



Institute for Legal Interpreting

Highly Effective Court

Interpreting Teams in Action

Workbook



Institute on Legal Interpreting (ILI): Highly Effective Court Interpreting Teams In Action

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UNC- MARIE Center is one of the partner centers of the National Consortium of Interpreter Education Centers (NCIEC)

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Introduction/Overview

Introduction

This workbook and the associated DVDs are products of the University of Northern Colorado-Mid America Regional Interpreter Education Center (UNC-MARIE), developed as part of its work as a center of excellence in legal interpreting. UNC-MARIE is one of the six university-based members of the National Consortium of Interpreter Education Centers (NCIEC). UNC-MARIE is funded by the U.S. Department of Education, Rehabilitation Services Administration, Training of Interpreters Program CFDA # 84.160A and 84.160B, grant #H160A100007.

The materials contained within this workbook are developed for educational purposes. The structure and organization of the workbook are designed to promote collegial discussion about interpreting performance for the purpose of increasing practitioner understanding of: 1) the complexities of the interpreting process, 2) techniques and strategies used by experienced legal interpreters in managing the demands of the interpreting process, and 3) the contribution of Certified Deaf Interpreters to effective delivery of interpreting services in legal settings.

Brief Description of the Case

The DVDs and activities within this workbook focus on the interpretation of various aspects of a civil trial related to a petition for child custody. Both parents are Deaf and both want primary custody of the child, also Deaf. The couple has been married since 1999 and has been moving towards divorce. It is the mother's position that she should have primary custody due to her ability to advocate and manage the medical aspects and education of the child, her close bond with the child, her commitment to religious instruction for the child, and because of her ability to teach advanced language skills in English. It is the father's position that he should have primary custody due to his strong bonds in the community, financial security, availability and flexibility of work schedule, and ability to help the child to form a strong identity as a Deaf individual culturally and linguistically. As well, the father claims that the mother has had a serious drinking problem for several years that impacted the marriage and the child. The mother claims that she has been sober for 12 months and has not had any relapses.

Overview

This workbook is designed as a tool for use with the 6-Pak DVD set called *Highly Effective Court Interpreting Teams in Action*. It provides a structured approach to the viewing and analyzing of several interpreted scenarios associated with a civil court proceeding involving a child custody action.

The case involves four primary witnesses—both parents (both are Deaf), a psychologist (not Deaf), and a Guardian ad Litem (GAL—not Deaf). All of these witnesses testified during a court proceeding during direct- and cross-examination. In addition, there is an out-of-court meeting between the GAL and a Deaf child who is at the center of the custody dispute.

Four (4) teams of interpreters were utilized in creating the footage for the DVDs. The interpreters used for this project are all nationally certified, trained and experienced legal interpreters. Each team was comprised of three interpreters—one Certified Deaf Interpreter (CDI) and two Certified Hearing Interpreters (CHI). The Certified Deaf Interpreters were selected first



and asked to choose a Certified Hearing Interpreter¹ to work with as part of this project. The Certified Hearing and Certified Deaf Interpreters approved the third interpreter that comprised their team. The interpreters come from seven (7) states located in the Midwest, Northeast and Northwest regions of the United States.

The filming occurred in courts located in Denver, Colorado and involved court personnel (judges, attorneys, clerks, bailiffs) from the Denver City-County court system, and Deaf individuals from the Denver Deaf Community. At different points in the filming process, a different combination of team members collaborated to interpret a scenario. For example, during Deaf witness testimony in court, the two CHIs worked collaboratively to interpret. Conversely, when the Deaf child met with the court appointed Guardian ad Litem, the CDI and CHI of her/his choice, interpreted the interaction.

The interpreting teams were given the option of using all three members of the team during court proceedings in whatever way they felt was most useful, and in some instances, the two Certified Hearing Interpreters chose to use the Certified Deaf Interpreter as a monitor or consulting interpreter when they were collaborating to interpret Deaf witness testimony. Other variations of collaboration can also be seen in the DVDs.

The interpreters were asked to use consecutive interpreting for Deaf witness testimony and notetaking was strongly encouraged. No other expectations were placed on their work. They did not view other teams interpreting during the filming, nor did they have access to the transcripts of the trial in advance. They were provided with a case summary and expert reports in advance—essentially what would constitute a case file.

When the teams arrived onsite for the filming, each of the team preparation sessions was filmed as part of the project. And, prior to the filming of the court proceedings, the teams briefly meet with each Deaf witness to establish communication.

¹ The use of the term “hearing” in this context refers to interpreters who primarily communicate using speech and hearing (which constitutes the majority of interpreters), as opposed to those who do not. It is important to recognize that in the field of ASL-English interpreting both individuals who are Deaf and those who are not work to provide interpreting services/linguistic access to members of the Deaf World and general society.

The goal was for the interpreting process to be as authentic as possible—so, if interpreters needed to intervene for any reason, they understood they could do so. It is important to note that the fact that each scenario was being filmed, and cameras had to be reset after each scenario, impacted positioning and the overall dynamic. However, in spite of these inherent challenges, the interpreters functioned as authentically as possible and the limits of filming did not impact the content of their interpretations in any observable way.

The DVDs and this workbook are organized around the specific aspects of the court proceeding that were filmed. The interpretation of the court proceeding is not provided in its entirety. Instead, each DVD and the corresponding Unit in the workbook focus on the work of multiple teams engaged in interpreting the same scenario and the learning that is available from an analysis of each team individually, as well as all teams collectively.

Intended Use

The intended use of this workbook and the accompanying DVDs is educational. The intent is not to provide model interpretations for how specific court proceedings should be interpreted. Rather, the goal is to show how experienced practitioners interpreted different scenarios, and to examine the strategies they used to manage the demands of the interpreting process.

The intent is also not to focus on how similar court proceedings should be staffed. For example, it might occur that a full team of two CDIs and two CHIs would be hired to interpret a proceeding. However, for the purpose of this filming, each witness was filmed separately as a distinct communication event. The number of interpreters used during any given event was based on the number needed for each individual witness. In fact, although multiple teams interpreted the same events within the overall court proceeding, no team interpreted the entire courtroom proceeding. Therefore, no staffing recommendations for actual full court proceedings should be drawn from these materials.



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Barbara Bryant, Guardian ad Litem
Victoria DePonce, Deaf Child
Stacy Evans, Psychologist
Joe Fiorini, Guardian ad Litem
Cliff Moers, Deaf Father
Julie Moers, Deaf Mother
Mandy Turner, Deaf Mother
John Turner, Deaf Father
Pablo Sandoval, Psychologist
Payton Talbert, Deaf Child

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JUDGES

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| | |
|-----------------------------------|-------------------------------|
| Honorable Judge Clarisse Gonzales | Magistrate Phillip James |
| Honorable Judge Nicole Rodarte | Honorable Judge Andre Rudolph |



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Unit Titles and Sequence

The DVD 6-pak and workbook are intended for use together. The use of both allows for a thorough exploration of the work of the interpreters involved and the implications of their work for understanding best practices in court interpreting.

There are a total of thirteen units associated with this workbook, each designed for use with a specific DVD from the 6-pak. The following are the titles for each unit. The corresponding DVD is defined within the Unit, as are a series of preparation and learning activities. As well, there are four (4) presentations that will occur live during the onsite version of the Institute on Legal Interpreting (ILI) and be available by way of a streamed archive for those individuals using these materials outside the ILI.

- Unit 1: Critical Analysis of Interpreting Performance: Why and How?
- Unit 2: Meeting between Guardian ad Litem and Deaf Child: Team Process and Dynamics Part 1
- Unit 3: Meeting between Guardian ad Litem and Deaf Child: Team Process and Dynamics Part 2
- Unit 4: Meeting between Guardian ad Litem and Deaf Child: Linguistic Strategies Used by Deaf Interpreters
- Unit 5: Meeting between Guardian ad Litem and Deaf Child: Panel Discussion with the Interpreters
- Unit 6: Team Preparation: Self-Analysis and Application
- Unit 7: Team Preparation: Approaches to the Work and Roles and Responsibilities
- Unit 8: Team Preparation: Division of Labor and Formulation of Agreements
- Unit 9: Team Preparation: Panel Discussion with the Interpreters
- Unit 10: Team Interpreting: Deaf Witness Testimony
- Unit 11: Team Interpreting: Expert Witness Testimony
- Unit 12: Team Interpreting: Application
- Unit 13: Team Interpreting: Next Steps and Resources for Continued Professional Development



Unit 1: Critical Analysis of Interpreting Performance: Why and How?

Advanced Organizer

Why do interpreters engage in an analysis of interpreting performance?

At the center of the analysis of interpreting performance is a commitment to understanding the nature of our work and how to advance the quality and reliability of our work individually and collectively. In this respect, the analysis of interpreting performance serves two important purposes.

First, it serves as an essential tool for growth and professional development. Whether the work that we are analyzing is our own, or that of a colleague, it serves as a lens for appreciating more fully the complexities associated with the interpreting task and what is required to be effective. As we grow in our appreciation for the demands associated with the interpreting process, the range of controls we employ as practitioners during our practice, and the implication of our choices, we gain valuable insight into what is effective and what is not, how to improve our decision-making, and how to enhance our performance.

Second, analysis of interpreting performance is an essential tool of accountability as practitioners. And, because accountability is the cornerstone of integrity, it should be something we engage in on a regular or continuous basis. By engaging in a deep and thorough analysis of our interpreting performance, we demonstrate our concern for the accuracy, equivalency and reliability of the work we perform. Accountability is particularly important in the legal setting when we often work in teams towards the goal of improving or ensuring accuracy of the record, and when we are asked to take an oath committing us to do our best. To make these agreements with confidence, we need to have a thorough understanding of our work. How else do we assure the integrity of our interpretations?

How does the analysis process work?

There are different approaches for how to discuss the work of interpreters. Some are very structured and systematic, based on research and a theoretical framework. Examples include the work of Robyn Dean and Robert Pollard (2013) related to Demand Control Schema (DC-S); the work of Marty Taylor (1993; 2002) related to feature analysis in ASL to English and English to ASL interpretation, and the work of Dennis Cokely (1992) related to miscue analysis. Other approaches are based on more organic agreements between interpreters that allow for a meaningful discussion of interpreting performance. Both formal and more organic approaches have benefits and often interpreters use some combination of both to engage in regular discussion of work performance as part of collaborated assignments.

Regardless of which system is used, some general guidelines for discussing interpreting performance include the following.

- Effective analysis is motivated by a commitment to collegiality and enhancement of individual interpreting performance.
 - Colleagues seek agreements about what to discuss, how to discuss it, and when to discuss it.
 - Colleagues consider what will contribute to keeping relationships intact, open and healthy—both with one another, as well as with consumers.
- Effective analysis focuses on the product, the interpretation, not on the individual.
 - Observations are stated in a manner that is descriptive and specific. Multiple examples of an observation help to underscore its relevance and potentially indicate a pattern.
 - Observations are stated in a non-judgmental manner. Descriptions of behavior are in terms of being more or less effective, or ineffective, rather than as good or bad.

For sure, a non-descriptive and judgmental assessment of interpreting performance can be communicated faster and easier—sadly, we all have likely either witnessed or participated in examples of this approach to discussing the work of other interpreters. It is always easier to make



generalizations that do not require explanation or justification. The question is whether faster and easier is consistent with the goals of analysis. Does it foster critical thinking, collaboration, openness, and reflective processing? Does it instill confidence and promote trust from consumers? Does it advance our work and profession? Or, does it foster defensiveness and resistance? If it fosters the latter, then it is counter-productive to the intended goals of analyzing interpreting performance. As you begin analyzing samples of the interpreting performance of the teams who allowed their work to be captured for the DVD series, try to think about the manner in which you would want your work discussed among peers.

Readings that provide further insight into ways in which the work of interpreters can be discussed are provided in the reference section of this Unit.

Unit Objectives

At the conclusion of this Unit, the learner will be able to:

- Identify at least two (2) reasons why it is essential for interpreters to engage in critical analysis of interpreting performance.
- Identify at least two (2) strategies to use when engaging in the critical analysis of interpreting performance.

Unique Terminology

Analysis of Interpreting Performance: A detailed examination of the elements of an interpretation to isolate instances of agreed upon criterion and the implication of each, typically as a basis for discussion that advances practice and competence.

Demand Control Schema: An interactive framework used to examine the requirements of the work (demands) and worker resources (controls, decision latitude) associated with interpreting.

Feature Analysis: A diagnostic process used for the purpose of identifying language features that are present or absent in interpretations and the implications for accuracy and meaning between source and target language messages.

Miscue Analysis: A diagnostic process used for the purpose of understanding deviations or departures that occur between the source and target languages during interpretation.

Large Group Activities

Keynote: Ms. Carol-lee Aquiline and Ms. Sharon Neumann Solow

Looking Out—Looking In—Reaching: *The Role and Function of Critical Analysis of Interpreting Performance*

This keynote presentation will highlight the role of Critical Analysis in the exploration of legal interpreting performance. A philosophical and theoretical schema for looking at the interpreter’s work will be covered. Discussion will center on why interpreters will benefit by engaging in critical analysis and how to talk about the work in deep ways without being “critical.” We will examine ways to look at the work of any interpreter as a gateway for looking at our own work.

This dynamic duo set the stage by encouraging a safe and open environment to dive into the Critical Analysis of interpreting performance. The importance of group collaboration and cooperative learning will be stressed in order to set the framework for a successful learning experience.

NOTE: *Streaming of this event provided by Street Leverage and a link for viewing the archived version is available at*

<http://www.streetleverage.com/looking-out-looking-in-reaching-the-role-and-function-of-critical-analysis/>.

Small Group Activities

Discussion/Thought Questions

1. What has been your experience with the analysis of interpreting performance—your own and that of colleagues? Is it an ongoing part of your interpreting practice? Why or why not?
2. Describe an experience where you received feedback about your interpretation from a colleague or consumer that was beneficial to your growth as a professional. What was the context in which the feedback occurred? Was it requested or unsolicited? What was the feedback? What about it was useful and why? What did you do with the feedback?



3. Describe an experience where you provided feedback about the interpretation of a colleague that you perceive was beneficial to their growth as a professional. What was the context in which the feedback occurred? Was it requested or unsolicited? What was the feedback? What evidence do you have that the colleague found the feedback beneficial?
4. What do you currently know about your work in terms of strengths and areas that would benefit from improvement? What evidence do you have that supports your perceptions of your work? How might you gain additional verification? What are you actively doing to address the areas of your performance that would benefit from improvement? What barriers exist to your gaining your desired level of competence? What can colleagues offer you by way of support and assistance? Are they aware of this?
5. What are two take-away messages you have from this Unit 1 focus on the role of critical analysis of interpreting performance? How will these messages become a more integral part of your interpreting practice?

Assessment

Post-Test

1. As part of our accountability to consumers and each other, engaging in the deep analysis of interpreting performance is an optional activity.
True False
2. When time is limited or when working with a novice, informal or organic approaches to discussing interpreting performance are more desirable than formal, structured approaches. True False
3. Observations that are descriptive in nature and include specific examples are more useful than generalizations when discussing interpreting performance. True False
4. At the center of collegial analysis of interpreting performance is the commitment to advance our individual and collective competence and improve the quality of interpreting services. True False

5. Because discussing interpreting performance can be very time consuming, it should only be done periodically. True False

References

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Notes



Unit 2: Meeting between Guardian ad Litem and Deaf Child: Team Process and Dynamics Part 1

Advanced Organizer

Defined simply, discourse is the way humans talk about what they choose to talk about. Our use of discourse is acquired through the environments in which we are socialized—home, school, work, and community. We learn to communicate using specific forms and content/topics based on the social norms of the environments in which we live and communicate. Accordingly, discourse is bound to the social contexts in which it is used. Therefore, meaning is also bound to social contexts. As a result, the analysis of meaning must be situated within the context in which the communication occurred.

Discourse analysis is the act of distinguishing and considering the component parts of a text in order to understand the whole of the message (Witter-Merithew, 1987). For interpreters, it is analysis that enables accurate content (themes, topics, and events), appropriate context (setting, participants, purpose/goals), and appropriate linguistic form (discourse structure, coherence, transitions, vocabulary, etc.) to be conveyed (Winston & Monikowski, 2000).

Units 2-4, focus on the analysis of the interpretation of an interaction between a Guardian ad Litem and a 12-year old Deaf child who is at the center of a custody action involving her parents. This type of text represents interactive discourse. In interactive discourse participants alternate roles as speaker and listener to exchange ideas, thoughts, and feelings in order to accomplish a purpose or purposes (Roy, 2000). In face-to-face interactions, where speakers can see one another and rely on body language, facial expressions and movements, as well as what is said, turn-taking between speakers seems to follow fairly systematic principles—such as minimizing overlap and pausing for a period of time for a response to a question. And, these systematic principles can vary from language to language and culture to culture.

Roy (2000) explains that it is the interpreter who typically is the only one who knows the discourse strategies for both languages within an interpreted exchange. As well, it is the interpreter who knows the unique cultural differences that exist. However, sometimes the interpreter is so deeply engaged in the interpreting process that she or he is not as effective at monitoring the implications of language or cultural differences to the degree that allows the speakers to be comfortable. This is one way that working with a team interpreter has benefit—there is another person to help monitor the flow of information according to the different linguistic or cultural norms and to negotiate differences at appropriate junctures.

Certainly, as studies have shown (Metzger, 1995; Roy 1989, 2000; Wadensjo, 1992, 1998), the actions of an interpreter during such interactive discourse events will have an impact on the overall exchange. Sometimes the impact is significant—such as when an interpreter engages in consecutive interpretation and leads in the control of turn taking and the length of pauses in between exchanges. As a result, the interpreter becomes an active participant in the exchange—whether intentionally or unintentionally—and will have an impact on the immediate exchange and the ultimate outcome.

As you begin to view and analyze the exchange between the Guardian ad Litem and the Deaf child, you can begin to identify the specific ways in which the interpreters impact the interaction. This can lead to an increased understanding of the implications of their decisions and actions for the outcome of the exchange.



Unit Objectives

At the conclusion of this Unit, the learner will be able to:

- Identify at least two (2) elements of discourse analysis and the relevance of each for the interpreting process.
- Identify at least two (2) examples of interpreter-initiated utterances and the potential implications for the interpreting process.
- Identify an example of when consecutive interpreting is a more appropriate interpreting decision than simultaneous interpreting.

Unique Terminology

Best Practice: Professional procedures that are accepted or prescribed as being correct or most effective, often based on research or expert experience and opinion. Best practice may differ from common practice, which is often the result of tradition or preference.

Child custody: A legal term which is used to describe the legal and practical relationship between a parent and his or her child, such as the right of the parent to make decisions for the child, and the parent's duty to care for the child. It typically also refers to the physical custody of a child.

Consecutive Interpreting: In consecutive interpretation, the interpreter waits for the speaker to finish a sentence or an idea, and then renders the speaker's message into the target language. The interpreter attends, generally taking notes, as the speaker processes through the message. When necessary, the interpreter may intervene and request a pause to convey a logical and coherent segment of the message, and then request the speaker to continue. Generally speaking, the more formal the setting, the longer the segments will be. Consecutive interpretation is best suited for situations involving a one-on-one exchange (where interactive discourse form is being used) and/or when a written record is being created (such as during Deaf witness testimony).

Context: The information that surrounds the message, and comprehension of the full intent of a message, can only occur by considering the context in which the message was framed and expressed. Context is comprised of the participants, setting, and purpose (Cokely, 1992).

Contextualization: An expanded rendition of a source language message that includes more explicitly expressed information than was present in the original message and/or incorporates adjustments to otherwise culturally-bound concepts. Contextualization strategies can be applied when interpreting both from English into ASL and ASL into English.

Divorce: The termination of a marital union, the canceling and/or reorganizing of the legal duties and responsibilities of marriage, thus dissolving the bonds of matrimony between a married couple under the rule of law of the particular country and/or state. Divorce can be a stressful experience affecting finances, living arrangements, household jobs, schedules, parenting and the outcomes of children of the marriage as they face each stage of development from childhood to adulthood. If the family includes children, they may be deeply affected.

Guardian ad Litem: GALs are often appointed in cases involving minors, to represent the interests of the child. In some states Guardians ad Litem may be called Court Appointed Special Advocates (CASA). They are the voice of the child and may represent the child in court, with many judges adhering to any recommendation given by a GAL. The GAL's only job is to represent the minor child's best interest and advise the court. A Guardian ad Litem is an officer of the court and does not represent the parties in the action. Training and qualifications vary from state-to-state.

Interactive Discourse: Participants alternate roles as speaker and listener to exchange ideas, thoughts, and feelings in order to accomplish a purpose or purposes (Roy, 2000).

Interpreter-Initiated Utterances: Instances of when interpreters speak for themselves during the interpreting process for the purpose of making a statement or request, seeking clarification, negotiating meaning or process, or providing information that creates framing for what is transpiring (ex: indicating who is speaking, including reference to noise,



indicating what is happening within the context, etc.) (Roy, 1989; Wadensjo, 1992; Metzger, 1999).

Participants: Individual participants are characterized by a variety of temporary and stable states and attitudes—physical states, psychological states, emotional states, individual belief systems and values. These characteristics contribute to the way individuals communicate their ideas, how they perceive events, and how they interpret meaning when interacting with others (Cokely, 1992). Additionally, the perceived and real relationships that exist between participants influence the context and impact the level of comfort and openness that will be shared between participants (Isham, 1985).

Physical Custody: A term that is often used in child custody orders to denote the parent with whom a child lives or spends the great majority of time.

Purpose/Goals: The motivating factor that stimulates the communication interaction (Cokely, 1992). It is what participants are trying to do when they engage in an interaction, and what the interaction is about. Purpose is comprised of activity type (a meeting with a social worker and divorcing parents) and subject matter (to create a parenting plan).

Setting: Refers to the specific physical location in which communication occurs and to the temporal influences that impact communication.

Large Group Activities

The meeting between the Guardian ad Litem and the Deaf child who is at the center of the custody action between her parents occurs in a small office. The Guardian has been appointed by the court to work with Sarah and this is the first time they are meeting, although they did have a brief phone call through VRS to set the meeting up and generally discussed the role and responsibility of the GAL.

The meeting is happening in the morning of a weekday. The purpose of the meeting is for the GAL to meet Sarah, explore her relationship with her parents, and to see what thoughts she has on the pending divorce and the implications for where she will live. The meeting lasts about twenty-seven minutes.

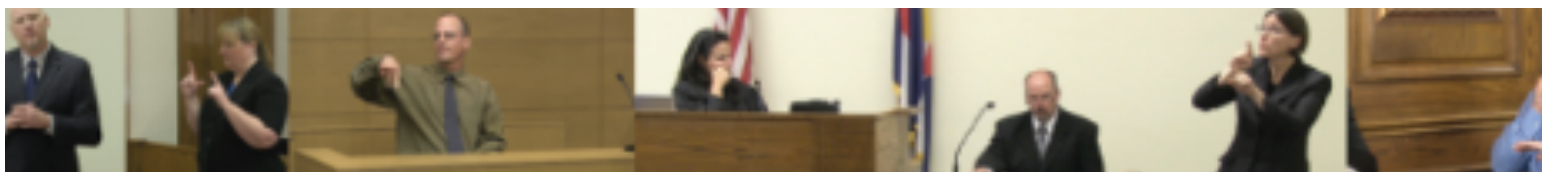
The GAL is experienced but this is his first case involving individuals who are Deaf and with ASL-English interpreters. Prior to the start of the meeting, the interpreters met with him briefly to discuss the interpreting process. They also met briefly with Sarah who indicated she works with interpreters regularly.

Questions to ponder prior to watching the meeting between the Guardian ad Litem and the Deaf child:

1. How might the GAL's lack of prior experience working with interpreters or individuals who are Deaf impact the meeting dynamic?
2. Given the stated goal for the meeting what topics would you anticipate being addressed?
3. What do you know about language use among Deaf children? Sarah is about 12 years old and has Deaf parents. How does this impact your assumptions about her language use?
4. The interpreters will be using consecutive interpretation. How do you anticipate this decision to impact the meeting process and overall dynamic?
5. What are some of the reasons that using a Certified Deaf Interpreter (CDI) when working with children is so important? What unique skills or strategies do you anticipate the CDI will bring to the process?



Group viewing of DVD entitled **Guardian ad Litem and Deaf Child Meetings**. From the menu, view Team 1: Trenton Marsh and Jennifer Storrer.



Small Group Activities

Discussion/Thought Questions

1. What general observations do you have about the context of the meeting—the setting, participants, and purpose/goal. How does what happened compare with what you anticipated would transpire?
2. What general observations do you have about the content of the meeting? How does what was discussed compare with what you anticipated would be discussed?
3. How did the interpreting team manage the consecutive interpreting process? What strategies did they employ? What was the implication of the strategies they employed? For example, Jennifer primarily used simultaneous interpreting, while Trenton used consecutive interpreting. What was the implication of this for: 1) the team dynamic, 2) the meeting dynamic, 3) the GAL, and 4) the Deaf child?
4. Neither of the interpreters used notes during the interpreting process. What was the implication of this for message recall and accuracy?
5. What observations do you have about the instances of interpreter-initiated utterances? What are some examples of when one of the interpreters initiated a comment or question to the GAL? What are some examples of when the CDI initiated a comment or a question to the Deaf child? What are some examples of when the interpreters initiated a comment or question to each other? What were the implications of these instances of interpreter-initiated utterances?
6. Focusing on the work of the CDI, what are examples of content that Trenton chose to contextualize? How did the contextualization contribute to message meaning and/or equivalency?
7. When the Deaf child is responding to the question about what she likes about her mother, she includes comments about things she doesn't like as well. The CDI intervenes and attempts to redirect

the child to answer the question that was asked. As well, not all of what the Deaf child said was interpreted to the GAL. What were the implications of this intervention and the resulting interpretation for the meeting? For the practice of interpreting in general?

8. Several times the GAL appears to become confused or discombobulated. What factors might have contributed to this? What did the interpreters do in response to this? Were the strategies they employed effective? If so, in what ways? What other strategies might have been employed?
9. Overall, was the goal of the meeting achieved? Were the interpreters overall effective? What practices were most effective and why? What additional practices might enhance the effectiveness of the interpretation?

Assessment

Post-Test

1. Discourse analysis is a process that enhances an interpreter's understanding of message meaning by consideration of elements such as the context and setting in which it occurs. True False
2. Although by widespread understanding of interpreting codes of conduct it is ethically forbidden, interpreters do impact the direction and outcome of interactive discourse events. True False
3. When Deaf-hearing teams of interpreters are working, it is best practice for the hearing interpreter to use simultaneous interpreting while the Deaf interpreter uses consecutive interpreting. True False
4. The use of team interpreters may slow down the interaction between consumers to a point that it impacts the comfort level of consumers. True False
5. Consecutive interpreting is a common practice among certified interpreters when interpreting interactive texts. True False



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Notes



Unit 3: Meeting between Guardian ad Litem and Deaf Child: Team Process and Dynamics Part 2

Advanced Organizer

Contemporary perspectives on the work of team interpreters focus on the collaborative and interdependent nature of the team (Hoza, 2010).

Instead of two interpreters working the same assignment, alternating time on task with periods of relief, contemporary teams of interpreters are present, engaged and actively cooperating with one another throughout the assignment to create a successful interpreted event. At the core of this shifting paradigm is a commitment to ensuring accuracy of interpretations and the correction of any misinterpretations. This commitment is particularly important in legal settings when a record of witness testimony is being created.

Often, when justifying the need for multiple interpreters for a given assignment, it is this commitment to ensuring accuracy that is cited. The demands of the interpreting process make it challenging for an individual interpreter to be able to give full attention to self-monitoring, while also processing information and generating interpretations. As a result, the role of the team interpreter in assisting with the intra-team monitoring is critical. It is only when the team has a system of intra-team monitoring that the goal of accuracy of interpretations and correction of misinterpretations can be achieved.

What is required to achieve effective intra-team monitoring? The research conducted by Hoza gives insight. His study of teams of hearing interpreters indicates the following conditions as those most consistently identified as essential for successful teams.

- Team members have a connection to each other and a commitment to work as a team in order to achieve a common goal. Part of the connection includes trust that they will honor the agreements made and provide assistance when necessary. Part of the commitment to the work is to do the very best job possible, be hard working, pleasant, and respectful.

- Team members are competent in the requisite skills associated with interpreting so members can share the work in an equal manner. Having compatible and complimentary skills strengthens the team.
- The team has effective and efficient ways to communicate with each other about their work. This includes during pre-assignment discussion when agreements are reached about how the work will be approached and/or division of work, as well as the strategies used during the interpreting process to exchange information about the interpretation or related factors.
- The team members share a common view of/approach to the work and view themselves as co-creating the interpretation—it is a joint product versus two individual products. As a result, the intra-team monitoring is a natural and interdependent aspect of the work, versus a function of “policing” one another.
- Team members are open to feeds/correction/feedback—both giving and receiving it without being offended, resistant or defensive.
- Team members have the ability to discuss the work as part of the planning and debriefing processes and make the time for this to happen.
- Team members are attentive and attuned to one another, as well as to the speakers and the message being delivered.

Hoza’s study focused on teams of hearing interpreters. Whether the conditions for effective collaboration and interdependence of team members are the same or different when Deaf and hearing interpreters work together has yet to be sufficiently studied, but is an important area for discussion. For example, does the role of intra-team monitoring have different implications within a Deaf-hearing team? Are there power differences that might impact the way in which intra-team monitoring occurs given that both team members do not have the same level of access to the source messages (due to audition or positioning)? Certainly, the importance of intra-team monitoring remains the same, although there may be differences in how it is achieved. This is another element of analysis to keep in mind as you complete the next two Units involving the work of Deaf-hearing teams in collaboration.



Unit Objectives

At the end of this unit, the learner will be able to:

- Identify at least four (4) characteristics of an effective interpreting team.
- Identify at least two (2) examples of intra-team monitoring that occurred during a team-interpreted interaction.
- Identify at least two (2) examples of framing or contextualization used during a team-interpreted interaction.

Unique Terminology

Framing: A strategy sometimes used by interpreters for establishing a frame-of-reference for a concept or idea that may be culturally or experientially-bound and does not translate from one language-cultural schema to another without some additional context being provided.

Intra-Team Monitoring: The process used by members of the interpreting team to observe and check the accuracy and quality of the interpretation throughout the assignment; the process of team members keeping the interpretation under review and making corrections as needed throughout the process (Hoza, 2010).

Message Coherence: The linguistic features of the message that create a quality of systematic or logical connection between and within the ideas/thoughts/comments being expressed.

Pre-Assignment: The period of time before an assignment when interpreters engage in preparation for the assignment. Preparation includes getting all of the necessary details, researching the topic, meeting with consumers, and advance planning with team interpreters for the purpose of coming to agreement about how to approach the work and division of the work.

Post-Assignment: The period of time after an assignment when interpreter teams follow-up and/or process about what transpired during the assignment. Follow-up sometimes includes conversing with consumers of the interpreting services, and submitting appropriate paperwork for billing, among other things. Processing includes the time

used by the interpreting team to reflect on the work that was produced for the purpose of understanding the implications of the work and advancing the quality of work long term. This may also include consumers.

Transparency: The effort of interpreters to be open, honest and readily understood in their interpreting practices. Specifically, when interpreters are being transparent, Deaf and hearing consumers are kept aware of what is transpiring when interpreters have the need to negotiate for meaning, clarification, or correction. In certain situations—such as the courtroom—interpreters cannot engage in any negotiations with speakers without asking the court’s permission. In other situations, when interpreters are striving to be transparent, they actively keep both consumers aware of such interactions.

Large Group Activities

This is the same scenario as was viewed in Unit 2, except the GAL and Deaf child talent is different and the team interpreters are different. However, the overall purpose and content remain the same—there are definite similarities and differences that occur.

The meeting is happening in the morning of a weekday. The purpose of the meeting is for the GAL to meet Sarah, explore her relationship with her parents, and to see what thoughts she has on the pending divorce and the implications for where she will live. The meeting lasts about forty-one (41) minutes.

The GAL has some prior experience with Deaf individuals and ASL-English interpreters. Prior to the start of the meeting, the interpreters met with her briefly to discuss the interpreting process. They also met briefly with Sarah who indicated she works with interpreters regularly.

Questions to ponder prior to watching the meeting between the Guardian ad Litem and the Deaf child.

1. What are the things you look for when working within a team of interpreters? What do you perceive as the critical characteristics of a successful team? How do your assumptions and expectations fit with the findings from Hoza’s study of team interpreters?



2. What is your own experience with consecutive interpreting? How frequently do you use it and in what situations? What strategies do you employ to manage the consecutive interpreting process? How does your own experience inform your perceptions of consecutive interpreting as applied by other interpreters? In other words, what assumptions or expectations do you have of what will or should occur when consecutive interpreting is being utilized by an interpreting team?
3. What is your experience in working with Deaf interpreters? How do you find the process and experience different from working with a hearing colleague? What unique power differences exist and how do you work to identify and manage these differences? If you have not worked with Deaf interpreters before, why not? What barriers exist that may prevent you from working with Deaf interpreters? Are these barriers real or perceived? How can you tell?
4. What assumptions or expectations do you have around how interpreters monitor interpreting performance when working within a team? What has been your experience? What strategies seem to be most effective? What strategies seem to be least effective?
5. To what degree do you work to have transparency in your work as an interpreter? How has the goal of transparency been achieved in your own work? What about when you work in a team of interpreters? How has the team attempted to maintain transparency? If transparency is not a goal of the interpretation process, why not?
6. In what instances do you find yourself using contextualization and/or framing as an interpreter? Are there times when you perceive that either is needed but not used? Why? What are the barriers to using contextualization or framing strategies as an interpreter?



Group viewing of DVD entitled **Guardian ad Litem and Deaf Child Meetings**. From the menu, view Team 3: Lisa Perry Burckhardt and Sandy Peplinski.

Small Group Activities

Discussion/Thought Questions

1. What characteristics of an effective team were present in the interactions between the team interpreters? What specific behaviors or actions did you observe that led to your identification of specific team characteristics? How do these characteristics fit with those identified by Hoza?
2. What are some specific examples of when intra-team monitoring occurred within this team? Provide examples of instances that occurred from the CHI to the CDI. Provide examples of instances that occurred from the CDI to the CHI. What strategies were used to inform the team member of observations? What was done with the information provided during the monitoring? What was the outcome or implication of the monitoring?
3. How did the interpreting team manage the consecutive interpreting process? What strategies did they employ? What was the implication of the strategies they employed? For example, both interpreters used consecutive interpreting. What was the implication of this for: 1) the team dynamic, 2) the meeting dynamic, 3) the GAL, and 4) the Deaf child?
4. Both of the interpreters used notes during the interpreting process. What was the implication of this for message recall and accuracy?
5. What observations do you have about the instances of interpreter-initiated utterances? What are some examples of when one of the interpreters initiated a comment, question, or acknowledgement to the GAL? What are some examples of when the CDI initiated a comment or a question, or offered an acknowledgement to the Deaf child? What were the implications of these instances of interpreter-initiated utterances? Were there instances where greater transparency with one or both of the consumers may have been beneficial?
6. Focusing on the work of the CDI, what are examples of content that Lisa chose to contextualize or to frame? How did the contextualization or framing contribute to message meaning



and/or equivalency? Are there examples of content that may have benefitted from contextualization or framing?

7. What are some of the strategies the CDI used to create message coherence? How do these strategies contribute to the process of managing consecutive interpretation?
8. Overall, was the goal of the meeting achieved? Were the interpreters effective? What practices were most effective and why? What additional practices might enhance the effectiveness of this assignment?

Assessment

Post-test

1. One of the primary reasons that working in interpreting teams is necessary is to ensure that interpreters get adequate rest breaks.
True False
2. Intra-team monitoring is an important role of team interpreters and is central to ensuring accuracy of interpretations.
True False
3. When monitoring the interpreting process, team members are responsible for policing each other's performance and letting consumers know when the "on" interpreter has made a mistake.
True False
4. An example of an interpreter-initiated utterance would be when one member of the team alerts another member of the team that there is the need for correction due to a misinterpretation. True False
5. One of the ways that interpreters are transparent about their process is by keeping all consumers informed about what is transpiring related to the interpreting process or factors impacting the interpreting process. True False

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Notes



Unit 4: Meeting Between Guardian ad Litem and Deaf Child: Linguistic Strategies Used by Deaf Interpreters

Advanced Organizer

Prior to the establishment of the Registry of Interpreters for the Deaf and interpreter education programs, Deaf people were dynamically involved with vetting interpreters (Mathers & Witter-Merithew, 2014). The Deaf-Community-at-Large was more homogeneous and close-knit, and utilized its internal grapevine to monitor which interpreters were most effective in advancing the interests of the Deaf Society. This vetting served to protect the Deaf community and ensure that interpreters had a sufficient connection to the community (Cokely, 2012). There were no certification programs, no laws requiring linguistic access, and no interpreter education programs. Instead, Deaf individuals often directly recruited individuals to serve as interpreters and invested personal time and energy guiding their acquisition and mastery of ASL, their immersion into the Deaf-World, and their induction into interpreting.

This vetting process created a form of gatekeeping. However, this gatekeeping function is no longer the norm (Cokely, 2012; Williamson, 2012; Taylor, 2013; Suggs, 2012; Colonomos, 2013). With the advent of legislation and interpreter education programs, the Deaf community's role in the selection of candidates to enter the field has significantly diminished. The loss is mourned as having a negative impact on the experience of Deaf people with interpreters.

A study (Mathers & Witter-Merithew, 2014) of the actions and practices of Deaf interpreters in team interpreted assignments in courtroom settings suggests that Deaf interpreters may contribute an intra-team monitoring function that helps to restore some aspects of the gatekeeping function. The data provides evidence that Deaf interpreters intervene in the interpreting process more frequently than their hearing counterparts for the purposes of: 1) checking in with Deaf consumers to determine comfort level, ensure understanding or seek clarification, 2) verifying the accuracy of the hearing interpreter's interpretation, and 3) seeking clarification

regarding meaning and intention from the source speaker. Further, they provide more framing and context-based information as part of their interpretations to Deaf consumers. These acts and practices are seen as keeping the Deaf consumer more actively engaged in the interpreting process and seeking to ensure a greater degree of understanding of content, as well as about what is happening during and around the interpreting process.

These contributions of the Deaf interpreter give further evidence to the fact that interpreters are more than just intermediaries who transmit language without any effect or interference on the interaction (Metzger, 1999; Roy, 2000). Rather, interpreters function as participants, both in regard to interaction management and in crafting renditions to satisfy the participants' interactional goals (Metzger, 1999).

Wadensjo describes interpreting as a two pronged task: interpreting and coordinating. An interpreter's utterances outside of the act of interpreting—what has been referred to as interpreter-initiated utterances in earlier units—can function in a number of ways, including, to influence the interaction's progress or substance, to regulate aspects of the interaction, to influence the mode of the interaction, and to generate a shared discourse, among other functions (Wadensjo, 1998, p. 105).

The coordination aspect of interpreting typically serves to solve some problem either in the conveying equivalency of meaning or in the process of communication (Wadensjo, p. 108-09). According to Wadensjo, coordination activities include, for example, requests for clarification, requests for time, requests to stop or start talking, comments on the message transfer from one language to another, and requests to observe turn-taking. In examining interpreter-mediated interactions, Wadensjo also discusses expanded and reduced renditions. A close rendition would include only that propositional content that was expressly stated in the original, including the style (Wadensjo, p 107). An expanded rendition—which in the field of ASL-English interpreting is often referred to as contextualization or expansion—would include more explicitly expressed information than was present in the original message.

Thus, another reason to continue the critical analysis of interpreting performance is to isolate instances of when the coordination functions



discussed by Wadensjo occur in the work of Deaf-hearing teams, and more importantly to consider the implications for message meaning, power dynamics, and message accuracy. As well, there is important value in exploring how the role of interpreter transparency impacts the interactional dynamics and outcome. How does the work of interpreters as participants -- both in regard to interactional management and crafting interpretations that satisfy the interactional goals of the participants – fit with the assumptions of consumers and colleagues? To what degree does this involvement of the interpreters in an assignment impact the direction and outcome of the interaction? What is the implication for the practice of interpreting and the preparation of future interpreters?

Unit Objectives

At the end of this unit, the learner will be able to:

- Identify at least two (2) examples of coordinating activities by a CDI during a team-interpreted interaction.
- Identify at least two (2) examples of framing or contextualization by a CDI during a team-interpreted interaction.
- Briefly discuss how CDIs can contribute to the role of *gatekeeping* during the interpreting process.

Unique Terminology

Coordinating Task: Interpreter-initiated utterances outside of the act of interpreting—such as requests for clarification, requests for time, requests to stop or start talking, comments on message equivalency, requests to observe turn-taking — that serve to solve some problem in message equivalency or in communication (Wadensjo, 1998).

Expanded or Reduced Renditions: In interpreting, a close rendition would include only that propositional content that was expressly stated in the original message, including the style. An expanded rendition would include more explicitly expressed information than was present in the original message—corresponding to the more common notion of contextualization (Wadensjo, 1998).

Gatekeeping: As it relates to interpreting, it is a process of vetting interpreters used by Deaf people for the purpose of protecting the Deaf community and ensuring that interpreters had a sufficient connection to the community. This process has significantly diminished with the advent of legislation, interpreter education programs, and certification, but not without significant impact to the experiences of Deaf consumers.

Large Group Activities

During the large group activity, multiple clips from the four (4) interpretations of the meeting between the GAL and Deaf child will be shown. The purpose of reviewing the clips is two-fold—1) to isolate additional instances of when coordinating/ intra-team monitoring functions occurred or could have occurred, and 2) to isolate additional instances of contextualization and/or framing of the source language message that occurred as part of the CDI interpretations. Of particular interest is to see if there was any commonality of when contextualization or framing occurred across the four (4) teams. Give particular attention to how the following ideas were addressed across teams:

- Custody
- Best interests of the child
- Deserted island scenario
- Testing done by the psychologist
- Child’s inquiry about testifying in court



Group viewing of DVD entitled **Guardian ad Litem and Deaf Child Meetings**. View clips from Team 2: Stephanie Clark and Lewana Clark, Team 4: Christopher Tester and Natalie Atlas, as well as review clips from Team 1: Trenton Marsh and Jennifer Storrer, and Team 3: Lisa Perry Burckhardt and Sandy Peplinski.



Small Group Activities

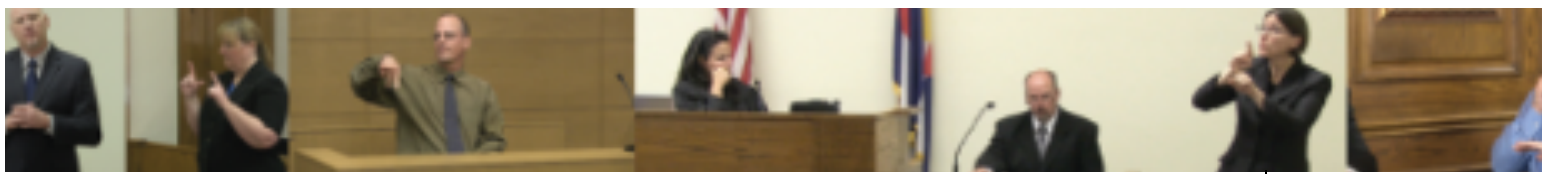
Discussion/Thought Questions

1. What similarities and differences do you see in the intra-team monitoring functions across the teams? Which teams include more intra-team monitoring and which teams do not? What factors do you think are contributing to the amount of intra-team monitoring that is occurring within the teams? What is the implication of the presence or lack of intra-team monitoring for message accuracy? For team dynamics? For interactional dynamics? To what degree was the use of intra-team monitoring made transparent to consumers?
2. What observations do you have about coordinating functions across teams? What observations do you have about the similarities and differences that exist between the CHIs and CDIs in terms of frequency of interpreter-initiated utterances? What factors do you think are contributing to the frequency of interpreter-initiated utterances?
3. What similarities and differences exist among the CDIs regarding the use of contextualization to create an expanded rendition of the source language message? What factors do you think contribute to what information the CDIs choose to contextualize? What is the contribution of the expansion to message meaning and comprehension?
4. What similarities and differences exist among the CDIs regarding the use of framing to create a more explicit context for the message? What factors do you think contribute to what information the CDIs choose to frame? What is the contribution of the framing to message meaning and comprehension?

Assessment

Post-test

1. The Deaf Community made a conscious choice to reduce its involvement in vetting new practitioners as a result of legislation, interpreter education programs and certification that diminished the need for gatekeeping. True False
2. Interpreter-initiated utterances can function to influence the progress or substance of an interaction, to regulate aspects of the interaction, to influence the mode of the interaction, and to generate a shared discourse, among other things. True False
3. There is some evidence that Deaf interpreters include more interpreter-initiated utterances than their hearing counterparts. True False
4. The coordination aspect of interpreting, according to Wadensjo, typically serves to improve the way that speakers communicate so the interpreting process can function more effectively. True False
5. The fact that interpreters function as active participants in interpreted interactions is a widely acknowledged and accepted reality within the field of interpreting and fits well with the assumptions and expectations of consumers. True False



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Notes



Unit 5: Meeting Between Guardian ad Litem and Deaf Child: Panel Discussion With the Interpreting Teams

Advanced Organizer

The discussion of interpreters as cultural mediators or allies evokes a variety of perceptions and reactions within our field. It challenges our view of our role and responsibility and marks our continuing efforts to better understand and address the complexity of issues that emerge when Deaf and non-Deaf people seek to interact about important matters.

The term “mediator” (for this context) is defined as a person who facilitates communication between two parties using different languages, and representing two different cultural orientations, by reconciling conflicting linguistic and cultural references, enabling shared meaning to be conveyed. The term “ally” is defined as a supporter, an endorser, a contributor, and a confidant. Both of these terms acknowledge the unique and important relationship that has long existed between Deaf people and interpreters. In order to gain linguistic and cultural competence in the Deaf community, interpreters must develop social and personal relationships with Deaf people, as well as complete a formal program of study. As a result of these social and personal relationships, interpreters gain insight into the daily challenges and experiences of Deaf people. Deaf people generously allow interpreters to gain this insight, in hopes of securing from interpreters an understanding and appreciation of the “Deaf experience” that exceeds that of the general society. Deaf people make this investment in interpreters towards the goal of greater access in society (Witter-Merithew, 2000).

The theory of the interpreter as a mediator or ally focuses on the recognition of power imbalances in our society and strives to use our position as interpreters to create more balance—particularly in communication interactions. So, the starting place for interpreters who approach their work from the theoretical foundation of an ally or

mediator of language and culture is that competent interpreters have unique power and can make choices that distribute their power equitably. Naturally, it is also possible for interpreters to distribute their power in a way that perpetuates or sustains the “status quo” and thus continues to disadvantage Deaf individuals within the American society.

Here is an example of what is meant by sustaining the status quo. Often, when interpreters are discussing how much “adjustment” they should make to a source language message to make it “accessible” in the target language—for example, how much legal terminology should be contextualized within an interpretation—there is reference to the concern that the Deaf person should not “get more” information than a hearing person in similar circumstances would “get.” The concern expressed in such a statement is that somehow by providing a genuinely accessible interpretation that Deaf people are being “advantaged” beyond their hearing counterparts.

This concern appears to be based on the belief that the interpreting process enables communication to happen “just as it would for a hearing person” and a belief that the starting place for measuring the “ability” of Deaf people is how closely they resemble or function like non-Deaf/hearing people. Consider how interpreters often indicate to non-Deaf people that communication can proceed “as if I (the interpreter) am not even here” or “just do what you would normally do.” This implies that interpreting is not different or requires no further accommodation than would occur during direct interaction between two individuals sharing the same language and mode of communication. This, of course, is not true.

As well, in order for the “as if I am not even here” paradigm to be true—that somehow a culturally and linguistically relevant interpretation could advantage a Deaf person beyond their hearing counterpart—Deaf people and non-Deaf people would have to begin at the same “starting place”—with the same degree of language competence, educational opportunities, background, experiences, levels of knowledge, and insight (Witter-Merithew, 2000). This is rarely the case.

So inherent in our work as interpreters is the knowledge that significant experiential and informational inequities exist among some Deaf and non-Deaf individuals in the American society. Accordingly, it is highly unlikely,



if not impossible, that any effort of an interpreter to render an authentically accessible interpretation would somehow advantage a Deaf person beyond their hearing counterpart.

Even if such an interpretation would enable a Deaf person to more fully participate in a legal proceeding, it would not be effective in eradicating the overall social, educational, linguistic, and employment disadvantages historically experienced by Deaf individuals (Witter-Merithew, 2000).

Even with the best possible interpretation, many Deaf people would still be disadvantaged in comparison with a hearing counterpart in the same situation because the legal system will continue to operate by “hearing” norms.

The notion that interpreters render a genuinely accessible interpretation is not new—the RID Code of Ethics has always required interpreters to “render the message in the language most readily accessible to the consumer.” As we have grown in our appreciation of the unique attributes and structure of American Sign Language and the influence of American Deaf Culture on semantics and discourse style, we are now able to approach our ethical mandate with a broader and more informed interpretation of its meaning.

Clearly, when discussing the theory of the interpreter as an ally or mediator, it is important to distinguish this role from that of a crusader or champion. The mediator/ally interpreter theory is not intended as a model of leadership—where interpreters “take over,” begin advising and interjecting personal opinion, or abandon attention to the interpretation in an effort to advance the “Deaf Agenda.” Rather, it is intended as a theory that begins in the recognition that power inequities exist and that interpreters can use their position to generate a more equitable distribution of power during the communication process (Witter-Merithew, 2000).

Specifically HOW interpreters do this can best be observed in the analysis of the work of Certified Deaf Interpreters (CDIs). In their native competence of ASL, coupled with their experiences as Deaf individuals, we have an opportunity to see how their use of intra-team monitoring and interpreter-initiated utterances contribute to balancing the power inequities that are inherent in Deaf/non-Deaf interactions.

In this Unit, the interpreters who interpreted the meeting between the GAL and the Deaf child will participate in a panel discussion. Panel members will be interviewed about the factors that impacted their decision-making, their team dynamics, the use of intra-team monitoring and interpreter-initiated utterances, and some of the other practices they applied during their interpretations.

Streaming of this event provided by Street Leverage and a link for viewing the archived version is available at <http://www.streetleverage.com/ili-panel-discussion-Deaf-hearing-interpreter-team-reflections/>.

Unit Objectives

Upon completion of this unit, the learner will be able to do the following:

- Briefly discuss the relationship between your observations about team performance and decision-making and the actual factors the teams report impacted their decisions.
- Identify at least three (3) decisions made by a team of interpreting colleagues that the teams report as intentional and motivated by their specific conceptualization of the role and responsibilities of interpreters.

Unique Terminology

Consecutive Interpreting: Unit 2.

Context: See Unit 2.

Contextualization: See Unit 2.

Interpreter-Initiated Utterances: See Unit 2.

Self-Awareness: The conscious knowledge of one's own character, feelings, motives, and desires.

Team Dynamics: Team dynamics are the unconscious, psychological forces that influence the direction of a team's behavior and performance. Team dynamics are created by the nature of the team's work, the personalities within the team, their working relationships with other people, and the environment in which the team works (Myers, 2013).



Large Group Activities

A facilitator will guide the members of Teams 1-4 in a discussion of their interpreting process and decision-making during the collaborated interpretation for the Guardian ad Litem and Deaf child. Due to the number of interpreters involved, the teams will be divided into two groups—the first comprised of Team 1 and 3 and the second comprised of Team 2 and 4.

The panel discussions will be streamed by Street Leverage and archived for further viewing through links on both the MARIE and Street Leverage websites.

Team 1 and 3 Discussion Questions

- **Both Teams:** Briefly describe your orientation to your work from a philosophical schema. What do you believe about the role and responsibilities of an interpreter? What unique contributions do you see the Deaf interpreting bringing to the team process and interpreted event?
- **Team 1:** Trenton made the decision to correct the Deaf child's shift in answering the questions from the GAL about what she liked about her mom. What factors impacted your decision to correct her directly versus conveying the information directly to the GAL for follow-up if necessary?
- **Team 3:** In your application of consecutive interpreting, you both used a consecutive approach. What were the implications of this decision for the consumers? For your team process? For the overall meeting dynamic?
- **Team 1:** Neither of you used notes during the process. What were the implications of this decision for message recall and accuracy? What is your normal practice regarding the use of notes when using consecutive interpreting?
- **Team 3:** Lisa, on several occasions you used some type of interpreter-initiated utterance or behavior that appeared designed

to acknowledge the Deaf child's feelings or reactions to what was being discussed. Discuss how you perceive your relationship to the Deaf consumer as a Deaf interpreter. Does your perception of role change if the consumer is a child? If so, why, and in what ways?

- **Team 1:** Trenton, what factors impact your decision to utilize interpreter-initiated utterances during the interpreting process? Jenn, how do the factors indicated by Trenton compare or contrast with those that impact your decision to utilize interpreter-initiated utterances?
- **Team 3:** Sandy, you were consistent in your use of intra-team monitoring. How did you develop this skill and what makes it possible for you to do it so effectively in your collaborations with Lisa?
- **Both teams:** Now that you have seen your interpretations on film and had the opportunity to discuss your work with each other and the other teams, what might you do differently if you were to interpret this assignment again? Why?

Team 2 and 4 Discussion Questions

- **Both Teams:** Briefly describe your orientation to your work from a philosophical schema. What do you believe about the role and responsibilities of an interpreter? What unique contributions do you see the Deaf interpreting bringing to the team process and interpreted event?
- **Team 4:** Christopher made the decision to independently negotiate meaning with the Deaf girl rather than going through the attorney. What factors contributed to his decision to do this? Natalie was keeping the GAL informed (but not the specifics of what was being clarified). What factors contributed to Natalie's decision about what to report to the GAL?
- **Team 2:** Stephanie provided some context regarding what would transpire in court when addressing the GAL's response to the Deaf child's inquiry about whether she would have to testify in court. What factors contributed to her decision to do this? The context



provided—specifically about where the Deaf child would be seated or that she would be in court—was inaccurate. Lewana did not provide intra-team monitoring of this information. What factors impacted her decision to not offer correction?

- **Team 4:** It appeared that Natalie was making the decision to use CI or SI based on the length of questions being posed. However, Christopher seemed to prefer that he receive the questions via SI. Discuss this approach a bit more from your individual points of view and how you think your decisions impacted the team dynamic.
- **Team 2:** Neither of you took notes during the meeting. What was the implication for message recall and accuracy? How do you utilize notes in your regular use of consecutive interpretation?
- **Team 4:** During the process, several times, Natalie had an expression of uncertainty. What was the implication of this for Chris?
- **Team 2:** Stephanie, there were several instances where you provided an expanded interpretation or offered contextualization. One example is for the GAL's question about the deserted island. What factors impact your decisions about when to do an expanded interpretation? Are there specific linguistic structures or cultural frames that trigger your use of these strategies?
- **Both teams:** Now that you have seen your interpretations on film and had the opportunity to discuss your work with each other and the other teams, what might you do differently if you were to interpret this assignment again? Why?

Small Group Activities

As time and interest permit, a small group can view the post-assignment reflection of Team 4: Christopher Tester and Natalie Atlas, which is on the DVD of the Meeting between the Guardian ad Litem and Deaf child.

Discussion/Thought Questions

- Christopher discusses his decision behind independently negotiating meaning with the Deaf girl rather than going through the attorney. What factors contributed to his decision to do this?
- It appeared that Natalie was making the decision to use CI or SI based on the length of questions being posed. However, Christopher seemed to prefer that he receive the questions via SI. What were the key points each of them made about this process?
- Natalie comments that she was working to try not to elevate the register used to express the Deaf child's response. She perceives there was an accurate match. How does this fit with your own observations?
- Chris and Natalie had a discussion about the miscue relating to whether there would be more testing of Sarah or whether she would meet the psychiatrist for an explanation of the tests. What was the specific miscue and what was the implication for Sarah?
- Chris and Natalie had a discussion about Sarah's inquiry into whether she would have to testify or not. What were the insights they discussed, relevant to how they interpreted her inquiry?



Assessment

1. Identify at least two (2) ways in which the panel discussion further illuminated your understanding of the work performance and/or decision-making processes of the interpreting teams.
2. Discuss at least two (2) of the factors impacting the interpreting teams' decisions to use interpreter-initiated utterances
3. Discuss at least two (2) observations you have about how the interpreting teams responded to inquiries about their performance, including misinterpretations. Are your observations consistent with what you expected or different than you anticipated prior to the panel discussion?

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Notes



Unit 6: Team Preparation: Self-Analysis and Application

Advanced Organizer

Preparation is a critical aspect of the work of interpreters—it is the professional process of becoming ready for an interpreting assignment. As it relates to team interpreters, it is during the preparation process that discussion and agreement occurs about how the work will be approached and how the work will be divided.

In preparing for court interpreting matters, it is customary to read case files, speak with the Deaf person (where permitted) to ensure linguistic compatibility, and see the physical evidence in advance. As well, interfacing with the court about protocol interpreters will/should follow is often necessary. Mathers (2007) emphasizes that court interpreters are ethically obligated to prepare for assignments. She also stresses that through preparation and negotiating working conditions prior to interpreting, court interpreters can successfully realize terms and conditions conducive to effective interpreting.

In practice professions, where the actual work being performed occurs within the context of human interaction, preparation is essential (Dean & Pollard, 2013). A practice profession involves complex social dynamics, where the practitioner engages in the assessment of many factors and must apply discretion in making decisions and judgments. These human relation and assessment skills are crucial supplements to the technical skills inherent in the work (Dean & Pollard, 2013). So, in order to be the most effective, practice professionals engage in preparation as an ongoing and continuous aspect of their work. Imagine a doctor who did not rely on assessment to make diagnosis, or a lawyer who did not review evidence and relevant case law before trying a case. Likewise, imagine an interpreter who attempts to interpret a court proceeding without any prior knowledge of the context, subject matter, or relevant procedural issues that will be addressed.

There are many consequences to a lack of preparation as an interpreter—the most significant being the inability to conform to ethical standards of

practice that require us to interpret accurately and in a manner that is readily accessible to the consumers involved. Successful work does not occur magically—it requires planning and preparation. The decision that preparation is not necessary is a tragic state for any of us—our value for one another and the work we do requires us to find creative solutions to accessing the information we need to be effective (Mathers, 2007).

Preparation is an important contribution to the *due diligence* cycle (Witter-Merithew, 2013). The due diligence cycle involves assessing risks and consequences associated with our work. Having the ability to think about our work as sign language interpreters both individually and with one another—to anticipate what could happen, how to handle various demands inherent in an assignment, and to prepare mentally for the content and procedures—is important to our effectiveness and helps ensure consumers of our commitment to *do no harm*.

Another part of the continuous loop of preparation is the act of reflecting on assignments at their conclusion (Witter-Merithew, 2013). *Reflective practice* is increasingly used for collaborative discussions that help identify ways of improving and promoting best practices. *Reflective practice* is defined in many different ways in the literature. Essentially it refers to the process of examining critical incidents that occur within our work to gain a deeper understanding of what they mean for what we do.

Reflective practice is also an important part of the *due diligence* cycle (Witter-Merithew, 2013). Having the ability to analyze what happened, why it happened, and what we might do differently under similar circumstances is important to our well-being and professional growth. *Reflective practice* allows us to look at our interpreting experiences and try to analyze how to learn from what has occurred. It is a method of self-evaluation and is a way of improving performance in professional tasks. By reflecting on how we can improve our work, we increase our awareness of what we are doing and constantly learn and grow as professionals. As well, it is an excellent tool for overcoming our lack of direct supervision because it fosters our accountability to one another. It also enables us to benefit from the shared listening and support of other practitioners.

There are perceived and real barriers to both preparation and reflective practice. The most obvious is time. Carving out time in a schedule that is



often already over-booked is difficult. As is the case with all worthwhile pursuits, establishing priorities is essential and often something has to go in order to make the time for these essential aspects of our work. And both preparation and reflective practice require an investment of time. If it can be viewed as time invested in self-care and well being, as well as ethical fitness, it is much easier to set the time as a priority.

A lack of motivation is another barrier to preparation and reflective practice. Depending on the degree of burn-out or frustration an interpreter experiences, she or he may just not have the interest or desire to make the commitment that is required to engage in what can be an intense process at times. This is where individual intention comes into play. Certainly, moving into the promise of greater job satisfaction, effectiveness and collegiality is a better alternative than remaining in a state of burnout.

Another possible barrier to reflective practice might be a lack of knowledge of how to go about it. There are many models that can be used. An easy, but effective model is one that involves three steps—discussing the What, So What, and Now What. Here is how it can work (Witter-Merithew, 2013).

- a. **WHAT?** This is the description step in the process. It creates the basis for the reflection. What happened during the assignment? What was the situation? Who was involved? What were the roles of the various participants? How did I/we approach my/our role? What is a general thesis and preview of your/our reflection? This is the description step in the process.
- b. **SO WHAT?** This step is when we examine and analyze ramifications on two levels – individual and team. So what does this all mean in terms of the outcomes of the assignment? What does this mean to me personally and/or to us as a team? What was the significance of the assignment? What did I/we learn that enhances my/our understanding of the consumers’ experience? What did I/we learn that is reflected or is relevant to my/our professional experiences? What skills and knowledge did I/we use/apply? What are my/our negative and positive feelings about the experience, the people, and the experience? What instances did I/we encounter that

“opened my eyes”? What do I/we think about now that I/we didn’t think about prior? How can I/we evaluate this information?

- c. **NOW WHAT?** This step allows us to contemplate what we would do differently next time or what practices we want to replicate, expand upon, and preserve. What impact might my/our actions and behavior have on my/our lifelong learning process? What impact did my/our experience have on my/our work as a sign language interpreter or as a team of interpreters? What impact did my/our experience have on how I/we perceive the importance of behaving as transparently as possible when interpreting? What insights did I/we gain that might assist me/us in my/our work as an interpreter/team? How does this experience compliment or contrast with what I/we have previously learned or experienced about interpreting?

Through the activities in this unit and the remaining units, you will have the opportunity to explore further the art of reflective practice. As well, there are some great resources available to help practitioners learn more about both preparation and reflective practice. Reading articles by Robyn Dean and Robert Pollard relating to the application of Demand-Control Schema to observation-supervision activities will prove very helpful. Check out their list of publications on the following website:

<http://www.urmc.rochester.edu/Deaf-wellness-center/demand-control-schema/>.

This unit, and the next, will allow you to engage in the analysis of preparation activities and in later units, to give consideration to how the agreements that are made during the preparation process are implemented during interpreting assignments.



Unit Objectives

At the end of this unit, the learner will be able to:

- Briefly discuss the *due diligence cycle* as it applies to the work of interpreters.
- Identify at least two (2) examples of how interpreters prepare for team interpreting assignments.
- Briefly discuss interpreting as a practice profession versus a technical profession.
- Briefly discuss the role of reflective practice as part of the due diligence cycle of interpreters.

Unique Terminology

Case File: A collection of documents and evidence relating to a particular legal case. Depending on the type of case, these can be obtained through attorneys or by request to the court. Of particular importance in the case of the child-custody case that is the subject of this workbook are the expert reports of the psychologist and GAL, as well as a summary of the case facts. Critical information can be obtained from such documents—including important information about names, locations, dates, events and the related timeframes, and areas of controversy that will be addressed.

Due Diligence: The care (preparation, research, analysis, reflection) that a reasonable professional exercises to avoid harm to other persons or their property; constant and earnest effort to accomplish what is undertaken; the degree of care required in a given situation. The application of due diligence is necessary to avoid harm and/or malpractice—which occurs when a professional fails to render proper services through reprehensible ignorance or negligence (the breach of duty of care that should be followed by a reasonably competent interpreter practitioner), or through criminal intent, especially when injury or loss follows.

Expert Reports: In law, expert reports are generated by expert witnesses—like doctors, psychologists, and other professions with specialized knowledge—offering their opinions on points of controversy or focus in a legal case, and are typically sponsored by one side or the other

in litigation in order to support that party's claims. The reports state facts, discuss details, explain reasoning, and justify the experts' conclusions and opinions.

Reflective Practice: An important tool in **practice**-based professional learning where individuals learning from their own professional experiences, beyond foundational formal teaching and knowledge transfer. It may be the most important source of personal professional development and improvement. What is important about reflection throughout your practice is that you are not just looking back on past actions and events, but rather you are taking a conscious look at the emotions, experiences, actions, and responses, and using that to add to your existing knowledge base to draw out new knowledge, meaning, and develop a higher level of understanding (Paterson & Chapman, 2013).

Practice Profession: A profession that recognizes the intersection of the technical/scientific aspects of a discipline and the people served by that discipline. The practices that are applied in implementing the technical aspects of the profession are linked to specific schools of thought and theories that evolve over time through research and scholarship. In practice professions, capturing the science and the art of the process is complex and therefore subject to great inquiry. As we understand more, we adapt our practices. Each theory impacts the way we do things—how we perceive our work—how we approach our task—how we interpret the standards of ethical practice. The scholarship of Dean and Pollard (2013) emphasizes interpreting as a practice profession. Examples of practice professions include the law, medicine, teaching, counseling, social work, and interpreting.

Preparation: The professional process of becoming ready for an interpreting assignment. As it relates to team interpreters, it is during the preparation process that they discuss and come to agreement about how the work will be approached and the division of work among team members. In preparing for court interpreting matters, it is customary to read case files, speak with the Deaf person (where permitted) to ensure linguistic compatibility, and see the physical evidence in advance. As well, interfacing with the court about protocol interpreters will/should follow is often necessary. Mathers (2007) emphasizes that court interpreters are



ethically obligated to prepare for assignments. She also stresses that through preparation and negotiating working conditions prior to interpreting, court interpreters can successfully realize terms and conditions conducive to effective interpreting.

Large Group Activities

In this Unit, you will go through the process of preparing to interpret the child-custody action that is the subject of this workbook. A variety of preparation materials are provided to help you with the preparation process. You will have the opportunity to collaborate with one or two team interpreters in anticipation of engaging in team interpreting.

First, you are to read all of the preparation materials located in the **Additional Resources Section** of this workbook. These are materials that would usually be available to an interpreter in a case file. As you read through the Case Summary and the Expert Reports of the psychologist and GAL, jot down your thoughts about the content, processes and protocol that are likely to require your attention during the interpreting process. Also, think about the agreements you would like to achieve with the member(s) of your interpreting team.

You will have about 30 minutes for this part of the activities.

Small Group Activities

After you have completed your individual review of the prep material, team with at least one other interpreter—either a CDI or CHI or both—and discuss how you will function as a team to interpret this child-custody action. Focus specifically on the following aspects of your work together.

1. Discuss the characteristics of a team that are most essential to each of you and consider the assumptions and strengths you each bring to the vision of your shared work.
2. Discuss how you will approach the work. What guiding principles will you follow? Explore briefly what each of you believe about the work of interpreters, role conception and implementation, and how the interpreting process best works.

3. Discuss your division of labor. How will you handle switching? How will you handle intra-team monitoring? How will you each cue one another and provide feedback? How will you handle corrections to the record during Deaf witness testimony? How will you handle other types of protocol issues that need to be addressed with the court? How can you each best support one another?
4. Discuss the details of the case and come to agreement about how reoccurring concepts will be interpreted. For example, how will the descriptions of the various tests administered by the psychologist be handled? How might the team collaborate to make this part of the expert testimony clear and accessible to the Deaf consumers? What type of research may need to be done to further prepare the team to manage the different portions of the proceeding?

You will have about 40 minutes for this part of the activity.

During the remaining 20 minutes allotted for this unit, the small group facilitator will guide your table through a reflection on your discussion in preparation for the next unit, where you will observe and analyze the preparation sessions of the interpreting teams who actually interpreted the child-custody proceeding.



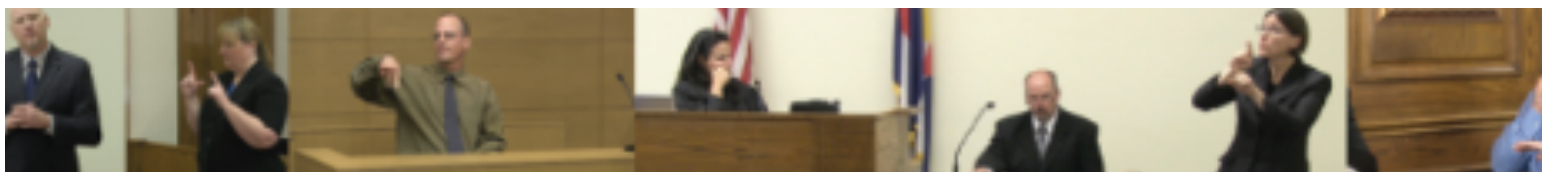
Assessment

1. Interpreting is considered a practice profession because it is a profession where complex, social assessments, judgments, and skills are crucial supplements to a practitioner's technical expertise. True False
2. In practice professions—much more so than in the technical professions—the quality of the relationship between practitioners and consumers is of great importance. True False
3. Preparation is an essential part of the work of interpreters so that they avoid making mistakes while interpreting. True False
4. Preparation centers around what the consumers of the interaction are willing to share with you as the interpreter. True False
5. Reflective practice is a critical aspect of the work of interpreters as it facilitates the acquisition of a deeper understanding of the nature of our work as interpreters and fosters professional growth and development. True False

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Notes



Unit 7: Team Preparation: Approaches to the Work and Roles and Responsibilities

Advanced Organizer

In his research into team interpreting, Hoza (2010) discusses the importance of the *personal level* and its contribution to the team dynamic. He defines the *personal level* in the following way.

The personal level represents the beliefs that each interpreter holds about his or her own work, independently as well as part of the team. The personal level has to do with deep psychological and emotional aspects of oneself, which may present underlying issues for relating to another interpreter during teaming (if the issues are not resolved). Interpreters may not discuss this level with each other because it is so deep and private (and includes such things as our self-talk), or interpreters may not be aware of these issues (as they may exist in the subconscious). And yet, these personal aspects of one's work can have a major impact on one's effectiveness as part of a team. (p. 148)

Thus, self-awareness is an essential element of being an effective contributor to a collaborative team. The degree of self-awareness each member of the team brings to the team process will significantly impact the team dynamic. Team dynamics are the typically unconscious, psychological forces that influence the direction of a team's interaction, behavior and performance. Myers (2013) compares team dynamics to the undercurrents in the sea—which can carry boats in a different direction than they intend to sail.

Myers further indicates that team dynamics are perceived as good when they improve the overall team performance and/or elicit the best out of individual team members. But, they are perceived as problematic when they cause unproductive conflict, demotivation, or prevent the team from achieving its common goals.

Certainly, there are other factors that can impact team dynamics—such as the individual personalities within the team and among the consumers

and the nature of the context in which the work is being done—but the one factor that each interpreter can control beyond the others is their level of self-awareness. Self-awareness is an essential part of becoming a mature and ethically-fit practitioner (Stewart & Witter-Merithew, 2006). By exploring your own thoughts around identity, personality traits, experiences with others, and your openness to feedback, you can begin the process of reflection towards the goal of increased self-awareness (p.17).

There are tools and resources that can help you in the process of gaining greater self-awareness. Several have already been discussed in other units—such as the work by Dean and Pollard (2013) related to Demand Control Schema that emphasizes the importance of intra-personal demands that impact each interpreter. As well, the work of Stewart and Witter-Merithew (2006) related to developing ethical fitness has a variety of resources and activities that focus on gaining a deeper sense of self. There are also models of Team Dynamics that can be explored, such as personality type theories like Myers Briggs or Herrmann Brain Dominance that consider how the different preferences of team members affect their interactions and team performance (Myers, 2013).

In some instances, the psychological forces impacting an individual interpreter are complex enough that professional assistance from a therapist is the most appropriate option for gaining self-awareness and needed coping skills. Hoza states that, “damaged interpreters do not make for effective team members” (p.149).

For the purpose of this Unit, one of the areas of self-awareness that is important for each team member to consider is what they believe about interpreting, what they believe about Deaf people, how they conceive the role and responsibilities of an interpreter, and how they believe the interpreting process works. Knowledge of these beliefs provides the foundation for determining how the team will approach its work, divide the labor, and interface with one another for the purpose of managing the interpreting process.

As you observe and consider the dynamics of the teams that were filmed, look for examples of how they express what they believe about their work. And, as you use this as a springboard for your own reflection, keep



in mind that the depth of investigation into our beliefs must go beyond what we have been taught about interpreting and Deaf people, and be informed by our own experiences and practice, as well as evidence-based scholarship.

We know from the work of individuals like Metzger (1999) and Roy (2000), that some of what has been taught to practitioners about interpreting is based on faulty assumptions or paradigms—such as myths about interpreter neutrality. We also know that our ways of conceptualizing our work as interpreters—such as referring to interpreters as conduits, facilitators, mediators, or allies—give further illustration of differences in how practitioners view our work and the role and responsibilities of an interpreter. New theories about social justice and interpreting, among others, require our careful and thoughtful consideration so we can best understand how they impact our own beliefs and experiences about our work.

One easy to access resource for gaining insight into contemporary theories and thinking about the work of interpreters is the social media site for interpreters, Street Leverage. This site hosts a variety of authors/thought leaders and discussion forums related to current issues in interpreting.

<http://www.streetleverage.com/>

Unit Objectives

At the end of this unit, the learner will be able to do the following:

- Briefly discuss why self-awareness is essential for interpreting practitioners.
- Identify at least two (2) resources an interpreter can use to gain greater self-awareness.
- Identify at least two (2) examples of how team dynamics impacted the team preparation for a child-custody proceeding.

Unique Terminology

Assumptions: Something that is taken for granted; a supposition that is accepted as true or as certain without proof. Examples of assumptions

that have impacted the work of interpreters include assumptions that: 1) it is a hearing world and therefore Deaf people need to learn to live as close to that norm as possible; 2) since English is the dominant language of America, Deaf people should use it, and for Deaf people to learn it, interpreters should use it when signing; 3) interpreters should behave as if invisible; and 4) Deaf people should not be given more than their hearing counterparts (which assumes they have the same to begin with), among others.

Ethical Fitness: The capacity to recognize the nature of moral challenges and respond with a well-tuned conscience, a lively perception of the difference between right and wrong, and an ability to choose the right and live by it (Kidder, 1994).

Paradigms: A typical example or pattern of something, a way of viewing the reality of something.

Schema: A representation of a plan or theory in the form of an outline or a model.

Self-Awareness: See Unit 5.

Team Dynamics: See Unit 5.

Large Group Activities

The four (4) interpreting teams whose work was captured for the DVD series that accompanies this workbook were filmed as they met to prepare to interpret the custody action proceeding in court. The prep meeting as filmed is the first meeting of the three interpreters assigned to work together. It is important to remember that the CDIs were selected first, and they selected the CHI of their preference. The second CHI was approved by both of the other team members. It is also important to remember that there was no expectation that all three interpreters work together at all times, as the filming of scenarios is what determined the scheduling of interpreters. It was planned that the CDI and a CHI would collaborate to interpret the expert testimony of the psychologist and GAL, and that the two CHIs would collaborate to interpret for the Deaf witness



testimony. However, the teams were encouraged to collaborate in any way that they felt would be productive to their desired outcomes.

The teams were provided with the exact same case file materials you used in Unit 6 to engage in your own team preparation for this assignment.

Essentially, the goal of the prep meeting was for the team to:

- Establish a shared goal or vision for the interpreting work, and
- Engage in action planning related to moving that goal into reality.

The first preparation meeting you will watch is that of Team #2: Stephanie Clark, Lewana Clark and Pasch McCombs. As you view their meeting, focus on their discussion of how they will approach the work and division of labor, and consider how the approaches discussed are similar or different from your own or those discussed by your team in Unit 5.



Group viewing of DVD entitled **Interpreting Team Preparation Meeting**. View Team 2: Stephanie Clark, Lewana Clark, and Pasch McCombs.

Small Group Activities

Discussion/Thought Questions

1. How was the leadership of the team's discussion managed? Who initiated the lead? How was the leadership shared or distributed?
2. What observations do you have about the overall team dynamic? What factors inform your observations? Provide examples to support your observations. How would you rate the overall team dynamic—effective or less-than-effective? Why?
3. One suggestion relating to the division of work was that one member of the team perform the ASL to English task and the other would perform the English to ASL task. What are the pros and cons of this strategy?
4. As an alternative to dividing the work based on task, one of the team members suggested that the work be divided on time

segments. What pros and cons were offered related to this strategy?

5. What agreement was reached regarding how the interaction management would occur? Specifically, how would turn-taking be managed?
6. It was suggested that dividing the work based on gender matching is not a primary indicator. Do you agree or disagree with this suggestion? Do you think this is true from the Deaf consumer's point of view? Is gender matching of importance to Deaf consumers?
7. There was discussion of an approach to the work referred to as the Open Process Model. How does this model differ from other approaches? What agreements were made around its use?
8. There was some discussion about making disclosure for the record. What was the agreement about how this would be handled? What kind of information was to be disclosed? What other procedural agreements were reached? Discuss examples.
9. There was discussion about the use of consecutive interpreting and notetaking. What agreements were reached?
10. How do the points discussed and agreements reached by this team compare with those resulting from your team meeting in Unit 5? Where were there similarities and differences? What new insight do you take away from this team preparation session?

Assessment

Post-test

1. Team dynamics are impacted primarily by external factors over which the team members have little control. True False
2. Self-awareness is how well informed you are about yourself and what motivates your behavior. True False
3. Self-awareness is a central aspect of being ethically fit. True False



4. According to Hoza (2010) the personal level represents the beliefs that each interpreter holds about the work of other interpreters. True False
5. Currently, no resources exist to specifically assist interpreters in gaining more self-awareness. True False
6. Some of what interpreters have been taught about interpreting and Deaf people is based on faulty assumptions. True False

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Notes



Unit 8: Team Preparation: Division of Labor and Formulation of Agreements

Advanced Organizer

In her text, *Sign Language Interpreters in Court: Understanding Best Practices*, Mathers (2007) provides a preparation checklist for court interpreters (p. 201). This checklist includes the following kinds of information and/or activities court interpreters require as part of their preparation.

- Case names, names of the parties in the case, docket number.
- Charges in complaint or indictment, potential minimum and maximum penalties.
- Purpose of the proceeding plus relevant vocabulary including local acronyms or rules referred to by number.
- Description of the courtroom, positions of the courtroom players, use of electronic equipment and what is expected of the interpreter.
- Pre-trial conference with the consumer to ensure adequate communication compatibility.
- Pre-trial legal conference to resolve any issues related to communication.

In the preparation sessions viewed thus far, we have seen examples of discussion and/or agreements around some of these items. For example, in the Team 2 meeting, there was discussion of terminology associated with the psychologist's expert reports and name signs for the Deaf witnesses. In this Unit, with Team 3, there will be discussion of a fairly extensive list of items that would need to be discussed with the judge during the pre-trial legal conference. As your time permits and you review the preparation meeting of Team 1, there is an extensive discussion of positioning and sight lines as part of the planning for team collaboration. All of these examples help to illuminate the checklist offered by Mathers.

Other important preparation priorities occur when you are part of a team. As was seen in the team discussions so far, discussion of agreements surrounding how the work will be divided, how the team will relate to one another and keep each other informed, and how specific protocol matters will be handled (and by whom) are an essential part of the discussion.

Another aspect of team preparation is advance research. In the Team 2 meeting, the CDI shared some of the background information she had researched relevant to the case. Much insight into the legal considerations and procedures that may impact both content and process can be gleaned from engaging in advanced research. As well, the meaning of information in expert reports can be better understood through research. For example, if the tests conducted by the psychologists are not sufficiently explained to enable the interpreters to render a visual-spatial explanation of how the test is administered or what it focuses on, then advance research into the tests can provide further context that can contribute to an accurate interpretation.

A resource for researching meaning is a law dictionary—*Black's Law Dictionary* is the most common. A good law dictionary can help illuminate the meaning of legal terms and enable you and your team to seek consultation and/or collaboration on how to convey the meaning in ways that carry equivalent meaning in ASL.

As we continue to explore the role of preparation and creating agreements as members of interpreting teams, keeping in mind the various aspects of preparation that must be considered helps us to further appreciate the complexities associated with our work. Preparation is not only an ethical obligation as part of the due diligence cycle, but it is also an important way to boost confidence for assignments and improve the quality of team effectiveness.



Unit Objectives

At the end of this unit, the learner will be able to do the following:

- Identify at least two (2) examples of how team dynamics impacted the team preparation for a child-custody proceeding.
- Identify at least three (3) agreements reached by the interpreting team as they prepared for interpreting a child-custody proceeding.
- Briefly discuss two (2) similarities and two (2) differences between the team dynamics and/or agreements between Team 2 and Team 3.

Unique Terminology

No new terminology surfaces for this Unit.

Large Group Activities

The second preparation meeting you will watch is that of Team #3: Lisa Perry Burckhardt, Sandy Peplinski, and JoLinda Greenfield. As you view their meeting, focus on their discussion of how they will approach the work/divide the labor and how the team reaches agreement about strategies they will employ. Consider how their agreements compare or differ from those you reached with your team during the Unit 5 preparation activities.



Group viewing of DVD entitled **Interpreting Team Preparation Meeting**. View Team 3: Lisa Perry Burckhardt, Sandy Peplinski, and JoLinda Greenfield.

Small Group Activities

Discussion/Thought Questions

1. How was the leadership of the team's discussion managed? Who initiated the lead? How was the leadership shared or distributed?
2. What observations do you have about the overall team dynamic? What factors inform your observations? Provide examples to

support your observations. How would you rate the overall team dynamic—effective or less-than-effective? Why?

3. What procedural agreements were reached? For example, who will take the lead in addressing court concerns and who will be interpreting during those times? What types of information does the team agree is important to include when meeting with the judge?
4. There was a discussion about the oath and the possibility of submitting a memo to the court outlining roles and offering a sample oath. What is your experience with such memos? Was this discussed in your team preparation in Unit 5?
5. What agreements were reached regarding how the CHIs would interface with the CDI? For example, what was discussed and agreed upon regarding the CDIs role during Deaf witness testimony? What other agreements were made?
6. There was discussion about the use of consecutive interpreting and notetaking. What agreements were reached?
7. There was a discussion about proceedings interpreters and independent communication with Deaf witnesses. What was agreed in terms of defining role to the Deaf parties? What concerns exist about proceedings interpreters having independent communication with Deaf witnesses during court proceedings? How might setting limits around such interactions impact the cultural norm of keeping the Deaf person informed of what is going on when there is no actual interpreting happening? What is the implication of engaging in independent communication with Deaf witnesses while in the role of the proceedings interpreter?
8. The team discusses the division of work based on direct- versus cross-examination. What observations do you have about this division of work? How might this agreement be adapted to accommodate differences in the length of each—for example, that direct-examination is typically longer and cross-examination is typically shorter, or that the mental processes for each differ?



9. How do the points discussed and agreements reached by this team compare with those resulting from your team meeting in Unit 5? How do the points discussed and agreements reached by this team compare with Team 2? What are the similarities and differences? What new insight do you take away from this team preparation session?

Assessment

Post-test

1. Things to determine as part of the preparation process include the physical layout of the courtroom and where participants will be located. True False
2. The pre-trial conference with the Deaf consumer(s) is for the purpose of discussing their perspective on the case and their desired outcome. True False
3. The pre-trial conference with the court/judge is for the purpose of establishing protocol to use during the proceedings. True False
4. When teams meet to prepare, it is an opportunity for them to determine agreements about the division of work. True False
5. It is ideal to divide the work of interpreters based on the shifts between direct- and cross-examination. True False

References

Mathers, C. (2007). *Sign language interpreters in court: Understanding best practices*. Bloomington, IN: Authorhouse.

Notes



Unit 9: Team Preparation: Panel Discussion with the Interpreting Teams

Advanced Organizer

In this Unit, the interpreting teams whose planning meetings you viewed will participate in a panel discussion. Panel members will be interviewed about the approach they used during the preparation meeting, what they view as critical agreements that must be reached between team interpreters, how they fostered their team dynamic, and how they perceive their agreements actually impacting their work when they interpreted the child-custody proceeding in court.

Unit Objectives

Upon completion of this unit, the learner will be able to do the following:

- Briefly discuss the relationship between your observations about team performance and decision-making and the actual factors the teams report impacted their decisions.
- Identify at least three (3) decisions made by a team of interpreting colleagues that the teams report as intentional and motivated by their specific conceptualization of the role and responsibilities of interpreters.

Re-occurring Terminology

Consecutive Interpreting: See Unit 2.

Context: See p Unit 2.

Contextualization: See Unit 2.

Interpreter-initiated utterances: See Unit 2.

Self-Awareness: See Unit 5.

Team Dynamics: See Unit 5.

Large Group Activities

A facilitator will guide the members of Teams 1, 2 and 3 in a discussion of their preparation meeting and how they perceive the agreements they made impacting the actual interpretation of the child-custody proceeding.

Streaming of this event provided by Street Leverage and a link for viewing is available at <http://www.streetleverage.com/ili-panel-discussion-2-Deaf-hearing-interpreter-team-reflections-on-preparation-sessions/>.

Panel Questions

- Prior to the preparation meeting, did you engage in any research about the case beyond what was provided in the case file? If so, what things did you research and how did you go about the research process? Did the research you gathered assist you during your interpretation, and if so, in what ways?
- Prior to the preparation meeting, what aspects of the team interpreting process did you feel were essential to address? Why? Were all of the priority topics you wanted to address covered during the meeting? If not, why not?
- How would you define the team dynamics within your team? What factors do you feel contributed to the team dynamics? What do you perceive that you specifically contributed to your team? What do you perceive that the other team members provided?
- To what degree did the agreements made during your preparation process materialize during your interpretation during the court proceeding? Were there adjustments to the agreements? If so, what factors motivated the adjustments?
- In what ways did the preparation process contribute to the team's effectiveness during the interpretation of the court proceeding? Provide a few specific examples.
- What is your experience in working in Deaf-hearing teams? How did this experience compare or differ? What unique contributions do you see the Deaf interpreter bringing to the team process and to the outcome of the interpreting process?



- How can the work of Deaf interpreters best be operationalized? How do we as a field make the Deaf-hearing team more of a standard and common practice versus the exception? What barriers do you see prohibiting this?
- The use of three interpreters for the court proceeding was somewhat unusual. The filming plan involved using the two CHIs to interpret for the Deaf witnesses and the CDI and CHI team for the expert witnesses. However, having three interpreters did allow for some creative interaction. How did your team decide to use all three members of the team and what were the benefits or disadvantages to doing so?

Small Group Activities

If you did not complete this activity as part of Unit 5, a small group can view the post-assignment reflection of Team 4: Christopher Tester and Natalie Atlas which is on the DVD of the Meeting Between the Guardian ad Litem and Deaf Child.

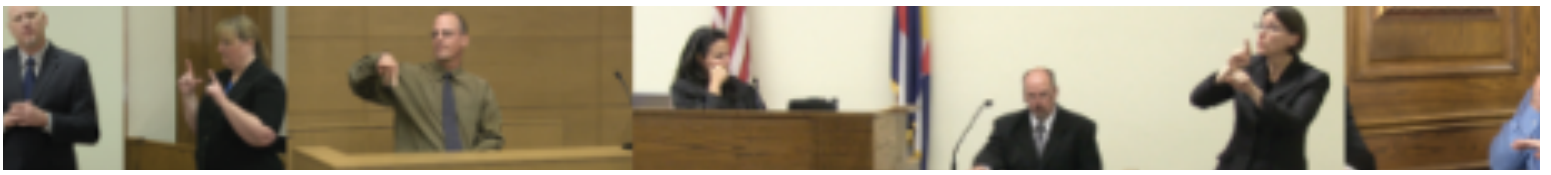
Discussion/Thought Questions

- Christopher discusses his decision behind independently negotiating meaning with the Deaf girl rather than going through the attorney. What factors contributed to his decision to do this?
- It appeared that Natalie was making the decision to use CI or SI based on the length of questions being posed. However, Christopher seemed to prefer that he receive the questions via SI. What were the key points each of them made about this process?
- Natalie comments that she was working to try not to elevate the register used to express the Deaf child's response. She perceives there was an accurate match. How does this fit with your own observations?
- Chris and Natalie had a discussion about the miscue relating to whether there would be more testing of Sarah or whether she would meet the psychiatrist for an explanation of the tests. What was the specific miscue and what was the implication for Sarah?

- Chris and Natalie had a discussion about Sarah’s inquiry into whether she would have to testify or not. What were the insights they discussed relevant to how they interpreted her inquiry?

Assessment

1. Identify at least two (2) ways in which the panel discussion further illuminated your understanding of the planning process and/or decision-making processes of the interpreting teams.
2. Discuss at least two (2) observations you have about how the interpreting teams responded to inquiries about their group dynamics and team agreements. Are your observations consistent with what you expected or different than you anticipated prior to the panel discussion?
3. Discuss at least two (2) examples of how the interpreting teams perceive their preparation meeting as making the actual interpretation of the child-custody proceeding more effective and why. Are their observations consistent with your own? If not, why not. If so, in what ways?



Notes



Unit 10: Team Interpreting: Deaf Witness Testimony

Advanced Organizer

In court interpreting, consecutive interpreting is usually used during interactive processes involving the Deaf person, such as: questioning between the defendant and a judge during a plea entry; direct witness testimony during direct- or cross-examination; or during depositions when a witness is testifying. The use of consecutive interpreting in these settings is easily established with the court because the accuracy of the court record is paramount.

More difficult to establish is the use of consecutive interpreting or a form of quasi-consecutive interpreting during those times when the Deaf plaintiff and/or defendant is observing other elements of the trial process, such as the direct- and cross- examination of other witnesses, opening and closing remarks, and jury instructions. Yet, in the case of using a Certified Deaf Interpreter (CDI) the use of consecutive interpreting becomes the norm throughout the process. Given that consecutive interpreting maximizes the potential for accuracy in an interpretation, this is one of the advantages of Deaf-hearing teams.

Another instance where the use of consecutive interpreting during court proceedings is more of a norm is when a defendant who has limited language competence is involved—particularly if this individual is the defendant or a witness in the matter. The importance of understanding the evidence being presented against him or her, or the ability of the individual to tell their story as a witness or victim, is central to his or her ability to assist in the trial process. It is challenging in such instances to meet the needs and rights of the Deaf consumer, and at the same time avoid interference with the legal strategy of the attorneys. This fine balance is why it is important to negotiate with the court in advance the manner in which the interpretation will be executed.

In those instances that consecutive interpreting is used, it is useful to use a journal or notepad to record key ideas or phrases to enhance recall. Researchers who have studied the effects of notetaking on retention and

recall focus on two different aspects of the process: the act of taking notes and the notes themselves (Gonzalez, Vasquez, & Mikkelson, 1991).

Some interpreters report that the mere act of taking the notes enhances retention and recall. Others report that being able to refer to notes prior to the interpretation increases recall and accuracy. Of importance to observe is how it contributed to both retention and recall among the interpreting teams involved in interpreting the witness testimony.

Of interest also is the actual process interpreters use for taking notes. There are unique/formal systems of notetaking that have been developed. These require time and practice to acquire, but are viewed as meaningful tools for recording notes in a language-neutral manner. The Rozan method is one such method that is often used by spoken-language conference interpreters. Other interpreters use a form of paraphrasing or concept mapping to record notes. Exploring different systems, as well as experimenting with what works best for you, can assist you in determining the most functional approach for your purposes.

As well, Gonzalez, Vasquez, and Mikkelson provide an in-depth discussion of consecutive interpreting and notetaking as part of consecutive interpretation in Chapter 27 their text *Fundamentals of Court Interpretation: Theory, Policy and Practice*.

In this Unit, you will engage in the analysis of the interpretation of Deaf witness testimony by the CHIs teams. In some instances, the CHIs relied on the CDI for consultation or assistance. This was an option provided to the teams prior to the filming.



Unit Objectives

At the end of this Unit, the learner will be able to do the following:

- Discuss at least two (2) observations about the use of consecutive interpreting during the interpretation of Deaf witness testimony.
- Identify at least two (2) interpreter-initiated utterances that occurred during the interpretation of Deaf witness testimony.
- Identify at least two (2) instances of an agreement from the team preparation meeting that were implemented during the interpretation of Deaf witness testimony, and discuss the impact of the application of the agreement during the child-custody proceeding.

Unique or Re-Occurring Terminology

Consecutive Interpreting: See Unit 2.

Interpreter-Initiated Utterances: See Unit 2.

Notetaking: a common memory aid used by interpreters during the consecutive interpreting process to support recall and accuracy (Gonzalez, Vasquez, & Mikkelsen, 1991).

Self-Awareness: See Unit 5.

Team Dynamics: See Unit 5.

Large Group Activities

Clips from four different interpretations will be viewed—two different interpretations of the mother’s testimony during the child-custody action and two interpretations of the father’s testimony during the same proceeding. Your primary focus during the viewing of the clips is how the teams implemented the agreements made during their preparation session related to the use of the following.

- consecutive interpretation and notetaking
- intra-team monitoring
- interpreter-initiated utterances

- CDI



View clips from the DVDs entitled:

- 1) *Deaf Witness Testimony: Mother*, Team 1 and Team 3 and
- 2) *Deaf Witness Testimony: Father*, Teams 2 and 4.



Small Group Activities

Discussion Questions—Teams 1 and 3

- What observations do you have about the use of consecutive interpreting and notetaking during the interpretation of the mother's testimony by Teams 1 and 3? How were their practices similar? How did they differ? What aspect of their practices were most effective and why?
- What observations do you have about the instances of intra-team monitoring by Teams 1 and 3? How were their practices similar? How did they differ? What aspect of their practices were most effective and why?
- Identify instances of interpreter-initiated utterances that occurred during the interpretation of the mother's testimony by Teams 1 and 3. What function did these instances serve? Were they effective? Why or why not?
- In what ways did Team 1 or Team 3 rely on the CDI during the interpretation of the mother's testimony? What contributions did the CDI provide? Was the process effective? Why or why not?
- What observations do you have about the division of labor and the overall team dynamic? What factors do you think contributed to your observations?

Discussion Questions—Teams 2 and 4

- What observations do you have about the use of consecutive interpreting and notetaking during the interpretation of the father's testimony by Teams 2 and 4? How were their practices similar? How did they differ? What aspect of their practices were most effective and why?
- What observations do you have about the instances of intra-team monitoring by Teams 2 and 4? How were their practices similar? How did they differ? What aspect of their practices were most effective and why?

- Identify instances of interpreter-initiated utterances that occurred during the interpretation of the father’s testimony by Teams 2 and 4. What function did these instances serve? Were they effective? Why or why not?
- In what ways did Team 2 or Team 4 rely on the CDI during the interpretation of the mother’s testimony? What contributions did the CDI provide? Was the process effective? Why or why not?
- What observations do you have about the division of labor and the overall team dynamic? What factors do you think contributed to your observations?

Assessment

Post-Test

1. Identify at least two (2) observations about the use of consecutive interpreting during the interpretation of Deaf witness testimony.
2. Identify at least two (2) interpreter-initiated utterances that occurred during the interpretation of Deaf witness testimony.
3. Discuss at least two (2) instances of an agreement from the team preparation meeting being implemented during the interpretation of Deaf witness testimony, and discuss the impact of the application of the agreement during the child-custody proceeding.
4. The use of notetaking during consecutive interpreting is for the purpose of creating a record of what was said. True False
5. Notetaking contributes to the retention and recall of SL information during consecutive interpreting. True False

Resource Materials

Gonzalez, R., Vasquez, V., & Mikkelson, H. (1991). *Fundamentals of court interpretation: Theory, policy and practice*. Durham, NC: Carolina Academic Press.



Notes



Unit 11: Team Interpreting: Expert Witness Testimony

Advanced Organizer

As discussed briefly in Unit 2, context is central to understanding meaning. And, language and culture form a continuum of meaning. Meaning is influenced by cultural assumptions held by the speaker and listener of any message. Influences include the norms each operate from, the world-view each possesses, and the general level of language competence each person holds (breadth and depth of subject matter they each possess, fluency of language mechanics like grammar, structure, and semantics).

Impact of Assumptions

Some of the assumptions individuals bring to a communication event can be assumptions of shared information (facts, how people, places and things are labeled, function, relate, etc.), skill (the ability to do specific things), process (how things and systems work), motivation (your reason for being and why you are involved in the communication event), relationships (both perceived and real), perspectives (the assumption that ‘my sense of how things are or should be is the common or normal way of seeing things’), and values (what is important, what is essential, what influences our behavior, actions, and reactions). Some of these assumptions can be trivial, obvious, or superficial (What is a VRS call? Blind people use Braille.), while others are significant, subtle and profound (Deaf people wish they could hear. Hearing people can’t learn sign language.)

Conveying Meaning

In order to truly understand and translate and/or interpret texts, interpreters must be aware of all levels of communication. It is the interpreter’s task to convey meaning, to accommodate significant missing information and to imply the assumptions (Smith & Witter-Merithew, 1991). This requires a variety of skills—including critical thinking supported by bilingual and bicultural competence—and the ability to apply these skills to interpret a broad range of texts. The most competent

examples of linguistic and cultural competence are evident in the work of CDIs and one of the benefits of CDIs and CHIs working in collaboration is the opportunity to rely on each other's strengths to achieve the most accurate interpretation possible.

Text and context also form a continuum of meaning. Power is always a part of context. Power differences will affect the way people communicate and the meaning of their messages (Smith & Witter-Merithew, 1991). Knowing the day-to-day context of a society helps us to understand and infer meaning and power relationships. So, part of interpreting involves understanding how context impacts meaning and perceptions of meaning, and how power is distributed, assumed, or imposed in different ways in different contexts. This is another way in which the work of CDIs is so important. As was seen in the analysis of the meeting between the GAL and the Deaf child, the distribution of power is more evenly distributed because the CDI is involved. The CDIs indicated a greater willingness to engage in interpreter-initiated utterances, including confirmation of understanding with the Deaf child.

When we as interpreters work to convey the meaning of a message, it does not mean telling someone what to do about it. However, interpreters are expected to accept responsibility for conveying the integrity and accessibility of the message. This does not mean the interpreter is responsible for solving any problems that may exist. Instead, interpreters must be prepared to acknowledge that problems exist, distinguish the ownership of any given problem, and have the ability and commitment to resolving those problems that relate to interpreting. Again, the work of CDIs, as we have analyzed, demonstrates a greater willingness to identify and resolve interpreting related problems. This is an important contribution to the overall implication of interpreted interactions.

To achieve this level of distinction between acknowledging that problems exist and who has ownership for resolving them requires that the interpreter have a thorough understanding of the significance not only of the text (what was said), but of the interaction (why it was said and what it means) (Smith & Witter-Merithew, 1991). This becomes even more



critical when the interaction relates to the legal system and the implications and consequences can be very serious.

Expert Witnesses

In this Unit, we will observe and analyze Deaf-hearing teams interpreting expert witness testimony to two Deaf parents involved in an adversarial child-custody action where they are both seeking primary custody. The expert testimony is that of the psychologist who interviewed the parents and the Deaf child, and implemented a battery of tests to measure a variety of factors impacting general well-being and fitness for parenting.

An expert witness must:

- be skilled in his/her particular profession (relevant to the issue of the case)
- have specialized knowledge through training, education, or practical experience

The expert is qualified to opine on the case if and only if his or her professional knowledge and skill set will assist the court to better understand the evidence. The knowledge of the expert must be above and beyond the knowledge of the jury or judge. He or she does not necessarily have to be the best in the field, nor be equipped with all of the facts regarding the case as long as his or her expertise is relevant.

Language use by experts is often technical and academic. As a result, the role of preparation is critical. In Unit 6, you had the opportunity to review the Expert Reports submitted by the psychologist and consider appropriate controls for interpreting the content. In this Unit, you will observe Deaf-hearing teams interpreting the psychologist's testimony and consider the linguistic choices of the CDIs who are native users of ASL.

Unit Objectives

At the end of this Unit, the learner will be able to do the following:

- Discuss at least two (2) observations about the use of consecutive interpreting during the interpretation of expert witness testimony.
- Identify at least two (2) interpreter-initiated utterances that occurred during the interpretation of expert witness testimony.
- Identify at least two (2) instances of contextualization and/or expanded interpretations by the CDI interpreter during Deaf witness testimony.
- Identify at least two (2) agreements from the team preparation meeting that were implemented during the interpretation of expert witness testimony, and discuss the impact for the child-custody proceeding.

Unique and Reoccurring Terminology

Consecutive Interpreting: See Unit 2.

Expert Witness: In law, an expert witness is a witness, who as a result of education, training, skill or experience, is believed to have unique expertise and specialized knowledge in a particular subject beyond that of the average person. As a result of this expertise, others may officially and legally rely upon the witness's specialized opinion.

Interpreter-initiated utterances: See Unit 2.

Notetaking: A common memory aid used by interpreters during the consecutive interpreting process to support recall and accuracy (Gonzalez, Vasquez, & Mikkelsen, 1991).

Self-Awareness: See Unit 5.

Team Dynamics: See Unit 5.



Large Group Activities

Clips from three different interpretations will be viewed—Teams 1, 3, and 4. Your primary focus during the viewing of the clips is how the teams implemented the agreements made during their preparation session related to the use of the following.

- consecutive interpretation and notetaking
- intra-team monitoring
- interpreter-initiated utterances

As well, you will focus on message equivalency as the CDI works to convey the technical aspects of the psychologist's description of the tests that were administered and the associated results.



View clips from the DVD entitled *Expert Witness Testimony: Psychologist*.

Small Group Activities

Discussion Questions

- What observations do you have about the use of simultaneous interpreting during the interpretation of the psychologist's expert testimony? How were the chunks managed? How were practices similar between the three CDIs? How did they differ? What aspect of their practices were most effective and why?
- What observations do you have about the instances of intra-team monitoring within the three teams? How were practices similar between the three CDIs? How did they differ? What aspect of their practices were most effective and why?
- In what ways can you see that the preparation meeting contributed to what transpired during the collaborated work of the teams? What agreements in particular stand out as effective in implementation?
- Identify instances of interpreter-initiated utterances that occurred during the interpretation of the psychologist's expert testimony. What function did these instances serve? Were they effective? Why or why not? Were there differences in how each CDI or the CHI used interpreter-initiated utterances?
- What observations do you have about message equivalency? Did the CDIs use similar contextualization or expansion strategies? Did they use these strategies with different or similar kinds of information from the expert's testimony? What factors do you think contributed to your observations?
- How would you characterize the team dynamics within each of the three teams? How were the teams similar? How were they different? What are the take away lessons you gained?



Assessment

1. Discuss two (2) specific ways in which the work of the Deaf-hearing interpreting teams differs from the hearing-hearing interpreter teams observed in Unit 10.
2. Identify at least two (2) examples of expansion or contextualization used by each CDI during his or her interpretation of the tests administered by the psychologist.
3. Some of the assumptions individuals bring to a communication event can be assumptions of shared information, process, and relationships. True False
4. In order to truly understand and interpret texts, interpreters must be aware of the surface level of communication. True False
5. In order for a person to be qualified as an expert, he or she must be considered the best in the field, and be equipped with all of the facts regarding the case. True False

Resource Materials

Smith, T. B. & Witter-Merithew, A. (1991). *The art and science of interpretation*. Unpublished workshop workbook. Charlotte, NC: Advancement Seminars.



Unit 12: Team Interpreting: Application

Advanced Organizer

Interpreters need to be conscious and critical thinkers. The word *critical*, as used here, does not mean to judge and criticize the bad parts. It is used to signify the effort to determine the essential or important parts of a message and how the constituent parts relate to each other (Smith & Witter-Merithew, 1991).

Our ability to approach our work in a more conscious, scientific, and critical manner is enhanced by the work of theorists like Cokely (1992) and Taylor (1993; 2002), and the research they have done related to the analysis of the interpreting product—our work—and the type of errors that commonly occur within the product.

With increased knowledge about the nature of our work, and the factors that contribute to our success or limitations while interpreting, comes an increased level of responsibility and accountability for quality. This reality can result in opposing reactions.

On one hand, we can view the increase in responsibility and accountability as additional expectations that make our work even more complex and pressured. This view can increase our feelings of burn-out and job dissatisfaction. We can feel overwhelmed with the awareness that we always seem to have more to learn and can never gain a sense of ‘arrival’ or adequate competence. This can lead to complacency and hostility towards our work, our consumers, and our peers. Such an outcome would be very unfortunate and risky for both the practitioner and the field, as it can impact on our ability to make informed and well-considered decisions—in the extreme, it can result in malpractice.

On the other hand, we can view the increase in responsibility and accountability as an opportunity to create clearer boundaries regarding our role and responsibilities. Our appreciation and understanding of the complexities of our work can enable us to speak to the demands of interpretation in a manner that persuades consumers of the necessity to

create and maintain working conditions that will enable successful interpretation to occur. This will lead to more successful interpreted events that will foster greater job satisfaction and enthusiasm for our work. This outcome fosters greater collaboration among colleagues and holds the promise of advancing the field to higher levels of professionalism.

Clearly, there is no such thing as ‘error-free’ interpretation of even a simple message of much length – particularly when it is executed simultaneously, as is much of our work. The process is sufficiently complex and impacted by a sufficient number of factors to always be vulnerable to some degree of error. The challenge then becomes learning about the types of errors that tend to occur, understanding the factors that contribute to an increase or decrease in errors, and to work diligently to maintain the highest degree of accuracy and reliability of product possible.

In this Unit, you will have the opportunity to work in teams with other interpreters and interpret some of the texts that you have been observing and analyzing. You will have the opportunity to discuss your performance and consider your effectiveness. You and at least one peer will have the opportunity to reflect on your work together and to share observations about your own and each other’s performance.

Unit Objectives

At the end of this Unit, the learner will be able to do the following:

- Identify at least three (3) aspects of your interpreting performance that were discussed during team collaboration and the implication of each for your work.
- Discuss at least two (2) areas of skill development that warrant your attention based on team collaboration about your work.



Unique Terminology

Accountability: A conduct in accordance with good or best practice as recognized and endorsed by a professional society and well-respected colleagues.

Professional Boundaries: The spaces between the interpreter's power and the consumer's vulnerability. The power of the interpreter comes from the professional position, the access to private knowledge about consumers, and the consumer's need for linguistic access.

Responsibility: The area of practice that encompasses the duties of an interpreter to act in a professional manner, in accordance with ethical tenets, avoiding conflicts of interest, and putting the interests of consumers ahead of their own.

Small Group Activities

Organize into a team of two or three interpreters. The composition of the teams can be two Deaf interpreters with one hearing interpreter, or one Deaf interpreter and one hearing interpreter, or two hearing interpreters with one Deaf interpreter, or two hearing interpreters. Ideally, you will team with at least one of the other members of the team with whom you engaged in the preparation activities during Unit 6.

Agree upon how you will alternate roles. If there are two of you, then take turns interpreting the texts, alternating turns after each clip. If there are three of you, one of you can assume the role of observer and provide the peer review at the end of each clip.

Using consecutive interpreting and notetaking, practice interpreting clips from the DVD entitled Practice Scenarios. Who interprets which text is up to the team. It doesn't have to follow what actually happened in the filmed scenarios, as clips will be presented without the interpreters visible. If a CDI wants to interpret Deaf witness testimony, that is an option. Likewise, if the CHI wants to interpret expert witness testimony, that is an option. The three practice scenarios are as follows:

1. Deaf Witness Testimony: Mother (10-15 minutes)
2. Expert Witness Testimony: Psychologist (10-15 minutes)
3. Deaf Witness Testimony: Father (10-15 minutes)

At the conclusion of each clip, the team should pause and discuss what transpired for about 10 minutes (if there are three team members) or 15 minutes (if there are two team members). Provide discussion and feedback related to the following questions.

1. What general observations do you have about the work? What aspects were effective? Provide examples. What aspects were less than effective? Provide examples.
2. What examples of the following surfaced in the interpretations? Discuss the contribution of each to message accuracy and equivalency.
 - a. Expansion or contextualization
 - b. Interpreter-initiated utterances
3. Discuss the use of consecutive interpreting and notetaking.
 - a. How did the process work? What approach did you use for recording notes?
 - b. How did the pacing of the process work from the interpreter's perspective? Were you able to manage the chunks of information?

At the conclusion of the discussion, or when the time is up, rotate roles and interpret the next text. Repeat this process until everyone has had the opportunity to practice interpreting and processing through the discussion questions. Repeat this process as often as time allows.



Assessment

1. When the phrase *critical analysis of interpreting performance* is used, it refers to the process of judging and criticizing the bad parts of an interpretation. True False
2. Error-free interpretation is possible most frequently when we use simultaneous interpretation. True False
3. With increased knowledge about the nature of our work, and the factors that contribute to our success or limitations while interpreting, comes an increased level of responsibility and accountability for quality. True False
4. The increase in responsibility and accountability that is associated with engaging in regular and deep analysis of our performance is an opportunity to create clearer boundaries regarding what we are able to achieve. True False
5. The process of interpreting in which you engaged for Unit 12, and the associated discussion with your peer(s), gave you insight into your work that you would not have achieved independently. True False

References

- Cokely, D. (1992). *Interpretation: A sociolinguistic model*. Burtonsville, MD: Linstok Press.
- Smith, T. B. & Witter-Merithew, A. (1991). *The art and science of interpretation*. Unpublished workshop workbook. Charlotte, NC: Advancement Seminars.
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Notes



Unit 13: Team Interpreting: Next Steps and Resources for Continued Professional Development

Advanced Organizer

Professional development generally refers to ongoing learning opportunities available to interpreters through a variety of venues and resources. Effective professional development is often seen as vital to interpreter success and satisfaction, but it has also been criticized for its cost, often vaguely determined goals, and for the lack of data on resulting interpreter improvement that characterizes many efforts.

With interpreters today facing an array of complex challenges—from working with an increasingly diverse population of consumers, to integrating new technology into the context of their work, to meeting the demands associated with specialization in a growing number of areas—interpreters continue to stress the need for increased options for how they can improve their knowledge and skill sets. Parsing the strengths and weaknesses of the vast array of programs that purport to invest in interpreters’ knowledge and skills continues to be a challenge.

Today, professional development activities include formal induction programs in healthcare and legal interpreting (Laurion & Witter-Merithew, 2014), the credits or degrees interpreters can earn, online certificate programs, webinars, national and regional conferences with short-term in-service workshop options, formal and informal mentorships, among a variety of other options. Historically, interpreters have favored the workshop approach, in which a local chapter of interpreters or other committed entity brings in an outside trainer to present a one or two day event. Many interpreters still appear to receive much of their professional development through some form of the one-shot workshop.

Beginning in the 1990s, qualitative literature began to support a roughly consistent alternative to the workshop model of professional development.

This preferred approach holds that for learning to truly matter, it needs to take place in a more active and coherent intellectual environment—one in which ideas can be exchanged and an explicit connection to the bigger picture of professional competence is made. This vision holds that professional development should be sustained, coherent, and become part of a professional’s responsibilities, and focus on outcome results (Wei, et al, 2009). This research focused on the professional development of teachers, but holds important insight for all practice professions, including interpreting.

Hard data on which professional-development models lead to better interpreting do not currently exist. There are a few studies that offer insight into advancements that can be achieved through structured programs of scope and sequence—mainly addressing the work of interpreters in K-12 settings (Johnson & Witter-Merithew, 2004). In essence, professional development relies on a two-part transfer of knowledge: It must inculcate in interpreters new knowledge and skills such that they change their behavior, and those changes must subsequently result in improved experiences and outcomes for Deaf consumers. Unsurprisingly, the complex nature of those transactions renders the field of professional development a challenging one to study. Much of the research conducted on professional development continues to be descriptive rather than quantitative (Sawchuk, 2010).

In the absence of hard data to help guide our decisions about professional development, it is incumbent on each practitioner to become an informed consumer of options. This requires that practitioners evaluate what is available and its value in terms of individual needs and quality, and encourage professional development providers to create programs that are more meaningful and offer data-driven evidence of improvement.

Some criteria that can be used in evaluating the value and quality of training programs include:

- being grounded in a well-defined scope and sequence that allows for sufficient time and focus to impact skills or knowledge acquisition
- learning objectives that are clearly written and measurable
- engaging students in meaningful/real-world application
- design based on data-driven approaches



- being offered by a recognizable entity, including approved CEUs

In terms of defining what you need to focus on, again, using data-driven evidence is important. Investing in a diagnostic assessment may be worthwhile if you do not have a clear sense of what you need to improve. Such assessments can help in setting priorities by identifying patterns that surface in your performance, the implication of the patterns, and offering suggestions or recommendations about how to address the patterns.

In the meantime, many resources currently exist—including the *Highly Effective Court Interpreting Teams in Action!* DVD Series and workbook. There is footage that was not directly addressed as part of the workbook that can be used to continue the same types of activities outlined in the workbook. As well, other resources are available for ready access and identified in the remainder of this Unit.

Unit Objectives

At the conclusion of this Unit, the learner will be able to:

- Identify at least two (2) resources they can use to continue their professional development related to team interpreting.
- Identify at least two (2) strategies to use when engaging in the critical analysis of interpreting performance.

Unique Terminology

Resources: A source of supply, support, or aid, especially one that can be readily drawn upon when needed. In the case of professional development, resources can include people, products, opportunities, websites and other related materials.

Professional Development: The process of improving and increasing capabilities through education and training opportunities, or on-the-job mentorship, for the purpose of advancing the quality and reliability of work performance and/or to expand settings in which one is qualified to work.

Large Group Activities

Endnote: Ms. Carol-lee Aquiline and Ms. Sharon Neumann Solow

Looking Out—Looking In—Reaching: *Next Steps*

This endnote presentation will summarize the salient discoveries of the conference and identify specific opportunities and actions that participants can take to continue the learning associated with the analysis of interpreting performance. The best practices identified during the conference will be highlighted with review of the examples that distinguish the practices as effective. Participants will receive a set of DVDs of the interpreting performance reviewed during the conference, as well as additional footage, which can be used in concert with the workbook to engage in continued independent or group study activities.

NOTE: *Streaming of this event provided by Street Leverage and a link for viewing the archived version is available at*

<http://www.streetleverage.com/ili-endnote-looking-out-looking-in-reaching-next-steps/>.

Small Group Activities

The website of the National Consortium of Interpreter Education Centers (NCIEC) has a website where many resources are posted and available for download. As well there are products that can be ordered through the website. All of the NCIEC resources are produced with grant funds so are available without charge and can be duplicated for educational purposes. Visit the NCIEC website to access the many resources available there. In particular, look under the specialization tab on the menu bar and go to the Legal pages to download resources of use by legal interpreters.

<http://www.interpretereducation.org/>

Also, be sure to check out the websites of the regional centers where additional resources can be downloaded. For example, the UNC-MARIE Center has a series of legal interpreting webinars archived—each presented by Carla Mathers, Esq. As well, there are articles and other resources of value to legal interpreters.

<http://www.unco.edu/marie/>



And finally, see the NCIEC Annotated Bibliography of Resources for Legal Interpreters located in the Additional Resources Section of this workbook. Identify those products or publications that will be of greatest benefit to you in your professional development.

Assessment

You will be asked to complete a Post-Training Survey associated with this learning event, including the workbook and the DVD series.

References

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Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009). Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad. National Staff Development Council. Retrieved from <http://www.learningforward.org/news/NSDCstudytechnicalreport2009.pdf>

Notes



Additional Resources

Unit 5 Preparation Materials: Case File

1. Civil Trial-Child Custody Proceeding Summary

This is a civil trial that focuses on a petition for child custody. Both parents are Deaf and want primary custody of the child, also Deaf. The couple has been married since 1999 and has been moving towards divorce for over a year. It is the mother's position that she should have primary custody due to her ability to advocate and manage the medical aspects and education of the child, her close bond with the child, her commitment to religious instruction for the child, and because of her ability to teach advanced language skills in English. It is the father's position that he should have primary custody due to his strong bonds in the community, financial security, availability and flexibility of work schedule, and ability to help the child to form a strong identity as a Deaf individual culturally and linguistically. As well, the father claims that the mother has had a serious drinking problem for several years that impacted the marriage and the child. The mother claims that she has been sober for 12 months and has not had any relapses.

The mother's name is **Barbara Richards**, and she is 35 years old. She became Deaf at the age of 12 due to illness. She works as a resource teacher for Deaf and hard-of-hearing children at a mainstream public school. She sometimes uses her speech when communicating accompanied by English-based signs as well as having a fluency in written English. She associates with people that primarily communicate in English-based signs on both professional and personal levels, and does not participate very much with the local Deaf community.

The father's name is **Phillip Richards**, and he is 37 years old. He was born Deaf. He owns a software company, Innovations, Inc., that develops applications for computers and mobile devices, applications based on universal design with particular attention to Deaf-blind and blind individuals. He provides consultation in this area as well and operates the business from his home. He uses American Sign Language (ASL) to communicate orally, sometimes relying on written English, a personal interpreter, and technology such as VRS and computer when he is with persons unfamiliar with ASL. He associates with people that primarily communicate in ASL on a personal level, and is currently the Vice-President of the Deaf Club.

The child's name is **Sarah Richards**, she is 12 years old, was born Deaf, and communicates in ASL fluently, due to communication within the home with

the father and members of the Deaf community. However, the child frequently uses English-based signing, particularly when with her Mom. The child can read and write English well. The child attends Rocky Mountain Deaf School, is active in after-school activities, and attends parent-child Deaf community events with the father on numerous occasions. The child also participates in planned activities with the mother as well.

A clinical psychologist, **Dr. Marshall**, will testify about the testing and evaluation of both parents and child. She is also considered an expert witness in child custody cases and in the field of psychology. The psychologist is not Deaf, but uses interpreters to communicate with Deaf clients. The tests that were administered included the Draw-A-Person Test, the Wechsler Adult Intelligence Scale, the Story Recall Test, the Bender-Gestalt, the Rorschach Test, the Thematic Apperception Test, Children's Apperception Test, the Word Association Test, the Concept Sorting Test, the Minnesota Multiphasic Personality Inventory, and the Sentence Completion Test. Personal interviews and Diagnostic Play Interviews with the parties during the examinations and in-between tests occurred using interpreters contracted from local interpreter agencies.

A Guardian ad Litem (GAL), **Ms. Lindquist**, will testify about her observations and recommendations based on her work with the child. She will discuss her interviews with the Deaf child, her observations about the family structure and social history (including the mother's drinking), and the issues regarding the deterioration of the marriage and ensuing divorce. As the child's 'voice' in the process, she will focus on recommendations that allow the child's day-to-day life and experiences to be sustained to the greatest extent possible, rather than being torn between two households. It is the child's desire to have equal time with both parents. GAL Lindquist favors primary custody being given to the mother with broad visitation rights being extended to the father.

The case will involve direct examination and cross examination of both parents, and discussion of the tests administered with the clinical psychologist—focusing on the test results and recommendations, and the court's interview of the GAL.



2. Civil Trial-Child Custody Case: Psychologist's Report

Exhibit #1: Report on Parents

Tests Administrated and Results/Interpretations

Draw-A-Person Test

This is a test where a person is asked to reproduce a human figure. The person is then asked to reproduce a second human figure different than the first one with regard to sex. This is to measure one's perception of people, how they are able to reproduce people, and how much detail they can provide in those reproductions. It is also helpful in determining whether there are any kinds of sexual difficulties present in the person's personality make-up particularly with regard to details that are provided in one drawing as opposed to the other drawing.

Results:

There are no major difficulties for either of the parties with regard to this particular test. They both responded as expected, in terms of their drawings from the beginning to the end. A small aspect of Mrs. Richards' drawings suggests a probability of relationship difficulties with men.

Wechsler Adult Intelligence Scale

This is a series of smaller tests designed to measure information, vocabulary, arithmetic skills, comprehension, capacity to manage abstractions, and general verbal skills. There is a second half that deals with verbal skills.

Results:

There were no major results. Both of the parties functioned well, cooperated well, and there were no major differences in their intellectual abilities that were noticed. As for the second half, it was not administered due to Deafness of both parties.

In language skills and comprehension, Mrs. Richards seems to demonstrate an advanced level of language skills and comprehension compared to Mr. Richards. Because of the lack of expertise of American Sign Language and Deafness, a conclusive answer cannot be provided.

Bender-Gestalt

This is a series of 9 geometric designs that are presented to the person on three different administrations. This is a test that is used to determine whether or not a person suffers from some kind of organic brain syndrome. It is also used as a tool to measure to some extent one's capacity to attend and concentrate.

Results:

Mr. Richards has exhibited as a highly achievement oriented, very goal-directed, kind of tough-minded person who will adhere to rigid structured approach to life situations tendencies. As for Mrs. Richards, she exhibited a great deal more flexibility, less of a need to achieve at a high level, and less concern and less flexibility in terms of standards and expectations from other people.

Word Association Test

This is a series of words, sixty of them, read to the person. The person is then asked to say the very first word phrase that comes to mind following the stimulus word that is read to them. This is used to determine whether there are any associative thought disturbances present in a person.

Results:

There were no major indications for either of the parties.

Concept Sorting Test

This is a test where persons are asked to sort ordinary and usual objects found in their environment.

Results:

There were no major differences. They are both intelligent and able to handle the ordinary abstract conceptualizations necessary for everyday living.

Minnesota Multiphasic Personality Inventory

This is an objective test that is widely used in the psychology field. The test is standardized, and presents an objective personality profile on the individual. The results are interpreted with established categories defined with specific sets of criteria. The test is usually self-administered.

**Results:**

None of the clinical scales that are found on this test were in the pathological range. The validity scales were all within the normal range as well. The test does suggest, however, that Mrs. Richards may be the type of person that has some difficulty dealing with feelings, and may have some self-doubts about her femininity. For Mr. Richards, on the other hand, the test suggests that he is a person who does not manage feelings very well and some indications that he tends to become macho as a way of protecting himself from having to manage more tender and softer nurturing kinds of feelings.

Conclusion:

It is my impression based on the overall examination and results that my findings are both valid and reliable. There were no indications on any of the testing that there was any effort to taint or mislead. Clearly, both parents were putting their best foot forward, which is to be expected in this type of situation. Both parents exhibit results that fall in normal ranges and scoring in most categories, and seem to have the best interests of the child in their minds.

3. Civil Trial-Child Custody Case: Psychologist's Report

Exhibit #2: Final Report on the Child**Tests Administrated and Results/Interpretations:**

The child was administered an abbreviated battery of tests. The tests that were administrated included the Draw-A-Person Test, the Wechsler Intelligence Scale for Child Revised, the Bender-Gestalt, the Rorschach Test, the Children's Apperception Test, which is the child's version of the Thematic Apperception Test, the Concept Sorting Test, and Diagnostic Play Interviews. The descriptions of the tests administrated are included in the report on the parents with the exception of the Diagnostic Play Interviews.

Overall, Sarah falls into the normal ranges established for children. Sarah seems to be very well adjusted, and is intelligent. She is also well-behaved, and does not demonstrate any severe emotional after-effects of the separation and divorce proceedings. She did state that she felt some pressure in having to choose between the parents, and prefers not to be placed in the position of having to choose which parent to live with.

Diagnostic Play Interviews

This is a controlled environment consisting of a playroom with a variety of different kinds of toys. The child is brought in the room, and allowed to play spontaneously, freely choosing toys to be played with and doing things as desired. The objective is to observe the child in making choices and decisions.

Results:

The child exhibited normal patterns, and falls within the normal ranges of development and mental processing. The child is also well behaved, and does not exhibit any emotional after-effects of the divorce proceedings.

4. Civil Trial-Child Custody Procedure: Guardian Ad Litem Final Report

General Information:

The family has remained somewhat divided with very little cohesiveness between the adults. Both parties have accepted the fact that their marriage is irretrievably broken and irreconcilable. Both parents have expressed a strong desire to have full custody of the minor child, Sarah. The child has expressed desires to live with both parents and have as much equal time as possible with both her mother and father. Apparently, both parents have questioned her, and the child has indicated a preference not to make a choice among the two.

Recommendations Criteria:

This report has been prepared with the criteria outlined in the Colorado Statutes Section 767.045. These factors were taken into consideration in determining the best interests of the minor child:

1. The wishes of the petitioner and the respondent;
2. The interaction and interrelationship of the child with the parents;
3. The interaction and interrelationship of the child with the petitioner's and respondent's parents (grandparents);
4. The mental and physical health of the parents and the child; and
5. The general ability of each parent to care for the child.



In attempting to weigh each of these factors, the investigation included office visits with the petitioner, the respondent, the minor child, telephone conferences and correspondence with the parents, office conference with the babysitter used in the care of the child, telephone conferences and correspondence with the attorneys for petitioner and respondent, and examination of medical and school records of the minor child, as well as the report of Dr. Marshall in this matter. As a result, I have also taken great care in studying the additional criteria that assists in the formation of final recommendations for the Court's consideration.

These criteria were also taken into consideration independently from the Statutes:

1. All pleadings in this action;
2. Grade and school reports of the child;
3. All correspondence from both counsels;
4. Special correspondence from the petitioner, Mrs. Barbara Richards;
5. The report of Dr. Marshall and the report of the Department of Family Conciliation representative;
6. Notes of my conferences with the parties, the grandparents, the babysitter and the child;
7. The financial declarations of both respective parties; and
8. A proposed preliminary stipulation entered into by the parties, which subsequently has been renegeed by both parties.

Social Histories:

The Petitioner:

The petitioner was born into a hearing family, and is the eldest of the two sisters. She is viewed as highly prized in her family due to the fact that she was the first female born in her paternal family in three generations. According to the petitioner, her father was very proud and affectionate with her. As for her mother, she quit work for several years when the two girls were young and then returned to her occupation. It is the petitioner's perspective that the mother was not really as accessible to her as her father was.

She grew up in a suburb, and had a strong sense of security inside and

outside of the household in spite of her Deafness. The siblings had the usual spats and rivalry while growing up, and as adults, they have a solid relationship. While young, both sisters received equal amounts of time and attention from the parents in terms of learning domestic tasks and general education.

The petitioner indicated that her sister was bright, attractive and energetic and was more popular in school. However, when both of them reached high school, the petitioner also had boyfriends and was no wallflower. Academically, she made "B" average grades, was a member of several clubs and was fairly active. After graduation, she headed to Gallaudet University where she earned her Bachelor of Arts in Elementary Education with average grades and earned a certification in the teaching field.

In college, the petitioner indicated that she experienced her first social drinking at parties, recalling that she had too much to drink only on two or three occasions. At one of those parties, she met her husband who was two years her senior. They married a few months before graduation, and her husband had secured a potentially good position with a bank. The petitioner described the beginning of marriage as pleasurable including sexual compatibility. Soon after, a teaching position was obtained. Because of a surprise pregnancy, she had to leave the position after one year.

The pregnancy and delivery was uneventful and Sarah was bottle-fed. After the birth, it was the agreement between the couple that the petitioner would go back on birth control pills feeling that one child was enough, at least at that time. She became a stay-at-home mom, occasionally undertaking evening college course related to updating teaching skills. As a result of those courses, she was able to secure a teaching position and has worked there for five and a half years now. She claims that she has a good relationship with the administrators and teachers in the school, and does utilize the principal if needed when a child becomes unruly.

While the child was small, the petitioner was fully occupied in the child's care but felt unfulfilled. Her husband worked hard and was immersed in the business. He worked nights at times and had weekend out-of-town trips. In the absences, the petitioner established and maintained social relationships with some of her former teaching friends. That led to the



formation of the habit of going to bars with one or two women friends after work. At home, she also found that an occasional drink provided relief in her dissatisfaction and tension. From there, her alcohol consumption gradually increased. Her husband was rather blunt with his disapproval of her drinking because occasionally it was inappropriate to social situations. Further marital discord resulted, especially because the petitioner, when intoxicated, would become emotional with crying and outbursts which the respondent had difficulty tolerating.

Eventually, the petitioner consulted with the family physician regarding her drinking. The physician viewed the matter as serious, and strongly recommended that she attend AA. In hearing this, the petitioner was startled to a point where she made a decision to remove all liquor from the house and claims that she has not had a drink or been drunk for a year except for an occasional glass of wine.

During this period, increasing distance between the couple led to a cessation of sexual relations, which only accentuated their problems. The petitioner, in one of the interviews, stated, "This is no way to live." She indicates that she has no immediate plans to remarry, but may be interested in pursuing a relationship with a man in the future.

The Respondent:

The respondent was born into a Deaf family, with no siblings. His father is an expert electrician with a private company and is described as an emotionally well-balanced but somewhat authoritarian person who is clearly the head of the household and the decision maker. His father had clear expectations from him in having high achievement, and rewarded him for accomplishments. As for the mother, she is described as a homebody, and content to have let her husband rule the roost. She is also described as being a part of a circle of women friends and was active socially. During childhood, he received a considerable amount of attention from the parents and did very well academically from kindergarten to graduation. Upon graduation, he attended Rochester Institute of Technology/NTID with the intention of pursuing a good career. After getting his Bachelor of Science degree, he secured a position in a bank and has worked his way up by dedicated application and hard work. While in college, the respondent met his wife. At the time, he viewed the wife as feminine, attractive, and affectionate. He currently complains

that she has changed through the years of marriage. Some of the complaints were related to the lack of sympathy and empathy regarding the demands of his work and that her drinking probably started because she was feeling sorry for herself. He revealed that, particularly after drinking, she would go into tantrums and hysterical spells discussing the relationship, which he had difficulty tolerating. In general, it is my perspective that he has very little sympathy for people who indulge in emotional excesses and feels that most problems can be solved with reasoning.

Somewhat against his preference, the petitioner returned to work and he tried to accommodate her career as he had greater job flexibility. As a result, he has taken over getting Sarah off to school in the mornings, and watches after her in evenings. This is where the respondent mentioned that he feels that, because of the petitioner's work that sometimes requires evenings, he feels that she provides Sarah with minimal attention. There were no comments regarding any future plans or any possibility of a relationship with a woman in the future.

Direct Observations:

The Petitioner:

In terms of my direct observations of the petitioner, she was very pleasant and cooperative during the interviews. Although I am unfamiliar with communication skills of a Deaf person, she expressed through the interpreter during the interviews a range of feelings, she was relatively spontaneous, reasonably logical and sequential, and showed me no significant disturbances of language or thought. She seems to be a warm, outgoing person and is not terribly intrusive or authoritarian. The evidence that I have reviewed and observed suggested that she sees a close relationship with a male as complementary to her and it is likely that she will pursue a relationship with a male sometime in the future.

On the other hand, she at times demonstrated to me the need to lean on somebody, but also indicated she was unwilling to be dominated, so this produces problems for her occasionally in certain kinds of relationships. She certainly told me she has a genuine interest in children, not only her own, but her choice of occupation and she spoke warmly about the satisfaction in helping children grow and develop.



Discussions regarding the divorce have been relatively decent except for the custody issue. This is where the real disagreement comes from with the petitioner. She feels that she is better equipped to rear Sarah and complains that the respondent is rigid, judgmental and critical, especially when it concerns Sarah. The petitioner acknowledges that the respondent is generally a good father to Sarah, and her perspective is based on her complaints on the relationship with him.

The Respondent:

In terms of my direct observations of the respondent, he was very friendly and cooperative during the interviews. He is a somewhat reserved man. I did not feel that I really established a good rapport with him. He expresses himself accurately, as far as I could tell through the interpreter, although he does not very often use expressions with emotional connotations to them. When I asked him about his feelings for Sarah, he was very unexpressive and simply indicated: "I love Sarah."

The respondent, however, tends to be precise and accurate in his statements. He answers a question and then stops. In discussing his work, he seems most proud of efficiency, waste-reducing measures he has developed. I really did not hear about any person he works with.

It is my perspective that the respondent is devoted to his daughter and her future. At the same time, he exhibits definite, relatively inflexible, ideas of conduct and standards that he expects her to be. He shows some of the characteristics, in my opinion, of an authoritarian personality, but I think the personality type cannot be described beyond that.

Discussions regarding the divorce have been relatively decent except for the custody issue. This is where the real disagreement comes from with the respondent. He feels that even if the petitioner is affectionate and outgoing with Sarah, she is too lenient. He thinks that Sarah needs to have reasonable and consistent discipline, which he feels he can provide best. Another aspect that came up in the discussions is the lack of understanding the respondent had over his wife's inability to be content with being a housewife. He also had difficulty in explaining why the marriage deteriorated. Upon discussing his perception, he views the divorce as an admission of failure. However, he is firm about gaining full

custody of Sarah because he feels that the petitioner is too emotional, too unstable, too uncertain in decision-making, and struggles with alcoholism.

The Child:

The child appears to be adjusting and developing adequately. The school reports indicate a well-behaved child with no unusual behavior problems. The babysitter, who cares for Sarah on occasion after school, reports a good peer relationship developing between Sarah and her friends. Physically and emotionally, she appears to be healthy.

Results of the Examinations:

The Petitioner:

As a result of my examinations, I cannot come up with any specific notations of unfitness to be a parent on the petitioner's part. While there are hints of insecurity at times and a weak ability to handle unusual severe stress as well as others and certainly may have periods of anxiety and discouragement, she certainly has personality assets and flexibility and some ego strength as evidenced by her success in stopping alcoholic intake. Overall, the petitioner's mothering capability is quite well documented.

The Respondent:

As a result of my examinations, I cannot come up with any specific notations of unfitness to be a parent on the respondent's part with exception of rigidity and inflexibility. The respondent seems to put emphasis on efficiency and reason at the expense of feelings. In addition, the respondent seems to be uncomfortable with emotional responses in general.

The Child:

As a result of my examinations, I find that Sarah is doing remarkably well. Her grades do not seem to suffer, her relationships with her peers seem to stable, and she is very sensible in showing a strong inclination to spend an equal amount of time with each of her parents.



Final Recommendation in the Best Interests of the Child:

At the present time, it is my recommendation that the mother retain full custody with very broad visitation for the father. It is my opinion that the mother would benefit the child the most. The rationale behind my recommendation lies with these factors:

1. The petitioner is a trained and experienced schoolteacher. Therefore, she has above average knowledge of growth and development of the child, particularly in this age group, with whom she seems to demonstrate a wealth of experience;
2. The petitioner is able to experience and react to Sarah as a separate individual. She has the warmth and the outgoing personality that is emotionally appropriate;
3. The respondent tends to exhibit some rigidity concerning standards of behavior and is somewhat inflexible leading to the heavy emphasis on efficiency and reasoning at the expense of feeling;
4. The respondent is uncomfortable with emotional expressions that may dampen some areas of development for Sarah;
5. The respondent is very rigid in the expansion of communication skills as a Deaf person and socialization preferences; and
6. The petitioner demonstrates the ability to provide and foster broad experiences for the child. This is not to say that the respondent is not a fit parent; he demonstrates excellent parenting skills that may be better served during visitation and constant involvement in all aspects of Sarah's life. Again, I strongly recommend that broad visitation rights be provided to the respondent.

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