

**DHH Teaching:  
Improving  
Outcomes with  
Frugal  
Innovation**

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# Agenda

- **Introductions**
- **What Do We Have/What Works?**
- **What Doesn't Work and What Do You Need?**
- **Innovative Next Steps**

What Do We Have?  
What Works?

# What We Have

## Curriculum/Classes

- MN Compensatory Skills Checklist
- Med El, Cochlear, Advanced Bionics - free printables curriculum
- ASL Classes for Parents (district support for these too)
- Cued Speech available

## Technology

- RISE ebook
- Seesaw, Class Dojo for Family-School Connection
- Success for Children with Hearing Loss website
- MN DHH List Serv
- DHHS List Serv
- Region 11 COP Resource website

## Resources

- Deaf Mentor Program
- Hands and Voices
- Newborn Hearing Screening
- VOA and TSA help in rural areas with Mental Health in DHH

## Staffing/Programs

- Great admins/supportive bosses (District 916, others)
- Deaf Plus Classroom in one district
- Some schools have built-in role models
- Strong team
- Quality teacher training program at U of M
- Variety of services exist in some places
- Our Deaf Plus kids have a DHH teacher

# What Works

## Programming/Resources

- Some places have access to everything with high expectations
- Family Support Program/Hands and Voices
- Visuals
- English through cueing and ASL
- EC DHH Classrooms, PreK for DHH
- PACT, Seesaw, Apps

## Staffing

- Deaf Mentor
- DHH Guide
- Support staff
- Social Workers and Psychs well trained in DHH
- Support of TDHH by Admin

What Doesn't Work?  
What Do We Need?

# What Doesn't Work

## Differences

- Late identification
- Extreme differences in levels of support (ie. self-contained support vs. 1x/week DHH maintenance)
- Hearing level in assessments/intake not being addressed
- Gen Ed teachers are not following the IEPS (students are not held accountable)
- Distance for rural students
- Should not be about luck! Luckily I had...
- Services that do not meet the students level. Do they understand the level of equal access?
- Caseload expectations and excessive drive time

## ASL

- Lack of understanding of ASL as a receptive/expressive instructional language
- Small %age of parents participate in ASL classes, etc.
- ASL 1 and 2 doesn't teach how to discipline our young kids

## Limitations

- 2-year limit in Deaf mentors (early access means they are done by 3 and child's language and parents are behind)
- Clueless parents

# What We Need

\*Service must be driven by need, not by funding

\*Administration understanding of DHH

## ASL

- ASL classes to match parent language home needs
- Resources to maintain and improve ASL skills for DHH teachers
- More access to free online ASL classes

## PARENTS

- Flipgrid for parent interaction
- Need more opportunities for our parents to learn in home (Deaf Mentor only 2 years, not enough)
- More opportunities for practice ASL/Cued Speech skills for parents

## STAFFING/CURRICULUM/SUPPORT

- More DHH Teachers and more in Greater MN (caseloads can be too high)
- Interpreters
- More one-on-one time with students
- Appropriate curriculum, with accessible materials (ie. captions)
- Statewide standards and requirements about access and needs
- More access to all modalities in all areas of the state
- Materials in multiple languages
- More bilingual programs
- More programs with multiple DHH classrooms in a school
- Share resources
- Opportunities for DHH students to interact
- Reduce windshield time
- Captioning real-time



What are some challenges  
that you are experiencing?

# Some Example Problems

- I never have enough time to serve my students and give them what they need.
- ASL Interpreters are never considered as an option for my hard of hearing students.
- It is a struggle to get accommodations fully met for my students, including service personnel, curriculum, amplification, and captioning.
- Administrators seem to care more about the budget than what's best for DHH students.
- We are not allowed to fundraise to offset programming costs.
- We write grants and fundraise and the money disappears into inaccessible pockets in the budget.
- I am not allowed to case manage my students

# Challenges

Funding over needs

Time

Need for Social Work support (funding)

Families unaware of their rights

Admin uneducated on DHH

Lack of DHH-qualified service providers

DHH Standard for all districts

Diverse districts and options

Complicated SpEd system

Areas not enough prep programs

DHH kids too spread out

# Frugal Innovation

# Ideas

- Funding needs -> Grant Writing
- What are our needs for changing policy? -> Changing policy through Board connection and communication
- I never have enough time to serve my students and give them what they need.  
-> We need to steward other staff to support our students since we cannot be there at all times.
- How do we establish best practices within our districts that do not change when administrators change?

# Group Discussion

After choosing one specific challenge, what ideas do you have for frugal innovation to address that challenge?

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## DHH TEACHER

### Nutritional Facts

Serves: 1 Excellent Teacher

Amount per serving: P.H.M.

% Daily Value

Hardworking	2000%
Unrivaled Skill	500%
Committed	100%
Passionate	115%
Sleep	0%
Caffeine	100%

\*Percent Daily Values are based on your teacher diet.

# Next Steps

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# SWOT Analysis

Strengths

Weaknesses

Opportunities

Threats

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# Action Steps

## Collaboration

- Item 1
- Item 2
- Item 3

## Preparation

Content

## Execution

Content



CAMPUS NEWS

## Training educators to be better teachers for deaf students

BY DR. PATRICIA SEBERT



Teachers, interpreters and library of education exploring path to the exciting, busy communications, or any other...



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