



## **Deaf-Hearing Interpreting Teams in the K-12 Setting**

### **Researcher(s):**

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### **Abstract:**

An ethnographic study was conducted to critically examine how deaf-hearing interpreting teams are used in the classroom as well as an exploration of the benefits and drawbacks of this type of support. A qualitative task analysis of successful Deaf-Hearing interpreting teams in the K-12 setting was done through direct participant-observations. A qualitative task analysis to collect observed data in the natural classroom setting provides the framework for best practices directly by those who are currently and actively doing the work. A review of the various settings, roles, responsibilities, and teaming practices will be presented with insight and implications for school administrators, classroom teachers, and deaf-hearing interpreters.