

# Interdisciplinary, Cross Cultural Collaboration in Teaching and Learning

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A Panel Presentation

Early Hearing Detection & Intervention Meeting  
2018 Denver, CO

# What is interdisciplinary and cross cultural collaboration?

**Interactive relationships** between adults such as family members and professionals **who work together to achieve mutually agreed upon outcomes/goals** (DEC, 2014).

**Collaboration requires a team** of representatives from multiple disciplines and the family who join forces or **combine efforts** in response to the service setting, unique needs, and **desired outcomes of the child and family**. (DEC, 2014)

**Cross cultural collaboration promotes** exchanging resources and support between individuals from diverse cultures e.g. Deaf and hearing; across racial backgrounds.

# Panelists

**Jesús O. Barreto Abrams**, Doctoral clinical psychology & ITF student at Gallaudet University

**Lynette Mattiacci**, Early Intervention teacher at the Pennsylvania School for the Deaf, graduate student (Special Education) at Arcadia University and current ITF student

**Marilyn Sass-Lehrer**, Professor Emerita Gallaudet University, ITF program instructor, Gallaudet University Washington, DC

**Emily Wojahn**, ITF alumnae, Colorado Regional Hearing Resource Coordinator (CO-Hear) for the Pikes Peak region of Colorado

## Questions for the Panelists:

From your perspective as either a student or a instructor, what are the benefits and challenges to collaborative, interdisciplinary, and cross-cultural learning and teaching experience?

Is there a personal experience or example of interdisciplinary and cross cultural learning and teaching from within the program you can share with us?

# Best Practices & Interdisciplinary Collaboration

*Recommended practices highlight the importance of **relationships, communication, and collective wisdom for problem-solving** when working with young children and their families.*

*Today's practitioners are expected to use a **team-based approach that integrates the expertise of team members across disciplines and services** to achieve child and family outcomes (Bruder & Dunst, 2005).*

Guillen, C. & Winton, P. (2015). *Teaming and Collaboration: Thinking about how well as well as what*. In *DEC Recommended Practices: Enhancing services for young children with disabilities and their families*, p.100-101. Los Angeles, CA: Division for Early Childhood.

# Interdisciplinary teaching and learning fosters:

- partnerships between Deaf and Hearing professionals;
- encourages professionals from diverse disciplines to collaborate and contribute their expertise to provide optimal outcomes for young children who are deaf or hard of hearing and their families;
- reshapes perspectives on how to work with families from diverse backgrounds;
- models interdisciplinary collaboration through a co-teaching model;
- tackles the critical need to increase numbers of well-prepared professionals from diverse backgrounds to provide effective early intervention services.