

## **06/21/2012 MARIE- Integrating Observation-Supervision into Your Program Curricula**

>> GOOD EVENING.

I'M KERRY WHITE, MARIE PROJECT COORDINATOR AND I WOULD LIKE TO WELCOME ALL OF YOU FOR COMING TO THIS WEBINAR TONIGHT.

BEFORE WE START, I'D LIKE TO GO THROUGH SOME HOUSEKEEPING ITEMS.

CAPTIONING AND INTERPRETERS ARE PROVIDED.

TO OPEN THE CAPTIONING, LOOK ON THE TOP MENU BAR OF THE PROGRAM.

CLICK ON WINDOW, AND UNDER THERE YOU WILL SEE SHOW CLOSED CAPTIONING.

WINDOWS CAN BE CLOSED TO SIZE AND CREATE YOUR PERSONALIZED VIEWING ENVIRONMENT.

IN ORDER TO DO THAT, UNDER THE AUDIO AND VIDEO BAR TO THE FAR RIGHT UPPER CORNER, CLICK ON THE BOTTOM MENU AND IT WILL SAY CLICK DETACHED PANEL.

THEN YOU CAN RE-SIZE THE VIDEO BOX TO THE SIZE YOU WOULD LIKE.

QUESTIONS FOR THE PRESENTER, WE'D LIKE YOU TO HOLD THEM TO THE END OF THE SESSION AND ROBYN WILL HAVE A TIME WHERE SHE'D LOVE TO ANSWER YOUR QUESTIONS.

HOWEVER, IF SOMETHING IS NOT CLEAR AND NEEDS TO BE REPEATED, PLEASE PUT A MESSAGE IN THE CHAT BOX AND I WILL GET A MESSAGE TO ROBYN.

>>> NOW, I WOULD LIKE TO PRESENT ROBYN DEAN, WHO COMES TO US FROM SCOTLAND.

AND WE ARE EXCITED TO HAVE HER.

THANK YOU, ROBYN.

>> ALL RIGHT, GREAT.

THANK YOU, KERRY.

AND WHILE IT'S TRUE I CURRENTLY RESIDE IN SCOTLAND, I AM CURRENTLY IN THE STATES IN ROCHESTER, NEW YORK.

SO, IT'S KIND OF COME FULL CIRCLE SINCE THIS IS THE FOURTH PRESENTATION IN A SERIES OF FOUR.

I STARTED OUT IN ROCHESTER, MOVED TO A PRESENTATION IN AUGUST IN SALT LAKE, THIRD PRESENTATION WAS COMING FROM EDINBORO, SCOTLAND, AND NOW WE ARE HERE BACK IN THE U.S., ROCHESTER, NEW YORK FOR THE FOURTH PRESENTATION AND I WILL RETURN TO SCOTLAND ON SATURDAY.

>>> THE TITLE OF THIS PRESENTATION, AS YOU CAN SEE ON YOUR SCREEN, IS INTEGRATING OBSERVATION SUPERVISION INTO YOUR PROGRAM CURRICULA.

IN THE PROGRAM DESCRIPTION OF THIS SESSION, I SAID THAT DC-S IS NOT AN END UNTO ITSELF.

THE KNOWLEDGE AND UNDERSTANDING OF DC-S IS NOT AN END UNTO ITSELF, BUT A MEANS BY WHICH STUDENTS AND PROFESSIONALS CONTINUE TO DEVELOP THEIR KNOWLEDGE, CONFIDENCE, AND SKILL SETS.

THE WHOLE GOAL IS TO GET BETTER AT WHAT WE DO OBVIOUSLY BY CREATING A PRACTICE-BASED MODEL.

BEFORE I BEGIN TALKING ABOUT THIS TOPIC IN PARTICULAR, WE'LL DO A SHORT REVIEW OF IMPORTANT TOPICS THAT WERE COVERED IN THE PREVIOUS SESSIONS, BOTH FOR REVIEW OF THOSE OF YOU WHO HAVE BEEN PARTICIPATING, BUT ALSO FOR THOSE OF YOU WHO ARE JOINING US AT THIS PRESENTATION AT THIS POINT.

IF ANYTHING IS UNCLEAR, I WOULD ENCOURAGE YOU TO REVIEW THE FIRST THREE SESSIONS BECAUSE IF I TALK ABOUT SOMETHING THAT YOU'RE NOT FAMILIAR WITH, LIKELY IT WAS TALKED ABOUT AT LENGTH IN THE FIRST THREE SESSIONS OR DURING THE LIST SERVE, BUT AT LEAST DURING THE RECORDED ARCHIVE SESSIONS, THESE WEBINARS, YOU SHOULD BE ABLE TO GET UP TO SPEED ON THE CONTENT.

>>> ALSO, FOLKS ARE WELCOME TO JUST ADD A BIT OF CAVEAT TO WHAT KERRY SAID, FEEL FREE TO IF YOU HAVE A QUESTION IN THE MOMENT EITHER TO PUT IT IN THE CHAT BOX AT THE MOMENT AND I'LL ENTERTAIN IT AT THE END OF THE SESSION, OR IF YOU WANT TO WRITE IT DOWN BECAUSE SOMETIMES AT THE END OF THE SESSION YOU MAY NOT BE ABLE TO THINK OF THE QUESTIONS YOU HAD AS WE WERE STARTING -- AS WE WERE GOING THROUGH THE PRESENTATION.

>>> AS I MENTIONED, THE FIRST PRESENTATION WAS BACK IN MAY OF 2011.

AND IN THAT SESSION I COVERED DC-S IN A BROAD SPECTRUM WAY WHERE I TALKED ABOUT THE IDEA OF WHAT IT MEANS TO BE A PRACTICE PROFESSION.

AND IF INTERPRETING WERE TO EMBRACE A PRACTICE PROFESSION MODEL, WHAT THAT WOULD ENTAIL.

AND THE CHANGES THAT THAT MIGHT IMPLICATE FOR PRACTITIONERS, TEACHERS, RESEARCHERS, ET CETERA, IN SOME OF OUR OTHER PUBLICATIONS.

AND WHEN I SAY WE, I'M OFTENTIMES REFERRING TO MY COAUTHOR BOB POLLARD.

WE HAVE MADE THE ARGUMENT THAT SOME OF THEIR MISMATCH BETWEEN THEORY AND PRACTICE WAS IN INTERPRETING, IS OFTEN DUE IN PART TO THE CONCEPTUALIZATION WHERE THE IDEA, THE FRAME OF INTERPRETING IS A TECHNICAL PROFESSION.

THE FIRST PRESENTATION WHICH TALKED ABOUT HOW DC-S UNDERSCORES OR UNDER PINS, PERHAPS, AN UNDERSTANDING AND APPRECIATION FOR THE PRACTICE PROFESSION OF INTERPRETING.

>>> THE SECOND PRESENTATION IN AUGUST WAS MUCH TO DO WITH THE IDEA OF FOCUSING ON WHAT DOES IT MEAN TO YOU CAN TALK ABOUT WORK IN THIS INTERACTIVE WAY, THE SUGGESTION OF DEMAND AND CONTROLS.

AND WE TALKED ABOUT THE IDEA OF WHAT DOES IT MEAN TO CONCEPTUALIZE INTERPRETING DECISIONS BASED IN A TELEOLOGICAL FASHION.

WE TALKED ABOUT THE SKILLS OF DEMAND CONSTELLATIONS AND THE IDEA THAT YOU WOULD CONSIDER WORK DECISIONS BASED ON VALUES, AND REACHING THOSE VALUES AS AN END GOAL VERSUS LOOKING AT ETHICS AS A [SPEAKER NOT UNDERSTOOD] OR A WOOLS BASED APPROACH.

>>> BECAUSE DC-S IS A TAXONOMY, THAT IS, IT IS AN ARTIFICIAL CONCEPTUALIZATION THAT IS ATTEMPTING TO IDENTIFY ASPECTS OF INTERPRETING WORK, MOST PEOPLE MIGHT FIND IT INTUITIVE AND ARE ABLE TO UNDERSTAND IT AND GRASP IT, BUT THE APPLICATION BECOMES A LITTLE MORE DIFFICULT.

AS A RESULT, WHEN WE TALK ABOUT SKILL SETS THAT ARE A PART OF KNOWING AND UNDERSTANDING AND BEING ABLE TO APPLY DC-S, WE TALK ABOUT THE FOLLOWING THINGS.

THE IDENTIFICATION AND ARTICULATION OF DEMANDS, THE IDENTIFICATION AND ARTICULATION OF CONTROLS, THE DEMAND CONSTELLATIONS, THE IDENTIFICATION AND ARTICULATION OF CONSEQUENCES, AND THE ASSOCIATED VALUES, AND THE IDENTIFICATION AND ARTICULATION -- EXCUSE ME, IDENTIFICATION OF DCCRD, WHICH IS A DECISION-MAKING MODEL.

AND, AGAIN, THIS WAS STUFF WE'VE ALREADY COVERED.

BUT AGAIN THESE ARE ALL GOING TO COME BACK TO US AS IMPORTANT TOPICS AS WE REVIEW THIS FINAL PRESENTATION.

>>> IN THE THIRD PRESENTATION WE TALKED ABOUT WHAT DOES IT MEAN TO PUT IT ALL TOGETHER AND ANSWER THE QUESTION OF SO WHAT, WHY DOES

IT MATTER, WHY DO WE HAVE TO UNDERSTAND AND APPRECIATE AND PRACTICE THESE CONCEPTS.

I'M GOING TO SPEND A LITTLE MORE TIME ON THAT TONIGHT.

HERE WE ARE AT THE FOURTH PRESENTATION WHERE WE'RE HOPEFULLY GOING TO INTEGRATE THESE CONCEPTS AND TECHNIQUES INTO CURRICULA. AND WHILE WE CERTAINLY ARE GOING TO FOCUS ON OBSERVATION SUPERVISION AS A TECHNIQUE, THEY DO HAVE WIDER APPLICATIONS AND I'LL CERTAINLY DISCUSS THOSE.

>>> SO, WHAT IS THE SO WHAT?

WHY DO WE NEED TO SPEND TIME UNDERSTANDING THE SKILL SETS, THIS APPLICATION?

IN THE THIRD SESSION WE CERTAINLY TALKED ABOUT THE IMPORTANCE OF DECISION MAKING MODELS BECAUSE WHILE DECISION MAKING IS CERTAINLY INTUITIVE AND ETHICS MIGHT BE INTUITIVE ON SOME LEVEL AS MALCOLM GLADWELL TALKS ABOUT AND OTHER PSYCHOLOGISTS SUCH AS KAHNEMAN AND DONALD SCHOEN, WHILE THEY RECOGNIZE THAT DECISION MAKING IS INTUITIVE, OFTENTIMES LEAVING DECISION MAKING UP TO INTUITIVE PROCESSES OPENS ITSELF UP TO PSYCHOLOGICAL ASPECTS OF THE INDIVIDUAL, WHICH MALCOLM GLADWELL TALKS ABOUT CREATES MISINFORMED INTUITIVE DECISION MAKING AS OPPOSED TO WELL INFORMED INTUITIVE DECISION MAKING AND SCHOEN TALKS ABOUT HOW THIS KIND OF LEAVING IT UP TO INTUITION CAN LEAD TO DEFENSIVE DECISION MAKERS.

AND PSYCHOLOGISTS WILL TALK ABOUT IF YOU LEAVE DECISION MAKING UP TO PSYCHOLOGICAL PROCESSES, THEN MOSTLY PEOPLE ARE DRIVEN TO MANAGE THEIR OWN EMOTIONS SUCH AS FEAR AND REGRET.

AND AS A RESULT, DECISION MAKING IS NOT TERRIBLY ETHICAL, BUT MOSTLY ABOUT INTUITIVE -- EXCUSE ME, PSYCHOLOGICAL PROCESSES.

>>> WE TALKED ABOUT HOW THE CODE OF ETHICS IS NOT NECESSARILY DESIGNED TO TELL YOU WHAT TO DO AND HOW TO BEHAVE IN EVERY SITUATION, AND I'VE PROVIDED A QUOTE FROM OUTSIDE OF INTERPRETING THAT TALKS ABOUT THE IMPORTANCE OF HOW CODES OF ETHICS CANNOT DO OUR THINKING FOR US.

AND THAT INSTEAD WE NEED DECISION MAKING MODELS TO HELP US WITH THAT.

AND THAT WE HAVE TO APPRECIATE THE FACT THAT VALUES THAT ARE INHERENT WITHIN THE PROFESSION ARE NOT ALWAYS GOING TO BE COMMENSURATE, THAT SOMETIMES THEY'RE INCOMMENSURABLY, AND THEREFORE WE HAVE TO PRIORITIZE ONE OVER THE OTHER.

IN THE THIRD SESSION WE ALSO TALKED ABOUT THE IMPORTANCE OF REFLECTIVE PRACTICES THAT -- AGAIN, INCORPORATING DECISION MAKING MODELS REGARDLESS OF WHAT THAT DECISION MAKING MODEL IS, ALLOWS PEOPLE TO DEVELOP AND APPRECIATE AND WORK TOWARDS THE INTERNALIZATION AND OVERWRITING SOME OF THESE PSYCHOLOGICAL PROCESSES.

LET ME ADHERE I RECENTLY TALKED ABOUT SUPERVISION IN CASE  
CONFERENCING IN A STREET LEVERAGE BLOG AND THERE ARE A COUPLE OF  
NEW ARTICLES BY ALLEY HEATHERINGTON WHO IS IN THE U.K. ALSO TALKING  
ABOUT THE IMPORTANCE OF SUPERVISION WITHIN THE INTERPRETING  
PROFESSION.

AND IF YOU E-MAIL ME AND I WILL PROVIDE MY E-MAIL AT THE END OF THIS,  
I'D BE HAPPY TO SHARE THOSE NEW BITS WITH YOU.

>>> AND, OF COURSE, THE IDEA THAT A PERSON CAN AS I'VE ALREADY  
MENTIONED SORT OF INTERNALIZE THE DCCRD OR THE DEMAND CONTROL  
CONSEQUENCE RESULTING DEMAND PROCESS.

AND BY INTERNALIZING THAT PROCESS, IT MEANS THAT THE PROCESS IS  
SLOWED DOWN, THAT THE PROCESS BECOMES CONSCIOUS, DELIBERATE,  
AND IDENTIFIABLE.

>>> BEFORE WE MOVE ON INTO THE PRESENTATION, IT'S IMPORTANT THAT  
WE DEFINE SOME OF OUR TERMS.

AND AGAIN, I'M GOING TO GO THROUGH THIS RATHER QUICKLY SINCE MUCH  
OF THIS HAS BEEN TALKED ABOUT IN OTHER PRESENTATIONS, BUT BECAUSE  
WE ARE ABOUT TO EMPHASIZE THEM NOW, THEY NEED TO BE REVIEWED SO  
THAT WE'RE ALL ON THE SAME PAGE.

SUPERVISION IS A TECHNIQUE WHICH IS DESIGNED AS A PROCESS THROUGH  
WHICH STUDENTS AND PRACTITIONERS LEARN TO OPERATIONALIZE THE  
VALUES OF THE PROFESSION IN THEIR MOMENT TO MOMENT DECISIONS.



A LIST OF DO'S AND DON'TS OR EVEN CREATIVE METAPHORS THAT SOMETIMES IN THE INTERPRETING PROFESSION WE TRY TO COME UP WITH WILL BE INSUFFICIENT.

THERE MUST BE A HABITUATION PROCESS THAT HAPPENS AS A PERSON BEGINS TO OPERATIONALIZE AND PUT INTO PRACTICE THE VALUES OF THE PROFESSION.

AND, OF COURSE, WE TALKED ABOUT THE IMPORTANCE OF USING CASE CONFERENCING AS THE TECHNIQUE, THAT IS, THINKING OVERTLY ABOUT YOUR WORK AND TALKING ABOUT YOUR WORK WITHIN A STRUCTURED SETTING SUCH AS SUPERVISION.

>>> OBSERVATION SUPERVISION AS A TECHNIQUE UTILIZES THE ANALYTIC PROCESS THAT HAPPENS IN SUPERVISION.

INSTEAD OF USING PAST INTERPRETING ASSIGNMENTS AS IS DONE IN CASE CONFERENCING, IT USES OBSERVATIONS OF HEARING-TO-HEARING INTERACTIONS WHICH ALLOWS THE INTERPRETER TO UNDERSTAND TYPICAL DIALOGUE AND TO GET A BASELINE FOR WHAT AND HOW PROFESSIONALS WITHIN CERTAIN SYSTEMS THINK, THE IMPORTANT ASPECTS ABOUT INTERPRETING THE ISSUES OF TRANSLATION AND INTERPRETATION AND, OF COURSE, DEAF CULTURE ISSUES AS WELL AS OTHER ISSUES OF INTERACTION CAN BE THEN OVERLAID DURING SUPERVISION, BUT THAT OFTENTIMES IN OBSERVATION SUPERVISION THE STIMULUS MATERIAL IS OBSERVATION OF A HEARING-TO-HEARING INTERACTION AND WE HAVE A COUPLE PUBLICATIONS ON THE TOPIC OF OBSERVATION SUPERVISION THAT

TALK ABOUT HOW THIS PROCESS PLAYS OUT IN A MUCH MORE SPECIFIC WAY.

>>> AGAIN, I'D BE HAPPY TO SHARE SHOWS ARTICLES IF PEOPLE ARE INTERESTED.

>>> OBSERVATION SUPERVISION AND SUPERVISION ARE TYPES OF EXPERIENTIAL LEARNING PROCESSES WHICH IS WHAT PRACTICE PROFESSIONS ARE USUALLY BASED ON.

THAT THE PRACTICE OF THE WORK IS NOT A COMPLETED PROCESS, BUT SOMETHING THAT REQUIRES REFLECTION AND REQUIRES CONTINUAL DEVELOPMENT.

EXPERIENTIAL LEARNING IS SHOWN TO IMPROVE STUDENT UNDERSTANDING AS WELL AS THE DEVELOPMENT AND THE APPRECIATION OF OTHER SKILLS SUCH AS INTERPERSONAL SKILLS AND THE DEVELOPMENT OF EMPATHY.

AND, OF COURSE, IT JUST EXPOSES STUDENTS AND PRACTITIONERS TO REAL WORLD EXPERIENCES AND ALLOWS CONVERSATIONS ABOUT THE WORK TO BE EMBEDDED IN PRACTICAL WORK VERSUS THINGS THAT MIGHT BE CREATED OUTSIDE OF THOSE EXPERIENTIAL LEARNING OPPORTUNITIES.

>>> EXPERIENTIAL LEARNING PRACTICES HAS ACTUALLY BEEN A DISCUSSION OF MANY INTERPRETING ARTICLES AS WELL AS PRESENTATIONS AT CIT.

SO, I KNOW THAT IT'S CERTAINLY USED A LOT IN IEPs.

THE VALUE OF EXPERIENTIAL LEARNING OFTEN IS FOCUSED ON THE IDEA THAT IT'S GENERATED FROM A STUDENT'S EXPERIENCE WITHIN THE FIELD.

WE HAVE ALSO SUGGESTED OTHER WAYS THAT YOU COULD UTILIZE STUDENT GENERATED WORK, WHICH WE CALL SITUATIONAL ANALYSES, WHICH ALLOWS STUDENTS TO APPLY DC-S TO PICTURE OR HYPOTHETICAL INTERPRETING ASSIGNMENTS.

AND AS THEY BEGIN TO LOOK AT PICTURE ANALYSES ALONG WITH SCENARIOS OR, AGAIN AS WE'LL GET TO, OBSERVATIONS AND LOOK THROUGH THE LENS OF DEMAND-CONTROL SCHEMA OR THE CONSTRUCTS WITHIN IT, YOU BEGIN TO HAVE ACCESS TO HOW STUDENTS THINK OR HOW THEY PROJECT OR HOW THEY -- WHAT IMPRESSIONS THEY LEAVE SOME OR HOW THEY CONCEPTUALIZE ASPECTS OF WORK WHICH ALLOWS THAT TO BE A HELPFUL PROCESS AND POSSIBLY EVEN CORRECTION ON HOW PEOPLE PERCEIVE AND UNDERSTAND HUMAN COMMUNICATION AND HUMAN INTERACTION.

IT TALKS ABOUT DIFFERENT SITUATIONAL ANALYSES SUCH AS CLIPS FROM TELEVISION SHOWS AND OF COURSE AS I MENTIONED AS I'LL GET TO, DECISION OBSERVATIONS AS WELL.

WE'RE GOING TO RETURN TO SITUATIONAL ANALYSES LATER IN THE PRESENTATION AND TALK ABOUT HOW THEY ARE APPLIED TO DECISION MAKING.

>>> BOB POLLARD AND I HAVE RECEIVED TWO GRANTS FROM THE DEPARTMENT OF EDUCATION WITH SEVERAL PARTNERS, IEP PARTNERS IN THE INTERPRETING FIELD, THROUGH THE FUNDING SOURCE CALLED FITFE.

AND OUR SECOND DISSEMINATION GRANT WAS STARTED IN 2004 INFUSED DC-S INTO 15 INTERPRETER EDUCATION PROGRAMS ACROSS THE U.S. OF VARYING LENGTHS AND VARYING STRUCTURES.

AND ONE OF THE THINGS THAT WE FOUND FROM THIS THREE-YEAR PROJECT WHICH, OF COURSE, WHAT WE HAD EVALUATED AND EVALUATED OURSELVES WAS THAT EACH PROGRAM, THE 15 PROGRAMS, WERE WERE ALLOWED TO INFUSE DC-S IN WHICHEVER AMOUNT THEY CHOSE TO.

AND, SO, YOU COULD HAVE JUST USED -- INTRODUCED DC-S INTRODUCTION TO INTERPRETING AND THAT WAS ALL THAT -- THE ONLY THING THAT YOU DID, OR YOU COULD HAVE INFUSED IT FULLY THROUGHOUT THE PROGRAM SUCH AS THESE DIFFERENT COURSES THAT I HAVE LISTED HERE, INTRODUCTION TO INTERPRETING, ETHICS COURSES, SPECIALIZED SETTINGS COURSES, AND PEOPLE EVEN FOUND THAT IT WAS HELPFUL IN SKILLS COURSES AS WELL.

BUT THE THING THAT WE FOUND AND THE CONSENSUS WAS THAT MAINTAINING DC-S THROUGHOUT WAS THE MOST HELPFUL FOR STUDENTS BECAUSE IT ALLOWED THEM TO KEEP AT LEAST ONE THREAD THAT WAS THE SAME AND SAW THE CONNECTIONS BETWEEN MANY OF THESE SAME THINGS. AND STUDENTS OFTEN BROUGHT THE BLEED OVER, IF YOU WILL, THE IDEAS OF DC-S INTO OTHER COURSES THAT DIDN'T HAVE THIS INFUSION.

>>> ONE RECENT EXAMPLE COMES FROM A COLLEAGUE OF MINE WHO JUST STARTED TEACHING A SKILLS COURSE, AND HE MENTIONED THAT ONE WAY

THAT DC-S BEGINS TO EMERGE IN DIALOGUE WITH HIS STUDENTS IS THE IDENTIFICATION OF CONCURRENT DEMANDS.

AS YOU KNOW, OFTENTIMES IN RESPONSE TO A STUDENT'S QUESTION OF HOW WOULD YOU SIGN, FILL IN THE BLANK, MY COLLEAGUE MENTIONS THAT HE USES CONSTELLATION OF DEMANDS, AND I'LL FORWARD THIS SO YOU REMEMBER WHAT THE CONSTELLATION OF DEMANDS IS.

HE USES THE CONSTELLATION OF DEMANDS TO EXPLAIN VARIATIONS IN TRANSLATION OR INTERPRETATION OPTIONS SO THAT THE STUDENTS CAN SEE ALL THE LINGUISTIC AND EXTRA LINGUISTIC REASONS FOR TRANSLATION.

SO, THAT IS HE'S ABLE TO TAKE THE MAIN DEMAND, WHATEVER THE PERSON SAID, WHATEVER IS THE STATEMENT THAT THEY'RE TRYING TO CREATE A TRANSLATION FOR, WHETHER THAT'S FROM ASL TO ENGLISH OR ENGLISH TO ASL.

IF THEY IDENTIFY THE CONCURRENT DEMAND, WHAT ELSE IS GOING ON IN THAT SITUATION, WHAT ELSE IS IMPORTANT AND SALIENT TO THAT DISCUSSION, THEN THAT ALLOWS HIM TO HAVE A MUCH MORE STRUCTURED DIALOGUE, VERSUS USING THE MORE TRADITIONAL, WELL, IT DEPENDS AND FLESHING IT OUT THROUGHOUT A SERIES OF CONTEXTUAL FACTORS.

SO, PEOPLE HAVE TOLD ME THAT I'M NOT A SKILLS TEACHER.

PEOPLE HAVE TOLD ME THEY FOUND IT'S HELPFUL IN SKILLS CLASSES AS WELL.

>>> THERE HAS ALREADY BEEN MUCH WRITTEN ON THE TOPIC FROM PEOPLE WHO WORK IN IEPs AND CAN SPEAK MORE INTELLIGENTLY INTO THE INTEGRATION AND INFUSION OF DC-S.

WE HOSTED A PRE-CONFERENCE TO THE 2007 RAD CONFERENCE IN SAN FRANCISCO TO LET THESE EXPERTS TALK ABOUT THE WAYS THEY INFUSE DC-S AND THE EVALUATION OF THAT PROCESS.

THE PROCEEDINGS CALLED THE APPLICATIONS OF DC-S AND INTERPRETER EDUCATION IS AVAILABLE IN THE PRESENTATION IF YOU'RE INTERESTED IN READING MORE ABOUT HOW THESE FOLKS INTEGRATED THEM TO THEIR IEPs. YOU MIGHT BE INTERESTED TO PURCHASE THAT.

HERE'S JUST A QUICK SCREEN SHOT AND IT'S NOT A TERRIBLY CLEAR SCREEN SHOT, BUT IT GIVES YOU AN IDEA OF SOME OF THE AUTHORS.

MIKE L SON AND OTHERS, [SPEAKER NOT UNDERSTOOD] CYNTHIA WILLIAMS, STACEY STORM, LYNDA ROSS, AND THE FINAL ONE WAS BY GARY WHO IS OUR PROGRAM EVALUATOR.

AND WE HAVE A SERIES OF AUTHORS WHO PROVIDED CASE STUDIES.

AND AGAIN AT THE END OF THIS PRESENTATION I'LL LET YOU KNOW IF YOU'RE INTERESTED IN LEARNING MORE.

>>> THE TITLE OF THIS WEBINAR CERTAINLY COULD BE TAKEN TO MEAN QUESTIONS OF LOGISTICS, HOW DO YOU INTEGRATE OBSERVATION SUPERVISION INTO YOUR PROGRAM FROM A LOGISTICAL STANDPOINT. SINCE OTHERS SUCH AS THE AUTHORS YOU SEE HERE ARE PROBABLY BETTER AT THIS TOPIC, I DECIDED TO FOCUS MY HOW-TO ON THE

INTEGRATING OF OBSERVATION SUPERVISION INTO CURRICULAR MATERIALS BY TALKING ABOUT STIMULUS COURSES, THE IMPORTANCE OF STUDENT GENERATED MATERIAL, AND THEN HOW ONE FINDS TEACHABLE MOMENTS AND USES DC-S AS A STRUCTURING TOOL TO UTILIZE THAT MATERIAL IN TEACHING.

>>> NOW, AGAIN, EVEN THOUGH I'M TALKING ABOUT SPECIFICS OF OBSERVATION SUPERVISION AND PARTICULARLY WITHIN A STUDENT IEP, INTERPRETER EDUCATION PROGRAM CONTEXT, THIS COULD BE EXTRAPOLATED TO APPLY TO PRACTICING INTERPRETERS OUTSIDE OF THIS FORMAL STRUCTURE.

>>> I THINK IT'S IMPORTANT TO POINT OUT AS I MOVE NOW INTO -- AWAY FROM THE REVIEW AND INTO THE CONTENT TOPIC, IT'S IMPORTANT TO RECOGNIZE A POINT OF DEPARTURE ABOUT HOW TO GENERATE STUDENT MATERIAL AND WHAT STIMULUS SOURCES ARE USED.

CURRENTLY AND POPULARLY IN OUR FIELD, WE USE ETHICAL SCENARIOS AS THE STIMULUS SOURCE.

I FIND THAT TO BE PROBLEMATIC.

FIRSTLY HERE AS IT SAYS, USUALLY A STUDENT DECISION IS MADE.

I CAN SAY FOR ALL OF THE STUDENT INTERPRETERS WHO HAVE CALLED ME OR CONTACTED ME VIA E-MAIL WHO ARE TAKING AN ETHICS COURSE WHO SAY, I NEED TO INTERVIEW YOU AND ASK YOU HOW WOULD YOU HANDLE A SITUATION, I FIND MYSELF LISTENING TO A SCENARIO WHERE IT'S OBVIOUS THAT IN THE SCENARIO THE INTERPRETER HAS ACTUALLY MADE SEVERAL

DECISIONS BEFORE WE GET TO THE BIG DECISION AT THE END OF THE SCENARIO AND OFTEN THOSE DECISIONS ARE TO DO NOTHING.

I FIND IT PARTICULARLY HARD TO ANSWER THOSE QUESTIONS BECAUSE MY ANSWER, NOT JUST TO BE FLIPPANT, BUT IS USUALLY I WOULDN'T HAVE LET IT GET TO THAT PLACE.

SO, IT'S HARD FOR ME NOW TO EVEN IMAGINE WHAT I WOULD HAVE DONE AT THAT FINAL PLACE.

>>> IT'S ALSO PARTICULARLY PROBLEMATIC I THINK BECAUSE IT CONVEYS THAT THERE IS A SENSE THAT ETHICS IS ABOUT PROBLEMS OR CONFLICTS ONLY INSTEAD OF ABOUT THE APPRECIATION OF THE MOMENT TO MOMENT DECISIONS THAT INTERPRETERS MAKE OR WHAT IAN MASON REFERS TO AS THE MOVES, ALMOST LIKE IN A CHESS GAME, THE MOVES OF AN INTERPRETER.

OF COURSE, AT MOMENTS OF PROBLEMS AND CONFLICT WE SHOULD BE THINKING MORE CAREFULLY AND DELIBERATELY, BUT PERHAPS IF WE DIDN'T RESERVE THIS CAREFUL AND DELIBERATE ACTIONS ONLY FOR THOSE THINGS WHICH WE PERCEIVE TO BE PROBLEMS AND CONFLICT, BUT ACTUALLY THOUGHT MORE DELIBERATELY AND CAREFULLY AND MADE OUR DECISIONS AS A RESULT OF THAT, PERHAPS WE WOULD HAVE FEWER AND FEWER PROBLEMS AND CONFLICTS THAT WE THEN SEE OFTENTIMES AT THE END OF THESE SESSIONS.

THE OTHER PROBLEM IS THAT IT OFTEN PULLS FOR EXTREMES.



YOU'LL PROBABLY SEE A LOT OF ETHICAL SCENARIOS THAT PULL FOR SOMETHING HAD HAPPENED, AND OF COURSE WHILE CERTAINLY WE KNOW THAT THINGS HAPPEN IN THOSE WAYS, FOR PRACTICING INTERPRETERS, IT'S NOT ALWAYS THE CASE AND I WOULD SUGGEST ACTUALLY IT'S PROBABLY LESS THAN WHAT WE CONVEY TO STUDENTS.

I ALSO THINK IT MIGHT BE PROBLEMATIC BECAUSE OFTENTIMES WE PAINT HEARING PEOPLE AND DEAF PEOPLE IN A CERTAIN LIGHT.

THAT VERY WELL MAY LEAD INTERPRETERS TO BE PRIMED, INTERPRETING STUDENTS TO BE PRIMED TO EXPECT HEARING PEOPLE AND ETHICAL TO ACT IN WAYS THEY MAY SEEM TO PORTRAY THEM IN THESE OFTEN EXTREME EXAMPLES.

LET ME ACTUALLY GIVE YOU AN EXAMPLE OF A ETHICAL SCENARIO WHICH WAS USED IN A TRAINING FOR SIGN LANGUAGE INTERPRETERS ON THE TOPIC OF ETHICS.

>>> IT SAYS, YOU INTERPRET DURING A PSYCHIATRIC ASSESSMENT BETWEEN A PATIENT AND A PSYCHIATRIST. AT THE END OF THE INTERVIEW, AFTER THE DEAF CLIENT HAS LEFT, THE PSYCHIATRIST TAKES YOU ASIDE AND ASKS YOU, "I THINK THIS PATIENT IS MENTALLY UNSTABLE AND DEPRESSED. WHAT DO YOU THINK?" YOU INTERPRET DURING A PSYCHIATRIC ASSESSMENT BETWEEN A PATIENT AND A PSYCHIATRIST. AT THE END OF THE INTERVIEW, AFTER THE DEAF CLIENT HAS LEFT, THE PSYCHIATRIST TAKES YOU ASIDE AND ASKS YOU, "I THINK THIS PATIENT IS MENTALLY UNSTABLE AND DEPRESSED. WHAT DO YOU THINK?"

AND THEN WE'RE SUPPOSED TO HAVE A CONVERSATION THAT FOLLOWS.  
WHAT WOULD YOU DO AT THAT MOMENT THAT THE PSYCHIATRIST SAYS  
THIS?

LET ME GIVE YOU A DIFFERENT WAY OF LOOKING AT IT.

>>> IF YOU WERE TO USE A PRACTICAL SCENARIO EXAMPLE OR A SCENARIO  
OR EVEN A PICTURE ANALYSIS -- FOR THOSE OF YOU WHO HAVE BEEN A  
PART OF ANY OF MY TRAININGS, YOU REMEMBER THE PICTURE OF ANALYSIS,  
YOU SHOW A PICTURE, GIVE A FEW POINTS OF THE SCENARIO AND PEOPLE  
GENERATE THE DEMANDS BASED ON THEIR OWN PROJECTION AND THEIR  
OWN IMAGININGS AND PREDICTION OF WHAT IS LIKELY TO BE HAPPENING IN  
THE SETTING.

SIMILARLY, WE CAN DO THE SAME THING WITH A SCENARIO, FULLER-BASED  
SCENARIO THAT DOESN'T HAVE TO HAVE A PICTURE.

AND THESE CAN BE USED TO GENERATE STUDENT MATERIAL, BUT IT  
APPROACHES ETHICS A LITTLE BIT DIFFERENTLY.

HERE'S ONE THAT I CAME UP WITH AND I APOLOGIZE FOR ITS LENGTH, BUT I  
THINK IT ACTUALLY SUITS IN THIS WAY.

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YOU ARE ASKED TO INTERPRET FOR A DEAF WOMAN IN AN OUTPATIENT  
EATING DISORDERS GROUP. SHE HAS BEEN IN THE GROUP FOR 4 WEEKS  
WITHOUT AN INTERPRETER BECAUSE SHE ORIGINALLY AGREED THAT SHE  
WOULD TRY SPEECH READING DURING GROUP (SHE AND OTHER MEMBERS  
WERE CONCERNED ABOUT HAVING ANOTHER PARTY IN THE GROUP). SHE

HAS SINCE COMPLAINED THAT IT IS NOT EFFECTIVE AND HAS ASKED FOR AN INTERPRETER. THE GROUP MEETS EVERY SATURDAY FROM 11AM TO 1PM. THE FIRST 30 MINUTES OF THE MEETING IS A GENERAL CHECK-IN ABOUT EVERYONE'S WEEK. THE SECOND THIRTY MINUTES OR SO IS FOR FOOD PREPARATION FOR LUNCH. THE NEXT 30 MINUTES OR SO IS FOR EATING AND DIALOGUING ABOUT EATING. THE FINAL THIRTY MINUTES IS FOR PROCESSING THE EXPERIENCE OF EATING AND PLANNING GOALS FOR THE NEXT WEEK. THERE ARE SEVEN OTHER WOMEN IN THE GROUP AND A FEMALE COUNSELOR WHO RUNS THE GROUP AS PART OF HER PRIVATE PRACTICE. ALL OF THE PATIENTS HAVE A DIAGNOSIS OF EITHER BULIMIA OR ANOREXIA. EXCEPT FOR ONE WOMAN (AND THE COUNSELOR), NONE OF THE PATIENTS ARE NORMAL WEIGHT.

THEY ARE EITHER EXTREMELY UNDER OR OVER WEIGHT.

\*\*AS YOU CAN SEE FROM THIS ALSO MENTAL HEALTH EXAMPLE, IF A PERSON WERE TO NOT BE GIVEN THE ETHICAL SCENARIO OR THE WHAT WOULD YOU DO, THIS SCENARIO ALLOWS THEM TO GENERATE THEIR OWN IMAGININGS ABOUT WHAT TYPES OF DEMANDS THEY WOULD LIKELY MEET AND NOT ONLY THE TYPES OF MAYBE EXTREME DEMANDS THAT ONE COULD IMAGINE, BUT JUST THE AVERAGE EVERYDAY THINGS THAT COME UP WITH THE PRACTICE OF INTERPRETING.

AGAIN, GOING BACK TO THE MOMENT TO MOMENT DECISIONS.

>>> FIRST, WE'RE USING STUDENT-GENERAL RATED MATERIAL WHERE IN THE OTHER IT IS NOT STUDENT GENERATED.

IT'S SOMEBODY POSTING IT TO YOU.

WHILE THIS IS BEING POSTED TO THEM, THAT'S ONLY THE FIRST STEP.

THE SECOND STEP IS OBVIOUSLY GENERATING A SERIES OF DEMAND AND THEN OBVIOUSLY MOVING ON TO THE DECISION-MAKING PROCESS FROM THERE.

AND I'LL TALK ABOUT THE IMPORTANCE OF STUDENT GENERATED MATERIAL IN JUST A SECOND.

BUT SECONDLY WHAT I THINK THIS ALSO DOES IS THAT IT PORTRAYS THE INTERPRETING EXPERIENCE MUCH MORE HOLISTICALLY AND APPRECIATES ETHICS FROM THE STARTING POINT WHICH IS AN ANALYSIS OF THE CONTEXT AND APPRECIATION FOR THE CONTEXT AND THAT EVERYBODY ADDS THESE CONTEXTUAL FACTORS OR DEMANDS OF THE JOB, EIPI BECOME EVIDENCE. AND EIPI IS ENVIRONMENTAL INTERPERSONAL PARALINGUISTIC AND INTRA-PERSONAL DEMANDS.

ONCE THOSE THINGS BECOME FLESHED OUT EVERYBODY IS ON THE SAME PAGE OF THE CONTEXT.

>>> I PROBABLY DON'T NEED TO SPEND TOO MUCH TIME WITH THIS GROUP ON THE IMPORTANCE OF EXPERIENTIAL LEARNING, BUT LET ME JUST ADD A COUPLE OF SLIDES TO EMPHASIZE THE IMPORTANCE OF STUDENT-GENERATED MATERIAL.

THIS NEXT GRAPHIC COMES FROM PARKER PALMER'S BOOK, THE COURAGE TO TEACH.

AND HERE HE'S TRYING TO CONVEY THAT THE CONTENT OF WHAT IS TO BE TAUGHT IS, AS YOU CAN SEE IN ITS TERM, IT'S AN OBJECT.

IT IS UNTOUCHABLE.

IT IS OTHER WORLDLY.

AND IT IS KNOWN ONLY TO THE EXPERTS, AND THAT EXPERT THEN RELAYS IT TO THE AMATEURS.

THERE IS NO INTERACTION BETWEEN THE CONTENT AND THE EXPERTS AND THE AMATEURS, EXCEPT THE DELIVERY OF THE CONTENT OR THE MATERIAL.

IN HIS BOOK ABOUT GOOD PRACTICES AND SUPERVISION SAYS IT THIS WAY.

THERE MUST BE AN ARTICULATED UNDERSTANDING THAT THE SUPERVISEE OR THE STUDENT, COMES TO SUPERVISION NOT BEREFT OF ALL

KNOWLEDGE, BUT BECAUSE THE TRAINEE IS AN ADULT HUMAN BEING, HE OR SHE HAS ALREADY ACCUMULATED A RICH HARVEST OF PERSONAL AND PROFESSIONAL PSYCHOLOGICAL AND SOCIAL EXPERIENCE.

ONCE IDENTIFIED AND ACTIVATED, THE ASSETS THE PERSON BRINGS TO SUPERVISION CAN BE USED TO GREAT ADVANTAGE.

AND I THINK THAT PARKER PALMER SAYS THE SAME THING USING THIS GRAPHIC, AGAIN, FROM THE COURAGE TO TEACH IN 1990.

AND WHILE AGAIN I APOLOGIZE FOR THE NOT TERRIBLY CLEAR, AS YOU CAN SEE, THE CENTER IS NOT AN OBJECT, BUT A SUBJECT.

AND IT IS SURROUNDED BY A SERIES OF KNOWERS, ALL OF WHICH HAVE ACCESS TO EACH OTHER AND ARE INTERACTIVE.

INSTEAD OF AN OBJECT, WE RECOGNIZE THAT THE REALITY OF SOMETHING IS ONLY OUR VERSION OF THAT REALITY AND IT ISN'T SOME OBJECTIVE TRUTH AND THEREFORE AN UNTOUCHABLE.

FURTHERMORE, WE CAN ALL KNOW SOMETHING ABOUT IT AND CONTRIBUTE SOMETHING TO THAT CONVERSATION ABOUT THE SUBJECT AND DEVELOP OUR OWN KNOWLEDGE THROUGH THIS PROCESS OF INTERACTION WHICH HAPPENS AT ALL POINTS AS YOU CAN SEE AGAIN FROM THIS GRAPHIC.

AND IT'S THE TEACHER AS CZ SAID IN THIS CASE, THE SUPERVISOR'S JOB TO HELP STUDENTS AND PRACTITIONERS TO SEE AND APPRECIATE THEMSELVES AS KNOWERS.

IF YOU REMEMBER CZ SAID THAT WHAT THE STUDENT BRINGS TO THE CONVERSATION ABOUT INTERPRETING IS IDENTIFIED AND ACTIVATED. AND AT THAT POINT THAT PERSON CAN APPRECIATE THEMSELVES AS A KNOWER.

>>> SUPERVISION GENERALLY USES CASES OR DESCRIPTIONS OF INTERPRETING ASSIGNMENTS AND OBSERVATIONS SUPERVISION USUALLY USES OBSERVATIONS OF HEARING-TO-HEARING INTERACTIONS.

HOWEVER, THERE CAN BE LOTS OF STIMULUS MATERIAL THAT IS THEN UTILIZED, THE STUDENT GENERATED MATERIAL, FOR ANALYSIS AND DISCUSSION.

AND, OF COURSE, WHAT YOU'LL BEGIN TO SEE HERE IS A DEVELOPING APPRECIATION FOR THE COMPLEXITY OF THE WORK.

A PICTURE ANALYSIS IS NOT AS DIFFICULT TO UNDERSTAND AND APPRECIATE AND CAPTURE THE DEMANDS OF AS AN OBSERVATION IS. AND THE PICTURE ANALYSIS IT'S STATIC, AND THE STUDENT IS ALLOWED TO PLAY WITH IT AND HYPOTHEZISE AND PROJECT AND CREATE MANY DEMANDS THAT REALLY ARE WITHIN THEIR OWN REALM, WHEREAS AN OBSERVATION OF A HEARING-TO-HEARING INTERACTION, THEY'RE TRYING TO FOLLOW THEM AND CAPTURE THEM ON AN OBSERVATION FORM.

AND THAT'S A VERY DIFFERENT SKILL SET.

WHAT YOU'LL SEE IS A SERIES OF APPRECIATION OF SITUATIONAL ANALYSES THAT COULD BE USED AS A STIMULUS MATERIAL.

AGAIN, WE ARE GOING TO FOCUS ON "SQUAWK BOX" CERTIFICATION SUPERVISION, BUT I DON'T WANT TO FAIL TO APPRECIATE THE OTHER WAYS IN WHICH A PERSON COULD UTILIZE STUDENT-GENERATED MATERIAL.

>>> JUST GOING BACK TO THE PICTURE ANALYSIS, THESE ARE GOOD FOR THE AWARENESS OF DEMANDS.

OFTENTIMES THEY PULL OUT BASIC THINGS SUCH AS ENVIRONMENTAL DEMANDS AND THE THOUGHT WORLDS WHICH IS A PART OF THE INTERPERSONAL DEMAND DEFINITION.

AND, AGAIN, IF YOU'RE NOT FAMILIAR WITH THE DEFINITIONS, I WOULD ENCOURAGE YOU TO FIND EITHER THE ARCHIVED VERSIONS OF THESE WEBINARS OR OTHER SOURCE MATERIAL TO HELP YOU DEFINE THOSE BECAUSE WE'RE NOT GOING TO SPEND MUCH TIME OR NO TIME AT ALL ON THAT TOPIC.

>>> ANOTHER TYPE OF SITUATIONAL ANALYSIS IS JUST THE ONE THAT I GAVE YOU.

IT'S A PRACTICAL SCENARIO.

IT'S NOT A DILEMMA IN PARTICULAR, THOUGH OBVIOUSLY A STUDENT COULD GENERATE A DILEMMA IF THEY CHOSE TO.

THESE ARE GOOD FOR PREDICTION SKILLS AND TO ACTIVATE THEIR OWN KNOWLEDGE.

OBVIOUSLY YOU DON'T HAVE TO BE AN INTERPRETER.

YOU CAN JUST BE AS CZ SAID A PERSON WHO HAS SOCIAL AND PSYCHOLOGICAL EXPERIENCES TO BEGIN TO GENERATE HOW HUMAN BEINGS INTERACT IF YOU GIVE THEM SOME BASIC, AGAIN, STIMULUS MATERIAL.

AND, OF COURSE, WE'RE DOWN TO OBSERVATIONS.

>>> AN OBSERVATIONS, I'M GOING TO GIVE EXAMPLES OF TYPES OF OBSERVATIONS, IN-VIVO OBSERVATIONS YOU COULD SEND STUDENTS ON WHEN STUDENTS ARE SENT TO IN-VIVO OBSERVATIONS THEY'RE MOVING INTO A MUCH MORE EXPERIENTIAL REALM WHICH BEGINS TO CREATE KNOWERS AS PARKER PALMER SAID, BECAUSE THEY ARE THERE AND BECAUSE THEY EXPERIENCE IT, THEY END UP KNOWING MORE ABOUT THE EVENT EVEN THOUGH THEY ARE TEACHERS OR MAYBE EVEN OTHER PEOPLE IN THE CLASS MIGHT BE MORE ADVANCED IN OTHER TECHNICAL SKILL AREAS.



WHEN A PERSON COMES WITH AN OBSERVATION THAT THEY THEMSELVES HAVE EXPERIENCED, THEY END UP BEING THE EXPERTS ON THAT EXPERIENCE.

THEY CERTAINLY WILL NEED HELP IN TRYING TO DRAW OUT WHAT WAS IMPORTANT FOR INTERPRETING WORK, AND WHAT NEEDS TO BE LEARNED ABOUT INTERPRETING WORK AS A RESULT OF THAT.

BUT FOR THE MOMENT THAT PERSON BECOMES THE EXPERT ON THAT EXPERIENCE.

OFTENTIMES INSTEAD OF USING ACTUAL IN-VIVO OBSERVATIONS WE'VE ALSO USED VIDEOS.

FOR EXAMPLE, IN OUR MENTAL HEALTH INTERPRETER TRAINING, WE OFTEN USE INTERVIEWS BY CLINICIANS TO HEARING PATIENTS WITH DIFFERENT MENTAL DISORDERS THAT BEGINS TO SHOW A TRADITIONAL DIAGNOSTIC INTERVIEW.

AND THEN WE BEGIN TO PULL OUT THE DEMANDS.

AND AGAIN, DURING THAT DISCUSSION WE OVERLAY THE IMPORTANCE AND ISSUES OF WORKING WITHIN AMERICAN SIGN LANGUAGE TO ENGLISH AND VICE VERSA AS WELL AS WITHIN THE COMPLEXITY THAT DEAF CULTURE AND ISSUES ABOUT BEING DEAF IN THE U.S. BEGIN TO CREATE.

>>> THE OTHER HELPFUL THING ABOUT OBSERVATIONS IS THAT YOU BEGIN TO HELP STUDENTS SEE THE TRAITS THAT THEY BRING, JUST WHO THEY ARE AS PEOPLE, AS CONTROLS.

EITHER WHAT THEY BRING OR DON'T BRING TO A SITUATION.

CERTAINLY THAT CAN MEAN THINGS SUCH AS TOLERANCE FOR CERTAIN TYPES OF PEOPLE, ET CETERA, BECAUSE REAL-LIFE SITUATIONS AND INTERACTING WITH HUMAN BEINGS WILL BEGIN TO TAP YOUR INTRA-PERSONAL DEMANDS IN SIGNIFICANT WAYS THAT WILL ALLOW YOU TO LEARN THINGS ABOUT YOURSELF THAT YOU'RE NOT LIKELY TO KNOW.

AND THAT BEGINS AN IMPORTANT REFLECTIVE PRACTICE THAT, OF COURSE, WILL CONTINUE INTO THEIR PRACTICE WORK.

>>> AND THEN WITHIN SUPERVISION OR THE DISCUSSION AND THE ANALYSIS OF THESE OBSERVATIONS, PEOPLE CAN BEGIN TO HYPOTHESIZE MAIN DEMANDS SO THIS PARTICULAR THING HAPPENED, AND I'LL SHOW YOU AN OBSERVATION FORM THAT HELPS STUDENTS CAPTURE THAT MATERIAL THAT HAPPENED DURING THE OBSERVATION SO THE TEACHER OR SUPERVISOR CAN THEN BEGIN TO UTILIZE THE MATERIAL FOR DISCUSSION SUCH AS A DCCRD ANALYSES.

>>> THOSE ARE SITUATIONAL ANALYSES THAT ARE HYPOTHETICAL.

THERE ARE OTHER SITUATIONAL ANALYTICAL TOOLS THAT COULD BE USED THAT ARE NOT.

FOR EXAMPLE, YOU CAN HAVE STUDENTS INTERVIEW A PRACTITIONER ABOUT AN ACTUAL INTERPRETING JOB.

AGAIN, YOU WOULD DISCOURAGE PRACTITIONERS FROM USING EXTREMES.

THIS ALSO, THIS PROCESS ALSO HELPS CREATE KNOWERS.

AND I WANT TO SAY A LITTLE BIT ABOUT THE IDEA THAT DEPENDS -- AND USING IT DEPENDS AS AN ANSWER TO STUDENTS.

>>> FORGIVE ME IF I STRUGGLE THROUGH THIS DESCRIPTION.

IT'S A RATHER NEWER IDEA.

BUT I THINK IT DEPENDS AS AN ANSWER CAN CERTAINLY HAVE A NEGATIVE IMPACT ON STUDENTS.

WHEN STUDENTS ASK A QUESTION AND THEY GET THIS, WELL, THAT DEPENDS RESPONSE, AND THEY GET IT FREQUENTLY, IT CONVEYS THAT THE WAY THEY ASKED THE QUESTION WAS SOMEHOW INSUFFICIENT, THAT THEY DIDN'T SUFFICIENTLY ASK OR DON'T SUFFICIENTLY APPRECIATE THE COMPLEXITY THAT THE PERSON IS ANSWERING HAS ABOUT INTERPRETING WORK, WHICH IS CERTAINLY TRUE, THAT OVER TIME A PERSON WILL BEGIN TO DEVALUE THEIR OWN UNDERSTANDING AND WHICH CAN LEAD TO OF COURSE TO CONFIDENCE ISSUES WHICH AS WE KNOW CONFIDENCE AND PERFORMANCE ARE LINKED.

AND, SO, CERTAINLY YOU WANT TO HELP PEOPLE APPRECIATE WHAT IS KNOWABLE OR WHAT THEY CAN KNOW AND DO ALREADY KNOW ABOUT THE WORK.

AND OFTENTIMES, EVEN THE PROCESS OF THE BACK AND FORTH THAT THE "IT DEPENDS" DIALOGUE CREATES ABOUT TEASING OUT THE CONTEXTUAL FACTORS MIGHT CONVEY THERE IS SOMETHING KNOWABLE OR MYSTERIOUS ABOUT INTERPRETING WORK.

WHEN IN ACTUALITY, IT'S USUALLY JUST OUR OWN AS THE TEACHER OR THE PRACTITIONER IN THIS DIALOGUE, IT'S USUALLY JUST OUR OWN INABILITY TO FLESH OUT OR EASILY ARTICULATE OURSELVES WHAT WE MEAN WHEN A

PERSON ASKS US QUESTIONS THAT WE CAN'T ANSWER AS SIMPLY AS THEY STATED THEM.

>>> SO, I THINK THE BENEFIT TO HAVING A KNOWABLE MODEL ALLOWS THE STUDENT TO PARTICIPATE ON A MUCH MORE EQUAL LEVEL TO THE CONVERSATION THAN PERHAPS WHAT THE "IT DEPENDS" PROCESS CREATES AND OF COURSE NOT FOR ALL STUDENTS, BUT CERTAINLY SOME STUDENTS WALK AWAY WITH THAT SENSE.

IT IS ALSO A VICARIOUS EXPERIENCE.

WHEN THEY INTERVIEW A PRACTITIONER AND THEY HAVE NOW EXPERIENCED AN INTERPRETING ASSIGNMENT VICARIOUSLY WHICH ADDS TO THEIR KNOWLEDGE BASE AND ADDS TO THEIR EXPERIENCE BASE THAT LEADS FROM A VICARIOUS PLACE.

AND THEY CAN ALSO BEGIN TO SEE DCCRD OR THE DECISION-MAKING PROCESS, THIS CONSTRUCT BE IMPOSED ON ACTUAL DECISION MAKING, WHILE IT MIGHT BE THE CASE THAT DCCRD AS A CONSTRUCT IS NOT USED AS THE PRACTITIONER DESCRIBES THEIR INTERPRETING ASSIGNMENT.

HOPEFULLY THE STUDENT WILL BEGIN TO SEE HOW THAT DCCRD PROCESS AT LEAST PLAYS OUT IN THE PRACTICE IN THE MOMENT TO MOMENT DECISION MAKING OF INTERPRETERS.

>>> ANOTHER NONHYPOTHETICAL SITUATION ANALYTIC TOOL IS CASE PRESENTATION.

I TALKED ABOUT THAT.

THAT ALLOWS EXPERIENCED PRACTITIONERS TO COME TO THE CLASSROOM WHERE THE STUDENTS BECOME SORT OF THE GROUP OF ANALYSIS OF A CASE PRESENTATION.

SO, THE PRACTITIONER INTERVIEW AND THE CASE PRESENTATION ANALYSIS, THEY'RE ABOUT THE SAME THING, BUT THE PRACTITIONER INTERVIEW IS USUALLY ONE ON ONE AND THE CASE PRESENTATION ANALYSIS COULD BE THE WHOLE CLASS GETTING A CASE PRESENTATION FROM A PRACTITIONER. ANYWAY, ALL OF THESE ARE EXAMPLES OF SITUATIONAL ANALYSES.

OF COURSE, WHAT I'M ABOUT TO EXPLAIN AND TALK ABOUT IN TERMS OF OBSERVATION SUPERVISION CAN CERTAINLY BE APPLIED TO THESE ACTIVITIES AS WELL, ALL OF THEM BEING STUDENT GENERATED SOURCE MATERIAL THAT THEN ALLOWS THE TEACHER OR THE IS SUPERVISOR TO THEN DRAW OUT IMPORTANT TEACHABLE MOMENTS.

>>> THE TYPES OF SUPERVISION -- EXCUSE ME.

THE TYPES OF OBSERVATION THAT ONE COULD PROBABLY IMAGINE MORE THAN I HAVE LISTED HERE, BUT CERTAINLY THEY ARE ON CAMPUS AND OFF-CAMPUS IDEAS TO ALLOW STUDENTS TO OBSERVE HERE HEARING-TO-HEARING INTERACTIONS.

AND AGAIN, I CERTAINLY DON'T WANT TO DISMISS THE VALUE OF OBSERVING INTERPRETERS IN SETTINGS.

CERTAINLY THAT IS HELPFUL, BUT ONE IS A VERY DIFFERENT EXPERIENCE.

WHEN YOU OBSERVE A INTERPRETER, THE DECISIONS THAT INTERPRETER MAKES ARE SPECIFIC TO THAT DEAF PERSON AND THE CONTROLS OR THE SKILL SET THAT THAT INTERPRETER BRINGS TO THE SITUATION.

AND, SO, IT BECOMES A MUCH MORE NARROWED UNDERSTANDING AND APPRECIATION FOR THE WORK.

WHEREAS WITH AN OBSERVATION OF A HEARING-TO-HEARING INTERACTION AND THAT BEING BROUGHT BACK TO SUPERVISION, THEN ALL OF A SUDDEN HYPOTHETICALS BECOME EVIDENT AND AS THE INSTRUCTOR YOU CAN PLAY A LITTLE BIT MORE TO DRAW OUT WHAT YOU THINK MIGHT BE IMPORTANT ASPECTS TO TEACH AS A RESULT OF THAT OBSERVATION.

SO, FOR EXAMPLE, ON CAMPUS STUDENTS CAN CERTAINLY OBSERVE CLASSROOMS, CAMPUS WIDE EVENTS, RELIGIOUS SERVICES, DORM MEETINGS, AND OTHER COLLEGE PROGRAMS, EXPERIENTIALS AND PRACTICAL.

WHAT I MEAN BY THAT FINAL ONE IS THAT, FOR EXAMPLE, YOU MAY VERY WELL HAVE ON YOUR CAMPUS A NURSING SCHOOL AND THEY HAVE PRACTICAL EXPERIENCES OR THEY HAVE EXPERIENTIALS AND HAVING INTERPRETING STUDENTS OBSERVE THEIR PRACTICALS AND THEIR EXPERIENTIALS GIVES THEM A LITTLE MORE ACCESS TO REAL WORLD STUFF SIMULATED, BUT MORE CLOSE TO THE REAL WORLD EXAMPLES.

AND THEN, OF COURSE, OFF CAMPUS EVENTS SUCH AS AA OR ALCOHOLICS ANONYMOUS 12 STEP MEETINGS, OF COURSE THOSE NEED TO BE OPEN FOR THAT TO HAPPEN.

APPOINTMENTS, REGULAR SORT OF DOCTOR'S APPOINTMENTS, THOSE CAN BE ARRANGED EITHER THROUGH A GRADUATE EDUCATION PROGRAM THROUGH A HOSPITAL.

THEY OFTENTIMES HAVE WHAT THEY CALL SHORT-INTERPRET OBSERVER POLICIES.

OF COURSE, STUDENTS CAN ARRANGE THEM THEMSELVES.

THEY MIGHT HAVE A PARENT OR A RELATIVE WHO IS IN SOME SERVICE FACILITY THAT THEY MIGHT BE ABLE TO GET AN APPOINTMENT THAT IS A BIT MORE ON THE INTIMATE SIDE.

OF COURSE, THOSE ARE ALWAYS GREAT AND MORE CREATIVE THE MORE SOMEBODY CAN BE.

OBVIOUSLY RELIGIOUS EVENTS, PUBLIC EVENTS, COMMUNITY.

I'M NOT LIMITED TO THOSE IDEAS, BUT THE MORE EXPERIENCE AND OPPORTUNITIES STUDENTS HAVE TO GET ACCESS TO THESE, THE MORE LIKELY THEY ARE ABLE TO UNDERSTAND AND APPRECIATE THE PLACES THE INTERPRETERS ARE LIKELY TO GO GO.

OF COURSE YOU WANT TO MAKE SURE THEY'RE REASONABLE.

[SPEAKER NOT UNDERSTOOD].

A LOT OF THINGS GOING OUT AVAILABLE TO PEOPLE, BUT THE LIKELIHOOD AN INTERPRETER MIGHT BE THERE MIGHT BE CERTAINLY LIMITED.

SO, YOU WANT TO MAKE THEM A LITTLE BIT MORE ON THE REALISTIC SIDE.

AND I'M VERY SORRY THIS DID NOT COME OUT AS CLEARLY HERE AS IT DID ON MY SLIDE.

THIS IS AN EXAMPLE OF AN OBSERVATION FORM.

FOR THOSE OF YOU WHO JOINED THE LIST SERVE FOLLOWING THIS

WEBINAR, I'M HAPPY TO MAKE THIS AVAILABLE TO YOU.

WHAT IT IS, AGAIN, IT'S JUST A GUIDED WAY FOR STUDENTS TO BE ABLE TO

ARTICULATE AND CAPTURE DEMANDS THAT THEY SEE.

THE FIRST PAGE IS BASED ON ENVIRONMENTAL DEMANDS.

SO, THE GOAL OF THE ENVIRONMENT, THE PHYSICAL SURROUNDINGS, WHO

IS WHO, THE PERSONNEL AND CLIENTELE TERMINOLOGY, THE PHRASEOLOGY

IS THE FIRST PAGE OF THE OBSERVATION FORM.

AND THEN SECOND PAGE, AGAIN, INTERPERSONAL DEMANDS, SOMETIMES

STUDENTS ARE DRAWN TO INTERPERSONAL DEMANDS, AGAIN, THAT ARE

CONFLICTS OR PROBLEMS, BUT INTERPERSONAL DEMANDS ALSO NEED TO

BE APPRECIATED AND UNDERSTOOD AS MERELY WHAT HAPPENED AND

WHAT WAS SAID AND WHAT PARALINGUISTIC DEMANDS MIGHT HAVE BEEN A

PART OF THAT PROCESS.

SO, OFTENTIMES I LEAVE A MUCH MORE OPEN SPACE FOR PEOPLE TO JUST

WRITE, AGAIN, SORT OF THE VERY BASIC.

>>> ON THE SECOND -- EXCUSE ME, THE THIRD PAGE OF THE OBSERVATION

FORM, YOU BEGIN TO SEE MORE DESCRIPTIONS OF INTERPERSONAL

DEMANDS THAT MIGHT ACTUALLY GET AT THINGS THAT ARE THOUGHT

WORLD QUESTIONS AS WELL AS CONFLICTS OR PROBLEMS THAT MIGHT

HAVE COME UP OR COMMUNICATION ISSUES.



AND THEN, AGAIN, I CAN'T READ THIS VERY WELL MYSELF AND I DON'T HAVE ONE RIGHT IN FRONT OF ME, BUT THIS GETS AT MORE SPECIFIC QUESTIONS THAT ARE BASED ON INTERPERSONAL DEMANDS.

THE FINAL PAGE IS ON INTRA-PERSONAL DEMANDS AND INTRA-PERSONAL EXPERIENCES AND I TRIED TO MAKE A DISTINCTION BETWEEN INTRA-PERSONAL EXPERIENCES AND INTRA-PERSONAL DEMANDS.

AN INTRA-PERSONAL DEMAND HAS TO BE SIGNIFICANT ENOUGH THAT IT IMPACTS YOUR WORK.

AND BY IMPACT I DON'T NECESSARILY MEAN MESS IT UP, BUT CERTAINLY IT HAS SOME SORT OF EFFECT ON IT OR IT COMPROMISES IT OR IN EVEN SOME MINUTE WAY.

BUT BECAUSE YOU HAVE THOUGHTS, FEELINGS, OR PHYSICAL EXPERIENCES DURING AN INTERPRETING ASSIGNMENT, IT DOESN'T NECESSARILY MEAN THAT IT WAS AT THE SIGNIFICANCE OF A DEMAND.

AND, SO, WHAT I END UP DOING IS ASKING PEOPLE JUST TELL ME ABOUT YOUR THOUGHTS AND FEELINGS AND PHYSICAL EXPERIENCES AND THEN TO GO THROUGH AND SAY THIS IS ACTUALLY A DEMAND, WAS IT ACTUALLY SO IMPACTFUL YOU WOULD IDENTIFY IT AS A DEMAND OR EXPERIENCE?

THIS IS A NEWER WAY OF TRYING TO GET PEOPLE TO MAKE THE DISTINCTION BETWEEN PASSING THOUGHTS.

WE ALL CERTAINLY HAVE THE ABILITY TO WHILE INTERPRETING THINK TO MYSELF, DID I TURNOFF THE IRON WHEN I LEFT THIS MORNING?

I WOULDN'T CALL THAT NECESSARILY -- UNLESS YOU BECAME SO FOCUSED ON IT YOU WERE UNABLE TO DO YOUR WORK, THEN YES, THAT'S A DEMAND. BUT CERTAINLY PASSING THOUGHTS, PASSING FEELINGS ARE NOT NECESSARILY ALL DEMANDS, AND THIS PIECE OF IT CAN HELP STUDENTS MAKE THAT DISTINCTION.

AND THE FINAL SECTION OF THE OBSERVATION FORM, WE ASK STUDENTS TO EVALUATE BASED ON THE DEMANDS THAT WERE TALKED ABOUT, WHAT CONTROLS MIGHT YOU BRING WHETHER THEY'RE TRAITS, WHETHER THEY'RE SKILLS OR KNOWLEDGE THAT YOU BRING TO THAT SITUATION THAT WOULD HELP YOU BE EFFECTIVE, OR MIGHT ACTUALLY IN SOME INSTANCES GET AWAY.

OF COURSE, WHAT KIND OF PREPARATION YOU MIGHT DO AS A RESULT OF KNOWING WHAT YOU KNOW NOW ABOUT THIS INTERPRETING ASSIGNMENT.

>>> ALL RIGHT.

NOW THAT WE HAVE TALKED ABOUT STIMULUS SOURCES SUCH AS, OF COURSE, THE FOCUS OF THIS PRESENTATION OBSERVATIONS, BUT ALSO THINGS LIKE PICTURE ANALYSES AND SCENARIOS AND HOW WE CAN COLLECT STUDENT-GENERATED MATERIAL, THEN THE QUESTION OF COURSE BECOMES, WELL, WHAT DO YOU DO WITH IT?

HOW DOES IT BECOME A TEACHABLE MOMENT FOR STUDENTS?

HOW CAN YOU INTEGRATE THEORETICAL CONTENT ABOUT THE FIELD OF INTERPRETING IN THAT SORT OF BROAD SENSE OF THE TERM FROM A PRACTICE PROFESSION PERSPECTIVE, HOW DO YOU BEGIN TO INTEGRATE

THIS KNOWLEDGE BASE AND CONNECT STUDENT EXPERIENCE TO THEORETICAL INFORMATION WHICH WE HOPE, OF COURSE, WILL MAKE THAT INFORMATION MUCH MORE VALUABLE AND LIKELY TO BE RECALLED IN THE MOMENTS IT NEEDS TO BE RECALLED.

>>> WHAT I'M GOING TO DO IS TALK ABOUT TEACHABLE MOMENTS OR TRADITIONAL TEACHABLE MOMENTS THAT COME UP FROM THE DIFFERENT DEMAND CATEGORIES AND WHAT A TEACHER MIGHT DO WITHIN THAT CATEGORY TO EXTRAPOLATE OR CONNECT IT TO CONTENT THAT STUDENTS WOULD FIND BENEFICIAL.

>>> THE ENVIRONMENTAL DEMANDS ARE THE MOST FOUNDATIONAL ASPECTS TO AN INTERPRETING ASSIGNMENT.

THEY INVOLVE LARGE IDEAS ABOUT SYSTEMS AND PROTOCOL, AND THEY CERTAINLY LEND THEMSELVES TO LECTURE.

FOR EXAMPLE, IF YOU KNOW A STUDENT IS ABOUT TO GO INTO A 12-STEP MEETING AS AN OBSERVATION OR COME FROM A 12-STEP MEETING, THAT ALLOWS AFTER THEY REPORT ON THEIR FULL OBSERVATION, IT ALLOWS THE LECTURER TO DISCUSS, AGAIN, LARGER UNDERSTANDINGS OF ADDICTION, ADDICTION WITHIN PSYCHIATRY VERSUS ADDICTION WITHIN A 12-STEP PROGRAM, THE MINNESOTA MODEL THAT IS PREVALENT IN THE U.S. VERSUS A MODEL THAT MIGHT BE MORE PREVALENT IN A RISK-REDUCTION APPROACH TO RISKY BEHAVIOR SUCH AS ALCOHOLISM OR DRINKING. YOU COULD ALSO ASSIGN OUTSIDE RESEARCH.

SO, IF A STUDENT EITHER BEFORE GOING INTO AN OBSERVATION OR AFTER COMING FROM AN OBSERVATION WAS ABOUT TO OR CAME FROM A CONTENT AREA, THEY CERTAINLY COULD FIND OUT MORE ABOUT THAT CONTENT AREA BY DOING A PRETTY EASY SEARCH TO UNDERSTAND AND APPRECIATE THINGS WITHIN THE LARGER SYSTEM AND THE PROTOCOL.

OR THESE THINGS, OF COURSE, COULD BE ASSIGNED TO SMALL GROUP WORK.

WHAT I'VE DONE IN THE PAST ALSO IS TO ASK STUDENTS TO CREATE NOT JUST FROM THE ENVIRONMENTAL DEMANDS, BUT FROM THE FULL EIPI -- AGAIN, THOSE DEMAND CATEGORIES -- TO CREATE A LECTURE AND TEACH THEIR FELLOW STUDENTS ABOUT A CONTENT AREA THAT THEY MAY BE FAMILIAR WITH FOR WHATEVER REASON.

FOR EXAMPLE, THIS HAS HAPPENED IN THE PAST, A STUDENT WAS DIABETIC AND WAS ABLE TO GIVE A EIPI PRESENTATION TO HER CLASSMATES ON THE TOPIC OF WHAT IS IT LIKE TO LIKELY INTERPRET WITHIN AN EIPI -- EXCUSE ME, WITHIN A DIABETES EDUCATION SESSION USING DEMAND CATEGORIES AND APPRECIATION FOR THOSE THROUGH THAT EXPERIENCE FROM THAT LARGER CONTEXT.

SO, THERE'S LOTS OF THINGS THAT ONE COULD DO TO HELP STUDENTS, AGAIN, ACTIVATE THEIR OWN KNOWLEDGE SOURCES THAT THEY MIGHT HAVE.

>>> A REMINDER, BECAUSE PEOPLE OFTENTIMES WILL REMEMBER THE ENVIRONMENTAL DEMANDS AS ONLY PHYSICAL SURROUNDINGS BECAUSE

THAT WORD ENVIRONMENTAL DEMANDS PULLS FROM SOMETHING LIKE WHAT'S HAPPENING PHYSICALLY AROUND YOU, BUT WE HAVE TO REMEMBER THAT INCLUDES THINGS BROADER LIKE THE GOAL OF THE ENVIRONMENT, THE PERSONNEL, CLIENTELE, PEOPLE WHO ARE THERE, AND THE TERMINOLOGY.

SO, IT NEEDS TO BE BROADENED BECAUSE SOMETIMES PEOPLE GET STUCK IN ONLY TALKING ABOUT THE PHYSICAL SURROUNDINGS.

>>> IN THE NEW BOOK BY GALLAUDET UNIVERSITY PRESS, EDUCATING INTERPRETERS IN THE SETTING, BOB AND I AN ARTICLE CALLED BEYOND INTERESTING, USING DEMAND CONTROL SCHEMER SO STRUCTURE EXPERIENTIAL LEARNING.

WE TALK ABOUT SOME OF THE WAYS IN WHICH DC-S CAN STRUCTURE EXPERIENTIAL LEARNING AND WE TALK ABOUT HOW AN EMERGENCY ROOM OR EMERGENCY DEPARTMENT LECTURE MIGHT LOOK BASED ON EIPI DEMAND CATEGORIES.

SO, IF YOU'RE INTERESTED IN LOOKING AT THAT, THAT WOULD FLESH OUT SOME OF THIS MATERIAL FOR YOU AS WELL.

>>> IN ENVIRONMENTAL DEMAND CATEGORIES, THE IMPORTANT THINGS ARE THE CONTROLS THAT ARE EMPLOYED.

YOU DON'T REALLY DO MUCH.

YOU DON'T REALLY TAKE A LOT OF ACTION EXCEPT FROM THE PRE-ASSIGNMENT WAY.

YOU ONLY TAKE ACTION ON ENVIRONMENTAL DEMANDS.

THE CONTROLS ARE MOSTLY KNOWLEDGE-BASED.

YOU NOW KNOW THIS ABOUT THE ENVIRONMENT WHICH, OF COURSE, BECOMES THE CONTROL.

YOU CAN TAKE ACTION IN A PRE-ASSIGNMENT WAY BY DOING PREPARATION, CONTACTING PEOPLE AND CERTAINLY YOU COULD, FOR EXAMPLE, EMPLOY DURING ASSIGNMENT CONTROL IN AN ENVIRONMENTAL DEMAND SUCH AS IF YOU WERE INTERPRETING IN THE EMERGENCY ROOM AND THE PATIENT WAS ON A GURNEY IN THE HALLWAY AND THE DISTRACTIONS AND SIGHTS AND SOUNDS OF THE EMERGENCY ROOM WERE TOO PROBLEMATIC AND YOU ASKED THAT THE DEAF PERSON -- PATIENT BE MOVED TO A ROOM SO THAT YOU COULD DO YOUR WORK BETTER, THAT WOULD BE AN ACTION DECISION DURING THE ASSIGNMENT THAT RESPONDS TO ENVIRONMENTAL DEMAND. BUT MOSTLY I WOULD SAY THE KINDS OF CONTROLS THAT ARE EMPLOYED ARE KNOWLEDGE BASED OR THINGS THAT HAPPEN IN PRE-ASSIGNMENT.

>>> MOSTLY ENVIRONMENTAL DEMANDS ARE CONCURRENT DEMANDS.

AGAIN, WE'VE ALREADY TALKED A LITTLE BIT ABOUT CONCURRENT DEMANDS. ONE OF THE WAYS THAT THE GOAL OF THE ENVIRONMENT PLAYS OUT IN A CONCURRENT DEMAND MIGHT BE, FOR EXAMPLE, IF THE GOAL OF A HOLIDAY PARTY FOR COWORKERS AT A COMPANY IS TO NETWORK, CELEBRATE AND ENJOY THEMSELVES, THEN THE CONTROLS EMPLOYED BASED ON A MAIN DEMAND THAT EMERGES WOULD TAKE INTO ACCOUNT THE GOAL OF THE ENVIRONMENT.

IF IT'S TO CELEBRATE AND TO BE RELAXED AND TO NETWORK AND THE INTERPRETER MAY VERY WELL CHOOSE CONTROLS THAT ARE MORE RELAXED AND MUCH MORE SOCIAL BASED ON THE ENVIRONMENTAL DEMAND OF THE GOAL OF THE ENVIRONMENT.

AND, SO, OFTENTIMES ENVIRONMENTAL DEMANDS ARE CONCURRENT DEMANDS.

>>> AND THE FINAL BULLET POINT THAT ENVIRONMENTAL DEMANDS ALLOW YOU TO DO IN THESE TEACHABLE MOMENTS IS TO EXTRAPOLATE AND ENCOURAGE STUDENTS TO IMAGINE OR PREDICT WHAT IS LIKELY TO HAPPEN GIVEN THE ENVIRONMENTAL SET UP.

THAT IS, WHAT ARE THE INTERPERSONAL, PARALINGUISTIC AND INTRAPERSONAL DEMANDS THAT ARE LIKELY TO BE IMAGINED AS A RESULT OF A GOOD ENVIRONMENTAL DEMAND ANALYSIS?

AGAIN, THOSE FOUR SUBCATEGORIES THAT YOU SEE RIGHT ABOVE THERE.

>>> THE TEACHABLE MOMENTS FROM INTERPERSONAL DEMANDS ARE QUITE SIMPLY AN AWARENESS, WHICH IS A VERY POWERFUL THING, RECOGNIZING IN ADVANCE THAT THESE THINGS CAN HAPPEN TO YOU.

AGAIN, THEY DON'T HAVE TO BE TERRIBLY EXTREME OR EXTRAORDINARY BECAUSE LOTS OF TIMES PEOPLE DON'T EVEN LIKE THE TYPE OF INTERPRETING ASSIGNMENT THEY MAY BE CALLED INTO.

FOR EXAMPLE, I WAS ALWAYS UNDER THE IMPRESSION THAT ONCE YOU WERE DONE IN THE PRE-OP AREA, INTERPRETERS WERE DISMISSED AT THAT POINT AND IT WASN'T UNTIL I WAS TOLD TO PUT ON A BUNNY SUIT AND

FOLLOW EVERYBODY INTO THE SURGICAL SUITE THAT I REALIZED -- EXCUSE ME, THE OPERATING ROOM, I REALIZED OH, I'M ACTUALLY GOING TO STAY HERE UNTIL THE PERSON GOES TO SLEEP.

SO, HAVING HAD THAT APPRECIATION, THAT WOULD HAVE BEEN NICE.

BUT I MAY VERY WELL WALK INTO AN OR UNTIL THE PERSON FALLS ASLEEP WOULD HAVE BEEN A HELPFUL THING.

SO EVEN THE AWARENESS THAT THE KIND OF INTERPRETING ASSIGNMENTS WE WALK INTO CAN ACTUALLY HAPPEN IS A HELPFUL THING.

IT'S A TYPE OF CONTROL OBVIOUSLY.

>>> ALSO, INTERPERSONAL DEMANDS ARE THOSE THINGS THAT HAPPEN. THEY ARE OFTENTIMES MAIN DEMANDS.

SOMEBODY SAYS SOMETHING, SOMEBODY DOES SOMETHING, AND THEY BEGIN TO CONVEY THIS IS A MOMENT THAT REQUIRES A MOVE, AGAIN, BASED ON EMISSIONS WORK.

THIS IS A DECISION THAT REQUIRES A MOVE, A DECISION, A RESPONSE.

AND WHAT IS THAT RESPONSE GOING TO BE?

WHICH, OF COURSE, LEADS US -- NO, NOT YET.

ACTUALLY WE'LL GET TO THAT NEXT.

BUT THIS ACTUALLY HELPS US ALSO REMEMBER THAT HOW PEOPLE IDENTIFY DEMANDS, THE IDENTIFICATION AND THE ARTICULATION OF DEMANDS AND CONTROLS IS AN IMPORTANT SKILL SET.



AND WE TALK ABOUT IN OTHER SESSIONS THIS IDEA, THE RUBRIC AND THE RUBRIC GUIDELINES TO HELP PEOPLE IF A SERIES OF 11 SCALES THAT CREATES WHAT WOULD BE A MEASURE OF A GOOD ANALYSIS.

SO, THROUGH YOUR OWN MODELING, YOUR OWN ABILITY AS THE TEACHER TO ARTICULATE AND IDENTIFY WELL STATED DEMANDS AS WELL AS CORRECTION OF STUDENTS ON HOW TO ARTICULATE THE BEST DEMANDS, IDENTIFY THEM AND ARTICULATE THEM AND ALSO HOW TO ARTICULATE AND IDENTIFY CONTROLS, THIS IS A VERY HELPFUL PROCESS.

OFTENTIMES THE BIGGEST PROBLEM FOR STUDENTS AND I THINK JUST PEOPLE IN GENERAL IS THAT THEY OFTEN WILL CONVEY THEIR EXPERIENCE IN AN EMOTIVE WAY USUALLY USING VERY NONNEUTRAL OR JUDGMENT LANGUAGE VERSUS BEING ABLE TO ARTICULATE THINGS IN MERELY JUST AN OBSERVABLE, REPORTABLE FORM.

SO, THAT OFTENTIMES BECOMES THE INTRA-PERSONAL AND PARALINGUISTIC DEMAND.

HOW DO YOU HELP STUDENTS INTERPRET -- IF YOU'RE INTERESTED IN UNDERSTANDING A LITTLE MORE ABOUT THAT BIT, I WOULD ENCOURAGE YOU TO TAKE A LOOK AT OUR RUBRIC AND RUBRIC GUIDELINES.

>>> INTERPERSONAL DEMANDS ALSO ALLOWS YOU TO TALK ABOUT THOUGHT WORLD, WHICH IS A QUOTE THAT WE USE FROM CLAUD NAUBE, WHICH HELPS STUDENTS APPRECIATE CULTURE INFORMATION AND ALSO HELPS PROFESSIONALS UNDERSTAND THINK.

IF YOU'VE BEEN PART OF THE PRIOR SESSIONS, YOU MAY REMEMBER AN EXAMPLE WHERE AN INTERPRETER WAS IN A MEDICAL SITUATION AND SHE WAS WAITING FOR THE PHYSICIAN TO ENTER THE ROOM, THE EXAMINATION ROOM WHILE SHE WAS WAITING OUTSIDE.

AND SHE WAS ASKED BY SEVERAL CLINICIANS, THE CLINICAL TEAM IF SHE DIDN'T WANT TO WAIT IN THE WAITING ROOM. AND THEY KEPT ASKING HER AND SHE KEPT SAYING NO, AND GETTING A LITTLE MORE FRUSTRATED BECAUSE THEY THOUGHT WHERE THAT WAS COMING FROM, THE INTERPRETER THOUGHT THE REASON WHY SHE WAS BEING ASKED SEVERAL TIMES TO EITHER WAIT IN THE EXAMINATION ROOM OR WAIT IN THE WAITING ROOM WAS THAT THESE PEOPLE'S IGNORANCE ABOUT INTERPRETERS AND DEAF PEOPLE.

IN ACTUALITY WHAT THEY WERE CONCERNED ABOUT WAS HIPAA.

AS YOU KNOW, THE PORT ABILITY AND PRIVACY ACT IS -- WELL, A LOT OF PEOPLE DON'T UNDERSTAND LEAVING PEOPLE IN CLINICAL SETTINGS.

THERE IS A HYPERSENSITIVITY TO ISSUES OF PRIVACY.

AS A RESULT, IT IS IMPORTANT FOR US TO APPRECIATE THE THOUGHT WORLDS OF THE PEOPLE WE RUN INTO.

THIS WOULD BE AN EXAMPLE OF THE THOUGHT WORLD IN ADDITION, OF COURSE, TO THINGS LIKE CULTURAL INFORMATION.

OF COURSE, INTERPERSONAL DEMANDS ARE YOUR TRADITIONAL MAIN DEMANDS WHICH ALLOWS US TO FLESH OUT CONSTELLATION AND ALLOWS FROM THERE A DISCUSSION ABOUT DCCRD, THE DECISION-MAKING

PROCESS, OR, OF COURSE, YOU CAN ALWAYS START WITH THE MAIN DEMAND ALONE AND ASK PEOPLE WITHOUT KNOWING THE CONCURRENT DEMAND WHAT CONTROLS MIGHT COME TO MIND WHICH ALLOWS FOR A MUCH MORE FLEXIBLE WAY OF THINKING ABOUT BECAUSE YOU'RE NOT SPECIFYING IT WITH FLESHING OUT THE FULL CONSTELLATION.

>>> AS I'VE ALREADY MENTIONED, THE TEACHABLE MOMENTS THAT COME FROM AN INTRA-PERSONAL DEMAND CATEGORY IS FIRST OF ALL IT MUST BE A DEMAND.

IT CAN'T JUST BE A PASSING THOUGHT OR A PASSING IDEA, ET CETERA. OFTENTIMES INTERPERSONAL DEMANDS EMERGE OUT OF THE ARTICULATION OF AN INTRA-PERSONAL DEMAND.

OUR EMOTIONS ARE ACTUALLY A VERY GOOD BAROMETER.

OF COURSE, EMOTIONS CAN BECOME SO OVERWHELMING THAT THEY ALSO BECOME PROBLEMATIC.

BUT USUALLY WE RESPOND AFFECTIVELY FIRST BEFORE WE RESPOND COGNITIVELY.

OFTENTIMES IF THERE IS AN INTRA-PERSONAL DEMAND, IT'S LIKELY STEMMING FROM AN INTERPERSONAL DEMAND.

AND THAT HELPS STUDENTS TO -- THIS TYPE OF TEACHABLE MOMENT HELPS STUDENTS TO BACK UP WHAT IS THEIR AFFECTIVE RESPONSE TO TRY TO ARTICULATE WHAT IS THE INTERPERSONAL DEMAND.

>>> THE OTHER THING THAT IS IMPORTANT IS THE ABILITY TO SEPARATE OUT AN INTRA-PERSONAL DEMAND FROM AN INTERPERSONAL DEMAND.

OBVIOUSLY AN INTERPERSONAL DEMAND REQUIRES A DURING ASSIGNMENT RESPONSE.

INTRA-PERSONAL HAPPENS POST-ASSIGNMENT CONTROLS.

SO, IT IS IMPORTANT TO BEGIN TO NOT ONLY TALK ABOUT HOW ONE CAN UTILIZE YOUR OWN INTRA-PERSONAL DEMANDS AS A WAY OF ARTICULATING AND IDENTIFYING INTERPERSONAL DEMANDS, BUT ALSO HOW TO SEPARATE THEM OUT AND MAKE SURE YOU DON'T RESPOND TO AN INTERPERSONAL DEMAND FROM AN INTRA-PERSONAL PLACE.

AND THAT BECOMES ANOTHER IMPORTANT ISSUE IN A MOMENT.

AND, AGAIN, INTRA-PERSONAL DEMANDS OFTEN REQUIRE POST-ASSIGNMENT CONTROLS.

>>> I'VE ALREADY MENTIONED THE OTHER PRACTICE-BASED APPLICATIONS THAT WE'VE ALREADY TALKED ABOUT, PICTURE ANALYSIS, PRACTICAL SCENARIO, OBSERVATION, INTERPRETED EVENT, PRACTITIONER INTERVIEW, AND CASE PRESENTATION.

SO, ALL THE THINGS THAT I'VE TALKED ABOUT IN TERMS OF THESE TEACHABLE MOMENTS OR THE WAYS TO UTILIZE THE EIPI DEMAND CATEGORIES AS A WAY OF PULLING OUT AND ANCHORING THEORETICAL INFORMATION AND PRACTICE INFORMATION WITHIN THE STUDENT GENERATED EXPERIENCE IS SOMETHING THAT APPLIES TO ALL OF THESE STIMULUS SOURCES IN ADDITION TO OBSERVATIONS.

>>> IN CREATING THIS PRESENTATION, I'VE ACTUALLY USED A LOT OF MATERIALS THAT WE'VE WRITTEN ABOUT ALREADY, AND I HAVE MY E-MAIL HERE FOR THOSE WHO WISH TO GET A COPY OF THEM.

THERE IS A MANUSCRIPT THAT WE NEVER PUBLISHED CALLED TEACHABLE MOMENTS WHICH FLESHES OUT SOME OF THE THINGS THAT I'VE TALKED ABOUT HERE IN GREATER DETAIL, ESPECIALLY FOR THOSE OF YOU WHO ARE LESS FAMILIAR WITH SOME OF THE LANGUAGE WE'VE BEEN USING.

ANOTHER MANUSCRIPT THAT AGAIN NEVER PUBLISHED, BUT SOMETHING WE'VE CREATED FOR OUR OTHER GRANT PROJECTS IS CALLED THE BENEFITS OF TEACHING VIA DE MANNED CONTROL SCHEMA, AND IT ALSO HIGHLIGHTS SOME OF THE TOPICS THAT WE'VE DISCUSSED HERE.

>>> THE DC-S RUBRIC AND RUBRIC GUIDELINES IS ANOTHER DOCUMENT, AGAIN, I'M HAPPY TO SHARE WITH FOLKS IF YOU'RE INTERESTED IN UNDERSTANDING HOW WE USE THE 11 SCALES TO ARTICULATE WHAT WE WOULD CONSIDER TO BE A GOOD ANALYSIS.

THE TYPES OF THINGS THAT OR THE MISTAKES THAT PEOPLE OFTEN MAKE WITHIN THE IDENTIFICATION AND THE ARTICULATION OF DEMANDS AND CONTROLS IS USUALLY THE INABILITY TO MERELY REPORT.

WE AS HUMAN BEINGS ARE VERY GOOD AT INTERPRETING EMOTION AND INTERPRETING A PERSON'S INTENTIONS AND INTERPRETING WHAT AN ACTION MIGHT MEAN, BUT WE'RE NOT VERY GOOD AT REPORTING IT AND I THINK THAT'S CERTAINLY EVOLUTIONARY BECAUSE WE HAD TO INTERPRET MEANINGS RATHER QUICKLY.

A LOT OF THESE PROCESSES THAT ARE PSYCHOLOGICALLY BASED AND VERY UNDERSTANDABLE NEED TO BE REPLACED AND OVERRIDDEN WITH SOMETHING MUCH MORE STRUCTURED AND DELIBERATE.

AND, AGAIN, THE IDEA OF REFLECTIVE PRACTICE IS SUCH A SUPERVISION IS ONE OF THE WAYS THAT WE ENCOURAGE OVERWRITING SOME OF THESE NATURAL AND PROBLEMATIC IN THE PRACTICE OF OUR WORK AS WE CERTAINLY STRIVE TO BE AS EFFECTIVE IN THAT WAY, HOPEFULLY NEUTRAL PEOPLE.

OBVIOUSLY WE KNOW THE DEGREES TO WHICH THAT IS LIMITED, BUT WORKING TOWARDS THAT IS CERTAINLY A VALUED PART OF OUR PROFESSION.

>>> THE OTHER MANUSCRIPT THAT HELPED CREATE WHAT I TAUGHT ABOUT TODAY IS CALLED BEYOND INTERESTING, USING DEMAND-CONTROL SCHEMA TO STRUCTURE EXPERIENTIAL LEARNING.

AND THAT IS IN THE NEW BOOK THAT I ALREADY MENTIONED EARLIER IN OUR HANDS AND THAT IS FROM GALLAUDET UNIVERSITY PRESS.

OURS IS AVAILABLE IF YOU WOULD LIKE TO CONTACT ME.

CONFERENCE PROCEEDINGS ARE USUALLY \$25.

I MENTIONED THE CONFERENCE PROCEEDINGS EARLIER IN THE PRESENTATION THAT ARE OTHER AUTHORS TALKING ABOUT HOW THEY UTILIZE DC-S IN THEIR INTERPRETER EDUCATION PROGRAMS.

PEOPLE HAVE ALSO TALKED ABOUT BEYOND THIS CONFERENCE PROCEEDINGS.

THERE'S OTHER ARTICLES AVAILABLE, BUT IF PEOPLE ARE INTERESTED IN THE BOOK, I'VE MADE THE FEE FOR THOSE OF YOU WHO ARE IN ATTENDANCE HERE JUST \$15 AND THAT INCLUDES SHIPPING AND HANDLING.

SO, IF YOU JUST CONTACT ME I'D BE HAPPY -- WELL, IN THE END AFTER I LEAVE FOR SCOTLAND, LIKE I SAID, BOB WILL BE PUTTING IT IN THE MAIL TO YOU.

REGARDLESS, WE'LL GET THAT OUT TO YOU.

>>> I'VE ALSO DESCRIBED HERE AND I KNOW IT DIDN'T COME ACROSS TERRIBLY CLEARLY THE OBSERVATION FORM THAT, AGAIN, IS A -- A WAY TO CAPTURE THE STIMULUS MATERIAL.

THE THINGS I DIDN'T MENTION HERE IS WE HAVE TWO OR THREE, AND THOUGH PROBABLY THE MOST UP TO DATE ONE IS A NEW ONLINE JOURNAL ARTICLE WE HAVE ON THE EFFECTIVENESS OF OBSERVATION SUPERVISION. BUT IF YOU JUST ASK ME FOR YOUR OBSERVATION SUPERVISION ARTICLES I CAN SEND YOU ALL THE ONES THAT WE HAVE.

AND FOR ANY COPIES, FEEL FREE TO E-MAIL ME AND WE WILL STILL GET THOSE OUT TO YOU.

ALSO, OF COURSE, IF YOU ARE JOINING US ON THE LIST SERVE, WE WILL HAVE ALL OF THESE THINGS AVAILABLE.

>>> WE HAVE COMPLETED AND ARE WAITING ON FROM OUR GRAPHIC DESIGNER A DC-S TEXTBOOK SINCE THIS IS THE FINAL SESSION BEYOND THE LIST SERVE DISCUSSION.

THIS IS THE FINAL SESSION.

I WANT TO ALERT YOU TO THE TEXTBOOK BEING AVAILABLE, SO, HOPEFULLY BY FALL.

IF ANY OF YOU HAVE DONE PUBLISHING, YOU KNOW NOTHING GOES AS PLANNED.

WE'RE IN ONE OF THOSE SITUATIONS.

SO, IF YOU ARE ON FACEBOOK AND SEARCH FOR DEMAND-CONTROL SCHEMA THE PRACTICE CONTROL [SPEAKER NOT UNDERSTOOD], WHEN THE TEXTBOOK IS AVAILABLE, WE WILL ADVERTISE OUTSIDE OF THIS FACEBOOK VENUE, CERTAINLY THAT WILL BE THE EASIEST AND MOST DIRECT SOURCE. IF YOU LIKE THAT PAGE, THEN ANY ANNOUNCEMENTS ABOUT THE TEXTBOOK AS WELL AS TRAININGS, EVEN I PUT THE WEBINAR THE ONE WE'RE TALKING ABOUT NOW ON THE FACEBOOK PAGE.

YOU'LL HAVE ACCESS TO SOME OF THAT INFORMATION.

AND I'M GOING TO BE CLOSING UP IN JUST A COUPLE OF MINUTES SO THAT I CAN TAKE YOUR QUESTIONS AND ANY OTHER COMMENTS OR DISCUSSION POINTS THAT YOU WISH TO BRING UP TO FLESH OUT THE REST OF OUR TIME. LET ME TALK ABOUT JUST A MOMENT BEFORE WE MOVE INTO THAT ABOUT THE NEXT LIST SERVE ACTIVITY AND DISCUSSION BOARD.

IN THE PAST OUR LIST SERVES HAVE BEEN VERY ACTIVITY HEAVY.

WE HAVE -- I HAVE CREATED ACTIVITIES TO HELP PEOPLE PRACTICE SOME OF THE SKILL SETS THAT WE'VE BEEN WISHING PEOPLE TO.

BUT NOW WE'RE MOVING INTO A MUCH MORE THEORETICAL IDEA AND THIS NOW BECOMES MORE KIND OF THE BALL IS IN YOUR COURT.



HOW DO YOU IMAGINE OR WHAT WAYS IN WHICH CAN YOU MARRY WHAT I'VE TALKED ABOUT WITH WHAT YOU DO ON A DAY-TO-DAY BASIS IN YOUR EDUCATION OF WHETHER AS STUDENTS AND PRACTITIONERS AND THIS IS A MUCH MORE OPPORTUNITY FOR DISCUSSION AND GIVE AND TAKE.

I'LL BE DOING A LOT MORE POSTING OF ARTICLES ON THE TOPIC, BOTH IN AND OUTSIDE OF OUR FIELD OF INTERPRETING BECAUSE, AGAIN, AS I STRONGLY ENCOURAGE US TO MOVE IN THE DIRECTION OF HABIT PROCESS OR REFLECTIVE PROCESS WHICH IS GOING TO BE PREPARATORY AND HELPFUL IN DEVELOPING STUDENTS' DECISION-MAKING SKILLS.

AND I WILL FIND MATERIALS AND WE WILL HAVE DISCUSSIONS AS A WAY OF NURTURING AND FOSTERING THAT PROCESS IN A HELPFUL WAY.

>>> I WILL PAUSE NOW AS I USUALLY TRY TO DO LEAVE ABOUT 20 MINUTES AND SOMETIMES I'M BETTER AT IT THAN OTHER TIMES, FOR QUESTIONS AND COMMENTS OR OTHER IDEAS THAT YOU HAVE ABOUT DC-S WITHIN AN INTERPRETER EDUCATION STRUCTURE, A FORMAL IEP OR WHETHER THAT'S IN A MUCH MORE INFORMAL WAY WORKING WITH PRACTITIONERS, ET CETERA.

SO, I WILL PAUSE NOW AND ASK KERRY TO TAKE OVER FROM THIS POINT IN TERMS OF NARRATING THE COMMENTS AND QUESTIONS.

>> OKAY, ROBYN.

I KNOW YOU TOUCHED ON A QUESTION THAT I WOULD LIKE TO SEE YOU EXPAND ON IT.

TAMMY ASKS, DO YOU SEE ANY MERIT TO THE "WHAT WOULD YOU DO TYPE OF SCENARIO" ANALYSIS?

COULD THIS BE USED IN CONJUNCTION WITH DC-S?

>> CERTAINLY.

I DON'T WANT TO GIVE THE IMPRESSION THAT, YOU KNOW, AGAIN SORT OF IN A DUALISTIC WAY, GOOD-BAD.

THERE ARE LOTS OF MATERIALS OUT THERE.

AS A RESULT WE SHOULD BE ABLE TO UTILIZE THEM.

THE WAY I THINK THOSE MATERIALS ARE BEST UTILIZED, CERTAINLY IN HOW YOU PICK AND CHOOSE YOUR SCENARIOS, OR HOW YOU YOURSELF MIGHT AUGMENT THEM TO BE MORE HELPFUL PERHAPS TO THE DISCUSSION.

MY EXPERIENCE WITH MANY OF THESE WHAT WOULD YOU DO IN THIS SITUATION, MOST OF THOSE ARE NOT FULLY FLESHED OUT.

THE CONSTELLATION OF DEMANDS IS NOT FULLY IDENTIFIED.

AND INSTEAD OF HAVING A CONVERSATION FROM WHAT PEOPLE WILL PRESUME OR PROJECT INTO THEM, THAT THOSE THINGS BE ARTICULATED OUT LOUD.

GOING BACK TO THE SCENARIO THAT WE GAVE EARLIER, THERE ARE LOTS OF UNANSWERED QUESTIONS WITHIN THAT ETHICAL SCENARIO.

FIRST OF ALL, WHAT DOES A PSYCHIATRIST MEAN WHEN HE SAYS, SO, WHAT DO YOU THINK?

I MEAN OBVIOUSLY AS A MENTAL HEALTH EDUCATOR, WE WOULD CERTAINLY ENCOURAGE INTERPRETERS TO BE IF YOU KNOW ANYTHING THAT HAVE TO

DO WITH LINGUISTIC MATERIAL ABOUT HOW A PERSON PRODUCED LANGUAGE WHICH OBVIOUSLY IS VERY MUCH AFFECTED BY MENTAL ILLNESS AND SOMETHING ONLY YOU WOULD HAVE ACCESS TO, LIKELY NOT THE CLINICIAN.

THEN THAT INFORMATION WOULD BE PASSED ALONG TO YOU.

WHEREAS IN THIS SITUATION, THE ASSUMPTION IS THAT THE CLINICIAN IS TRYING TO GET YOU TO HELP HIM WITH A DIAGNOSIS.

AND ALSO YOU MIGHT WANT TO AUGMENT THIS ONE BECAUSE AGAIN MENTALLY UNSTABLE IS CERTAINLY NOT A DIAGNOSIS THAT A CLINICIAN IS LIKELY TO USE.

CERTAINLY THE WORD DEPRESSIVE.

I WOULD NOT SAY WE HAVE TO LET GO OF ALL THAT MATERIAL BECAUSE THERE CERTAINLY IS A LOT OF IT IN OUR PROFESSION, BUT CAN WE UTILIZE DC-S AS A WAY TO FLESH OUT THIS MATERIAL IN A WAY THAT DOES CREATE A GOOD WAY OF GETTING AT SOME OF THOSE MORE SORT OF SALIENT OR QUICK MATERIAL TO THAT DECISION MAKING POINT.

SO, YES, I CERTAINLY THINK YOU CAN DO THAT AND WOULD ENCOURAGE THAT PROCESS.

>> OKAY.

NOW, CATHERINE WOULD LIKE TO KNOW IF YOU WOULD GIVE AN EXAMPLE SCENARIO WHERE SOMEONE HAS AN INTRA-PERSONAL DEMAND THAT STEMS FROM AN INTERPERSONAL DEMAND.

>> THAT'S EXCELLENT, CATHERINE.

AS I WAS LOOKING THROUGH MY NOTES I HAD A STAR BY IT WHICH SAID  
COME UP WITH AN EXAMPLE AND I DIDN'T HAVE ANYTHING AFTER THAT.

I WAS PAUSING, THINKING, DOES SOMETHING COME TO MY MIND.

YES, AGAIN, I'M SORT OF BEING FLOODED BY ALL SORTS OF EXAMPLES I  
HAVE TO ARTICULATE IN A GOOD WAY.

I GUESS, AGAIN, IF SOMEBODY HAS A BETTER EXAMPLE FEEL FREE TO JUMP  
IN.

I TRIED TO COME UP WITH SOMETHING ON THE SPOT AND THAT'S WHY I HAD  
THE ASTERISK I DIDN'T FOLLOW.

GOING BACK TO THE HIPAA EXAMPLE WHERE THE PERSON CAME TO THE  
CLINICIAN AND SAYING, WOULD YOU LIKE TO WAIT IN THE ROOM, WOULD YOU  
LIKE TO WAIT IN THE WAITING ROOM?

CHANCES ARE HER EMOTIONAL RESPONSE WAS, GEEZ, PEOPLE, LET IT GO.  
WHAT'S THE BIG DEAL?

SO, LIKELY THERE WAS THIS AFFECTIVE RESPONSE OF WHAT SHE THEN  
INTERPRETED AS AN INTERPERSONAL DEMAND WHICH WAS THESE PEOPLE  
DON'T KNOW DEAFNESS, THEY DON'T KNOW INTERPRETERS WHICH HAD  
NOTHING -- THAT MAY HAVE HAD AN ASPECT TO IT, BUT IT HAD MORE TO DO I  
WOULD SUGGEST WITH THIS CONCERN ABOUT HIPAA.

SO, THAT'S AN EXAMPLE OF OUR AFFECTIVE RESPONSE THAT THEN LED TO  
THE IDEA OF, WELL, HOW COULD YOU THEN IMAGINE WHAT'S HAPPENING  
FROM AN INTERPERSONAL PLACE.

I APOLOGIZE I DON'T HAVE A BETTER EXAMPLE BECAUSE I CAN CERTAINLY IMAGINE MYSELF OFTENTIMES IN MY INTERPRETING ASSIGNMENTS, OH, YOU KNOW WHAT I DO HAVE A GOOD ONE.

THIS DOESN'T COME FROM MY WORK, IT COMES FROM SOMEBODY ELSE'S WORK WHERE HOW THEY WERE ABLE TO MOVE FROM THE INTRA-PERSONAL TO THE INTERPERSONAL IS VERY IMPRESSIVE.

THIS IS FROM AN EXAMPLE OF AN EDUCATIONAL INTERPRETER IN A COLLEGE, POST SECONDARY EDUCATION ENVIRONMENT.

AND IT'S A HIGHLY TECHNICAL CLASS AND THE STUDENTS ARE -- THERE ARE SEVERAL DEAF STUDENTS IN THE CLASS AND THEY'RE RELATIVELY AURAL.

THE WAY THEY ARTICULATED THE DEMAND, THESE STUDENTS DON'T LOOK AT ME.

THAT WAS HER DEMAND.

THAT'S AN INTRA-PERSONAL DEMAND.

ONCE SHE WAS ABLE TO GET TO EVENTUALLY AS SHE TRIED TO FIGURE OUT WHAT IS THE WAY YOU ARTICULATE THAT FROM AN INTERPERSONAL PERSPECTIVE, AFTER BEING THERE IN THE CLASS SEVERAL WEEKS SHE FINALLY WAS ABLE TO ARTICULATE IT AS, I AM THE THIRD OR FOURTH SOURCE OF DATA FOR THESE STUDENTS.

WATCHING THE BOARD IS THE FIRST.

LOOKING AT WHAT THE INTERPRETER -- EXCUSE ME.

LOOKING AT WHAT THE TEACHER WRITES ON THE BOARD AROUND THE POWERPOINT SLIDES IS THE SECOND.

THEIR COMPUTER SCREENS IS THE THIRD.

AND FOURTH IS THE INTERPRETER.

AND, SO, SHE WAS ABLE TO INSTEAD OF BEING ANNOYED AND WAVING IN THEIR FACE TO TRY TO GET THEIR ATTENTION, WHICH AGAIN USUALLY COMES FROM AN INTRA-PERSONAL PLACE IF IT'S ARTICULATED THAT WAY, SHE WAS ABLE TO STEP BACK FROM THAT AFFECTIVE EMOTIONAL RESPONSE TO ARTICULATE IT IN A WAY THAT CREATED LESS EMOTIONAL NOISE FOR HER WHICH CERTAINLY IS HELPFUL FOR US.

SO, HOPEFULLY THOSE COUPLE OF EXAMPLES EXPLAIN THAT.

I IMAGINE YOU'LL PROBABLY SEE A LOT OF THE AFFECTIVE STUFF EMERGE INITIALLY AND HELP STUDENTS GET TO THE MORE COGNITIVE AND TO ARTICULATE IT IN THE MOST NEUTRAL WAY POSSIBLE IS CERTAINLY A HELPFUL PROCESS FOR QUITE FRANKLY MANY OF US INCLUDING PRACTITIONERS.

>> SHELLY WOULD LIKE YOU TO NAME THE NEW ARTICLE FROM GALLAUDET AGAIN AS CLOSED CAPTIONING DIDN'T CATCH THE TITLE.

[INAUDIBLE]

>> ARE THERE ANY OTHER QUESTIONS THAT PEOPLE WOULD LIKE TO POSE TO ROBYN IN THE NEXT FEW MINUTES?

PLEASE TYPE THEM NOW INTO THE CHAT.

>> SORRY ABOUT THAT, KERRY.

I DIDN'T TURN ON MY MICROPHONE.

I WAS JUST ARTICULATING HERE THE FOURTH BULLET POINT.

OBVIOUSLY THE VISUAL WAS EVIDENT, BUT JUST TO BE CLEAR, THE ARTICLE IS THE FOURTH BULLET POINT DOWN CALLED BEYOND INTERESTING, USING DEMAND CONTROL SCHEMER SO STRUCTURE EXPERIENTIAL LEARNING.

[PAUSE]

>> THIS IS NOT A QUESTION, BUT IT'S A COMMENT FROM CATHERINE. SHE JUST RECENTLY GRADUATED FROM ITT AT KENT STATE UNIVERSITY AND FOUND THIS WORKSHOP VERY THANKFUL AND WANTS TO THANK YOU, ROBYN.

>> THANK YOU VERY MUCH, CATHERINE.

I APPRECIATE THOSE COMMENTS AS WELL.

AND, AGAIN, IF YOU'RE INTERESTED IN LOOKING AT THE OTHER THREE PRESENTATIONS WHERE SOME OF THESE THINGS WERE TALKED ABOUT A LITTLE BIT MORE SLOWLY, YOU'RE WELCOME TO ACCESS THEM AND PERHAPS E-MAILING KERRY, SHE'LL BE ABLE TO GIVE YOU ACCESS TO THOSE.

THEY'RE OBVIOUSLY ON THE WEBSITE AS WELL.

>> OKAY, THEN.

IF THERE ARE NOT ANY MORE QUESTIONS OR COMMENTS, WE NEED TO DO A LITTLE BIT OF HOUSEKEEPING AT THE CONCLUSION OF THIS WORKSHOP. FIRST OF ALL, I'D LIKE TO THANK ROBYN DEAN AND THE INTERPRETERS KIRK AND LESLIE, THE CAPTIONIST SHARON JAMES, AND, OF COURSE, THE CLEARINGHOUSE, JESSIE, MIKE, AND THEIR TEAM WHO HAVE DONE INCREDIBLE AMOUNT OF WORK TO GET THIS GOING.

I'D LIKE TO REMIND YOU THAT CEUs CAN BE REQUESTED BY COMPLETING THE CEU REQUEST FORM WHICH WILL APPEAR AFTER THE SATISFACTION SURVEY IS COMPLETED.

THE SURVEY WILL OPEN ONCE YOU CLOSE OUT OF THE WEBINAR SOFTWARE. SUBMIT THE SURVEY AND YOU WILL SEE A SCREEN WHERE YOU CAN CLICK ON A FORM TO COLLECT CEUs.

THIS FORM MUST BE FILLED OUT TO RECEIVE THE CEUs.

IF THE SURVEY DOESN'T AUTOMATICALLY OPEN ONCE YOU CLOSE OUT, GO TO THE WEB PAGE FOR THE WEBINAR THAT WAS PROVIDED IN THE E-MAIL SENT TO YOU WITH THE LINK TO ACCESS THE WEBINAR TONIGHT.

THE LINK TO THE SURVEY IS AT THE BOTTOM OF THE PAGE.

A SHEET WAS ATTACHED TO THE E-MAIL -- I DON'T THINK IT WAS.

IF YOU HAVE A GROUP PLEASE E-MAIL ME KERRY WHITE AT CAROLYN.WHITE AT UNCO.EDU.

IF YOU WATCHED WITH A GROUP OF INDIVIDUALS PLEASE HAVE EVERYONE SIGN IN AND SUBMIT THE FORM.

CEUs CAN BE AWARD VIA THE SIGN-IN SHEET OR THE SURVEY.

I ENCOURAGE EVERYONE TO COMPLETE THE SURVEY.

THE NEXT WEBINAR WILL BE THURSDAY, AUGUST 23RD AT 6:00 P.M.

MOUNTAIN STANDARD TIME, 7:00 P.M. CENTRAL TIME, AND 8:00 P.M. EASTERN TIME.

THE WEBINAR WILL BE ON INTERNSHIP CAPACITY, INSTITUTIONAL AND COMMUNITY WITH PAULA GAUSKI.



IT WILL BE COMING TO YOU SOON.

AND THANK YOU VERY MUCH.

[6:20 P.M.]