

## Abstract

Deaf and hard of hearing children (DHH) are served by numerous individuals in the school system including teachers of deaf and hard of hearing students (TODs) and speech-language pathologists (SLPs). Previous research has documented how important interprofessional collaboration is between these two fields; however, little work to date has focused on the interprofessional educational (IPE) experiences of pre-service TODs and SLPs, preparing them to work as a team to support the language and communication skills of DHH students. We reviewed the literature for evidence of how best to prepare pre-service TODs and SLPs to work together. We located six relevant articles, but due to the limited results, we expanded our search criteria to include relevant studies focusing on IPE strategies from other fields. Results indicate that many programs rely on joint classroom and field placements but that explicit instruction in critical collaborative skills and competencies and modeling of collaborative practices are important in developing and maintaining successful interprofessional collaboration.

## Introduction

Deaf and hard of hearing (DHH) students are highly heterogeneous with respect to communication choices, language experiences, language environments, and educational placements. Regardless of these factors, students need teachers who understand issues related to DHH students (e.g., Teachers of DHH students, TODs) and language and communication supports (e.g., often provided by speech-language pathologists, SLPs). TODs and SLP have important and complementary experiences related to speech and language intervention, educational practices for DHH children, and topics related to Deaf individuals and sign language/gesture use.

Collaboration in educational contexts is vital to the success of DHH students but little is known about how best to prepare TODs and SLPs during their pre-service educational programs. Most of the previous research on interprofessional education (IPE) focused on collaboration between fields other than TODs and SLPs: SLPs and special education teachers (Miolo & DeVore, 2016), SLPs and general education teachers (Wilson et al., 2016), pre-service TODs and in-service TODs (Humphries & Allen, 2007). The goals of this scoping review were to:

- 1) Determine what evidence exists for implementing IPE related to collaborative competencies with pre-service TODs and SLPs
- 2) Synthesize recommendations for evidence-based IPE for pre-service TODs and SLPs

## Methodology

We conducted 2 reviews of the literature (May/Sept 2022).

**Inclusionary criteria:** peer-reviewed journal article, available in English, published in 2002 or later, discussed application of interprofessional education within the field of education.

**Search terms** (one from each):

Interprofessional education  
Transdisciplinary  
Multidisciplinary  
Collaboration

+

Deaf education/educator  
Teacher of the deaf/DHH  
children

+

Speech-language  
pathology/  
pathologist

+

Pre-service/internship  
Undergraduate  
Graduate

### Databases searched:

- ERIC & Education Source
- Academic Search Complete
- Scopus
- Web of Science
- ComDisDome
- CINAHL
- PubMed
- Google Scholar

## Results & Conclusions

- We located 6 articles that met inclusionary criteria related to pre-service TODs and SLPs.
- We located 19 additional articles that described teaching collaborative practices to pre-service TODs or SLPs and other professionals.

### Recommendations, Description of IPE experiences, and supporting evidence:

#### Provide joint classroom and clinical or field placement experiences for pre-service TODs and SLPs

- Encourage pre-service TODs and SLPs to participate in shared content coursework
- Include authentic cross-disciplinary assignments and case studies
- Allow pre-service TODs/SLPs opportunities to practice collaborative competencies in a protected environment

#### Include explicit instruction in critical skills and competencies for successful collaboration

- Provide pre-service professionals with opportunities to learn about skills essential for effective collaboration
- Skills include: clear communication, role negotiation, and interpersonal skills such as trust, respect, compromise, and diplomacy

#### Model how to collaborate through co-teaching

- Instructors model the “behind-the-scenes” components of collaborating: successes, difficulties, what skills can be used to support effective communication and conflict management

#### Include explicit instruction and practice in conflict management and perspective-taking specifically for Deaf/Hearing interactions

- Incorporate direct instruction on conflict management, reactive and proactive strategies, working through conflict while maintaining strong professional relationships
- Issues specifically related to Deaf/Hearing interactions:
  - Pre-service SLPs need to be aware that they can trigger negative emotions and responses without realizing it based on the profession they represent
  - Deaf TODs and hearing TODs may have different experiences and/or philosophy related to communication and education for DHH children

## Limitations and Future Directions

- Additional research and careful data collection methods are necessary to better understand how pre-service TODs and SLPs can most effectively learn essential collaboration competencies
- Interprofessional education needs to be inclusive of all communication approaches for DHH children so that practitioners have a holistic understanding of deaf education

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