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Bridging Communication within the Mainstream

MSSE Master's Project

Submitted to the Faculty
Of the Master of Science Program in Secondary Education
Of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

Kellie Hayes

In Partial Fulfillment of the Requirements
For the Degree of Master of Science

Rochester, New York

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Approved: _____

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Abstract

This workshop is intended for hearing professionals who frequently work together within the mainstream to meet the needs of deaf and hard-of-hearing students as established throughout the Individualized Education Plan (IEP). The target audience includes classroom teachers, itinerant teachers of the deaf and hard-of-hearing, and administrators of schools K-12. The development of this workshop began with a review of research relating to the roles of these professionals, communication accommodations for deaf and hard-of-hearing students, and communication considerations of parents with deaf or hard-of-hearing children.

The workshop spans three days, and incorporates a range of activities including deafness simulation, role play, lectures, and group discussions. Interviews held with teachers currently working throughout the mainstream provided additional insight regarding communication conflicts and their possible resolution within this type of educational environment. Assessment of the curriculum design was performed by conducting a mini-workshop with professionals from the field of deaf education. These professionals then provided ratings and responded to open-ended questions regarding the effectiveness of each activity.

The goal of this workshop is to provide instructional strategies for effective communication practices and accommodations within the mainstream that includes recommendations for implementation. The critical need for effective communication throughout the mainstream is not only explained to the target audience, but it is demonstrated to them and experienced by them as well.

Project Overview

The workshop, "Bridging Communication within the Mainstream" includes a workshop manual for the presenter with an audio CD with a simulation activity, and a second CD with eight power point presentations. A workshop packet for participants containing all of the handouts and forms has also been developed to assist the presenter. This curriculum promotes effective team communication among hearing classroom teachers, itinerant teachers of the deaf and hard-of-hearing, and administrators who work within these types of educational environments. It is also intended to promote strategies for effective communication accommodations that can be made by teachers to support the challenges that many dedicated deaf and hard-of-hearing students face in communicating throughout the mainstream.

The workshop manual contains several activities for every day of the workshop, and there are inserts distributed in combination with the activities for the presenter. The audio CD, produced with the assistance of an audio engineer is provided for one of the deafness simulation activities. A power point CD that includes eight presentations with notes for the presenter and several videos for the participants imbedded into the slides is also provided. The CD's designed for this workshop are both contained within the workshop manual. In addition, the presenter is provided with related handouts and worksheets for the activities within the manual.

A sample agenda that may be used by the presenter is as follows:

A Sample Agenda: 3 Day Workshop

Monday:

Activity	Title	Start	Finish
1	Welcome	9:00 am	10:00 am
2	Overview	10:00 am	11:00 am
3	Break	11:00 am	11:20 am
4	Working Together: The IEP	11:20 am	12:20 pm
5	Lunch	12:20 pm	1:20 pm
6	Role Reversal	1:20 pm	2:20 pm

Tuesday:

Activity	Title	Start	Finish
1	Administrative Role Play	8:00 am	9:00 am
2	Co-Teaching Communication	9:00 am	10:00 am
3	Break	10:00 am	10:20 am
4	Communication Role Play	10:20 am	11:20 am
5	Communication Strategies Co-Teachers & Administrators	11:20 am	12:20 pm
6	White Noise Lunch	12:20 pm	1:50 pm

Wednesday:

Activity	Title	Start	Finish
1	Part 1: Mainstream Communication Strategies	8:00 am	9:00 am
	Part 2: Environmental Communication Strategies	9:00 am	10:00 am
2	Break	10:00 am	10:20 am
3	Student Communication	10:20 am	11:20 am
4	Communicating with Parents	11:20 am	12:20 pm
5	Feedback Lunch	12:20 pm	1:20 pm

Importance of the Project

Today, many classroom teachers of mainstreamed deaf and hard-of-hearing students often rely upon support staff, such as interpreters, captionists, and notetakers to provide access to class information. This level of accommodation is not equivalent to providing direct access to the class information. Effective communication throughout the mainstream setting among teachers, administrators, students, and parents is a critical aspect of providing deaf and hard-of-hearing students with equal access to the learning environment.

The review of the research indicates the need for this type of curriculum. Available research indicates that regular classroom and itinerant teachers of the deaf and hard-of-hearing need to effectively communicate in working together as a team in order to identify, provide, and promote instructional communication accommodations for deaf and hard of hearing students according to Foster, Long, and Snell (1999). The lack of research available regarding an administrator's role for effectively managing a co-teaching team consisting of a classroom teacher and an itinerant teacher of the deaf or hard-of-hearing also implies the need for this type of curriculum.

Literature Review

This review of the literature examines research that addresses communication strategies and accommodations of deaf and hard-of-hearing students within the mainstream. The importance of effective communication throughout the mainstream among teachers, administrators, students, and parents will also be evaluated. In

addition, the web site Class Act, developed at the National Technical Institute for the Deaf as part of Project Access is analyzed.

An important concern within the field of deaf education today is that many classroom teachers within the mainstream often rely completely on the services provided by itinerant teachers of the deaf and hard-of-hearing, note takers, and interpreters to educate these students. However, it is imperative for educators of these students to provide access to effective communication within the learning environment, in addition to providing access to class information. It is clear that to provide both, the educators of deaf and hard-of-hearing students must work together as a team.

Co-Teachers and Administrators

Recently, a study focused upon teaching within the mainstream was conducted by collecting information throughout interviews of educators of deaf and hard-of-hearing students within an inclusive elementary educational environment. The research was collected over a three year time period, and the results of these interviews indicate the roles of special educators and the accommodations that can be made by classroom teachers. Special educators are responsible for assisting classroom teachers to modify their classroom as needed, and they also act as a consultant to assist the classroom teacher in making accommodations to meet the needs of special education students (Antia, 1998).

The responsibilities of special educators include teaching students one to one, assisting classroom teachers with instructional planning, scheduling of services provided to students, teaching ASL and interpreting frequently, ensuring effective

communication for deaf students within the classroom, and building positive relationships with parents of the students they are responsible for within the mainstream (Antia, 1998). The role of the regular classroom teacher and their responsibilities within the class were noted to be different than the special educators of the deaf and hard-of-hearing students. Regular classroom teachers frequently need to modify objectives, adjust to the use of an interpreter while they are teaching, and use ASL to communicate with deaf students (Antia, 1998).

The conclusions drawn from this research also indicate that classroom teachers must take responsibility of deaf and hard-of-hearing students within their classes however; incorporating this level of responsibility requires the classroom teacher to independently redefine their own role as a teacher (Antia, 1998). Classroom teachers often tend to give the responsibility of the deaf and hard-of-hearing students to the assigned teacher of the deaf. However, both educators can find ways to work together to combine their responsibilities of teaching these students.

One strategy to develop a positive working relationship within this type of co-teaching team is for each teacher to gain a level of respect for the responsibilities of the teacher that they are working with to meet the needs of these students. (Ennals and Campos, 1997) discussed the following point at the ICEVI's Xth World Conference, "Many demands placed on classroom teachers, and the itinerant teacher should be gracious in acknowledging the extra effort of the classroom teacher." A classroom teacher that has an understanding of the workload of an itinerant teacher is in a better

position to build a positive relationship while communicating with an itinerant teacher (Ennals and Campos, 1997).

Itinerant teachers often work as a consultant for classroom teachers, principals, interpreters, note takers, and parents, in addition to teaching one to one or in small groups (Luckner and Howell, 2002). Itinerant teaching can be very time consuming without a classroom to teach students. These teachers are not assigned their own classroom to work with their students, and they often must teach within any location that is available throughout the school (Yarger and Luckner, 1999).

It is also important to have insight regarding how the itinerant teacher is viewed by their co-workers. A recent study examining itinerant teaching was conducted through interviews. This study indicates that some classroom teachers feel that the information they gain from the itinerant teacher regarding the student is the most important service they receive from these teachers, and administrators consult with itinerant teachers for problem solving to accommodate the needs of deaf and hard-of-hearing students (Kluwin, 2004). These two examples of how an itinerant teacher is frequently viewed and utilized by their co-workers demonstrates the need for better understanding of the various functions of an itinerant teacher's job within the workplace.

Classroom teachers and itinerant teachers of the deaf and hard-of-hearing who work together within a classroom to meet the special needs of their students must develop and implement plans and strategies that can effectively include all of their students within the learning environment. In a study that examines the perceptions of

teacher teams working within a co-enrolled classroom, (Jimenez-Sanchez and Anita, 1998: 215) agree that, "Collaborative efforts have shown positive impact on students' academic performance, attitudes, social skills, and self-esteem, and on teachers' levels of comfort and competence. The benefit of a "team-teaching" approach is that the needs of students are met more efficiently than within a single teacher classroom (Jimenez-Sanchez and Anita, 1998)

However, the responsibility of the needs of a student outlined within an IEP is currently carried by the itinerant teacher (Kluwin, 2004). An IEP is designed through a team effort, and the goals of meeting the special needs of students should be a team effort as well. The itinerant teacher is faced with many challenges that can frequently create barriers in carrying the primary responsibility of meeting the needs listed on a student's IEP.

It is not uncommon for an itinerant teacher to meet with a student for only one — two hours of every school day and sometimes only a couple of hours per week depending upon the needs established within the IEP. Frequently, it is not possible to ensure that student needs are being met as an itinerant teacher, because the itinerant teacher is only present for a small portion of every day in several different schools. Itinerant teachers have limited opportunities to develop relationships with other professionals that they work with throughout the field because of time constraints (Yarger and Luckner, 1999). Yet the responsibility of meeting the needs of these students is often placed primarily upon the itinerant teacher, who has very little opportunity of ensuring that the needs of the student are being met in their absence.

Teachers who can communicate effectively have the ability to co-develop strategies and plans to incorporate within the classroom. Co-teachers can share the responsibility of ensuring that the needs of special students are met if they work together effectively as a team.

Strategies for Communication and Accommodations

Several strategies that can be adapted for use by teachers working together within a mainstream learning environment can be found on the Class Act web site developed at the National Technical Institute for the Deaf. The strategies recommended at this site are based upon extensive research of deaf and hard-of-hearing students attending classes with their hearing peers and research that examines the approaches and strategies used by the professors that teach these students at the Rochester Institute of Technology. The Class Act web site gives insight to effective communication strategies, practices, and accommodations that can be implemented and promoted by educators of these students.

This site lists many of the challenges that deaf and hard-of-hearing students face within an inclusive learning environment, and it includes matching strategies and approaches recommended to educators to use to promote effective communication. Additionally, the site contains handouts and videos of the various perspectives of these students and the professors who teach them within this environment. The findings within the following research studies clearly support these types of strategies, in addition to others as well for effectively accommodating deaf and hard-of-hearing students within the mainstream.

A study examining how students who are deaf and their instructors experience mainstream college classes was recently conducted. In this study, quantitative tools such as the Academic Engagement Form (AEF) and the Classroom Communication Ease Scale (CCES) were used to collect data from instructors and support faculty working with deaf RIT students. To collect qualitative information from these instructors and support staff, interviews were also conducted. Throughout this study, instructors were asked to discuss their approach to teaching and any instructional modifications made to address the needs of deaf learners, and the faculty generally indicated that they made few if any modifications for deaf students and feel that the support staff is responsible for the success or failure of deaf and hard-of hearing students (Foster, Long and Snell, 1999).

The findings of this study indicate that access to the classroom environment is a challenge, despite the support services that are offered. Classroom communication challenges for deaf students that exist within the classroom despite provision of support services include, a "lag time" in receiving information from interpreters, attempting to speechread without a direct line of vision with the teacher, frequently missing critical class information when a demonstration takes place, and lack of informal exchanges among hearing students regarding instructor expectations for "unpublished" information" (Foster, Long and Snell, 1999).

In order to accurately assess any situation, several perspectives should be taken into consideration. In a study that focuses upon the perceptions of deaf college students regarding effective teaching strategies by (Lang, McKee, and Conner, 1993), it was

found that many deaf students feel a crucial component of teaching effectively is through the use of effective communication. According to (Lang, McKee, and Conner, 1993: 258), "Strong faculty development programs can facilitate ongoing exchanges as teachers experiment with various strategies and find what works best for them and their students."

In a similar study, (Lang, Dowaliby, and Anderson, 1994: 127) found that, "Students indicate a preference for a teacher who can incorporate a variety of communication skills and teaching strategies and subtly infuse them into a teaching style that establishes rapport." It is important to take into consideration the perspectives of students that are being taught so that assumptions are not made in decisions that can impact the learning environment of special education students. It is clear from the review of these two studies that deaf students feel that it is important for their teachers to incorporate effective strategies into the curriculum that include a focus upon communication.

Communication: Deaf, Hard-of Hearing, and Hearing Students

A recent study analyzes the participation level of deaf and hard-of-hearing students throughout the mainstream. In this study, 40 professionals who provide support to deaf and hard of hearing students at the elementary and secondary grade levels met in focus groups to discuss the barriers of participation for these students and strategies that could promote an increased level of participation. The results of this study indicate that "Regular classroom teachers help determine if hearing classmates

will have a positive attitude toward the deaf and hard-of-hearing student and if there are good opportunities for the student to participate" (Stinson and Liu, 1998: 197).

The second part of this study was conducted through observing deaf and hard-of-hearing student's participation level within small groups. Throughout this observation it was found that, the level of participation of deaf and hard-of-hearing students is directly correlated with how a teacher structures a lesson (Stinson and Liu, 1998). Deaf and hard-of-hearing students frequently feel isolated among their hearing peers within the mainstream, and teachers can incorporate communication strategies into their lessons that can promote positive interaction among these students.

Communication is the foundation of developing an initial relationship between people, and relationships that develop between deaf or hard-of-hearing people and hearing people are no different. However, hearing persons and deaf or hard-of-hearing persons may need to overcome communication barriers before a relationship can be developed. In a study with a focus upon the social aspects of mainstreaming from the perspective of deaf students the research indicates that hearing students and deaf students find social interaction to be of critical importance (Kersting, 1997).

In a recent article regarding socialization of deaf children in school, (Stinson and Foster, 2000: 206) state that, "Special attention must be paid to assessment of communication access in the classroom and school context, including the impact of communication barriers on the development of social and academic networks among students." Co-teaching teams within the mainstream must work together to develop a plan for positive communication interaction among deaf, hard-of-hearing, and hearing

students. All students need exposure to formal and informal communication while at school (Stinson and Foster, 2000). This type of access can allow all students the opportunity to develop an increased confidence level when interacting with other people. The ability to confidently socially interact is a skill that student must learn to become an active and accepted member within society.

Parents of Deaf and Hard-of-Hearing Students

Teachers who try to involve parents of deaf and hard-of-hearing students in their child's education may frequently need to take different approaches than those used with parents of hearing children. These parents have children with several different needs than parents with hearing children. For example, parents of deaf and hard-of-hearing children may suffer from "chronic stresses" according to (Lederberg and Golbach, 2002).

These chronic stresses can include visits to speech therapists, controversies about manual versus oral communication, and placement decisions. Lederberg and Golbach, 2002: 337) agree that, "These chronic stresses substantially drain parents' energy, time, and financial resources, potentially leading to emotional reactions of frustration, depression, and social isolation." If teachers take these stresses into consideration in their approach with parents, they may be able to alleviate some of this stress through promoting their participation within their child's education.

In his discussion of mainstreaming (Higgins, 1990: 111) notes, "One of the potential strengths of mainstream programs is that the parents of deaf youth can be meaningfully involved in their children's education." Teachers often face a challenge in

trying to engage parents to participate in their child's education. Parents of deaf and hard-of-hearing students may have similar reasons for lack of participation and additional reasons that teachers need to take into consideration. However, (Higgins, 1990: 111) also points out that, "The extent that teachers within the mainstream and the youth's parents develop satisfying relations among one another, may impact the extent that the parents may become more involved in their children's education, assisting their children at home, monitoring their children's progress, and developing higher expectations of their children."

Conclusion

The research indicates that it is critical for classroom teachers and itinerant teachers working together in the mainstream to have a positive working relationship to establish strategies to meet the needs of deaf and hard-of-hearing students. It also implies that it is important for these students to have access to the learning environment and communication within the classroom. Social interaction is important in the growth of any child, and deaf and hard-of-hearing students need to have opportunities to communicate with their peers just as much as any other student.

Currently, more research is needed regarding an administrator's management of this type of co-teaching team and how the team can facilitate communication. Research studies of this nature may provide additional insight on how to effectively manage of these types of co-teaching teams. This type of a study could also establish the positive and negative approaches that administrative management has upon a co-teaching team

within the mainstream and how this may ultimately impact the learning environment of deaf and hard-of-hearing students.

The research examined within this review supports the development of a curriculum plan that promotes positive communication strategies among co-teachers, administrators, deaf and hard-of-hearing students and their hearing peers, and the parents of deaf or hard-of-hearing children within the mainstream. This literature implies a direct correlation between the ability of a co-teaching team to make use of effective communication strategies and specific adaptations and the level of access for deaf and hard-of-hearing students to the learning environment. It is imperative that the professionals that work together to meet established needs of deaf and hard-of-hearing students are able to effectively communicate with one another.

Project Objectives

The overall objective of this workshop is to assist professionals within the mainstream in mastering instructional strategies for effective communication practices and accommodations that can be made for deaf and hard-of-hearing students within their schools. There are general goals for this workshop, and there are also goals that target each of the professionals that this workshop is designed for as well. The general goals are as follows:

- Participants will learn to promote positive productive interaction among the professionals, parents, and students within the mainstream.
- Participants will learn that it takes a team effort to meet the needs of students that are deaf and hard-of-hearing within the mainstream.

- Participants will have a better understanding of the functions of the professionals who work together in meeting the needs of deaf and hard-of-hearing students within the mainstream.
- Participants will understand that providing access to classroom communication is not the same as providing a student with access to the learning environment.
- Participants will have a better understanding of what it is like to be deaf or hard-of-hearing within an inclusive learning environment.

Curriculum Development

The development process of creating this workshop took place over several months, and the process began with a review of the literature based on the idea that frequently regular classroom teachers and itinerant teachers of deaf and hard-of-hearing students have difficulties communicating with each other. When teachers working together within the mainstream have conflicts in communicating or working with each other then the deaf or hard-of-hearing child may suffer. Often, in a situation like this, several of the accommodations that are outlined by law within the child's IEP will not be met.

Throughout the research process, the workshop was expanded to include additional participants within the scope of the project including the administrator of the school, the hearing students within the classes that the deaf or hard-of-hearing student attends, and even the parents of the deaf or hard-of-hearing child for various reasons. Communication breakdown between and among these additional participants within the mainstream resulted in failure to accommodate a deaf or hard-of-hearing student and thus needs should also be addressed within the workshop in some way. This led to

the idea of creating a communication workshop for regular classroom teachers, itinerant teachers of the deaf and hard-of-hearing, and administrators of schools.

With input from my thesis mentors the curriculum plan was refocused and began to develop into the workshop created. The next step was to conduct interviews with several professionals currently working in the field of deaf education to gain additional insight on communication issues that can occur within mainstream. Questions were developed for the interviews, reviewed by my primary mentor, and then re-written.

The finalized list of questions approved by my mentor was used to collect direct and experiential information from those interviewed. The professionals interviewed provided a great deal of insight regarding solutions to several communications issues that do occur within this field. The interviews were then transcribed and analyzed for themes, and the information gained served as a basis for creating many of the activities and presentations.

Following the development of the initial workshop, several re-writes took place based on the suggestions of my mentors after each one independently reviewed the curriculum developed. It was at this point that the final workshop began to take shape. Two CD's were created for this workshop.

The first CD designed for a deafness simulation activity required working with an audio engineer for a day. The first part of the day was spent describing to the engineer what it sounds like to have a profound hearing loss, and the other half of the day was spent with the engineer explaining to me how hearing people hear things.

Then, following the directions developed for the activity the audio CD was created and edited post-production to achieve an effect of a hearing loss for the simulation activity.

The second CD created contains eight power point presentations. This CD was edited several times, and the final CD includes videos that can be played throughout the presentations at the tap of a button connecting to the Class Act web site created at the National Technical Institute for the Deaf. A mini-workshop was then conducted, and additional ideas were finalized based on this successful trial.

Implementation

A mini-workshop was conducted to accurately assess the effectiveness of the curriculum material. The two activities: "Welcome: A Group Communication Activity" and "Role Reversal: A Deafness Simulation Activity" were chosen for presentation within the mini-workshop to assess the effectiveness of the activities. These activities were selected because they both involve the collective participation of the group attending. Also, I needed to test the impact and accuracy of the audio CD that was produced for the deafness simulation activity. The materials needed for the activities were purchased, a feedback form for the mini-workshop was designed, and a mini-workshop agenda was developed.

After approval from my mentor was received on the mini-workshop, forms were created, the location to hold the mini-workshop was established and invitations were sent to several professionals within the field of deaf education for the mini-workshop. Four professionals attended the mini-workshop, and each gave independent feedback regarding the activities in which they had participated. The group enjoyed the

communication activity that serves as an icebreaker for the workshop. Collectively, the group also seemed very pleased with the deafness simulation activity, and all of the participants requested a copy of the audio CD once the workshop is finalized. It is my intention to give the participants a copy of the audio CD and the lesson plan for this activity once it is finalized to thank them again for their time, in addition to the thank you notes that were sent following the mini-workshop.

Although the feedback from this session did not result in many suggestions for modifications, I did learn from the feedback and through observation of the activities in action that more time would be needed for many of the activities that I had planned. Previously, I had been undecided about changing the workshop to three full days instead of three half days. I was concerned that it might be too much time for professionals to attend the whole workshop. However, after conducting the mini-workshop I implemented the suggestions that were made by my mentors and my peers, and expanded the workshop to three full days. The forms and handouts from the mini-workshop are included within the appendices.

Discussion

I learned a great deal throughout the development process of creating the workshop materials for professionals within the field of deaf education. Fortunately, I could depend on the knowledge and experience of my mentors throughout this process. I have never created a workshop before, and I learned why it is so important when designing any curriculum to get feedback from other professionals who have knowledge and experience with the concepts of what is being created.

The independent feedback that I received from my mentors allowed me to receive two different perspectives in addition to my own, and I know that this approach enabled me to create a better product. Another thing that I learned throughout this process is that it is critical when developing a curriculum within a specific time frame to allow for a realistic amount of additional time for modifications to be made. There are additional modifications that I would make if I were to use this workshop in the future.

These modifications would include expanding the introduction of the workshop to include more information regarding the development process of the curriculum, and I would also adapt the power point presentations with a Class Act CD for easier access to the videos imbedded within the slides. Currently, the curriculum is designed to work only through the access of the internet for these videos, and this could create difficulties in conducting the workshop in its entirety if internet access was not available at a desired location.

If I were to present this workshop in the future, an additional change that I would make is an expansion of the role reversal deafness simulation activity. The present role reversal activity relies on the ability of the participant to accurately see colors. I did not take into account prior to designing this activity that some participants may be color blind. If I were to use this curriculum in the future I would like to design a role reversal deafness simulation so that people who experience difficulties in seeing colors correctly could also participate in this experience. This particular oversight on my part made me realize that it is not difficult when developing and designing

curriculum to get very focused on the task at hand and forget to look at various needs of special learners.

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Appendix A

Mini-Workshop: Bridging Communication in the Mainstream
Presenter: Kellie Hayes

4-15-05

Agenda:

Friday:

Activity:	Title	Start	Finish
1	Welcome	4:30 pm	5:00 pm
2	Role Reversal	5:00 pm	6:00 pm
3	Feedback Forms	6:00 pm	6:15 pm

Brief Overview:

"Bridging Communication in the Mainstream" is a workshop that is designed for hearing professionals working within the mainstream with deaf and hard-of-hearing students. Tonight you will be presented with only a snapshot view of the activities that have been designed for this three day workshop. The professionals in the mainstream that this workshop is intended to target include Classroom Teachers, Teachers of the Deaf, and Administrators.

The whole workshop includes activities geared towards promoting positive communication between all of the following people within an inclusive educational environment:

- Classroom Teachers and Teachers of the Deaf
- Administrators of schools, Classroom Teachers, and Teachers of the Deaf
- Classroom Teachers and Deaf or Hard of Hearing students
- Deaf or Hard of Hearing Students and Hearing students
- Classroom Teachers, Teachers of the Deaf, Administrators of schools, and Parents of children that are Deaf or Hard of Hearing

Your participation this evening is greatly appreciated. Your feedback on the two activities presented can only help to improve the design of the workshop. If after the workshop you have additional comments or concerns please do not hesitate to contact me at: kmh4248@rit.edu.

I hope that this evening turns out to be an interesting experience for all of you.

~ Kellie Hayes

Worksheet: Role Reversal

- (1) How did it make you feel when you could not hear the instructions for the activity?

- (2) How did you decide to proceed with the activity when you could not hear the instructions completely? Did you do the best you could? Did you look around the room to see what everyone else was doing to complete the activity? Did you guess, or did you give up?

- (3) How did it make you feel when the teacher asked you why you didn't try harder to pay attention to the directions in front of the class?

- (4) How did it make you feel when you did the best you could, but the teacher disciplined you in front of the whole class because of something that you had no control over?

- (5) How does this activity relate to students that are deaf or hard of hearing in a mainstream learning environment?

- (6) How could you utilize this new perspective within your classes?

Professionals within the Field of Deaf Education Questionnaire:

Bridging Communication in the Mainstream

Directions: After each statement, please circle one of the choices that best describe how you feel.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. The first activity is a good icebreaker that will allow the professionals attending the workshop to discuss issues of communication that occur within the mainstream.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

2. The first activity allows professionals attending the workshop to meet one another and feel more comfortable in presenting their ideas throughout the activities.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

3. The second activity made me feel the frustration that can occur for deaf or hard of hearing students within the mainstream.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

4. The second activity gave me a new understanding of how difficult learning can be for deaf and hard of hearing students in the mainstream without appropriate accommodations.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

5. The second activity will give classroom teachers and administrators of schools a new perspective on the importance of following a child's outlined IEP?

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

Comments or feedback about what you felt and learned during these activities:

Comments or feedback related to the content of the presentation:

Would you recommend this workshop to other professionals within the mainstream?

Thank you for your time this evening.