



NCIEC

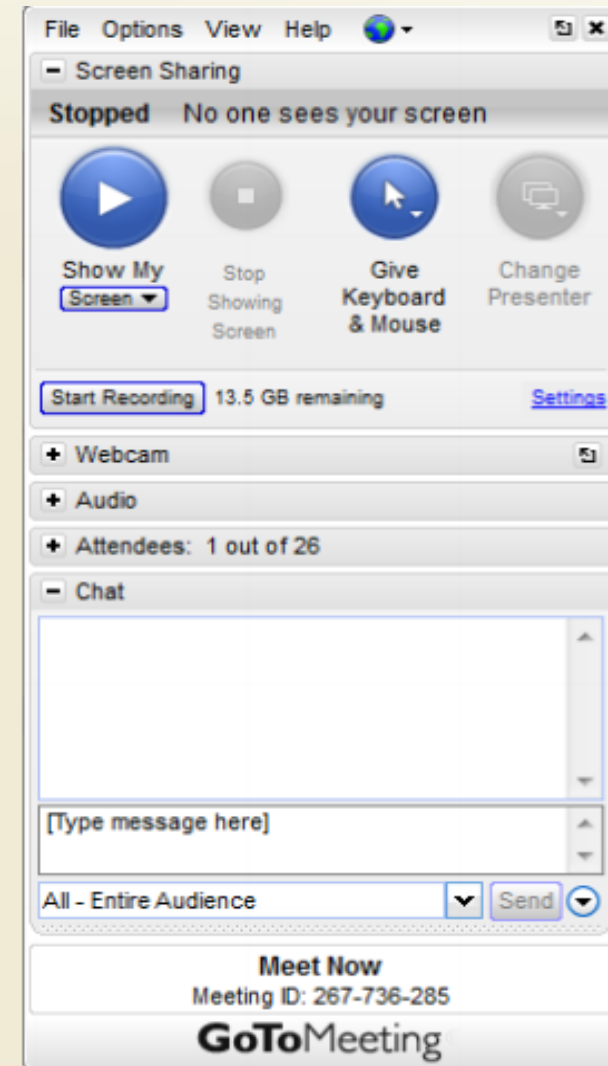
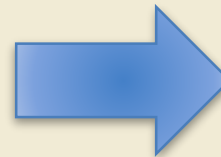
National Consortium of Interpreter Education Centers

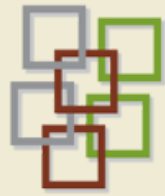
Before we get started

Webinar host: Amy Williamson

The Chat Box is your friend:

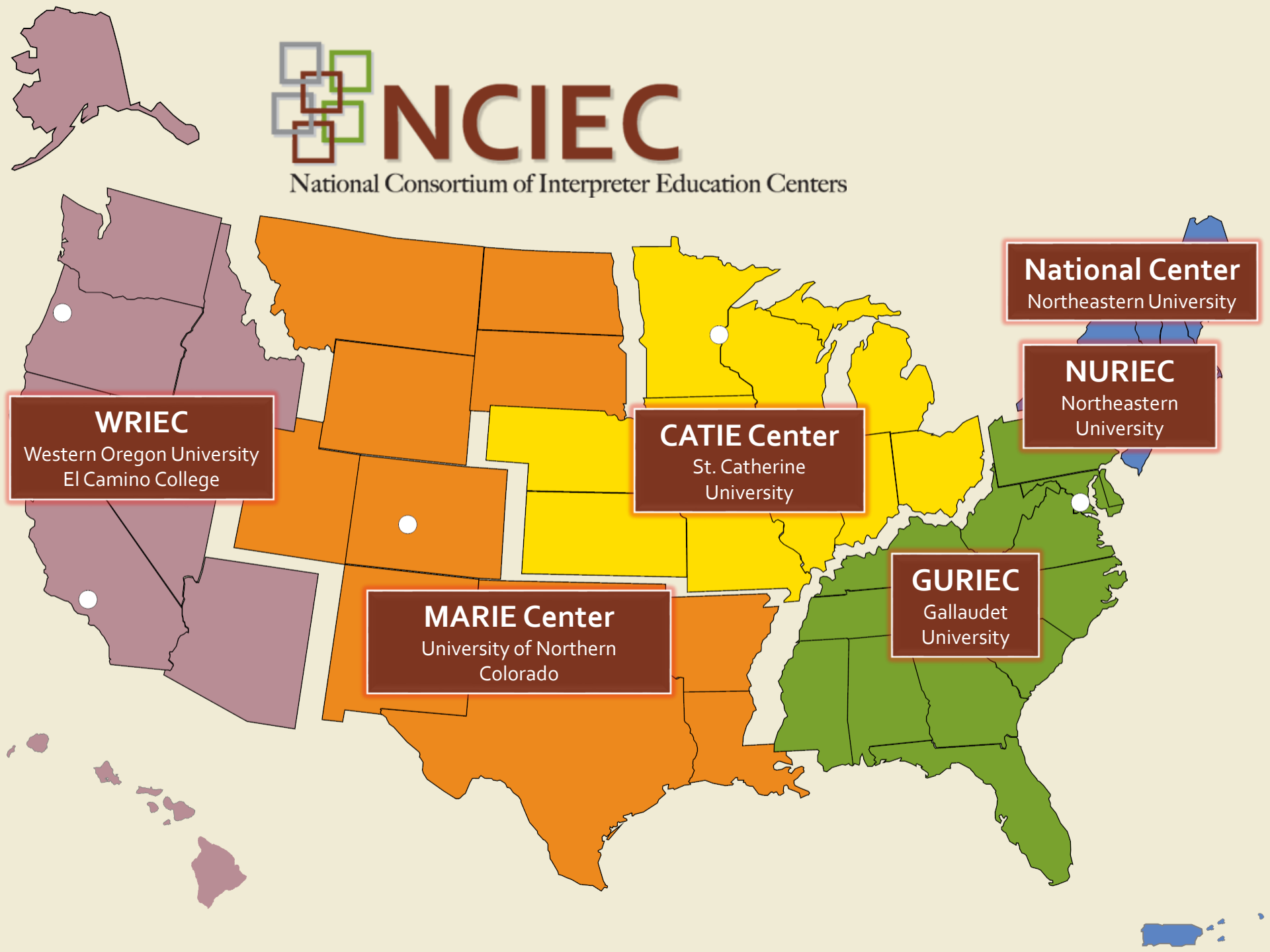
- If you have an **issue or tech problem**, *type in the box*. A MARIE Center staff person will help you out.
- If you have a **question or comment**, *type it in the box*. Questions will be shared with the presenters at the end of the webinar.





NCIEC

National Consortium of Interpreter Education Centers



National Center
Northeastern University

NURIEC
Northeastern University

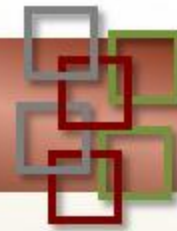
WRIEC
Western Oregon University
El Camino College

CATIE Center
St. Catherine University

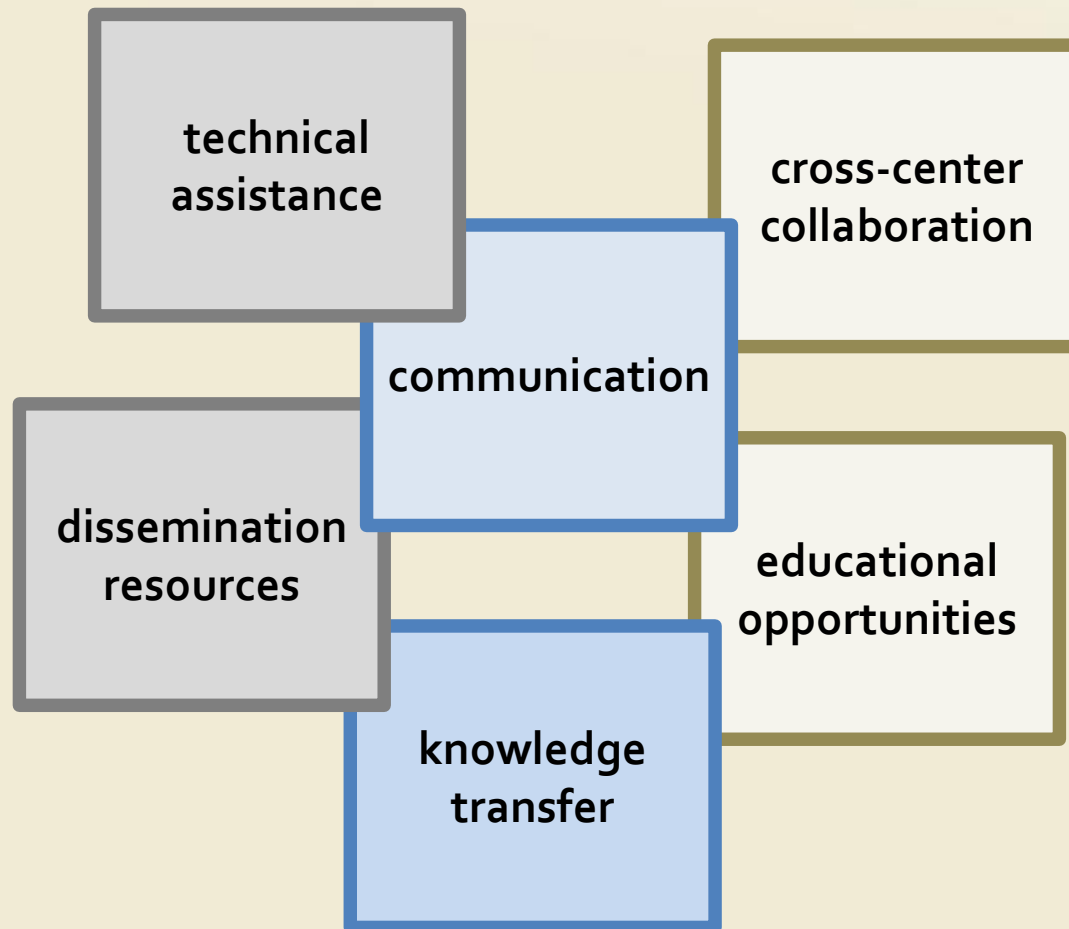
MARIE Center
University of Northern Colorado

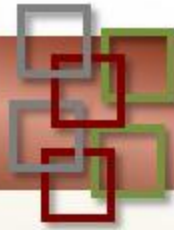
GURIEC
Gallaudet University

Consortium Mission



*to connect and collaborate with diverse stakeholders
in order to create excellence in interpreting*

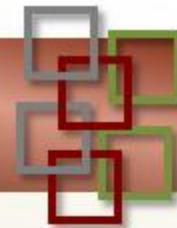




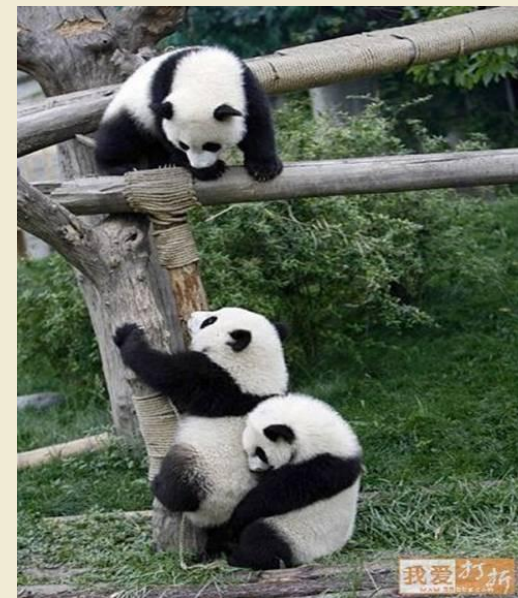
Power & Privilege: Deaf and Hearing Interpreters' Experiences

Debra Russell, Ph.D. & Risa Shaw, Ph.D.

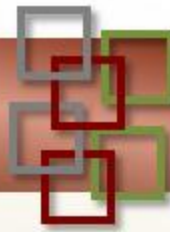
Beginning with Gratitude



- The participants in this study for their willingness to share their insights, experiences, struggles
- NCIEC – Marie Centre for this opportunity and interpreters working with us
- The interpreters for working with us
- The technical people working with us
- ***You*** for participating



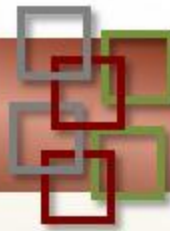
Starting Premise



"Interpreters working with legal discourse and in legal settings are faced daily with making decisions and choices that ultimately affect the power dynamics of all involved in the interaction."

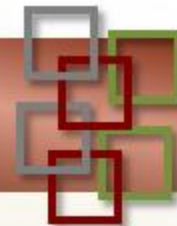
Russell & Shaw, 2013 (p. 4)

Prior Findings



- Roberson, Russell & Shaw, 2012 data showed:
 - Interpreters make decisions that support effective work
 - Differences between Deaf and non-deaf interpreters view of power with questions about non-deaf interpreters as “gatekeepers”
 - Inviting/preventing DI’s from working

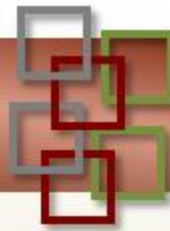
The Research Questions



- How do very experienced legal interpreters demonstrate awareness of power in their work?
- What influences their decision-making?
- What decisions do interpreters make that contribute positively or negatively to power relationships in a interpreted legal interaction?
- What are the experiences of Deaf and non-deaf interpreters working in teams?

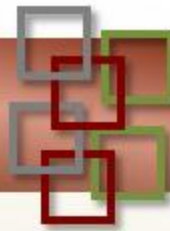


Methodology



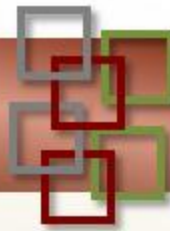
- Qualitative study
- Purposeful sample = information rich cases, in-depth exploration of themes
- Grounded theory = categories emerge
- Phenomenology = lived experiences
- On-line questionnaire/survey
- Focus groups
 - Open-ended Qs
 - Participants received questions ahead of time
- Ethics/IRB approval at U of A and GU

Participant Criteria



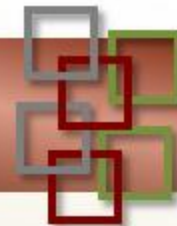
- Nationally known
- Nationally credentialed
- Deaf, Coda & non-deaf interpreters
- At least 15 years working in legal settings
- Canada & US

Participants



- On-line survey: 16/16 respondents
- 50 % Deaf family; 7 Deaf/9 hearing; 12 females/4 males
- Majority > 20+ years general interpreting; 15+ years legal settings
- Focus groups: 15/16 ---> 9 participants
 - Canadians = 2 Deaf/2 hearing & Coda
 - US = 1 Deaf/4 hearing & Coda
 - 3 people of color
 - 3 Deaf family
 - 5 grew up with ASL

Focus Group Questions

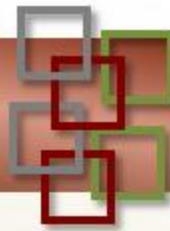


- How do you determine:

Qualifications	Working conditions
Preparation	Number of interpreters
D/H teams	Mode
- Your understanding of the concept of power? Your decisions re: power?
- Role of the interpreter in addressing inherent power imbalances in an interpreted interaction?
- Interpreting practices or decisions contribute to power differential?



Framing Our Findings



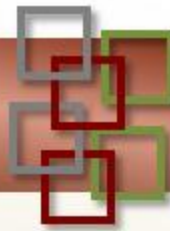
Awareness of power dynamics affected by (will give definitions):

- Conceptualization of task
- Sense of agency or lack thereof
- Continuous training
- Awareness of power and privilege
- Continuous conversation among colleagues

Overlaps and layers of awareness and of power dynamics

Not limited to legal settings

Framing Our Findings



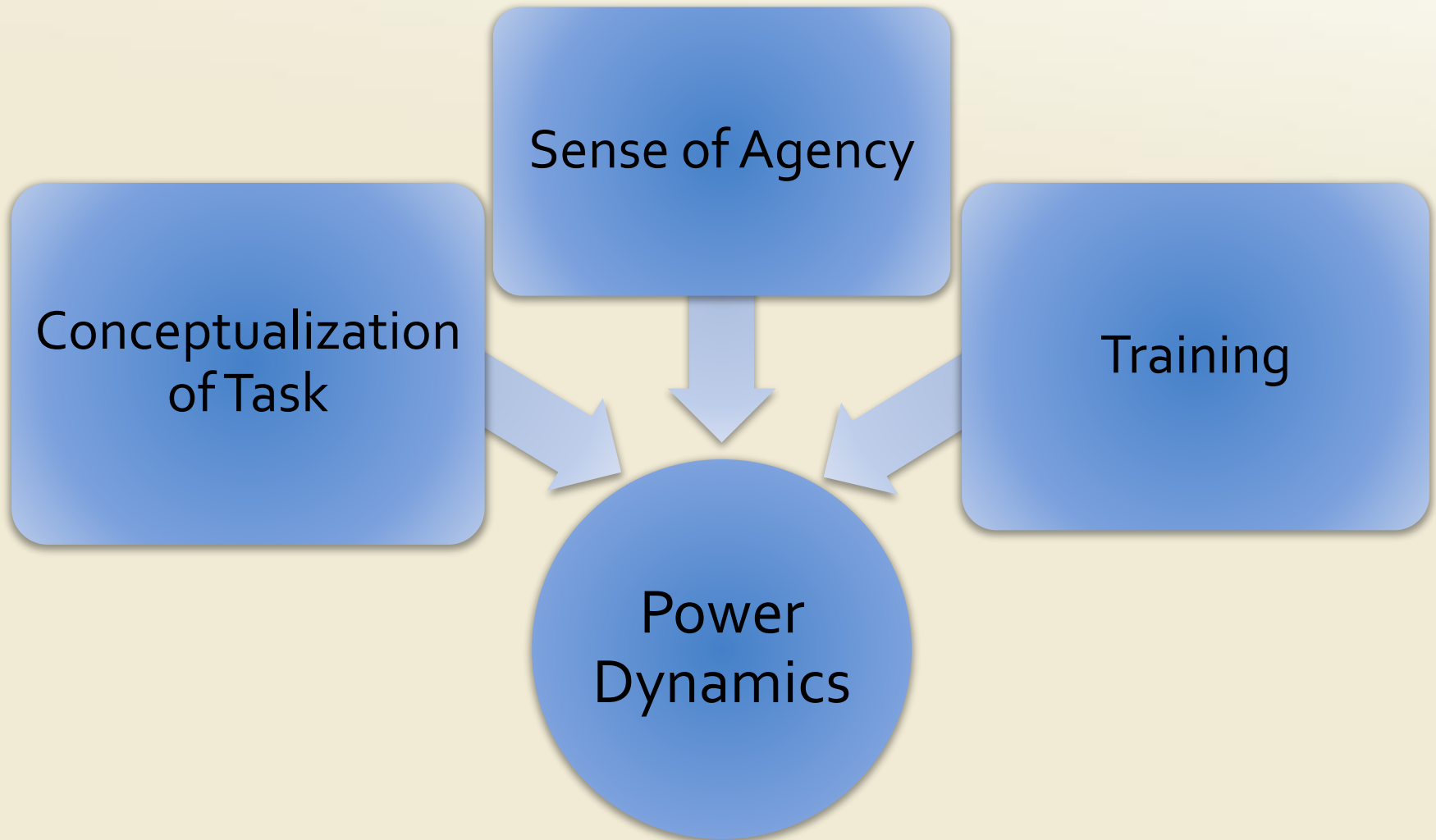
Acknowledgement of power and its affects

- Interpreters aware of **power and privilege**, can choose to make decisions that impact in **positive ways**
- Interpreters misuse power – professional & personal power
- Power of legal system & roles of participants influenced decisions

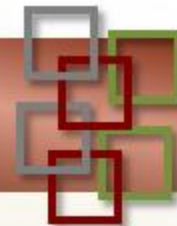
Building positive relationships supports effective interpreting and effective decision-making

Levels of power (individual, internalized, institutional, structural)

Results: Major Theme Categories



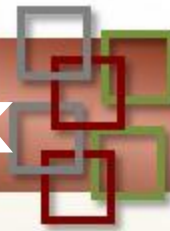
Conceptualizing the Task of Interpreting



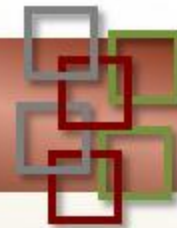
“Conceptualization of the task refers to how an interpreter understands the nature and character of highly complex and cognitively demanding work, what that work requires of the interpreter (prior to, during and after the interpreted interaction), and how it is accomplished”

Russell & Shaw, forthcoming, JOI

Sub Themes of Conceptualizing Task

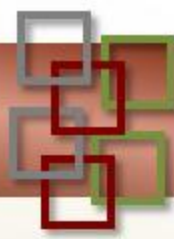


- Meaning-based interpreting strategies; understands interaction goals
- Effective teams
- Definitions of qualifications & job requirements
- Preparation - required or not
- Educating consumers



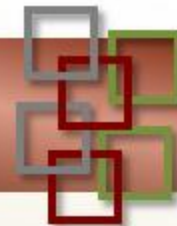
"An essential part of doing this work is taking the time that is needed, and not letting myself be rushed. That time is to meet with the parties involved, meet with the other interpreters, and prepare with what resources that exist of that assignment. Respecting the integrity of the work is taking the time that it needs."

Strategies, qualifications, job requirements, preparation,
educating consumers



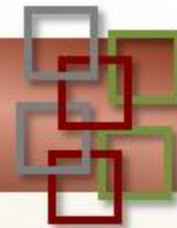
"One determining factor is who I will be working (teaming) with. We have to be able to work together, or we can't do the job. This includes being able to give and receive feedback from one another, as well as what type of training we have."

Effective teams, preparation, job requirements,
qualifications, strategies for effectiveness



"I am easily intimidated [in a police situation] so I ask the Certified Deaf Interpreter to take the lead. This decision gives the Deaf interpreter the power and also serves to educate the police officers who can then see the Deaf interpreter as equal. This is a conscious decision of mine."

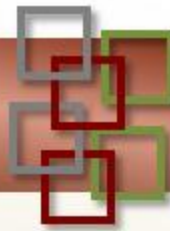
Sharing power, team work, strategies for effectiveness, interaction goals, educating consumers



"You have to be able to stand your ground. When you [the hearing interpreter] realize that you can not go forward without a Deaf interpreter working with you, you have to ensure that one is brought in."

"It is important to interpret consecutively because that is best practice, but it is also important to use CI because it is the way to be accurate."

*Strategies for effectiveness ~ Standards
Job requirements, qualifications, team work, educating consumers*



*"I've worked in my community for 20 years and I know the courts and the people and though sometimes I am surprised, **most of the time I know what will happen [and I do not need to prepare]."** (emphasis added)*

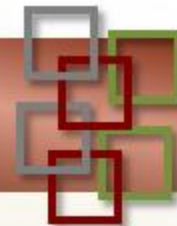
Preparation and accountability, job requirements, qualifications

Sense of Agency/Agentive Practice



- Aware of choices/takes action
- Individual as initiator
- Willing to change practices
- Creates positive relationships
 - with consumers
 - with interpreter teams
- Textbook awareness

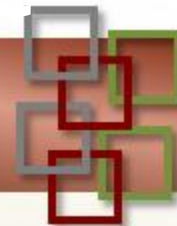
Sense of Agency/Agentive Practice



"How I present myself to the legal personnel shapes everything."

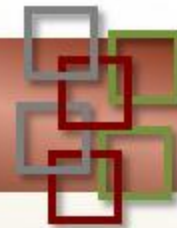
"Over the years I have worked with many people [lawyers, judges, legal personnel] to educate them about interpreting and what is needed."

*Aware of choices & takes action, creates positive relationships,
individual as initiator*



"I worked a case with a well educated Deaf person who had a Master's degree from Gallaudet University and who requested a Certified Deaf Interpreter (CDI) for the court proceedings. ... My first response was that there had been a mistake and I told the judge it was not my practice to interpret for someone like this. I realize how inappropriate I was to assume I could make the decision for this Deaf person. ... She said that she wanted a CDI because she wanted full access to the proceedings in her first language, ASL, and she did not want to have to deal with the code-switching the hearing interpreters would produce. I learned a valuable lesson that anyone can benefit from the services of a CDI. And that changed my way of thinking and my practice."

Reflective practice, takes action, willingness to change practices, creates positive relationships, recognition of power

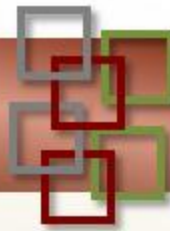


"In that situation, I know in our training we talked about this. Probably the best decision would be to, I guess I could talk to the trial coordinator to see if preparation materials are available. But I have actually not done this in the 2 years I have worked for that county court. But what [the other focus group participant] just said is what I would do, I think."

"You have to be able to stand your ground. When you [the hearing interpreter] realize that you can not go forward without a Deaf interpreter working with you, you have to ensure that one is brought in."

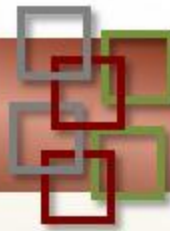
Willingness to change practices, individual as initiator, aware of choices/take ownership, creates positive relationships

Lack of Agency/Agentive Practice



- Lacks awareness of choices & decisions that are possible
- Does not reflect on practices
- Lacks individual initiation
- Does not build positive relationships
 - With interpreter teams
 - With consumers

Lack of Agency/Agentive Practice

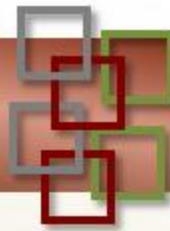


"Sometimes you can't do any preparation. No one gives you information. There are no documents. The police and the lawyers just keep putting you off. Sometimes the lawyer is willing to take a few minutes with you, but often not."

"I've worked in my community for 20 years and I know the courts and the people and though sometimes I am surprised, most of the time I know what will happen [and I do not need to prepare]."

Lacks awareness of choices/decisions, lacks initiation, does not reflect on practices

Lack of Agency/Agentive Practice



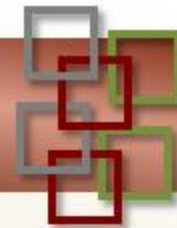
“I have withdrawn from a case when the interpreting team is not working out. I didn’t like what is happening, so I just walked out.”

“The courts decide who is qualified, so if you are on the list, that is it.”

“There are times when I have no say over what a court will or won’t do. There’s nothing I can do.”

Lacks awareness of choices/decisions, lacks initiation, does not reflect on practices, does not build positive relationships

Continuous Training: Sub Themes



- Ethical decision making
- Generalist training
- Specialized knowledge and training
- Team practices

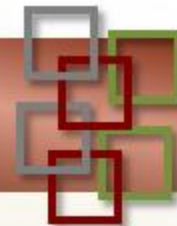
Continuous Training



I would like to see agencies implement policies to hire a Deaf/hearing team for all legal jobs. That way they would avoid having hearing interpreters who don't have an accurate assessment of their work, which would avoid [the hearing interpreter making] errors. This all goes back to who has the power to decide who is hired [the agency and/or the hearing interpreter].

Ethical decision making, team practices, power

Continuous Training



"I told the hearing interpreter I needed clarification on something. She refused to get clarification. Then I looked to the second hearing interpreter on the team and she also refused. They both said 'no' they wouldn't get the clarification. I could not believe they said "no". On top of that, everyone in the courtroom was waiting on the interpretation. ... Do I have no say in the interpreting work?"

Ethical decision making, team practices, power

Power Dynamics/Power & Privilege: Sub-Themes



- Awareness of own power
- Decisions & actions that potentially use power appropriate to role
- Awareness of system power
- Awareness of participant power
- Awareness of power that strips power from DIs
- Decisions & actions that potentially misuse power

Power Dynamics/Power & Privilege



"If you understand the system and how power operates in the legal system, then you can navigate through the system to get what you need."

Awareness of system power, participant power, decisions that potentially use power appropriate to the role, potential misuse power

Conceptualization of the task + sense of agency

Power Dynamics/Power & Privilege



"I know that I can ask that a case get moved on the docket if I have to be somewhere else. It is use of my power that I prefer not to use, but do use sometimes. It's nice of them to make an exception for me, but I think the Deaf person has a right to have the opportunity to fully experience the court proceedings."

Awareness of system power, participant power, decisions & actions that potentially misuse power

Conceptualization of the task + sense of agency

Power Dynamics/Power & Privilege



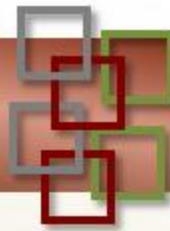
"I am constantly assessing whether I am the right interpreter for this job – just because I am certified doesn't mean I am a fit. I want feedback from my team after each assignment on what I did well and what I need to improve on..."

"I go, do my work and leave – there really is nothing I can do differently to influence the police or the courts..."

Awareness of system power, participant power, decisions that potentially use power appropriate to the role, potential misuse power

Conceptualization of the task +/- sense of agency

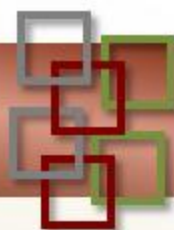
Power Dynamics: D/H Colleagues



The hearing interpreter is the first person assigned, and then I [Deaf interpreter] might get assigned to the job. The hearing interpreter often says they are fine and don't need me there. But they don't necessarily have the ability to assess their own skills for the job. ... The hearing interpreter will get to the job and realize they do need me. Then I get a last minute call. Deaf interpreters are an afterthought."

Power dynamics between D/H interpreters, decisions that potentially use power appropriate to the role, potential misuse power, conceptualization of the task

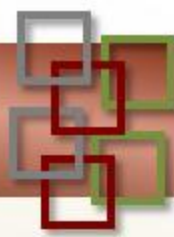
Power Dynamics: D/H Colleagues



"When I arrived at court, and I was there intentionally early, the 4 hearing interpreters were already in a meeting with the lawyers. Neither I nor the other Deaf interpreter on the case were invited to join the meeting or brought up to speed on what was being discussed. ... We were completely left out of the process [because of the hearing interpreters' actions]."

Power dynamics between D/H interpreters, decisions that potentially use power appropriate to the role, potential misuse power, conceptualization of the task

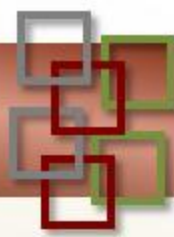
Power Dynamics: D/H Colleagues



"We need to get information from the attorneys and the Deaf person. But I hate when the hearing interpreter oversteps and asks the Deaf person for personal information. You have to know what to ask and not ask, and how to let the Deaf person give what information they want to give."

Power dynamics between D/H interpreters, decisions that potentially use power appropriate to the role, potential misuse power, conceptualization of the task

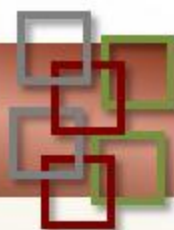
Power Dynamics: D/H Colleagues



"Hearing interpreters have told me they don't need a DI, and yet those hearing interpreters don't have the judgment to know when a DI is needed. I've been in situations where a DI is needed, but the hearing interpreter doesn't see it."

Power dynamics between D/H interpreters, decisions that potentially use power appropriate to the role, potential misuse power, conceptualization of the task

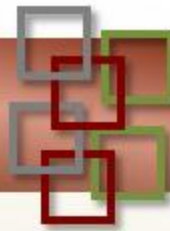
Power Dynamics: D/H Colleagues



"I would like to see agencies implement policies to hire a Deaf/hearing team for all legal jobs. That way they would avoid having hearing interpreters who don't have an accurate assessment of their work, which would avoid [the hearing interpreter making] errors. This all goes back to who has the power to decide who is hired [the agency and/or the hearing interpreter]."

Power dynamics between D/H interpreters, decisions that potentially use power appropriate to the role, potential misuse power, conceptualization of the task

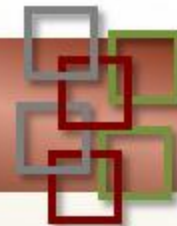
Power: Ethics



"I know that I can ask that a case get moved on the docket if I have to be somewhere else. It is use of my power that I prefer not to use, but do use sometimes. It's nice of them to make an exception for me, but I think the Deaf person has a right to have the opportunity to fully experience the court proceedings."

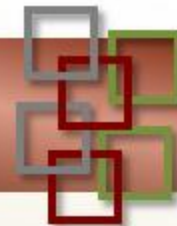
Awareness of power and privilege, decisions that potentially misuse power, ethics

Power & Privilege



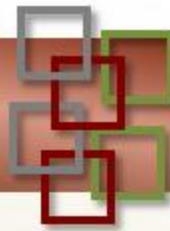
"Deaf interpreters see power dynamics in everything we do – the hearing interpreters sometimes get it, but often don't. Do they understand their own privilege as a dominant society member?"

Power Dynamics/Power & Privilege



- Differences in perspectives
 - Deaf and hearing
 - Linked to training
 - Self-reflective or not
 - Have strategies or not
 - Linked to experience
 - Textbook answers or depth
 - Need for mentors
- ***Awareness of own power - personal and professional = choice of decisions + impact -----> consequences***

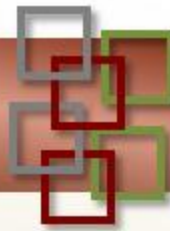
Findings



Awareness of power dynamics affected by:

- Understanding and willingness to see power and privilege
- Conceptualization of task
- Sense of agency or lack thereof
- Continuous training
- Continuous conversation among colleagues

Findings

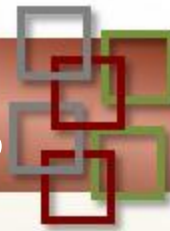


Acknowledgement of power and its affects

- Interpreters aware of **power and privilege**, can choose to make decisions that impact in **positive ways**
- Interpreters misuse power – professional & personal power
- Power of legal system & roles of participants influenced decisions

This framework: possible basis of training, supervision, and mentorship ~ not limited to legal specialization

Implications for Educators & Interpreters



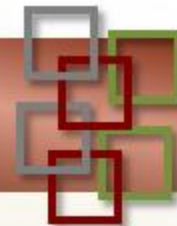
- How are we teaching & modeling constructs of:
 - Conceptualization of the Task
 - Power and privilege (at all levels)
 - Sense of agency
 - Teams of Deaf and non-deaf interpreters

Specialized training

Building positive relationships supports effective interpreting and effective decision-making

Levels of power (individual, internalized, institutional, structural)

References



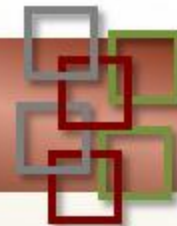
Roberson, L, Russell, D. & Shaw, R. (2012). American Sign Language/English interpreting in legal settings: Current practices in North America. *Journal of Interpretation*, 21(1). <http://digitalcommons.unf.edu/joi/vol21/iss1/6>

Roberson, L., Russell, D. & Shaw, R. (2012). A case for training sign language interpreters for legal specialization. *International Journal of Interpreter Education*, 4(2), 52-73.

Russell, D. & Shaw, R. (2013). Interpreting decisions and power: Legal Discourse or Legal Discord? In B. van den Bogaerde, L. Hollman & M. Salammi (eds). *Be aware! Power and responsibility in the field of sign language interpreting*. Proceedings of the 20th efsli conference, Vienna, Austral 13-16 Sept 2012. (pp. 45-59).

Russell, D. & Shaw, R. (forthcoming). Power and Privilege: An Exploration of Decision-Making of Interpreters in Legal Settings. *Journal of Interpretation*.

Continue the Conversation...



Contact information

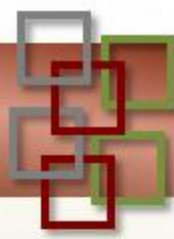
Debra Russell debra.russell@ualberta.ca

Risa Shaw risa.shaw@gallaudet.edu

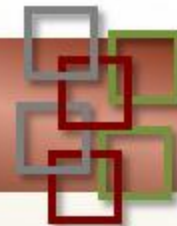


Thank you!

Questions



Continue the Conversation...



Contact information

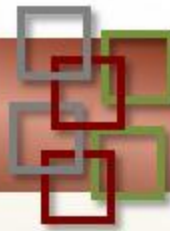
Debra Russell debra.russell@ualberta.ca

Risa Shaw risa.shaw@gallaudet.edu



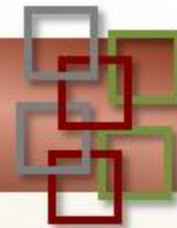
Thank you!

More Gratitude



- Coordination & Tech support: Carrie Woodruff
- Gallaudet University Regional Interpreter Education Center (GURIEC): Hilary Mayhew
- On-site support: Tony Ellis, Cat Fung & Yi Hin Chan from Gallaudet's Department of Interpreting
- Interpreters: Carolyn Ressler & Amanda Mueller
- Captioners: Caitlin Hein & Texas Closed Captioning
- ***You*** for participating

Upcoming Webinar

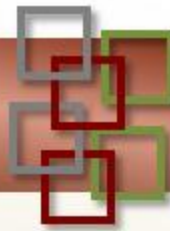


April 11, 2016
7pm - 8:30pm



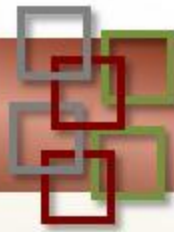
Erica West Oyedele Black Narratives & Culturally Competent Services

Evaluations & CEUs



- Email with link to evaluation and CEU request will be sent this evening
- We have a list of the logged in attendees and will match it up with those of you filing out the evaluation & CEU request
- May take up to 4 weeks for CEUs to be posted
- **IF YOU ARE WITH A GROUP: EVERYONE SIGN THE SIGN IN SHEET** & return it to Carrie Woodruff

Connect with us

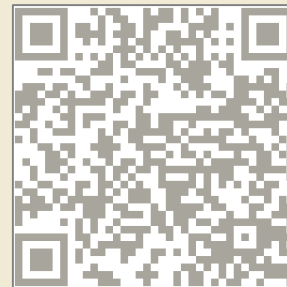


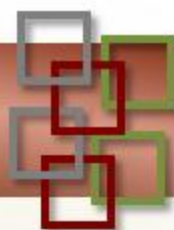
Amy Williamson
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The Consortium Centers are funded by grants from the U.S. Department of Education, Rehabilitation Services Administration, Training of Interpreters Program CFDA 84.160A and 84.160B.

