

Vocabulary

Learning to Collaborate

Tools for Increasing Your Scope of Influence as A Legal Interpreter.

Funded by the US Department of Education, Rehabilitation Services Administration, CFDA #94.160A and B, Training of Interpreters Who are Deaf and Individuals Who are Deaf-Blind. Grant #H1160A-10007.

Setting the Stage

"He who knows others is learned.

He who knows himself is wise."

-Lao Tse

"Deaf people Inspire the Desire Part of our Learning"

-Anna Witter-Merithew

Learning to Collaborate Educational Objectives



Why This Topic?

- Findings from interviews with employers (interpreting agencies, courts, attorneys) of interpreters that give insight into how others view interpreters
- Findings from interviews with legal interpreters who often feel stuck in knowing "what to say" when requesting resources or engaging in conflict resolution

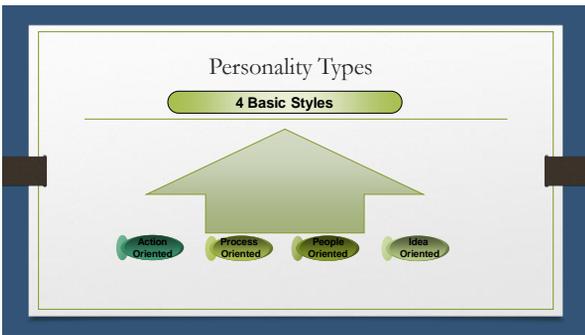
Definitions

<ul style="list-style-type: none">• Collaborate: To work together cooperatively with others to achieve a common goal. • Creative Cooperation: Based on the premise that the whole is greater than the sum of its parts. The essence of creative cooperation is to value differences—to respect them, to build on strengths, to compensate for weaknesses.	<ul style="list-style-type: none">• Scope of Influence: The range of things you can do something about and that you impact in a positive and productive manner. • Principle-Centered Practice: Based on basic 'laws of life'—cooperation, contribution, self-discipline, integrity. When we live these to our fullest, we validate and affirm the essential worth of ourselves and others and natural growth results.
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Starting with ourselves

- How do we **perceive ourselves**?
 - What evidence do we have to support our observations?
- How are we **perceived by others**?
 - What evidence do they have to support their observations?
- **Is there a disconnect** between what we believe and how we act or express ourselves?





Self-Assessment

- Select one statement from each pair
- No pair is 'either/or'
- Chose as spontaneously as possible
- There is no right or wrong answer - just what fits you the best

Discussion



- What styles exist in your group?
- What are the implications of each style on the group process—both personal and professional?
- How did your individual styles impact your general discussion about the this activity?
- What insight can you share with the full group?

Break



Fear Factors

- Divide two groups; #1 Deaf Interpreters, #2 Hearing Interpreters
- Each group will discuss the FEAR of working with a team
- Designate a note taker - who can also participate in the discussion process
- Identify two or three points to share with the full group



- ### We Can Build Trust Through Principle-Centered Practice:
- At the core of positive human influence (increasing your scope of influence)
 - Cooperation
 - Contribution
 - Self-discipline
 - Integrity
 - Consistent application of these inspires and fosters relationship
 - Relationship leads to trust



Values as a team interpreter

- Interpreting Process
- Monitor your team
- 6 questions to ask for
 - Who
 - Where
 - When
 - What
 - Why
 - How
- Effective Cues for teaming
 - Meaning?
 - Open process vs Hidden process
 - When to show cues, when not to
 - Eyebrow, touch, eyes, full word, etc.



The Contribution of Deaf Interpreters to GA DCCEDW and the Interpreting profession. Recommended with our roots. Mathern, C. & Winter-Mathern, A. 2014.





Interaction management

- Interpreting and coordinating
- Function of interpreter utterances
 - To assist in progressing the interaction
 - To regulate aspects of the interaction
 - To influence the mode of the interaction
 - To generate shared discourse
 - To solve some problem of communication

Teaming in the Courtroom

Deaf and Hearing Team in Legal Setting.

The Protocols of Deaf and Hearing Teaming



What is a protocol?

Protocol is the norms that the team will follow in the interpreted interaction.

Team approach to interpreting task

Teams should discuss...

- Their philosophy of interpreting,
- The models they follow,
- Their processing time,
- When to use the various modes of interpretation,
- How each uses notes in their interpretation, and,
- Their strengths and weaknesses as interpreters.

Discussion should address:

- **Monitor** - How each person prefers to monitor and adjust for accuracy
- **Pace** - How and who should handle the pace.
- **Interaction** - How interaction control will be handled
- **Mode** - How mode control for the feed interpreter will be handled.

Interpreters in a team...

Must form agreements regarding how, when and why they will alternate between working and monitoring.



Interpreter might...



In sum, a good system needs to be in place regarding how, when and by what method the intra-team collaborations for accuracy will take place.

Monitoring interpretation, adjusting for accuracy...

Team needs to agree on:

- How to handle a miscue
- How to handle when working interpreter needs more information from feed interpreter to render an accurate interpretation.

Monitoring interpretation, adjusting for accuracy...

- Various techniques are used to make and receive corrected interpretations:
- Touch
- Visual methods (Glance, puzzled look, raised eyebrow)
- Ask team
 - Whispered request
 - Lean toward team, away from interpreting space

Interpreters in a team...

- One interpreter might handle a chunk of discourse (like direct examination).
 - Less obtrusive when changing roles.
- Alternating may be based on interpreter's level of familiarity with text or specific Deaf person on stand.
 - Example – match the gender of Deaf witnesses.

Teaming Techniques

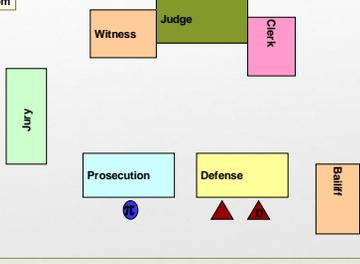
- Sign Posting
- Question and Answer
- Highlighting the point
- Back-channeling feedback
- Notetaking



Positioning in the Court Room

- Sign language interpreting conventions do not follow this practice.
- Interpreters must face the client, making positioning critical.
- Positioning must be negotiated with all parties to ensure optimal sightlines.
- Following slides show positioning options.

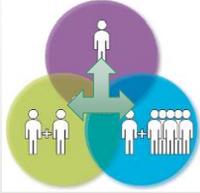
Courtroom



The Players



Identifying the need for CDI



Indicators

- Lack of attention
- Mimesis
- Prolonged visual deepening
- Foreign Sign Language
- Over-Emphasis signs
- False confirmations and misunderstandings
- Inappropriate responses
- Idiosyncratic facial expressions
- Lacking of Educations
- Complicated situations
- Strong frustration
- Non-specific determiner eye movement

Activity

Video Analysis and Discussion:
Identifying the indicators

Impact of a Deaf/Hearing Team



Courts are generally not familiar with how the trial process is affected by including a Deaf/hearing team.

Interpreters must explain to the court:
• need for and
• process of working with Deaf/hearing teams.

Leading Role



who takes the lead.....

Your role, My role

Initiates preparation activities with the players

Permits the players to get a feel for the process and timing of interacting through an interpreter .

Avoids the need to attempt to sign and talk at the same time or to retain a separate interpreter for the preparation meetings.



Why a team?

Participants and professional members may be concerned about need for team of Deaf and hearing interpreters.

Team is responsible for explaining the need for the interpreting team configuration.

Deaf interpreter required because of...



(Deaf Interpreters in Court: An accommodation that is more than reasonable, 2009).

Why not ALONE?



Explanation the need for CDI/DI



Terminology NOT to USE: possible lead to downfall

- High Visual (all signers are high visual – hearing and deaf)
- Minimal Linguistic Skills
- Poor Language Skills
- Non-standardized sign language
- Non-ASL communication system
- Low Functioning

Terminology to USE: possible effective approach

- Different communication system than one used by mainstream culture (include example)
- Specialized language system requiring specialized interpreter
- Deaf and Hearing interpreters = Experts on language + each has more experience and training in their respective languages

Terminology to USE:

- Efficient use of time and resources
- History of communication failure (adds additional barrier)
- Additional factors: age, nationality, life experiences, world knowledge, mental illness, critical nature of information, physical limitation/disability, under the influence of medications, illegal drugs or alcohol, consumer preference

Group Discussion



Judge asks you why are there two interpreters, ASL and DI?

Judge asks you if the ASL interpreter is inept?

Skill Enhancement
Why two interpreters

- Referring to notes you created from discussion group
- To write rationale for Deaf/Hearing team
- Due on June 1st
- Send to Amy Fryman
- Your response will be compiled in one document and shared anonymously with other participant

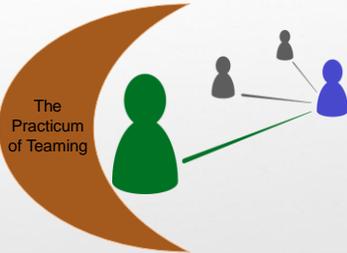
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Reflections and Questions

- Collaboration Team
- The Gatekeeper
- The Protocols
- The Players
- Why Not Alone?



The Practicum of Teaming



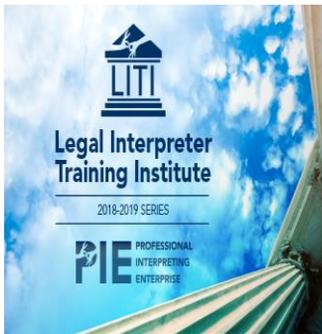


Play in the Sandbox

- Team: Hearing/Hearing
- Team: Deaf/Deaf
- Team: Deaf/Hearing
- Team: 2 Deaf/2 Hearing







July 27 – 29, 2018

- Pre-readings
- Vocabulary List
- Observation and Journaling
