described in the following sections.

Throw It Away (adapted from Scannell & Newstrom, 1998)

Purpose: To get several responses to a problem, issue, concern or question.

Process: Ask each participant to think of a question, issue, problem or concern they have about the topic and write it down on a piece of paper. Ask them to crumple up the piece of paper and “throw away their troubles” into a box. Then one at a time, ask a participant to pick out a crumpled paper from the box and throw it to someone else in the room. Whoever catches the paper opens it and reads it aloud. The two people on either side of them work with them as a three-person team that discusses possible solutions or answers for thirty seconds. In the mean time, the other participants can jot their own ideas down on paper. The answering team reports their ideas back to the group for a brief discussion. The facilitator can draw out ideas from others as well and add their own comments as necessary. Potential applications for this activity are described in the following sections.

Survey of Understanding (Summer Institute, 2001, Seal, 1998)

Purpose: To see what participants already know about a topic and allow them to educate each other.

Process: Ask the group a question, such as “What do you think the responsibilities of an interpreter are?” It may be helpful to give them a few minutes to silently think about their answer and jot down ideas. Ask the participants to share their thoughts on the question, asking someone to be a scribe. Then go back through the responses and discuss them one-by-one. During the discussion, it may be helpful to clarify what was meant or what the participant has observed that led them to that understanding. For responses that you feel are incorrect, try to allow other participants to “correct” whenever possible. It is important that the atmosphere for this discussion be supportive and not judgmental. At the end of the discussion, clarify the answer(s) to the question. Possible opening questions for this activity are included in the following sections.

Role Play

Purpose: To recreate a situation from real life for the participants to observe and discuss.

Process: Conduct a role play which briefly sets up a situation. Discuss what happens in the role play and the choices the characters did or could have made. Possible role play scenarios and discussion questions are included in the following sections.

Case Study Review

Purpose: To describe a situation from real life for participants to consider and discuss.

Process: Describe a real life situation. Discuss what happens in the situation and the choices the people in the situation did or could have made. Possible case study scenarios and discussion questions are included in the following sections.

Panel Discussion

Purpose: To learn from the experiences of individuals who know about deaf students.

Set-Up: Depending on how you are using the panel, the panelists could be teachers with experience working with deaf students, deaf adults or students, experienced educational interpreter, outside experts in the field, or a combination. Panelists may come from your school or be invited from another area.

Process: Pose questions to the panel and allow the different individuals to respond to the question and each other. The questions can be written ahead of time and/or you can have participants ask questions. Possible discussion questions are included in the following sections.

Interpreter's Role

If this is a topic on your agenda, you may want to discuss the responsibilities of an interpreter (Summer Institute, 2001, Turner, 2001, National Technical Institute for the Deaf, 1994, Winston, 2001), including:

- ◆ Interpret what is said, signed and heard
Interpreters take a message from one language and then convey the concepts and intent in another language. Because interpreters are working between two languages, they need to analyze and understand the message and then recreate it in a way that is compatible with the second language. While involved in this process, interpreters may need to ask for clarification if they do not understand the message.
- ◆ Prepare for interpreting assignments
- ◆ Be a part of the educational team for the deaf student
Interpreters have information to contribute as part of a student's educational team (or their Individualized Education Plan or IEP team), such as how well the student uses interpreting services. Interpreters can also do their jobs better if they understand the educational team's goals for the student.
- ◆ Serve as a consultant regarding deafness and interpreting
Often interpreters have more knowledge and experience than other professionals in the school regarding deaf students and interpreting. Interpreters can share this information as it is helpful in their consultant role, such as on the educational team for deaf students and collaborating with teachers. One prime responsibility for this role is to inform the teacher, and the student if appropriate, when a classroom situation cannot be accessible through interpreting alone, such as a simultaneous demonstration and explanation.
- ◆ Other roles
Many educational interpreters have other hats they put on during parts of the school day when they are not interpreting, such as aide or monitor. It is best if these roles are kept distinct from each other so that the students and staff know what to expect.

You may also want to dispel common misconceptions about the interpreter's role. Teachers sometimes assume that the interpreter will function as an aide for the deaf student, teaching new concepts, answering questions and dealing with behavioral issues. The interpreter does not fill these roles while interpreting. One reason this is not appropriate is that the student learns that there is one accessible resource – the interpreter. If the teacher assumes these responsibilities for the deaf student, as they do all other students, the deaf student learns that all teachers can be a resource for them (Bowen-Bailey, 2001). Another misconception teachers have is that interpreter will function as a general aide for them in the classroom. While most interpreters try to remain flexible and be team players, the interpreter cannot fulfill their primary duty if they are off making photocopies or monitoring the class in the teacher's absence.

Survey of Understanding

More detailed information about this activity can be found on page 10. A potential question that could be posed to the group to help them learn about the interpreter's role is "What is the role of an interpreter in the classroom?"

Group Discussion

See page 10 for more information about this activity. Possible discussion questions for the group regarding this topic include:

- ◆ What responsibilities do you expect the interpreter to assume?
- ◆ How is the interpreter's role different than the role of an aide?
- ◆ What information might an interpreter have to share with the educational team (or IEP team)?
- ◆ What other roles do you see interpreters in your school having during the day? How do students and teachers know when the interpreter is taking on which role?

Role Play or Case Study Review

More information about both activities can be found on page 10. The following scenarios can be used for either role plays or as case study reviews. Discussion questions for each are included.

- ◆ Scenario: The "teacher" is giving directions to a class including a "deaf student" with an "interpreter." Although the interpreter is interpreting the directions, the deaf student is not paying attention and is absorbed in playing with a toy from their desk. The teacher finishes and all the students except the deaf student start writing. The deaf student looks up and sees that all the students are busy writing and asks the interpreter what is going on.
- ◆ Discussion questions:
 - What should the interpreter do?
 - What should the teacher do?
 - Who is responsible for whether or not the deaf student is paying attention?
- ◆ Scenario: A "teacher" is collecting homework from a class which includes a "deaf student" with an "interpreter." The deaf student says they do not have the assignment finished and the teacher asks them why. The deaf student explains that they called the interpreter at home to find out the assignment, but the interpreter wouldn't tell them what the assignment was and when it was due (Criner, 1994).
- ◆ Discussion questions:
 - Why didn't the interpreter tell the student the details of the assignment?
 - How should the teacher respond?

Interpreting Process

If the interpreting process (Summer Institute, 2001, Criner, 1994, O'Rell et al, n.d., National Technical Institute for the Deaf, 1994) is a topic you plan to cover on your agenda, you may want to share the following information:

- ◆ Interpreters work between two different languages
Interpreters do not work word-for-word to code between English and sign. This is the reason that interpreters need to understand a message before they interpret and thus need to prepare.
- ◆ Processing time
Interpreters need to process the message. As a result there is a several second time delay between when the interpreter hears or sees the message and when they interpret it. Teachers need to keep this issue in mind to allow enough time for deaf students to answer questions and interact in discussions.
- ◆ Interpreters work in the first person
When the interpreter voices what the deaf student is saying, they will speak as if they are the deaf person, "I have my homework ready." Similarly, you can speak directly to the deaf student and the interpreter will sign your message that way. You do not need to say "tell her" or "ask him."

- ◆ Interpreting is physically and mentally demanding
If an interpreter works for an extended period of time without any breaks, the quality of their work will deteriorate and they put themselves at risk for developing overuse injuries. Breaks for the interpreter can be worked into the everyday life of the classroom, such as during seat work, tests and videos with captions.

Reaction Diads

See page 9 for more information about this activity. Possible discussion questions about the interpreting process for reaction diads include:

- ◆ What kinds of activities do you typically do with your class that you might need to adjust because of the interpreter's processing time?
- ◆ What kinds of activities do you typically do with your class that might serve as a break for the interpreter?

Brainstorming or Brainwriting

More information about both activities can be found on page 9. Brainstorm or brainwrite possible ways to modify or adapt different kinds of activities you typically do with your class that might be difficult for the deaf student to participate in due to the interpreter's processing time.

Interpreter Ethics

You may want to share the following information if interpreter ethics (Summer Institute, 2001, O'Rell et al, n.d., Criner, 1994, Turner, 2001) is on your training agenda:

- ◆ Confidentiality
Interpreters are required to keep all information they learn while interpreting confidential. This allows individuals who use interpreters to trust that they can communicate freely without worrying that the interpreter will share their business with others.
- ◆ Render the message faithfully
To do this, interpreters must interpret everything, including noises, other student's comments, profanity, etc. Interpreters cannot add or delete information. This allows individuals who use interpreters to trust that they have full access to communication.
- ◆ Do not counsel, advise or interject personal opinions
While they are interpreting, interpreters cannot share their opinions, answer questions or advise the individuals involved. If the interpreter does this, they are taking over a role that belongs to someone else. It is also confusing if the interpreter is shifting between interpreting what other people are saying and communicating their own thoughts.
- ◆ Exceptions to the Code of Ethics
The law or the responsibilities of being a school employee may supercede the code of ethics in certain situations. For example, if an interpreter has information about possible abuse or suicidal or homicidal intentions, the interpreter cannot keep that information confidential.

Role Plays or Case Study Reviews

More information about both activities can be found on page 10. The following scenarios and discussion questions can be used for role plays or case study reviews:

- ◆ Scenario: The "teacher" is finishing up an explanation about an assignment to a class that includes a "deaf student" with an "interpreter." The deaf student's "counselor" comes into the room just as the teacher finishes and asks the teacher how the deaf student is doing. The teacher asks the interpreter not to interpret the conversation and starts to explain some observations to the counselor (Criner, 1994).

- ◆ Discussion Questions:
 - What should the interpreter do? What are the potential consequences of this decision?
 - If the teacher wanted to have a private conversation with the counselor, how else could they have accomplished that?
- ◆ Scenario: The “teacher” is introducing an activity to a class that includes a “deaf student” with an “interpreter.” The teacher remembers that there is an assembly that afternoon and so there may not be enough time for the activity the teacher was planning. The teacher doesn’t know what time the assembly begins, and asks the interpreter what time the assembly starts.
- ◆ Discussion Questions:
 - What should the interpreter do?
 - What are the potential consequences of this decision?
- ◆ Scenario: A “parent” of a deaf student arrives at school to pick up their deaf child. They see the child’s “interpreter” in the hallway and walk over to them. The parent asks the interpreter how the child did on their big math test (Criner, 1994).
- ◆ Discussion Questions:
 - What should the interpreter do?
 - What are the potential consequences of this decision?

Code of Ethics Review

Purpose: To think through how the Registry of Interpreters for the Deaf Code of Ethics applies to the work of educational interpreters.

Process: Break up into three groups. Hand out copies of the RID Code of Ethics. Assign each group to one of the first three tenets of the Code of Ethics. Ask them to discuss why this tenet might be important for interpreters to follow and how it might apply to interpreters working in the classroom. Ask each group to take notes on their discussion. At the end of the discussions, ask each group to report back to all the participants about the highlights of their discussion.

Teacher’s Role

You may want to include the following about the teacher’s role when working with a deaf student (Summer Institute, 2001, Turner, 2001, National Technical Institute for the Deaf, 1994, Seal, 1997, Winston, 2001):

- ◆ Teach the deaf student
The teacher is responsible for making day-to-day educational decisions regarding the deaf child, including how to provide accessibility in the classroom. The teacher answers questions from the deaf student and helps them, expects participation from the deaf student and disciplines the deaf student in the same manner as the other students in the class.
- ◆ Interact with the student
The teacher can build a rapport with the deaf student by speaking directly to them rather than the interpreter. The teacher can get the deaf student’s attention when necessary themselves. They can involve the student in discussions and ask them questions in class. The teacher can also learn some survival signs, such as GOOD JOB, RIGHT, WONDERFUL, to be able to interact with the student positively in the student’s language.
- ◆ Work with the interpreter
The teacher can improve the accessibility for the deaf student by sharing information with the interpreter which will allow them to prepare to do their best work.
- ◆ Create an accessible environment
Lighting needs to be sufficient in the classroom for the deaf student to be able to access what is

happening. Also, the deaf student needs to be in a position where they can see the interpreter, teacher, visuals and other students as needed.

- ◆ Foster connections between the deaf student and their classmates
The teacher can foster positive relationships between deaf and hearing students, beginning by orienting the deaf student's classmates to the deaf student and the interpreter. Teachers can also encourage students to learn some sign language and provide an opportunity for them to do that in the classroom. When the class is learning about different issues, the teacher could present some issues from a deaf perspective, such as including important deaf individuals when learning about an era in history.

Survey of Understanding

More information about this activity is on page 10. A possible question to begin this activity regarding the teacher's role is "What are the teacher's responsibilities when working with deaf students?"

Throw It Away or Help Me, Help Me

See page 10 for information about both activities. A potential question that can be posed to begin either of these activities is "What is a question or concern you have about fulfilling your role when working with deaf students in the classroom?"

Reaction Diads

More information about this activity is on page 9. Possible questions related to the teacher's role that can be used for this activity are:

- ◆ How is my role working with a deaf student the same as working with my other students?
- ◆ How is my role different when working with a deaf student than my other students?

Group Discussion

See page 9 for more information about group discussions. Possible discussion questions relating to this topic are (Seal, 1998):

- ◆ What should you do if the deaf student talks to you through the interpreter and you do not understand?
- ◆ What should happen if the deaf student appears not to understand what is happening in class?
- ◆ What should happen if the deaf student misbehaves?
- ◆ How can you build rapport with the deaf student?
- ◆ What do the other students in the class need to know about the inclusion of a deaf student and interpreter in the class? How can you orient them to this addition to the class?
- ◆ How can you facilitate the deaf student truly being a part of the class?

Brainstorming or Brainwriting

More information about brainstorming can be found on page 9. More information about brainwriting is on page 9. The following questions can be used to begin either brainstorming or brainwriting:

- ◆ How can you build rapport with deaf students?
- ◆ How can you orient the other students in the classroom to the inclusion of a deaf student and interpreter?
- ◆ How can you facilitate the deaf student truly being part of the class?

Panel Discussion

You can find more information about panel discussions on page 10. Invite teachers who have experience working with deaf students to participate in a panel discussion on the responsibilities of general education teachers working with deaf students. The following are possible questions for the panel:

- ◆ What is your experience working with deaf students?

- ◆ What were your responsibilities as a teacher working with deaf students?
- ◆ What was most difficult about working with deaf students?
- ◆ What was easier about working with deaf students than you expected?
- ◆ How did having a deaf student affect the rest of the class?
- ◆ How did you help the deaf student become part of the class?
- ◆ What kind of information did you share with the interpreter? How?
- ◆ What did you learn by the end of the experience that you wish you had known at the beginning?

Sharing Information with the Interpreter

If you would like to work with teachers regarding sharing information with the interpreter (Summer Institute, 2001, National Technical Institute for the Deaf, 1994, Turner, 2001, Winston, 2001, Seal, 1997, O'Rell et al, n.d.), you may want to share the following information.

- ◆ Kinds of information to be shared
 - Lesson plans
 - Goals of lessons
 - Student roster
 - Handouts
 - Visuals – overheads, maps, charts
 - Textbooks and readings
 - Videos
 - New vocabulary
- ◆ Why the interpreter needs the information
For interpreters to do their best work, they need to become familiar with material that will be discussed. Interpreters can also review the lesson for visual accessibility to help the teacher know what activities will not be accessible through interpreting alone.

Reaction Diads

Turn back to page 9 for more information about reaction diads. The following questions can be used to start discussion for a reaction diad:

- ◆ What kinds of information would it be helpful for you to share with an interpreter?
- ◆ How can you share those different kinds of information without creating additional work for yourself?

Brainstorming or Brainwriting

More information about brainstorming can be found on page 9. More information about brainwriting is on page 9. Brainstorm or brainwrite possible ways to share the different kinds of information interpreters need while minimizing any additional work for the teacher.

Accessibility for Deaf Learners

You may want to teach your participants about providing accessibility to deaf learners (Winston, 2001, National Technical Institute for the Deaf, 1994, Seal 1997):

- ◆ Interpreting is only one tool for providing accessibility
Interpreting can be a very effective tool, but cannot make all educational activities accessible to deaf students.
- ◆ Visuals are often effective for deaf learners
Teachers can take advantage of the visual way most deaf students learn by presenting as much

information as possible in that manner. These methods will also help many of the other students in the classroom as well. Teachers can make their classrooms more visual by:

- Writing details on the board or overheads, such as assignments page numbers, the discussion topic
 - Demonstrations, experiments
 - Drawings, charts, graphs, maps, pictures, diagrams
- ◆ Conflicts between visuals and interpreting
- While visuals are helpful to deaf learners, the students will not get the full benefit if they have to divide their attention between the visual and the interpretation. Anytime hearing students are asked to use both their eyes and their ears at the same time a conflict between visuals and interpreting is created for deaf students. For example:
- Demonstrations
 - Handouts
 - Writing on the chalkboard
 - Overheads
 - Charts, diagrams and maps
 - Videos

However, the teacher can make these kinds of activities accessible for deaf students simply by separating the visual from the explanation of it. The teacher can explain the demonstration they are about to do and then demonstrate it silently. Or, the teacher can give the students a few minutes to study a visual before or after discussing it. For videos, it can help if the video is captioned.

- ◆ Notetaking is extremely difficult for deaf learners
- Deaf students cannot watch the interpreter and look at visuals while taking notes. At the same time, they need the notes to study the information presented. The teacher can arrange for student volunteers to take notes that are shared with the deaf student. The teacher can also provide copies of handouts, overheads and other visuals for the deaf student to use when studying.
- ◆ Classroom communication dynamics may need to be modified
- When the teacher sets the pace for an activity, such as a class discussion, they need to keep in mind that the interpreter's processing time will create a delay for the deaf student. If a discussion is fast paced, the deaf student may never be able to participate because of this delay. Similarly, if a teacher is asking for volunteers to answer questions, the deaf student may never volunteer because another student is answering before the question even got interpreted. Regular pauses can help level the playing field for deaf students. The teacher can force pauses into a discussion by requiring students to raise their hands and be acknowledged by the teacher or the current speaker before sharing their comment. Teachers can also pause after they ask questions before selecting a student to answer, giving the interpreter time to interpret the question and the deaf student time to decide whether they want to volunteer an answer.

Model Accessibility

You can model accessibility by how you conduct the training, especially if there is a deaf person present:

- ◆ Write directions or other key information on a flip-chart, chalkboard or overhead.
- ◆ Set up controls to keep discussion at a reasonable pace for a deaf person to participate, such as asking participants to be acknowledged by the most recent speaker before sharing their comment.
- ◆ If you are doing a demonstration, explain before and/or after the demonstration, not during.
- ◆ If you are using overheads, handouts or other visuals, give participants some time to review the visual before you start discussing it.
- ◆ Pause after you ask a question before selecting someone to answer it to allow for the interpreter's processing time.

Panel Discussion

More information about this activity can be found on page 10. Invite deaf adults and older deaf students to participate in a panel discussion on the needs of deaf learners. Possible discussion questions for the panel include:

- ◆ What is your educational background?
- ◆ What have you found to be challenging when you were part of a general education classroom?
- ◆ What have teachers done in the past to make the classroom accessible that you found particularly helpful?
- ◆ What is the one thing that teachers could do to most improve accessibility for deaf students?

Role Play

See page 10 for more information about role plays. The following scenario and discussion questions can be used for a role play on the topic of accessibility:

- ◆ Scenario: A “teacher” is reviewing a lesson with a class which includes “hearing students” and a “deaf student” with an “interpreter” and asking the group frequent questions. Students raise their hands to offer an answer. The teacher does not pause after asking the questions and the hearing students always raise their hands and are called on before the question is interpreted and the deaf student can raise their hand. The student raises their hand late a few times and looks frustrated. The deaf student eventually gives up and starts reading instead of following the discussion.
- ◆ Discussion Questions:
 - Why did the deaf student stop paying attention to the review?
 - Why could the deaf student not participate in the review?
 - What could be modified so this activity would be accessible to the deaf students?

Simulation of a Conflict Between Visuals and Interpreting (Zangara, 2001)

Purpose: To allow participants to experience the difficulty of dealing with two visual sources of information presented at the same time.

Process: Two people stand in the front of the room several feet away from each other. Each person has a stack of signs in front of them that are face down so the participants cannot see what is on the signs. One person has signs with black-and-white pictures of objects. The other person has signs with one-word descriptions for the objects. Simultaneously and briefly, both hold up a sign. Ask participants to write down what was communicated. Repeat this several times with different signs. Examples of picture-word combinations you could present are “loud car,” “tasty sandwich,” “tall building,” “old chair,” and “interesting book.” See how many combinations participants got correct. Now present more picture and word combinations with signs, but instead of presenting the signs simultaneously, present the signs briefly one at a time for each pair. See how many combinations participants got correct. The following discussion questions can be used to process the simulation:

- ◆ How did you feel during the first simulation?
- ◆ How did you feel during the second simulation?
- ◆ During which simulation did you get more picture-word combinations correct?
- ◆ How is this experience similar to that of deaf students when dealing with trying to take in two visual sources of information?
- ◆ What activities in your classroom may present similar kinds of visual conflicts?
- ◆ How can you make these activities more accessible for deaf students?

Notetaking Simulation (Summer Institute, 2001)

Purpose: To allow participants to experience the difficulty of taking in information visually and also taking notes.

Process: Play an educational video with captions without sound for five minutes. Ask participants to take notes on the major points of the video. Afterwards, you could use the following questions to discuss the experience:

- ◆ What were the major points of the video?
- ◆ What was that experience like for you?
- ◆ What could have been changed so you could have taken better notes?

Brainstorming or Brainwriting

More information about both activities can be found on page 9. Brainstorm or brainwrite possible ways to modify activities you often do in your classroom that could create a conflict between a visual and the interpretation.

Throw It Away or Help Me, Help Me

See page 10 for information about both activities. A potential question that can be posed to begin either of these activities is “What concerns or questions do you have about providing visual accessibility?”

Interacting with Deaf People

If interacting with deaf people (Criner, 1994, National Technical Institute for the Deaf, 1994) is a topic on your agenda, you may want to include the following information:

- ◆ How to get a deaf person’s attention
You can tap their arm or shoulder, wave, flash the lights briefly or ask another individual to get a deaf person’s attention.
- ◆ Dealing with sight lines
It is best to not walk between two people while they are communicating in sign language, including between the interpreter and the deaf student. If you cannot get around, it is less distracting if you walk through quickly without making an issue of it.
- ◆ Communicate directly when possible
While an interpreter will make communication much smoother for longer interactions, you can also communicate directly with deaf people using a paper and pencil and/or gestures. It may be helpful to learn a few signs to communicate about common topics.
- ◆ Facial expressiveness
Deaf people, especially those who use American Sign Language, tend to communicate a lot of information with their faces, including emotion and grammar. Sometimes people who are not familiar with this will interpret such grammar as emotion.

Case Study Reviews

You can find more information about this activity on page 10. The following scenarios and discussion questions relate to the topic of interacting with deaf people:

- ◆ Scenario: Students are working on different activities throughout the room. The deaf student is across the room facing the wall while working on a computer. You need to get the students’ attention to give a direction (Criner, 1994).
- ◆ Discussion Question: How can you get the deaf student’s attention?
- ◆ Scenario: You are in a conversation with a deaf student at lunch when a hearing staff person calls your name (Criner, 1994).
- ◆ Discussion question: What do you do?

Survival Signs (Summer Institute, 2001)

Purpose: To teach teachers a few signs that will help them interact positively with the deaf student and build rapport.

Process: You can teach a few signs that will allow the teacher to tell the student they are doing something well, such as WONDERFUL, RIGHT, GOOD JOB, CONGRATULATIONS. You could also teach signs for

common topics, such as THANK YOU, HOW ARE YOU?, FINE, GOOD MORNING, READY, TIME, START, CLASS, LUNCH, RESTROOM, STUDENT, TEACHER. You can take pictures of the teachers signing these signs or their name signs to hang up in their classrooms.

Step 5 – After the Training

Your planning may not end with the agenda and approach for the training. You could also think about what you might provide after the training, such as handouts, evaluations and follow-up.

Handouts

It can be helpful to give the teachers handouts either during or after the training, as this will help them continue learning and serve as a reference. If you plan to continue to share printed information with teachers in their mailbox, you could give them handouts in a file folder for them to keep information about working with deaf students (Summer Institute, 2001).

You may want to give teachers information such as:

- ◆ Contact information for interpreters at your school (Summer Institute, 2001)
- ◆ Roles of the teacher, deaf student and interpreter (Summer Institute, 2001)
See the appendix for a sample that you could photocopy to give teachers or modify for your school. The Ohio Department of Education also has a brochure entitled “Responsibilities of Teachers Working with Students with Hearing Impairments in the Regular Classroom.” You can get copies of this brochure for your teachers by calling the Office for Exceptional Children at ODE 614-466-2650.
- ◆ Resources for teachers regarding working with deaf students (Summer Institute, 2001)
See the appendix for a sample handout for this purpose that you could copy to give to teachers or modify for your school.
- ◆ Articles (Summer Institute, 2001)
You may want to provide teachers with articles about working with deaf students. One article which may be useful to help them understand visual accessibility is an article by Elizabeth Winston from the Winter-Spring 2001 edition of *Odyssey*. You can access that article on-line at <http://clerccenter.gallaudet.edu/odyssey/winter-spring2001/visual-inaccessibility.pdf>.
- ◆ Interpreter job description
You may want to provide teachers with the job description prepared for interpreters at your school, especially if it is a good description of your duties.

Evaluation

You may want to do some sort of evaluation of the training to improve the rest of the current training (if you do an evaluation mid-way through) or for the next time you develop a similar training. You can also find out from teachers about the kinds of follow-up activities they would find helpful. It also allows the teachers to participate in the on-going development of the training by providing their feedback (Billington, 2000).

You can evaluate the training as it is in progress, at the end or afterwards. Evaluating the training as it is in progress can allow you to change your focus or the time you allot to different activities based on feedback

from the participants. You could do this with a graffiti board (see page 8 for more information). You can also evaluate the training at the end with a written questionnaire or a graffiti board. A sample of a written questionnaire is included in the appendix that you can photocopy to use or modify for your school. After the inservice, you can continue to evaluate the training informally by talking to teachers about their reactions and ideas (Summer Institute, 2001).

Follow-Up

Planning training is a big investment of time and energy and often other resources as well. What makes it worth it is better education for deaf students. But people who plan trainings often become frustrated because participants come to the training, seem to learn something, but then it is over and there is no noticeable difference in what is going on in the school. A missing link is often planning for the transfer of learning (see page 8) – helping participants apply what they have learned to their day-to-day work (Bierema & Niebrugge, 1999, Caffarella, 1994). We have discussed some ideas within step four for starting that process during the training itself. You can also help the transfer of learning by planning follow-up activities.

Some ideas for follow-up are:

- ◆ Foster the connection between teachers and the interpreter they work with
First off, the interpreter can thank the teacher for taking the time to participate in the training and see if the teacher has any lingering questions from the inservice. The interpreter and the teacher can develop ways to communicate with each other as easily as possible, such as a folder or mailbox in the classroom or email. Throughout the year the interpreter can reinforce the teacher's learning by acknowledging the steps the teacher is taking to improve accessibility for the deaf student (Summer Institute, 2001).
- ◆ Make resources available (Summer Institute, 2001, Bierema & Niebrugge, 1999)
You could create a library of resources regarding working with deaf students in the teachers' lounge or other central place. You could include the Ohio Guidelines for Educational Interpreters, current catalogs for closed caption videos, books or videos on learning basic sign language, and other books and articles of interest.
- ◆ Provide opportunities to work with other teachers
You could have a brown-bag lunch for the teachers who work with deaf students to discuss their experiences and challenges and get ideas (Summer Institute, 2001). You could set up peer coaches or mentors if the teachers were interested or explore opportunities for teachers to observe each other or teachers in other schools (Bierema & Niebrugge, 1999).
- ◆ Keep awareness up
Keep teachers thinking about deaf students through awareness activities. You could put up information about working with deaf students on a bulletin board, in the halls or in the teachers' lounge. You could photocopy articles and put them into the teachers' mailboxes from time to time. You could celebrate Deaf Awareness Week by sharing information with the whole school about deaf people and their language, culture and history (Summer Institute, 2001).

Conclusion

Working with deaf students can be a challenge for teachers in general education classrooms. However, teachers can work with deaf students more successfully when they have information and can learn from the experiences of their colleagues. Interpreters can be a part of the solution by initiating training for teachers and sharing our expertise in a supportive, collaborative way. While both teachers and interpreters will benefit, the deaf students will be the ultimate winners.

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Appendix A

Questionnaire for Teachers on Working with Deaf Students

We are considering providing some opportunities for teachers at our school to learn more about working with Deaf students and interpreters in their classrooms. We would appreciate it if you could take a few minutes to help us determine what would be helpful by filling out this questionnaire. Thanks!

Please indicate at what level you agree or disagree with the following statements or if they are not applicable:

	Strongly Disagree	1	2	3	4	5	Strongly Agree	
1. I am comfortable teaching deaf students. Comments: _____	1	2	3	4	5	N/A		
2. I am comfortable working with an interpreter in my classroom. Comments: _____	1	2	3	4	5	N/A		
3. I understand the interpreter's role in my classroom. Comments: _____	1	2	3	4	5	N/A		
7. It would be helpful to learn more about working deaf students at staff meetings or team meetings. Comments: _____	1	2	3	4	5	N/A		
8. I would attend a one-hour workshop on working with deaf students and interpreters. Comments: _____	1	2	3	4	5	N/A		
9. I would attend a discussion on working with deaf students with fellow teachers and interpreters. Comments: _____	1	2	3	4	5	N/A		

11. What training or experience have you had working with deaf students?

12. What have you found most challenging about working with deaf students?

13. Please rank the following topics from 1 to 7. 1 = most helpful to learn, 7 = least helpful to learn

- _____ Interpreter's role in the classroom
- _____ Teacher's role in working with an interpreter
- _____ Interpreting process
- _____ Interpreter ethics
- _____ Providing accessibility for deaf students in the classroom
- _____ Interacting with deaf people
- _____ Other: _____

14. Please rank the following options for a meeting time for a workshop or a discussion group from 1 to 4. 1 = most convenient, 4 = least convenient.

- _____ Right after school
- _____ Weekday evening
- _____ Teacher workday
- _____ Other: _____

Appendix B

Roles of Teachers, Deaf Students and Interpreters**Role of the Teacher**

- ◆ Teach the deaf student in a manner that is accessible to them
- ◆ Interact with and discipline the deaf student in the same manner as you do the other students in the class
- ◆ Manage the communication dynamics of the classroom to allow the deaf student to participate in the same manner as the other students
- ◆ Create an accessible environment for the deaf student by providing appropriate seating and lighting
- ◆ Provide the interpreter with information about upcoming lessons, activities and new vocabulary
- ◆ Orient the rest of the class to the presence of the deaf student and interpreter
- ◆ Foster connections between the deaf student and their classmates

Role of the Deaf Student

- ◆ Participate in class and pay attention to the teacher through the interpreter
- ◆ Follow the teacher's directions
- ◆ Prepare for class
- ◆ Ask the teacher for assistance when you need it
- ◆ Help the teacher understand what modifications you may need to help you learn
- ◆ Work with the teacher and interpreter on the best seating arrangements for visual access to the classroom
- ◆ Avoid conversing with the interpreter while he or she is interpreting

Role of the Interpreter

- ◆ Interpret what is said and signed, conveying the content of the message and the intent of the speaker
- ◆ Ask for clarification if you do not understand the message
- ◆ Position yourself so that the student can see the teacher, other students and visuals as necessary
- ◆ Prepare to interpret by learning about the content and vocabulary of upcoming lessons
- ◆ Consult with the teacher and other staff about interpreting services and deafness
- ◆ Collaborate as a member of the educational team for the student
- ◆ Keep all information related to the interpreting assignment confidential

Adapted in part from Turner, E. (2001). Roles in Educational Interpreting. *Odyssey*, 2(2).

Appendix C

Resources for Teachers Working with Deaf Students

National Deaf Education Network and Clearinghouse Information about educating deaf students can be accessed at <http://clerccenter.gallaudet.edu/clearinghouse/index.html> or by phone at 202-651-5340. Become a member of their mailing list and receive a free quarterly publication for educators working with deaf students, *Odyssey*. A magazine for deaf youth, *World Around You*, is also available. Articles from both resources are also available on-line.

Deaf Education Website Visit www.deafed.net for strategies and curricular materials for teaching deaf students as well as collaboration and professional development opportunities.

PEPNet Online Orientation This is a short on-line course about working with deaf students. While it is designed for college-level instructors, most of the information would also be helpful to K-12 teachers. You can access the course at www.pepnet.org.

Captioned Media Program Borrow for free from a collection of over 4,000 educational and general-interest captioned videos. View an on-line catalog at www.cfv.org or sign up for their mailing list and receive a catalog by calling 800-237-6213 or sending email to info@cfv.org.

Ohio School for the Deaf OSD has a school-age Outreach Program to assist teachers working with deaf students in public schools. Teachers can also borrow materials via the mail on deafness, deaf education and sign language from OSD's library. Contact OSD at 614-728-1422 or visit www.ohioschoolforthe deaf.org.

Ohio Department of Education The Office for Exceptional Children at ODE has published the "Ohio Guidelines for Educational Interpreters," a booklet with information about the role of the interpreter and school for education deaf students. Excerpts from the guidelines specifically with information for teachers are included in a brochure entitled "Responsibilities of Teachers Working with Students with Hearing Impairments in the Regular Classroom." Both can be requested by calling 614-466-2650.

Ohio Resource Center on Deafness ORCD can provide information and referrals for services related to deaf and hard-of-hearing people. Contact them at 1-877-781-6670 or harris@orcd.org or visit them at www.orcd.org.

Appendix D

Working with Deaf Students Evaluation

Please indicate at what level you agree or disagree with the following statements or if they are not applicable:

	Strongly Disagree	1	2	3	4	5	Strongly Agree	
1. The presentation was well prepared. Comments:	1	2	3	4	5	N/A		
2. The information was presented clearly. Comments:	1	2	3	4	5	N/A		
3. The information was presented at an appropriate pace. Comments:	1	2	3	4	5	N/A		
4. The presenters were responsive to questions and comments. Comments:	1	2	3	4	5	N/A		
5. I learned valuable information about the topic. Comments:	1	2	3	4	5	N/A		
6. The activities helped me learn. Comments:	1	2	3	4	5	N/A		
7. I expect to be able to use the information I learned. Comments:	1	2	3	4	5	N/A		

8. What did you find most valuable about the presentation?

9. What did you find least valuable about the presentation?

10. Would you be interested in continuing to learn about working with deaf students?

Yes No

11. If so, what would you find helpful? (please check all that apply)

Discussions with other teachers working with deaf students

Working with a teacher who has experience working with deaf students

A follow-up training on the following topics: _____

Other: _____

12. Please share any additional comments.