

02/23/2012 Strategies for Exploring the Complexities of Ethical Decision Making for Students

>> HELLO EVERYONE AND GOOD NIGHT.

WELCOME TO OUR WEBINAR ON THE STRATEGIES FOR EXPLORING THE COMPLEXITIES OF ETHICAL DECISION-MAKING FOR STUDENTS.

JUST A COUPLE OF HOUSEKEEPING ITEMS.

FIRST OFF, WE ARE PROVIDING INTERPRETERS AND CLOSED CAPTIONING.

THE INTERPRETERS SHOULD ALREADY BE UP AND STREAMING.

IN ORDER TO FINE TUNE YOUR STREAMING CAPABILITIES, YOU CAN SELECT "FINE COLOR" OR "FINE GRAY" TO HELP STREAM IT BETTER.

AS FAR AS CAPTIONING GOES, ALONG THE TOP YOU WILL SEE A CLOSED CAPTIONING ICON AND IF YOU CLICK ON THAT, THE CLOSED CAPTIONING BOX WILL OPEN UP AND YOU CAN ALWAYS MOVE THINGS AROUND TO HAVE A COMFORTABLE VIEWING TIME.

IF YOU HAVE ANY TECHNICAL ISSUES FEEL FREE TO USE THE CHAT BOX.

WE HAVE SEVERAL SKILLED PEOPLE AVAILABLE TO HELP YOU OUT AND YOU CAN USE THE CHAT BOX FOR QUESTIONS TO THE PRESENTER AND WHAT WILL HAPPEN IS ANY TIME YOU HAVE A QUESTION, YOU CAN JUST TYPE IT AND MYSELF WILL BE KEEPING TRACK OF THEM AND PERIODICALLY OUR PRESENTER WILL STOP AND I WILL ASK THE QUESTIONS FOR YOU. SO USE THAT CHAT BOX, SO WE CAN TAKE ADVANTAGE OF OUR PRESENTER'S KNOWLEDGE. HOWEVER, THERE WILL BE NO DIRECT QUESTIONS FROM VIEWERS AT THIS TIME.

WITH THAT, I WILL JUST GO AHEAD AND INTRODUCE OUR PRESENTER. THE PRESENTER IS PAULA MICKELSON, THE CHAIR OF THE ASL AND INTERPRETING DEPARTMENT AT ST. CATHERINE'S UNIVERSITY IN ST. PAUL AND SHE IS DEFINITELY AN EXPERT IN THE TOPIC

AREA TONIGHT. SO I WILL JUST GO AHEAD AND TURN IT OVER TO HER, SO THAT WE CAN MAXIMIZE OUR TIME.

PAULA, IT'S ALL YOURS.

>> ALL RIGHT.

THANK YOU, AMY.

I HAVE TO SAY THAT I'M SITTING IN MY OFFICE HERE AT ST. KATE'S AND IRONICALLY ENOUGH MY OFFICE AND THE ASL INTERPRETING DEPARTMENT IS LOCATED RIGHT IN BETWEEN THE MUSIC DEPARTMENT.

WE'RE IN THE MUSIC BUILDING AND ON THE OTHER SIDE OF OUR OFFICES IS THE ST. CATHERINE UNIVERSITY RADIO STATION. SO IF YOU COULD SEE ME, YOU WOULD SEE ME WITH MY HEADSET AND MICROPHONE AND I FEEL TO COMPELLED TO SAY SOMETHING LIKE, "BROADCASTING LIVE FROM THE LOVELY CAMPUS OF ST. CATHERINE UNIVERSITY," IS PAULA GAJEWSKI MICKELSON. SO I JUST HAD TO SAY THAT.

THANK YOU FOR HUMORING ME WITH THAT MOMENT.

I AM VERY HONORED TO BE HERE WITH YOU AND I APPRECIATE YOU SHARING YOUR TIME WITH ME THIS EVENING IN THIS AVENUE THAT I HAVE NOT USED BEFORE.

I HAVE NOT USED THIS MEDIUM OF A WEBINAR TO SHARE THIS INFORMATION AND SO I'M VERY PLEASED TO HAVE THIS OPPORTUNITY TO DO THIS WITH YOU THIS EVENING.

I WILL BE VERY HONEST WITH YOU AND SAY THAT MY EXPERIENCE HAS BEEN SHARING THIS INFORMATION AND OTHER TOPICS THAT I PRESENT ON IN MORE OF YOUR TRADITIONAL WORKSHOPS OR SEMINAR KIND OF FORMAT AND I FIND THAT I VERY MUCH REACT TO AND RESPOND TO FEEDBACK FROM THE AUDIENCE.

AND SO I AM HOPING THAT I CAN GET A LITTLE SENSE OF THAT FROM THE QUESTIONS THAT YOU WILL TYPE IN THE CHAT BOX.

AND I WOULD LIKE TO ENCOURAGE YOU TO PLEASE, THROUGHOUT THE EVENING, TYPE YOUR QUESTIONS IN THE CHAT BOX.

LIKE AMY MENTIONED SHE WILL BE KIND OF MONITORING THAT.

I WILL BE ABLE TO SEE THOSE, BUT SHE WILL MONITOR THOSE AND I WILL BREAK A COUPLE OF TIMES IN THE PRESENTATION AND AMY WILL PULL SOME OF THOSE QUESTIONS OUT, SO THAT WE CAN DIG INTO THOSE A LITTLE BIT MORE.

IF YOUR QUESTION IS NOT COVERED TONIGHT THOUGH, DO NOT FEAR, BECAUSE WE WILL BE EXPLORING THE QUESTIONS THAT WE HAVE LEFT OVER FROM TONIGHT AND OTHERS THAT I HOPE THAT WE'LL GENERATE TOGETHER ON A LISTSERV THAT WILL BE OPEN IN A WEEK OR SO AND YOU THINK AMY WILL SHARE SOME INFORMATION WITH US ABOUT THAT A LITTLE LATER. SO LIVE FROM ST. KATE'S, LET'S MOVE ON AND SEE WHAT WE'RE GOING TO DO TONIGHT.

I HAVE THE NEXT SLIDE UP HERE AND I WILL JUST GO OVER THIS BRIEFLY WITH YOU

TONIGHT TOGETHER WE'RE GOING TO EXPLORE SOME COMMON ISSUES AND INTERESTS THAT OCCUR IN CONFLICT BETWEEN INTERPRETERS AND DEAF PEOPLE.

AND THIS INFORMATION IS PULLED DIRECTLY FROM SOME RESEARCH I DID A FEW YEARS BACK ON CONFLICT BETWEEN INTERPRETERS AND DEAF FOLKS.

I WILL SPEAK TO THAT IN MORE DETAIL A BIT LATER, BUT THAT PROVIDES US WITH A REALLY NICE FOUNDATION TO KIND OF LAY THE REST OF OUR FOUNDATION THIS EVENING ON.

WHICH GETS US INTO THE NEXT BULLET POINT.

WE'RE GOING TO TALK ABOUT THE ELEMENTS OF CIRCLE PROCESSES THAT MAY BE USED IN THE CLASSROOM AND LEARNING ENVIRONMENT.

I DO WANT TO EMPHASIZE THAT THE TITLE SAYS, "ETHICAL DECISION-MAKING FOR STUDENTS." BUT THIS INFORMATION REALLY APPLIES BROADLY TO ANY WORKING

INTERPRETER, DEAF FOLKS, IN OUR FIELD OF WORK AND ALSO IN LIFE IN GENERAL, BUT WE WILL FOCUS IN OF COURSE ON OUR WORK, OUR COMMON WORK.

WE'RE GOING TO TALK TONIGHT ABOUT SOME ELEMENTS AND ALTERNATIVE DISPUTES RESOLUTION, WHICH IS WHERE CIRCLE PROCESSES KIND OF FALL IN THE GENERAL AREA OF DISPUTE RESOLUTION AND THOSE ELEMENTS THAT SPECIFICALLY HELP STUDENTS AND US DEVELOP MORE COMMON, CONSTRUCTIVE DIALOGUE ABOUT CHALLENGES THAT WE FACE IN ETHICAL DECISION-MAKING.

AND THEN WE'LL TALK A LITTLE BIT ABOUT DILEMMAS AND QUESTIONS AND TOPICS THAT WE MAY PRESENT TO STUDENTS OR WITH COLLEAGUES TO UNPACK IN CIRCLES, MEANING TOPICS AND IDEAS FOR USE IN CIRCLE PROCESSES, THAT HELP US HONE SOME CRITICAL THINKING SKILLS, FAMILIARITY WITH TERMINOLOGY AND STRATEGIES TO FIND THOSE SHARED SOLUTIONS.

FINALLY TONIGHT I WOULD LIKE TO TALK TO YOU JUST YOU ALITTLE BIT ABOUT SOME STRATEGIES FOR USING THIS INFORMATION WITHIN THE WORK ENVIRONMENT AND WITHIN THE CLASSROOM. SO HOPEFULLY YOU ALL HAVE TUNED INTO THE RIGHT PLACE AND WE'LL JUST MOVE FORWARD FROM HERE. SO THIS SLIDE IS REALLY BORING.

THIS IS A SLIDE THAT I USE OFTEN IN MY WORKSHOPS AND I PROBABLY SHOULD HAVE PUT SOME TEXT UP HERE, BUT IT'S AN AREA THAT I LIKE TO START WITH IN TERMS OF WHAT WE CAN EXPECT TONIGHT IN OUR TIME TOGETHER.

AND SO WHAT I WOULD LIKE TO SAY IS FIRST OFF, THIS IS, LIKE I SAID EARLIER, NEW TO ME. SO IF THIS ARE WEIRD PAUSES OR I STUTTER A BIT, IT MIGHT BE JUST SOMETHING POPPING UP ON MY SCREEN DRAWING MY ATTENTION. SO PLEASE BE PATIENT WITH ME IN THE PROCESS.

PLEASE BE PATIENT WITH OUR TECHNOLOGY.

WE HAVE WONDERFUL TECHNICIANS WITH US TONIGHT, AND AMY TALKED ABOUT HOW WE MIGHT BE ABLE TO TROUBLESHOOT SOME OF THAT INFORMATION. SO PLEASE MAKE SURE THAT YOU TAP INTO THOSE FOLKS, IF YOU ARE HAVING SOME DIFFICULTIES. AND LIKE I SAID EARLIER, I LOVE QUESTIONS. SO I WOULD REALLY APPRECIATE IT IF YOU WOULD JUST POP QUESTIONS OFF AS WE GO AND LIKE I SAID, AMY IS GOING TO WATCH THOSE FOR US AND WE'LL ADDRESS THOSE THROUGHOUT THE EVENING AND AGAIN, ON THE LISTSERV.

AND FINALLY WHAT I TALK ABOUT IS TAKE CARE OF YOURSELVES.

THIS IS GREAT BECAUSE WE ARE IN THE COMFORTS OF OUR HOMES OR OFFICES OR WHATEVER AND KICK YOUR SHOES OFF AND MAYBE YOU HAVE A NICE BEVERAGE OR SNACK AND MAYBE YOU ARE IN YOUR PJS OR WHATEVER IT, JUST TAKE CARE OF YOURSELVES AND WE'LL MOVE FORWARD WITH THE INFORMATION.

SO FIRST A LITTLE BACKGROUND ABOUT THIS TOPIC.

I COMPLETED MY GRADUATE STUDIES IN 2007, AND I DID THAT WITH A DEGREE IN ORGANIZATIONAL LEADERSHIP, AND I COMPLETED A CONCENTRATION IN ALTERNATIVE DISPUTE RESOLUTION.

THE INSTITUTE WHERE I COMPLETED MY DEGREE HERE AT ST. CATHERINE UNIVERSITY HAS AN AGREEMENT WITH HAMLIN SCHOOL OF LAW AND THEY HAVE A DISPUTE RESOLUTION INSTITUTE THERE THAT IS AN AMAZING PLACE.

IT'S WITHIN THEIR LAW SCHOOL, BUT IT'S A PLACE WHERE PEOPLE CAN COME WITHOUT A LAW BACKGROUND AND LEARN ABOUT ALTERNATIVE DISPUTE RESOLUTION.

I WAS VERY FORTUNATE, BECAUSE I HAD AN INTEREST IN THAT AREA AND WAS ABLE TO INCORPORATE THAT ON AN ACADEMIC LEVEL WITHIN MY GRADUATE STUDIES.

WITHIN THAT CONCENTRATION I WAS ABLE TO TAKE COURSES ON MEDIATION, AND NEGOTIATIONS, AND CONFLICT THEORY AND RESTORATIVE JUSTICE AND LOTS OF OTHER

THINGS THAT REALLY INFORMED MY THINKING ABOUT THIS CONCEPT OF RESOLUTION OF CONFLICT. IT WAS FASCINATING TO ME.

SO WHEN IT CAME TO WORK ON MY THESIS, I HAD TO MARRY THE TWO AREAS, ORGANIZATIONAL LEADERSHIP AND DISPUTE RESOLUTION WITHIN MY THESIS. SO I WAS VERY, VERY FORTUNATE AND WOULD LIKE TO MAKE A PUBLIC EXPRESSION OF GRATITUDE AGAIN TO THE NATIONAL REGISTRY OF INTERPRETERS FOR THE DEAF, SPECIFICALLY, MATTHEW O'HARA AND THE BOARD OF DIRECTORS AND THE STAFFERS AT THE TIME THAT I WAS DOING THIS, BECAUSE WHAT I PROPOSED TO THEM WAS ALLOWING ME TO STUDY GRIEVANCES THAT HAD BEEN FILED AGAINST INTERPRETERS WITHIN THE RID GRIEVANCE SYSTEM.

AND THEY AGREED AND I ALWAYS EMPHASIZE THIS POINT, IN DOING THIS, THERE WERE RANDOM GRIEVANCES CHOSEN AND THOSE RANDOM GRIEVANCES THAT WERE CHOSEN WERE SANITIZED, MEANING THAT NATIONAL OFFICE STAFF WENT HOW TO ALL OF THE PAPERS BEFORE THEY SENT TO ME, ALL OF THE GRIEVANCES AND THEY BLACKED OUT NAMES AND CITIES AND ANY KIND OF IDENTIFYING INFORMATION, SO THAT THE CONFIDENTIALITY WAS NOT BREACHED IN THIS PROCESS.

THERE WAS ENOUGH HOWEVER TO HELP ME UNDERSTAND WHAT THE TOPICS, THE ISSUES AND INTERESTS THAT WERE DRIVING THESE GRIEVANCES. SO WHAT I DID IN THIS PROCESS WAS THAT I REVIEWED GRIEVANCES.

AND I LOOKED FOR ELEMENTS IN THESE GRIEVANCES THAT MATCHED CONFLICT THEORY AND MATCHED INTERESTS THAT HELPED ME UNDERSTAND ON A BROADER PICTURE WHAT WAS DRIVING THE CONFLICTS IN OUR FIELD.

THAT IS THE WORK THAT I WILL SHARE WITH YOU A BIT IN A MOMENT.

BEFORE I DO THAT, I DO WANT TO SAY IN MY STUDIES AROUND CONFLICT RESOLUTION,

IN CONFLICT THEORY IN PARTICULAR, THERE ARE LOTS OF DIFFERENT APPROACHES TO RESOLVING DISPUTES. SO THERE ARE ACTUALLY LOTS OF APPROACHES.

THERE ARE A COUPLE OF PRIMARY ONES.

ONE IS A DISTRIBUTIVE APPROACH AND THE OTHER IS INTEGRATIVE.

AND A DISTRIBUTIVE APPROACH IS SOMETIMES CALLED A WIN/LOSE RESOLUTION. SO SOMEONE, WE RESOLVE OUR CONFLICT BY REALLY ONE OF US WINNING THE ARGUMENT AND THE OTHER ONE LOSING.

GREAT EXAMPLE OF THAT WOULD BE ROCK, PAPER, SCISSORS.

IF YOU KNOW ABOUT THAT, AND YOU ARE TRYING TO SOLVE AN ISSUE OR ARGUMENT OR WHATEVER, TRYING TO DECIDE WHO GOES FIRST, YOU DO ROCK, PAPER, SCISSORS AND WHOEVER WINS BEST TWO OUT OF THREE GETS TO GO FIRST OR WINS THE DISPUTE.

THAT IS AN EXAMPLE OF A DISTRIBUTIVE WAY OF CONFLICT RESOLUTION AND THE OTHER IS INTEGRATIVE, WHICH LOOKS AT COMMON INTERESTS OF THE DISPUTING PARTIES TO SEE IF THERE IS AN ELEMENT THAT IS SHARED AND THAT CAN MOVE THE FOLKS FORWARD AND SOMETIMES SEEN AS A WIN/WIN APPROACH TO DISPUTE RESOLUTION. SO THAT IS THE APPROACH I TOOK, BECAUSE I WAS THINKING, YOU KNOW, WHAT IS THE DYNAMICS BETWEEN DEAF FOLKS AND INTERPRETERS IS NOT HEALTHY TO MAINTAIN RELATIONSHIPS IF SOMEBODY WINS AND SOMEBODY LOSES.

IF WE CAN GET TO AN INTEGRATIVE APPROACH TO DISPUTE RESOLUTIONS OR LOOK AT GRIEVANCES WITH THAT LENS, I THINK WE'RE ABLE AND RESEARCH SHOWS THAT YOU ARE ABLE TO MAINTAIN RELATIONSHIPS IN A MORE HEALTHY MANNER. SO THAT IS THE APPROACH THAT I TOOK. SO I TOOK THEORY AND MODELS FROM AN INTEGRATIVE APPROACH TO DISPUTE RESOLUTION.

AND THEN WITH THAT, YOU CAN LOOK AT CONFLICTS WITH MANY DIFFERENT LENS. A COUPLE BEING POWER DYNAMICS OR LIGHT.

AND WHEN YOU LOOK AT DISPUTES FROM A POWER LENS, OR A RIGHT LENS, THAT IS USUALLY MORE OF A DISTRIBUTIVE LENS, MEANING SOMEBODY WINS, SOMEBODY LOSES.

SOMEONE HAS MORE POWER OR MORE LIGHT THAN THE OTHER.

AND SO THE THIRD AREA THAT I ACTUALLY CHOOSE TO USE IN MY RESEARCH WAS BASED ON INTERESTS.

AND AGAIN, IT GOES BACK TO THAT INTEGRATIVE APPROACH TO DISPUTE RESOLUTION, LOOKING FOR COMMON INTERESTS OR REASONS. THIS IS IMPORTANT TO PEOPLE TO FIND THE COMMON GROUND THAT WE CAN THEN USE TO MOVE FORWARD. SO THAT IS KIND OF GIVES YOU A LITTLE BACKGROUND ON MY APPROACH TO THIS RESEARCH. SO ON THIS SLIDE, YOU WILL SEE THAT I CHOOSE A PERIOD OF TIME BETWEEN JANUARY, 1999 AND JULY OF 2005, TO PULL GRIEVANCES FROM OR ASK THE IT STAFF TO PULL GRIEVANCES FROM.

THE REASON I CHOOSE THAT TIME PERIOD WAS BECAUSE IN JANUARY OF 1999, THAT WAS THE MONTH THAT OUR ID IMPLEMENTED MEDIATION IN THE GRIEVANCE PROCESS.

I BELIEVE IT WAS THAT MONTH OF JANUARY, THE FIRST BATCH OF MEDIATORS WERE TRAINED AND STARTED THEIR WORK WITHIN THE GRIEVANCE PROCESS.

AND SO I CHOOSE THAT AS THE STARTING POINT AND THEN JULY 1 OF 2005, IF YOU THINK ABOUT YOUR RID HISTORY, JULY 1, 2005 WAS WHEN WE APPROVED AND RATIFIED, I GUESS, THE NEW -- IT'S NOT NEW ANYMORE, THE NAD-RID CODE OF PROFESSIONAL CONDUCT. SO WHEN I WAS DOING THIS THESIS, ONE OF THE QUESTIONS THAT I WANTED TO SEE WAS IF WITH THESE DISPUTES AND THESE GRIEVANCES THAT I STUDIED, WERE THE CONFLICTS THAT BUBBLED UP IN THESE GRIEVANCES ADDRESSED IN THE "NEW CPC." THAT IS WHY I CHOOSE THAT PERIOD OF TIME.

IF YOU LOOK AT THAT, YOU WILL SEE THAT THE TOTAL NUMBER OF GRIEVANCES THAT WERE FILED DURING THAT PERIOD OF TIME WAS 113. SO IN SOME WAYS YOU MIGHT THINK, WOW, THAT ISN'T A WHOLE LOT OF GRIEVANCES.

THAT IS JUST ABOUT WHAT?

FIVE YEARS.

JUST OVER FIVE YEARS.

AND MAYBE THAT IS 20 GRIEVANCES A YEAR.

THAT ISN'T A LOT, BUT IT IS A LOT.

IT IS A LOT.

AND THEN IF YOU LOOK AT THESE TOTAL NUMBER OF GRIEVANCES, YOU WILL SEE THAT 15 OF THE GRIEVANCES OF THE TOTAL NUMBER WERE DROPPED FOR WHATEVER REASON DID NOT GO THROUGH THE SYSTEM.

31 OF THESE GRIEVANCES DID NOT MEET THE CRITERIA AND WERE THUS BOOTED OUT OF THE SYSTEM. SO MAYBE THE COMPLAINANT, THE PERSON FILING THE GRIEVANCE WAS FILING IT AGAINST AN INTERPRETER WHO IS NOT A MEMBER OF RID.

THAT IS ONE OF THE CRITERIA THAT NEEDS TO BE MET FOR A GRIEVANCE TO MOVE THROUGH THE PROCESS. SO IF THAT PERSON WAS NOT A MEMBER, IT DID NOT MEET THE CRITERION AND WAS BOOTED FROM THE SYSTEM.

YOU WILL SEE THAT 5 OF THEM MOVED PAST -- ONE OF THE PARTIES SAID WE DON'T WANT TO GO THROUGH THE MEDIATION PROCESS.

WE WANT SOMEBODY TO DETERMINE WHETHER OR NOT THE INTERPRETER WAS IN VIOLATION OF THE CODE OF ETHICS AT THAT TIME.

AND THEN FINALLY, YOU WILL SEE 46 OF THESE GRIEVANCES WERE PROCESSED IN THE MEDIATION SYSTEM. SO THEY WERE FILED, AND THEN THEY WENT THROUGH MEDIATION AND WERE EITHER SETTLED OR NOT SETTLED.

IF THEY WEREN'T SETTLED IN MEDIATION, THEY WANT ON TO ADJUDICATION. SO THIS GIVES YOU A PICTURE OF THE TOTAL NUMBER OF GRIEVANCES.

THE NUMBER OF GRIEVANCES OR DOCUMENTS THAT I REVIEWED WERE 49. SO IF YOU LOOK AT THE LIGHT GRAY AREA, THAT 31 OF THE GRIEVANCES THAT DID NOT MEET THE CRITERIA, I STUDIED 23 OF THOSE GRIEVANCES. SO IN ESSENCE, THESE WERE WHAT I CALL "RAW GRIEVANCES." THEY WERE JUST THE APPLICATION AND OFTEN TIMES PAGES AND PAGES OF CONCERNS OR COMPLAINTS ABOUT THE INTERPRETER.

AND THEN THE OTHER SET OF DATA THAT I LOOKED AT CAME OUT OF THE MEDIATION SYSTEM. SO THAT 46 I REVIEWED 26 OF THESE MEDIATED AGREEMENTS AND SO THAT WASN'T THE RAW GRIEVANCE, BUT THAT WAS THE MEDIATION DOCUMENTS THAT IDENTIFIED WHAT THE PRIMARY ISSUES WERE, WHAT THE SOLUTIONS WERE THAT KIND OF THING. SO I REVIEWED A TOTAL OF 49 DOCUMENTS, WHICH REPRESENT ABOUT 78% OF THE APPLICABLE DOCUMENTS AND ABOUT 48% OF THE TOTAL NUMBER OF GRIEVANCES THAT WERE FILED.

WHICH IS A PRETTY SIGNIFICANT SET OF DATA. SO I WILL SHARE YOU WITH NOW A LITTLE BIT ABOUT THE LENSES THAT I USED IN THE INTEGRATIVE APPROACH TO DISPUTE RESOLUTION.

I USED WHAT IS CALLED BY MANY IN THE DISPUTE RESOLUTION CALLED THE CIRCLE OF CONFLICT AND IT WAS ORIGINALLY DEVELOPED BY CHRISTOPHER MOORE, BACK IN THE '70S, BUT MOST RECENTLY MODIFIED BY GARY FURLONG.

THE SLIDE RIGHT NOW, IT SHOWS YOU THE DIFFERENT AREAS OF THE CIRCLE OF CONFLICT AND SO THESE ARE REALLY THE TYPE OF ISSUES THAT BUBBLE UP IN CONFLICT. SO IF YOU LOOK AT THE FIRST ONE, RELATIONSHIPS OR ISSUES AROUND RELATIONSHIP CONFLICT INCLUDE A NEGATIVE EXPERIENCE THAT PEOPLE HAVE HAD WITH ONE ANOTHER IN THE PAST, STEREOTYPING, POOR OR FAILED COMMUNICATIONS, OR REPETITIVE NEGATIVE BEHAVIOR THAT ADDS UP OVER TIME AND CAUSES A RELATIONSHIP CONFLICT.

SOMETIMES WE TALK ABOUT THAT STRAW THAT BROKE THE CAMEL'S BACK, WHERE IT WAS JUST SOMETHING LITTLE AND THEN SOMETHING ELSE THAT WAS LITTLE AND THEN SOMETHING ELSE THAT WAS LITTLE.

OVER TIME, THOSE THINGS BUILD UP AND THEN A CONFLICT SPURS FROM THAT.

THAT IS CONSIDERED A RELATIONSHIP CONFLICT.

VALUES CONFLICTS REALLY ARE ROOTED IN BELIEF SYSTEMS.

THE PARTIES BELIEVE ABOUT WHAT IS RIGHT OR WRONG, GOOD OR EVIL, JUST OR UNJUST, FAIR OR UNFAIR.

AND IT'S REALLY A PERSONAL THING RELATED TO THOSE INDIVIDUAL VALUES.

EXTERNAL AND MOODS ARE IS AN AREA THAT GARY FURLONG ADDED TO THE ORIGINAL CIRCLE OF CONFLICT AND THIS IS ONE THAT THIS CATEGORY IS REALLY FACTORS RELATED TO SOMETHING THAT ARE OUT OF CONTROL OR OUT OF THE CONTROL OF THE OTHER PARTY. SO FACTORS THAT ARE REALLY NOT RELATED TO THE SUBSTANCE OF A DISPUTE, THAT ARE REALLY MORE MAKE PSYCHOLOGICAL AND FURLONG CALLS THEM THE BAD HAIR DAY CONFLICTS.

SOMEBODY GETS UP ON THE WRONG SIDE OF THE BED AND STARTS THEIR DAY ON THE SOUR NOTE AND BARKS AT THE FIRST PERSON THAT THEY MEET.

THEN THERE ARE DATA CONFLICTS AND THOSE ARE RELATED TO INFORMATION, EITHER A LACK OF INFORMATION OR WRONG INFORMATION, TOO MUCH INFORMATION, OR NOT BEING ABLE TO GET THE INFORMATION THAT YOU NEED.

AND THERE IS A CONFLICT THEN THAT IS CAUSED BY THAT.

AND THEN FINALLY, THE LAST CATEGORY IS STRUCTURAL CONFLICTS.

AND THOSE ARE REALLY ABOUT THE STRUCTURE OR THE PHYSICAL RESOURCES THAT ARE AROUND.

OFTEN TIMES RELATED TO LIMITS OF THOSE PHYSICAL RESOURCES. SO CONFLICTS THAT ARE RELATED TO NOT HAVING ENOUGH TIME OR NOT HAVING ENOUGH MONEY.

SOMETIMES AUTHORITY ISSUES, OR GEOGRAPHICAL CONSTRAINTS OR ORGANIZATIONAL STRUCTURES, SOMETHING IN THE SYSTEM THAT IS SURROUNDING THE PARTIES THAT IS A SOURCE FOR THE CONFLICT.

IF I MIGHT ADD IN HERE, JUST A LITTLE ACTIVITY FOR YOU.

IF YOU HAVE A PIECE OF PAPER, WHAT I WOULD LIKE YOU TO DO IS DRAW A CIRCLE ON THAT PIECE OF PAPER, AND THEN DRAW A HORIZONTAL LINE SPLITTING THE CIRCLE IN TWO PARTS.

ABOVE THE LINE, WHAT I WOULD LIKE YOU TO WRITE IS "VALUES, RELATIONSHIPS AND EXTERNALS AND MOODS." THEN ON THE BOTTOM WHAT I WOULD LIKE YOU TO WRITE IS "DATA AND STRUCTURE." AND SO I WOULD LIKE YOU TO HANG ONTO TO THIS LITTLE DRAWING THAT YOU HAVE BECAUSE I WILL REFER BACK TO YOU WHEN I TALK ABOUT THE INFORMATION THAT I FOUND IN THESE GRIEVANCES.

>> PAULA, THIS IS AMY.

>> YES.

>> I JUST WANT TO INTERRUPT, BECAUSE WE DID HAVE A QUESTION THAT WENT TO YOUR DISCUSSION ABOUT HOW YOU PICKED GRIEVANCES FROM RID.

AND THE QUESTION WAS COULD YOU EXPLAIN ADJUDICATION AND THE PERSON WAS WONDERING IF A THIRD PERSON SAT DOWN WITH THE TWO PARTIES AND TALKED WITH THEM AND THEN DECIDE WHO HAD WAS RIGHT AND WRONG, OR IF THIS THIRD PARTY TOOK A FILE, READ IT AND THEN MADE THE DECISION?

>> THAT IS A GREAT QUESTION.

MY UNDERSTANDING OF THE ADJUDICATION PROCESS WITHIN THE RID SYSTEM IS THAT THERE ARE MEMBERS OF THE GRIEVANCE SYSTEM WHO ARE TRAINED ADJUDICATORS AND SO THEY SERVE -- IT'S KIND OF LIKE A JUDGE, KIND OF.

IN A COURT OF LAW.

AND SO WHAT PEOPLE WILL DO IS THEY DECIDED THAT THEY WANTED TO BY PASS MEDIATION AND GO STRAIGHT TO ADJUDICATION.

THAT MEANS THAT A GROUP OF ADJUDICATORS WHO READ THE ORIGINAL GRIEVANCE, AND BASED ON THAT INFORMATION AS I UNDERSTAND IT, THEY MAY OR MAY NOT ASK FOR ADDITIONAL INFORMATION.

AND THEN BASED ON THAT INFORMATION, THEY MAKE A DETERMINATION, WHETHER OR NOT AN INTERPRETER WAS IN VIOLATION OR IF THERE WAS A GRIEVANCE -- A SUBSTANTIATED GRIEVANCE AGAINST THE INTERPRETER IN THAT SITUATION.

THAT AS OPPOSED TO MEDIATION, WHICH MEANS IN THE RID SYSTEM, THERE ARE TRAINED MEDIATORS, BOTH DEAF AND HEARING, AND IF THERE IS A GRIEVANCE FILED, AND THE PARTIES AGREE TO GO THROUGH MEDIATION, RID WILL SEND A HEARING MEDIATOR AND A DEAF MEDIATOR OUT, ESPECIALLY IF IS THERE IS A DEAF COMPLAINANT AND A INTERPRETER, WHO IS THE RESPONDENT AND THE MEDIATORS FACILITATE OR MEDIATE A DISCUSSION BETWEEN THE TWO. SO IF IT'S A DEAF PERSON FILING A GRIEVANCE AGAINST AN INTERPRETER, THE DEAF PERSON WHO HAS FILED THE GRIEVANCE AND THE INTERPRETER WHO IS THE RESPONDENT SIT DOWN IN A ROOM WITH THE MEDIATORS AND THE MEDIATORS FOLLOW A TRADITIONAL MEDIATION PROCESS THAT HELPS THE TWO PARTIES TALK TO ONE ANOTHER ABOUT THE GRIEVANCE, ABOUT WHAT THE PROBLEM WAS, WHAT THE ISSUE WAS, AND HELPING THEM MOVE FORWARD TO AN AGREED UPON SOLUTION. SO THE ADJUDICATOR IS MORE OF THE DETERMINER THE OUTSIDE PARTY THAT DETERMINES THAT.

WHERE MEDIATION, THE TWO PARTIES DETERMINE WHAT THEY DO NEXT.

OKAY? THAT IS A GREAT QUESTION.

AND AMY, I SEE THAT YOU ARE CLARIFYING THAT DRAWING. SO THANK YOU VERY MUCH FOR THAT. SO WHAT YOU WILL SEE IN YOUR CIRCLE AND ALSO ON THIS SLIDE NOW IS THE DIFFERENT AREAS OF CONFLICT AND WHERE THE GRIEVANCES AND THE DOCUMENTS I STUDIED FELL IN THESE AREAS. SO YOU KNOW THAT I STUDIED 49 DOCUMENTS.

AND SO THESE NUMBERS DON'T ADD UP TO 49.

THEY ADD UP TO MORE AND SO THIS WERE SOME GRIEVANCES AND SOME MEDIATED AGREEMENTS THAT HAD SEVERAL ELEMENTS OF THESE CONFLICTS IN THEM. SO WHAT YOU WILL SEE HERE, AND KIND OF DIVIDED THEM OUT FROM MEDIATED AGREEMENTS AND GRIEVANCES AND YOU WILL SEE THE FIRST CATEGORY, THE LARGEST CATEGORY, "HITS" I GUESS YOU WOULD CALL THEM WERE IN RELATIONSHIP CONFLICTS.

RELATIONSHIP CONFLICTS INVOLVE STEREOTYPES, POOR OR FAILED COMMUNICATIONS AND REPETITIVE BEHAVIOR.

IF YOU LOOK AT THAT, THAT IS 45 OUT OF 49 DOCUMENTS. SO THAT IS A HUGE PERCENTAGE TO THE TUNE OF 92% OF THOSE DOCUMENTS HAD ELEMENTS OF RELATIONSHIP CONFLICTS IN THEM.

THEN THE NEXT AREA OF ISSUES THAT WAS THE NEXT HIGHEST WAS STRUCTURAL CONFLICTS.

AGAIN, THAT IS IN RELATIONSHIP TO SOMETHING WITHIN THE SYSTEM THAT IS THE ISSUE OF THE CONFLICT.

AND THEN LET ME SEE IF I CAN GIVE YOU AN EXAMPLE OF THAT. SO AN EXAMPLE OF A STRUCTURAL CONFLICT IN THE INFORMATION THAT I LOOKED AT, THERE MIGHT HAVE BEEN A

SITUATION WHERE THERE WAS A MEETING AND IT WENT LONG AND THEY ONLY HIRED ONE INTERPRETER INSTEAD OF TWO.

THAT WAS A STRUCTURAL CONFLICT AS ITS DEFINED BECAUSE IT'S PART OF THE STRUCTURE, PART OF THE SYSTEM.

NOTHING THAT THE TWO PARTIES COULD NECESSARILY HAVE CONTROLLED.

THEN THE NEXT LARGEST AREA WAS -- ACTUALLY DATA CONFLICTS AND VALUE CONFLICTS WERE A PART OF THESE TWO AREAS AND VERY CLOSELY TIED.

AGAIN, DATA CONFLICTS, MAYBE THERE WASN'T ENOUGH INFORMATION SHARED, TOO MUCH INFORMATION SHARED OR THE WRONG INFORMATION SHARED.

IF AN INTERPRETER WAS TOLD THAT COURT STARTED AT 10:00, WHEN, IN FACT, IT STARTED AT 9:00 AND THE DEAF PERSON WAS THERE AT 9:00 AND THE ATTORNEYS AND EVERYONE WAS THERE AT 9:00, THE INTERPRETER COMES IN AT 10:00, THAT IS AN EXAMPLE OF A CONFLICT THAT WOULD HAVE BEEN POPULATED IN THE DATA CONFLICTS, BECAUSE THE INFORMATION WAS WRONG.

AND IN THE STRUCTURAL CONFLICT, OKAY? BECAUSE IT WAS A PART OF THE STRUCTURE.

AND THEN THE LAST ONE IS THE VALUES CONFLICTS, WHERE THE PARTIES REALLY CLEARLY HAD A DIFFERENCE OF OPINION ABOUT WHAT WAS RIGHT AND WHAT WAS WRONG AND WHAT WAS IMPORTANT AND WHAT WAS NOT IMPORTANT.

OKAY? SO I SAID THAT I ALSO LOOKED AT THESE IN TERMS OF INTERESTS.

AND THE TERM "INTEREST" IN DISPUTE RESOLUTION REALLY MEANS "WHY SOMETHING IS IMPORTANT TO THE PARTIES."

MY INTERESTS IN THIS SITUATION, IN THIS CONFLICT, WHY IT'S IMPORTANT TO ME MAY BE DIFFERENT FROM THE OTHER PERSON'S.

THEY MAY BE THE SAME, BUT WE'RE USING WORDS THAT DON'T LET US KNOW THAT WE'RE REALLY COMING FROM A SIMILAR PLACE.

I WILL EXPLAIN THAT A LITTLE BIT MORE IN A MINUTE.

I USED CONFLICT THEORY AROUND INTERESTS TO KIND OF CATEGORIZE WHERE THE INTERESTS WERE.

AND THIS WAS REALLY REVEALING TO ME.

YOU WILL SEE THAT THE HIGHEST NUMBER OF HITS, AS I WAS GOING THROUGH THESE AND WHAT A MEAN MY HITS MY PROCESS TO GO THROUGH THE DOCUMENTS WAS TO HAVE A SCRATCH SHEET OF PAPER WITH THESE CATEGORIES IN IT AND I WOULD READ THROUGH THE DOCUMENTS AND DO A HASHMARK IN THE AREAS THAT I WOULD SEE A SENTENCE OR A PHRASE OR SOMETHING THAT REALLY TOLD ME THAT PROCESS WAS IMPORTANT TO THEM.

OKAY? SO THAT IS KIND OF HOW I DID MY TALLIES AND HOW I GOT MY NUMBERS HERE.

YOU WILL SEE THAT PROCESS WAS NO. IS 1 AND WHAT PROCESS INTERESTS ARE IS HOW SOMETHING IS CONDUCTED. SO IN THIS CASE IT WAS REALLY ABOUT HOW THE INTERPRETED EVENT OCCURRED.

IT WAS NOT HOW THE INTERPRETATION WAS MADE.

IT WAS NOT HOW THE INTERPRETER INTERPRETED.

BUT IT WAS HOW THE LOGISTICS WERE DETERMINED.

WHERE THE INTERPRETER STOOD OR SAT?

WHO DECIDED THAT? HOW DID YOU ASK OR HOW DID THE CLARIFICATION HAPPEN?

DID THE INTERPRETER DO IT?

DID THE DEAF PERSON DO IT?

DID THE INTERPRETER ASKED FOR THE CLARIFICATION WHEN THE DEAF PERSON REALLY WANTED TO CONTROL THAT PART OF THE EXCHANGE? HOW FOLLOW-UP APPOINTMENTS WERE MADE? IT'S ALL ABOUT THE HOW IN PROCESS.

AND THEN THE SECOND LARGEST AREA WAS SUBSTANTIVE AND SUBSTANTIVE INTEREST IS REALLY AROUND SOMETHING OF SUBSTANCE, LIKE, IN CONFLICT THEORY, THEY OFTEN USE THE EXAMPLE OF MONEY OR TIME.

BUT REALLY IN THESE GRIEVANCES AND DOCUMENTS THAT I LOOKED AT, SUBSTANTIVE INTERESTS WERE REALLY BASED ON CONFIDENTIAL INFORMATION. SO THE SUBSTANCE WAS REALLY CONFIDENTIAL INFORMATION MEANING WHAT IS CONFIDENTIAL? WHAT CAN AND SHOULD BE CLARIFIED?

EXCUSE ME, HOW IS THAT CONFIDENTIAL INFORMATION SHARED OR NOT SHARED? HOW DO YOU KNOW IT'S CONFIDENTIAL? IF IT CAN BE SHARED, WHO GETS TO SHARE IT? SO THAT THE SUBSTANTIVE ELEMENT OF THOSE INTERESTS WERE REALLY AROUND -- FOR THE MOST PART -- CONFIDENTIAL INFORMATION.

AND TO A LESSER DEGREE, THERE WERE ISSUES OF TIME AND MONEY INVOLVED, WHAT COMPENSATION AND BUSINESS PRACTICES WERE EMPLOYED BY THE INTERPRETER?

BUT BY AND LARGE THE SUBSTANCE IN THIS AREA WAS CONFIDENTIAL INFORMATION.

IN THE AREA OF PSYCHOLOGICAL INTERESTS, THOSE REALLY HAVE TO DO WITH LIKE THE RELATIONSHIP AND THE EMOTIONAL NEEDS OF THE PARTIES.

AND SO YOU WILL NOTE THAT SLIGHTLY LARGER NUMBER OF GRIEVANCES POPULATED IN THIS AREA, AS COMPARED TO THE MEDIATION AGREEMENTS.

AND THOSE WERE REALLY AROUND DEAF CONSUMERS FEELING LEFT OUT, FEELING DISRESPECTED, FEELING FRUSTRATED AND FEELING LIKE THEIR TRUST WAS VIOLATED IN THE EXCHANGE, IN THE EXPERIENCE THAT THEY HAD.

AND THEN FINALLY THE AREA OF PRINCIPLE.

AGAIN THAT GOES BACK TO WHAT THE PARTIES BELIEVE IS FAIR AND RIGHT AND JUST AND ETHICAL.

AND YOU WILL SEE A MUCH LARGER GRAY AREA, WHICH MEANS THAT POPULATED IN GRIEVANCES MORE THAN IN MEDIATED AGREEMENTS AND THAT IS IN PART BECAUSE IN THE MEDIATED AGREEMENTS, THE PARTIES REALLY WORK THROUGH SOME OF THOSE UNDERSTANDINGS AROUND THOSE AREAS OF PRINCIPLE.

AND THEY GET TO A COMMONPLACE.

WHERE IN THE GRIEVANCES, THE DISPUTE -- THE COMPLAINANTS REALLY DIDN'T HAVE AN OPPORTUNITY TO PROCESS THOSE. SO I SAW LOTS OF THINGS ABOUT FEELING TRUST WAS VIOLATED AND THIS WAS NOT RIGHT AND I NEVER WANTED THAT PERSON TO EXPERIENCE THAT EVER AGAIN.

THOSE ARE THE KIND OF THINGS THAT POPULATED MOST OFTEN IN THE GRIEVANCES AROUND PRINCIPLE. SO THIS NEXT SLIDESHOWS US A LITTLE BIT MORE ABOUT -- OR ANOTHER PICTURE OF WHAT I FOUND WAS MOST PREVALENT IN THESE GRIEVANCES AND I USED THE PICTURE OF AN ICEBERG INTENTIONALLY, BECAUSE THE ISSUES, AS THEY COME UP IN CONFLICT AND THESE RELATIONSHIP CONFLICTS SPECIFICALLY, ARE REALLY WHAT WE SEE ON THE SURFACE.

THEY ARE IN THE WORDS THAT WE EXCHANGE.

THEY ARE IN THE BEHAVIORS.

THEY ARE IN OUR FACIAL EXPRESSIONS.

THEY ARE IN OUR ACTIONS AND DECISIONS.

THEY ARE THINGS THAT GENERALLY YOU CAN SEE.

BUT REALLY THE MOST IMPORTANT PART OF DISPUTE RESOLUTION AND THE MOST IMPORTANT PART OF THE INFORMATION I FOUND WAS BELOW THE SURFACE, GETTING AT THE INTERESTS.

INTERESTS ARE NOT ALWAYS EVIDENT.

AND SO THESE INTERESTS AROUND PROCESS, HOW SOMETHING WAS CONDUCTED? AND SUBSTANTIVE, THE SUBSTANCE OF THE CONFLICT, OFTEN TIMES CONFIDENTIALITY.

THOSE THINGS AREN'T OFTEN CLEAR IN A CONFLICT.

THEY AREN'T OFTEN CLEAR AND SO THOSE ARE THE AREAS THAT ARE MOST IMPORTANT TO THINK ABOUT.

AND SO NOW WITH THIS SLIDE, I WOULD LIKE YOU TO TAKE A LOOK AT YOUR CIRCLE THAT YOU DREW.

OKAY? AND SO WHAT I WANT TO SHARE WITH YOU RIGHT NOW IS SOMETHING THAT I LEARNED IN MY MEDIATION CLASS AND SOMETHING THAT REALLY STOPPED ME IN MY TRACKS IN THIS RESEARCH AND THAT WAS THAT GENERALLY IT'S UNDERSTOOD FOR MEDIATORS TO WORK AND TRY TO SUCCESSFULLY BE A FACILITATOR FOR PEOPLE IN A CONFLICT.

THEY SAY THAT MEDIATORS REALLY SHOULD FOCUS ON THE BOTTOM HALF OF THE CIRCLE.

ON THE DATA ISSUES, AND THE STRUCTURAL ISSUES OF THE CONFLICTS.

THAT IS WHERE YOU FOCUS THE ATTENTION WHEN YOU ARE HELPING PEOPLE MEDIATE A CONFLICT.

BECAUSE THOSE ARE THE THINGS THAT THEY CAN DO SOMETHING ABOUT, THAT GENERALLY WE CAN DO SOMETHING ABOUT.

WE CAN LOOK AT THE STRUCTURE.

WE CAN LOOK AT THE DATA.

WE CAN FIGURE THAT OUT AND THAT BECOMES THE COMMON GROUND TO HELP THEM MOVE FORWARD. WHAT THEORY SAYS IS THAT REALLY WHEN YOU ARE TALKING ABOUT VALUES, WHEN YOU ARE TALKING ABOUT RELATIONSHIP CONFLICT AND WHEN YOU ARE TALKING ABOUT EXTERNAL FACTORS AND YOU DON'T HAVE ANY CONTROL ABOUT THAT.

YOU REALLY DON'T.

AND THAT STOPPED ME IN MY TRACKS, BECAUSE I LOOKED AT THE DATA, 92% OF THE CONFLICTS WERE AROUND RELATIONSHIP CONFLICTS AND THEN I LOOKED AT THE THEORY THAT SAYS IF YOU HAVE GOT RELATIONSHIP CONFLICTS, YOU MIGHT AS WELL CALL IT GOOD.

AND THEN I THOUGHT OH, MY GOSH, WHAT ARE WE GOING TO DO WITH THIS? AND SO I TALKED TO MY THESIS ADVISOR AND I SAID WHAT ARE WE GOING TO DO WITH THIS? AND TALKED THROUGH IT AND CAME UP WITH SOME STRATEGIES AROUND HOW WE MIGHT BE ABLE TO ADDRESS RELATIONSHIP CONFLICTS AND ONE OF THE STRATEGIES THAT I FOUND WAS WITHIN RESTORATIVE JUSTICE PRACTICES AND THAT IS CIRCLE PROCESSES.

SO THAT KIND OF LEADS INTO OUR NEXT AREA AND THE TOPIC FOR TONIGHT, WHICH IS CIRCLE PROCESSES.

BUT I WOULD LIKE TO JUST KIND OF PAUSE RIGHT NOW AND SEE IF THERE ARE ANY QUESTIONS ABOUT THIS INFORMATION ABOUT CONFLICT AND CONFLICT THEORY AND WHAT I FOUND IN THE RESEARCH THAT I DID, BEFORE WE MOVE ON TO "CIRCLE PROCESSES."

>> PAULA, THIS IS AMY AND WE HAVE TWO QUESTIONS.

>> GREAT.

>> THE FIRST QUESTION IS ABOUT THE STRUCTURE.

YOU HAD SOMETHING UP ON THE SLIDE, AND SOMETHING WAS WRITTEN BY STRUCTURE AND THE PERSON WASN'T CLEAR ON WHAT ELSE WAS THERE.

>> OKAY.

LET ME GO BACK TO THAT.

THIS ONE? OR WAS IT THIS ONE?

>> I THINK IT'S THIS ONE.

>> OKAY.

>> THE COMMENT WAS LIMITED PHYSICAL -- SO I THINK IT'S THAT ONE.

>> LIMITED PHYSICAL RESOURCES, MEANING TIME OR MONEY OR SPACE.

IF THERE IS -- QUITE LITERALLY, IF YOU ARE IN A DOCTOR'S OFFICE, AND THERE IS A DOCTOR AND A NURSE AND MAYBE A RESIDENT AND A DEAF PERSON, AN INTERPRETER AND REALLY LITERALLY THERE ARE CONFLICTS AROUND MOVEMENT AND SPACE AND THOSE KINDS OF THINGS WOULD BE AN EXAMPLE OF A STRUCTURAL CONFLICT AND ISSUES THAT IS RELATED TO STRUCTURE.

IN THIS, IT'S REALLY ABOUT TIME OR MONEY.

I WILL TELL YOU THAT IF SOMEONE IS FEELING PRESSURED AROUND TIME, THEY DON'T HAVE ENOUGH TIME TO DO SOMETHING, OR IF THEIR SCHEDULE IS SO PACKED, THAT THEY DON'T HAVE ROOM FOR FLEXIBILITY, THAT COULD BE AN ELEMENT OF STRUCTURAL CONFLICT. SO AN INTERPRETER MAY BOOK THEIR SCHEDULE AND THEY BELIEVE, BASED ON THE INFORMATION, THAT THEY HAVE ENOUGH TIME BETWEEN JOBS, AND THEN THE APPOINTMENT GOES LATE AND THEY HAVE TO LEAVE, AND THE FIRST APPOINTMENT IS NOT DONE IN THE TIME THAT THEY WERE TOLD.

THAT COULD BE AN ELEMENT OF STRUCTURAL CONFLICT.

BECAUSE OF THE LIMITED TIME.

LIMITED MONEY.

THESE ARE EXAMPLES THAT ARE COMMONLY USED IN PHYSICAL RESOURCES OR LIMITED PHYSICAL RESOURCES.

I HOPE THAT WAS HELPFUL.

AND THE SECOND QUESTION, AMY?

>> YES.

IT GOES BACK TO THE EXAMPLES THAT YOU PROVIDED ABOUT THE MEETING GOING OVER, BUT THERE WAS ONLY ONE INTERPRETER HIRED.

THE QUESTION WAS WHO WAS THE GRIEVANCE FILED AGAINST? IS IT THE INTERPRETER OR THE REFERRAL AGENCY AND CAN YOU EVEN FILE A GRIEVANCE AGAINST A REFERRAL AGENCY?

>> GOOD QUESTION.

VERY GOOD QUESTION.

YOU KNOW, YOU CAN'T FILE A GRIEVANCE, AS I UNDERSTAND IT, WITHIN THE RID SYSTEM AGAINST AN AGENCY.

IT'S REALLY ABOUT INTERPRETING AND MAKING SURE THAT INTERPRETERS AND OUR PRACTICE AND OUR PROFESSIONAL ARE ETHICAL AND ALL OF THAT KIND OF STUFF. SO YOU CAN'T REALLY FILE AGAINST AN AGENCY OR AN ORGANIZATION WITHIN THAT SYSTEM.

WITH THE EXAMPLE OF WHO WOULD YOU FILE WITH?

INTERESTING.

BECAUSE I RECALL A SITUATION, OR A DOCUMENT THAT WAS REFLECTING A MISUNDERSTANDING ABOUT INFORMATION AND THE DEAF PERSON FILED AGAINST THE INTERPRETER.

I DON'T REMEMBER ALL OF THE DETAILS, OBVIOUSLY, BUT IT WAS AROUND THE INTERPRETER I THINK SHOWING UP LATE OR SOMETHING, AND FOR WHATEVER REASON THAT MAY HAVE BEEN THE STRAW THAT BROKE THE CAMEL'S BACK. SO MAYBE THIS DEAF PERSON HAD AN EXPERIENCE, I DON'T KNOW BUT MAYBE THAT EXPERIENCE AND FREQUENTLY THIS PERSON WAS MAYBE LATE OR WHATEVER.

AND THEN ON THAT SITUATION, THE INTERPRETER SHOWED UP AT A DIFFERENT TIME THAN THE DEAF PERSON AND THE DEAF PERSON HAD HAD IT AND FILED THE GRIEVANCE. WHAT IS SO COMPELLING ABOUT THE MEDIATION PROCESS IS THAT PEOPLE IN THAT SITUATION CAN SIT DOWN WITH MEDIATORS AND WORK THROUGH THE ANGER AND EMOTION OF THE SITUATION AND GET DOWN TO THE FACT THAT THE INTERPRETER GOT THE INFORMATION THAT THE APPOINTMENT STARTED AT 10:00.

AND THE DEAF PERSON DIDN'T REALIZE THAT.

AND THAT THEY COME TO A COMMON UNDERSTANDING AND THEN IF IT IS A STRUCTURAL CONFLICT, THEIR MEDIATION, THEIR MOVING FORWARD, THEIR RESOLUTION TOGETHER CAN BE AROUND HELP CAN WE APPROACH THIS SYSTEM TOGETHER TO GIVE THEM MORE INFORMATION ABOUT HOW THEY CAN BEST WORK WITH US? HOW CAN THEY GIVE US THE CORRECT INFORMATION?

ALL OF THOSE KINDS OF THINGS. SO THE GRIEVANCE WILL SOMETIMES BE FILED DIRECTLY TO THE INTERPRETER, BECAUSE THE INTERPRETER HAPPENS TO BE THE FACE THAT THEY SEE.

BUT WHEN, IN FACT, THERE ARE OTHER REASONS FOR THAT CONFLICT, FOR THAT MISINFORMATION, FOR WHATEVER IT WAS AND TOGETHER THEY HAVE A FACILITATED

CONVERSATION, A MEDIATED CONVERSATION, THAT ALLOWS THEM TO COME TO THAT REALIZATION TOGETHER.

AND THEN BASED ON THAT COMMON UNDERSTANDING, THEIR INTERESTS ARE OFTEN, YEAH, LET'S FIX THIS FOR NEXT TIME AND THAT IS THE BASIS THAT THEY USE TO MOVE FORWARD.

THAT IS THE BASIS THAT THEY MOVE FORWARD.

BUT THE THING ABOUT CONFLICT IS THAT IT'S OFTEN TIMES TIED TO EMOTIONS.

WE GET ANGRY.

WE GET FRUSTRATED.

WE GET SO -- OUR RESPONSE TO THAT CAN SOMETIMES TAKE OVER OUR VIEW OF OR OUR ABILITY TO SEE WHAT IS UNDER THE SURFACE.

YOU KNOW?

WE'LL GO BACK -- OOPS -- , I'M SORRY.

SORRY.

SEE THIS IS THE PATIENCE I AM EMPLOYING HERE.

YIKES.

HERE WE GO.

THIS IS WHAT I WANT. SO OUR EMOTIONS ARE WHAT WE SEE ON TOP OF THE SURFACE.

AND SO THAT CAN SOMETIMES CLOUD US FROM SEEING WHAT IS BELOW THE SURFACE AND REALLY GET AT SOME OF THAT STUFF. SO THAT IS REALLY THE BEAUTY OF MEDIATION, TOO, IS TO TAKE OUT SOME OF THE EMOTIONAL PIECE.

TIME HELPS WITH THAT, TOO.

BUT IF YOU ARE AN INTERPRETER, AND A DEAF PERSON, AND YOU ARE WORKING WITH COMMUNITY INTERPRETERS AS A DEAF INDIVIDUAL, YOU MIGHT NOT SEE THAT INTERPRETER AGAIN FOR THREE WEEKS, THREE MONTHS, A COUPLE OF YEARS. AND SO THE OPPORTUNITY TO REALLY SIT DOWN AND GO, GOSH, YOU KNOW WHAT? THE SOURCE OF THAT CONFLICT WAS THAT WE HAD MISINFORMATION OR WHATEVER IT MIGHT BE. SO THAT ISN'T ALWAYS AFFORDED US.

FORTUNATELY WE HAVE THE RID GRIEVANCE SYSTEM, BUT UNFORTUNATELY, THE GRIEVANCE SYSTEM IS BY NATURE NOT RIGHT OR WRONG, BUT SIMPLY BY NATURE A PROCESS.

AND SO IT TAKES TIME TO FILE A GRIEVANCE AND GET THROUGH THE HOOPS AND THEN HAVE SOMETHING SCHEDULED, THAT ALLOWS US TIME, WHICH IS HELPFUL, BUT DOESN'T HELP US WITHIN THAT TIME TO ADDRESS THAT CONFLICT ON MORE OF A ONE-ON-ONE BASIS AND THAT IS REALLY WHY I WAS DRAWN TO THIS IDEA OF RESTORATIVE JUSTICE AND SPECIFICALLY CIRCLE PROCESSES, BECAUSE THAT ALLOWS US THAT TIME. SO I THINK I WILL LEAVE IT AT THAT AND JUST CHECK IN WITH AMY TO SEE IF THERE WERE OTHER QUESTIONS ABOUT THE CONFLICT STUFF, BEFORE WE MOVE INTO THE NEXT PART OF THE SLIDES.

>> NO QUESTIONS.

JUST A COMMENT.

THANK YOU SO MUCH FOR ADDRESSING OUR QUESTIONS.

IT WAS REALLY HELPFUL.

>> GREAT.

WONDERFUL.

GLAD TO DO IT.

SO IN MY STUDY OF ALTERNATIVE DISPUTE RESOLUTION, I FOUND MYSELF STUDYING RESTORATIVE JUSTICE PRACTICES AND THAT WAS FASCINATING TO ME, ABSOLUTELY FASCINATING TO ME.

WITHIN RESTORATIVE JUSTICE IS REALLY AROUND FINDING WAYS WHERE PEOPLE CAN MEND OR AT LEAST RECONNECT AND CAN CONTINUE RELATIONSHIP-BUILDING.

ON SOME LEVEL.

I MEAN, RESTORATIVE JUSTICE IS AN AMAZING PRACTICE AND WITHIN THAT, THERE ARE THINGS, LIKE, VICTIM/OFFENDER MEDIATIONS THAT ARE DONE WITH PARENTS WHO HAVE A CHILD WHO WAS KILLED AND THE PARENTS GO INTO VICTIM/OFFENDER MEDIATION WITH THE OFFENDER IN A PRISON SYSTEM.

I MEAN THAT IS REALLY AN EXTREME CASE AND THAT IS CERTAINLY WASN'T APPLICABLE TO MY WORK HERE, BUT IT'S AN EXAMPLE OF THE IDEA BEHIND RESTORATIVE JUSTICE, NOT THAT THE VICTIM AND THE OFFENDER THAT THE PARENT AND OFFENDERS ARE GOING TO EXCHANGE HOLIDAY CARDS EVERY YEAR AND BECOME THE BEST OF FRIENDS, BUT THERE ARE WAYS THAT THEY CAN EXCHANGE INFORMATION TO HELP THE PARTIES MOVE FORWARD. SO THAT IS A REALLY THUMBNAIL SKETCH OF RESTORATIVE JUSTICE.

IT'S A FASCINATING STUDY, IF YOU ARE INTERESTED IN THAT KIND OF THING.

BUT WITHIN RESTORATIVE JUSTICE PRACTICES, WE FIND CIRCLE PROCESSES AND I WILL EXPLAIN THAT IN A MOMENT, BUT BEFORE I GO ON TO THAT, I WANT TO SAY THAT PART OF MY STUDIES ALSO BROUGHT ME INTO SYSTEMS STUDIES.

NOT NECESSARILY INTO RESOLUTION, BUT SOMETIMES AND WITHIN SYSTEMS AND ORGANIZATIONS. SO THOSE ARE KIND OF THE AREAS THAT LED ME TO THIS IDEA OF CIRCLE PROCESSES WITH ETHICS AND DECISION-MAKING IN INTERPRETING.

I'M JUST GOING TO GIVE YOU A LITTLE THUMBNAIL SKETCH OF HOW WE LOOK AT OR HOW WE HAVE DEVELOPED OUR ETHICAL FOUNDATION OR HOW WE WORK WITH STUDENTS IN ETHICAL FITNESS HERE AT ST. KATE'S.

THIS TRIANGLE SHOWS WHERE THE EDM OR ETHICAL DECISION-MAKING CIRCLES FIT IN WITHIN THE TRIANGULATION OF ETHICAL DEVELOPMENT.

AND THIS ISN'T -- THIS DOESN'T REPRESENT EVERYTHING BECAUSE UP AT THE TOP YOU WILL SEE THAT.

PRIOR TO COMING INTO THIS STUDENTS WILL TAKE A PHILOSOPHY CLASS IN ETHICS, SO THEY HAVE A PHILOSOPHICAL GROUNDING IN ETHICAL PRINCIPLES AND VIEWS BEFORE THEY COME INTO ETHICS AND DECISION MAKING CLASS.

AND THEN ON THAT WE BUILD IDEAS AND THOUGHT AROUND US AS ETHICAL PROFESSIONALS, AS ETHICAL INTERPRETERS.

AND THAT CLASS IS GENERALLY HAPPENING IN A STUDENT'S JUNIOR YEAR.

WE HAVE OF A BACHELOR'S DEGREE PROGRAM AT ST. KATE'S AND GENERALLY STUDENTS TAKE THAT IN THEIR JUNIOR YEAR OF THE PROGRAM.

IN THE SENIOR YEAR, THEY MOVE INTO THE NEXT TWO AREAS OF DEVELOPMENT AND THAT IS UNDER THE UMBRELLA OF THE COURSE OF INTERNSHIP. SO WHEN THEY ENTER THEIR INTERNSHIP SEMESTER AND SPECIFICALLY THEIR LAST YEAR WITH US, THEY ARE PAIRED UP WITH AN EDM COACH.

THAT IS A MEMBER OF THE COMMUNITY, AN INTERPRETING MEMBER OF THE COMMUNITY. ALTHOUGH IT'S A NEWER CONCEPT.

WE HAVE BEEN DOING THIS FOR A COUPLE OF YEARS NOW.

HISTORICALLY IT HAS BEEN HEARING INTERPRETERS ASSIGNED TO STUDENTS AS COACHES AND WE'RE EXPLORING WE GET MORE EDMS PAIRING THEM WITH COACHES TOO.

CURRENTLY TO DATE WE HAVE PAIRED STUDENTS WITH EDM COACHES THAT THEY MEET REGULARLY AND HELP THE STUDENTS UNPACK DECISIONS SPECIFICALLY AROUND WHAT THEY ARE THINKING IN TERMS OF THEIR OWN ETHICAL DEVELOPMENT, IN THE DECISIONS THAT THEY ARE MAKING, WHEN THEY ARE ON THEIR INTERNSHIPS AND DECIDING WHAT THEY ARE READY FOR AND NOT READY FOR.

AS THEY CONSIDER GETTING OUT INTO THE REAL WORLD, WHAT THEY NEED TO BE THINKING ABOUT IN TERMS OF THE DECISIONS THAT THEY FACE IN STARTING THEIR CAREERS IN THE COMMUNITY. SO THE EDM COACH IS THAT KIND OF ONE-TO-ONE OR ONE TO TWO PERSONS THAT HELPS THEM UNPACK THOSE.

EDM CIRCLES ARE EVENTS THAT WE HAVE IN THAT LAST SEMESTER THAT THEY ARE HERE WITH US.

CURRENTLY WE'RE IN OUR EDM CIRCLE SEASON.

AND DURING THAT SEMESTER, WE HAVE GENERALLY THREE EDM CIRCLES THAT WE HOST.

AND THAT IS A TIME WHERE WE INVITE ALL OF OUR SENIORS, ACTUALLY INVITED -- THEY ARE REQUIRED TO ATTEND.

AND THEN WE INVITE THEIR EDM COACHES AND WE INVITE THEIR INTERNSHIP HOSTS, IF THEY CAN MAKE IT.

WE INVITE MEMBERS OF THE DEAF COMMUNITY AND NOW WE OPEN THESE UP TO OUR ALUMS, OUR GRADUATES.

AND THEY COME TOGETHER FOR EDM CIRCLES DISCUSSIONS.

AND SO THIS DIAGRAM KIND OF SHOWS YOU WHERE CIRCLES FIT WITHIN OUR STRUCTURE HERE AT ST. KATE'S AND THE EDUCATIONAL PROGRAM THAT WE ARE HERE.

WITH THAT, LET ME KIND OF MOVE ON TO CIRCLE PROCESSES. WHAT IS THE CIRCLE PROCESS THAT I KEEP TALKING ABOUT? WELL, JUST A MOMENT HERE -- I HAVE LOST MY

NOTES FOR A MOMENT, SO GO AHEAD AND TAKE A DRINK OF YOUR BEVERAGE OR USE THE RESTROOM, IF YOU NEED.

I HOPE THERE ARE SOME SMILEY FACES AS I DIG OUT MY NOTES.

I'M DONE.

CIRCLE, IN RESTORATIVE JUSTICE PRACTICES SOMETIMES THEY ARE CALLED DIFFERENT NAMES AND I WILL LIST THOSE ON THE NEXT SLIDE, BUT CIRCLE PROCESSES ARE NOT NEW, NOT A NEW CONCEPT AT ALL.

THEY ACTUALLY DRAW DIRECTLY FROM TRADITIONS FOUND IN MANY INDIGENOUS PEOPLE OF NORTH AMERICA.

WHEN I WAS STUDYING CIRCLE PROCESSES IN MY RESTORATIVE JUSTICE AREA, I WAS READING A LOT ABOUT HOW CIRCLES WERE USED BY INDIGENOUS PEOPLE OF NEW ZEALAND AND THEY ARE OFTEN TIMES USED TO BRING PEOPLE TOGETHER AROUND AN ISSUE, AROUND A TOPIC.

AND CIRCLES HAVE A VERY PRESCRIBED PROCESS, WHEN DONE WELL, WHEN DONE IN THE TRADITION, THEY HAVE A VERY PRESCRIBED PROCESS, WHICH I WILL SHARE WITH YOU.

IN THE AREA OF CRIMINAL JUSTICE, THEY ARE USED KIND OF LIKE WHAT I MENTIONED EARLIER, VICTIM-OFFENDERS.

SOMETIMES COMMUNITIES WILL USE CIRCLE PROCESSES TO DISCUSS WITH AN OFFENDER WHAT THEY HAVE DONE, THE CRIME THAT THEY HAVE COMMITTED OR THE GRIEVANCE OR THE UNJUST BEHAVIOR THAT THEY DID WITHIN THE COMMUNITY.

AND THE COMMUNITY TOGETHER PROCESSES THAT WITH THE OFFENDER AND TALKS ABOUT HOW THEY CAN MOVE FORWARD TOGETHER.

AND THAT IS KIND OF WITHIN THE CRIMINAL JUSTICE AREA.

THAT IS NOT WHAT I USE CIRCLE PROCESSES FOR WITH EDM CIRCLES.

I DON'T LOOK AT MISUNDERSTANDINGS OR THAT KIND OF THING BETWEEN INTERPRETERS AND DEAF PEOPLES ON THE SAME LEVEL AS CRIMES BY ANY STRETCH OF THE IMAGINATION. ALTHOUGH SOME COULD ARGUE SOME GRIEVANCES ARE TO THAT LEVEL, BUT THAT ISN'T MY INTENTION.

THAT ISN'T WHERE I'M COMING FROM.

ON THIS SLIDE YOU WILL SEE THE DIFFERENT TYPES OF CIRCLES THAT ARE GENERALLY OUT THERE.

THE ONES IN ITALICS ARE THE ONES THAT YOU SEE REFLECTED IN EDM CIRCLES. SO A TALKING CIRCLE, SIMPLY BRINGING PEOPLE TOGETHER TO TALK ABOUT AN ISSUE IS A TYPE OF CIRCLE.

AN UNDERSTANDING CIRCLE IS WHEN YOU WANT MEMBERS OF THE CIRCLE TO GET A SENSE OF WHAT OTHERS ARE UNDERSTANDING OR PERCEIVING OR PERHAPS FEELING ABOUT A SITUATION.

HEALING AND SENTENCING AND RE-INTEGRATION CIRCLES ARE REALLY THOSE USED MORE IN CRIMINAL JUSTICE AREAS.

THE OTHER AREAS THAT ARE EVIDENT IN EDM CIRCLES INCLUDE SUPPORT CIRCLES, COMMUNITY-BUILDING IS HUGE.

IT'S A HUGE ELEMENT OF OUR EDM CIRCLES.

CONFLICT, WORKING THROUGH CONFLICT AND CELEBRATION.

THE LAST EDM CIRCLE WE DO HERE AT ST. KATE'S WITH OUR SENIORS AND COMMUNITY MEMBERS, THERE IS ALWAYS AN ELEMENT OF CELEBRATION.

CELEBRATING THE END OF THE STUDENT'S EDUCATIONAL JOURNEY AND MOVING INTO THE REAL WORLD.

AND SO THAT IS ALWAYS A REALLY WONDERFUL PART OF THE EDM CIRCLES THAT WE DO DURING THAT LAST CIRCLE THAT WE CONDUCT. SO GENERALLY SPEAKING ABOUT CIRCLES.

IN CIRCLE, EVERYONE IS RESPECTED.

THAT IS THE IDEA.

THAT IS THE PREMISE.

EVERYONE IN THAT CIRCLE IS RESPECTED.

EVERYONE IN THE CIRCLE GETS A CHANCE TO TALK WITHOUT INTERRUPTION.

EVERYONE IN THE CIRCLE IS EQUAL.

THERE IS NO ONE PERSON IN THAT CIRCLE THAT IS MORE IMPORTANT OR LESS IMPORTANT THAN ANYONE ELSE.

THERE IS NO OPINION THAT IS MORE IMPORTANT OR LESS IMPORTANT THAN ANYONE ELSE'S OPINION.

THAT IS REALLY AN IMPORTANT ELEMENT OF THIS.

AND THEN THERE IS CERTAINLY SPIRITUAL AND EMOTIONAL ASPECTS OF THE INDIVIDUAL EXPERIENCE THAT I WELCOME.

AND WHEN I HAVE DONE CIRCLES, WHEN I HAVE FACILITATES CIRCLED IN THE PAST, IT'S SURPRISING HOW THAT SPIRITUAL AND EMOTIONAL ELEMENT WILL COME UP, BECAUSE PEOPLE ARE TALKING ABOUT THEIR PERSPECTIVES, HOW THEY PERCEIVE SOMETHING AND HOW THEY LOOK AT THE WORLD AND THEIR PERCEPTION AND SOMETIMES THAT IS PERSONAL. SO WE KEEP IT WITHIN THE CONTEXT OF OUR WORK AS INTERPRETERS AND DEAF FOLKS TOGETHER.

BUT THERE ARE SOMETIMES THINGS THAT BUBBLE UP AND I'M ALWAYS AMAZED TOO THAT THE CIRCLE IS A SPACE, IF ESTABLISHED WELL, THAT CAN HANDLE THAT.

THAT CAN HANDLE THAT SPIRITUAL AND THAT EMOTIONAL ELEMENT, IF IT COMES UP. SO THERE ARE SPECIFIC ELEMENTS OF CIRCLES THAT ARE LIKE STEPS, I GUESS YOU COULD CALL THEM.

CEREMONY.

THERE IS ALWAYS A TALKING PIECE.

THERE IS ALWAYS A FACILITATOR OR SOMETIMES CALLED THE "CIRCLE KEEPER." THERE ARE GUIDELINES.

AND ANOTHER ELEMENT OF CIRCLES, OFTEN TIMES, BUT NOT NECESSARILY IN TALKING OR EDM CIRCLES IS A CONSENSUS DECISION MAKING.

CIRCLES ARE A GREAT TOOL TO USE, IF YOU NEED TO GET CONSENSUS WITH A GROUP.

BUT WHEN YOU ARE TALKING ABOUT ETHICS AND DECISION MAKING, IT'S REALLY ABOUT DIFFERENT PERSPECTIVES.

AND THE POINT IS NOT THAT EVERYBODY AGREES THAT THERE IS ONE RIGHT WAY OR ONE RIGHT APPROACH TO THIS.

AND SO WE DON'T SEEK CONSENSUS WHEN WE ARE DOING OUR ETHICS AND DECISION-MAKING CIRCLES. SO THE FIRST PART IS CEREMONY AND WHAT A CEREMONY IS REALLY OPENING AND CLOSING THE DISCUSSION, THE CIRCLE IN A VERY INTENTIONAL WAY.

IT HELPS PEOPLE FOCUS IN ON WHAT THEY ARE GOING TO BE TALKING ABOUT.

TRANSITION FROM THE BUSINESS OF THEIR LIVES AND IT CAN REALLY SET THE TONE OF A CIRCLE.

SOMETIMES A CEREMONY THAT I WILL DO IS I WILL HAND OUT PAPER PLATES AND I WILL ASK EVERYBODY IN THE CIRCLE TO WRITE DOWN THREE VALUES AND ASK THEM TO CIRCLE THE ONE THAT IS MOST IMPORTANT TO THEM AT THAT MOMENT IN TIME.

AND AFTER EVERYBODY DOES THAT, THEN WE GO AROUND AND WE INTRODUCE OURSELVES, AND THEN WE SHARE WHAT WE WROTE ON THE PLATE.

VALUES THAT ARE IMPORTANT TO US AND THE ONE THAT IS MOST IMPORTANT AT THAT MOMENT.

ONCE WE HAVE SHARED THAT, WE PUT THE PLATE IN THE MIDDLE OF THE CIRCLE, BECAUSE EVERYBODY IS SET UP, THEIR CHAIRS ARE SET UP IN A CIRCLE. SO THAT IS A VERY INTENTIONAL OPENING THAT ALLOWS PEOPLE TO DO SOME INDIVIDUAL WORK AND ALLOWS THEM TO SHARE SOMETHING THAT THEY HAVE ALREADY THOUGHT ABOUT. SO THEY ARE NOT PUT ON THE SPOT, WHEN IT'S THEIR TURN TO TALK AND IT'S A BEAUTIFUL WAY FOR PEOPLE TO FIND COMMON VALUES WITH ONE ANOTHER. SO IT'S A GREAT, GREAT WAY TO KIND OF ESTABLISH THAT COMMON SPACE.

CIRCLES ARE REALLY THAT COMMON SPACE TO SHARE INFORMATION, AND SO THAT VALUES EXERCISE IS A NICE FOUNDATION TO SET.

SOMETIMES WE'LL JUST GO AROUND IN A CIRCLE, ESPECIALLY IF THIS IS LIKE THE SECOND OR THIRD CIRCLE WE HAVE DONE AND WE'LL JUST DO A HI AND HELLO.

HI, HOW ARE DOING TODAY? WHAT IS ON YOUR MIND?

SOMETHING LIKE THAT.

SOMETIMES A CIRCLE FACILITATOR CAN SHARE A QUOTE OR A POEM OR BRIEF READING ABOUT THE TOPIC THAT IS GOING TO BE DISCUSSED.

SOMETHING LIKE THAT, THAT REALLY CAN SET THE TONE FOR A CIRCLE.

BUT AGAIN, THE CEREMONY IS AN IMPORTANT FIRST STEP THAT ALLOWS US TO SET THE TONE FOR THE DISCUSSION. SO THE TALKING PIECE IS A TANGIBLE, PHYSICAL SOMETHING THAT IS USED TO PASS AROUND THE CIRCLE.

AND THE THING ABOUT THE TALKING PIECE, IT BECOMES THE PHYSICAL HANDING OFF OF A TURN. SO YOU ARE TAKING TURNS WHEN YOU ARE TALKING IN A CIRCLE.

THE THING ABOUT THE TALKING PIECE IS THAT YOU MAY NOT SPEAK OR YOU MAY NOT SHARE YOUR INFORMATION UNTIL YOU HAVE THE TALKING PIECE. SO WHAT THIS DOES IS THAT WHEN YOU PASS THE TALKING PIECE, IF YOU GET THE TALKING PIECE, YOU CAN RESPOND OR YOU CAN ASK A QUESTION OR YOU CAN MAKE A COMMENT, WHATEVER YOU WOULD LIKE TO SHARE.

AND THEN YOU PASS THE TALKING PIECE ON TO THE NEXT PERSON.

OR IF YOU GET THE TALKING PIECE, YOU CAN SIMPLY HOLD IT AND ALLOW EVERYBODY IN THE CIRCLE JUST SOME SILENCE TO THINK.

AND THEN YOU CAN SAY YOUR PIECE AND THEN YOU CAN PASS IT ON.

OR YOU CAN GET THE TALKING PIECE AND PASS, NOT SAY ANYTHING AND PASS IT ON TO THE NEXT PERSON.

BUT THE POINT ABOUT THE TALKING PIECE IS REALLY AN IMPORTANT ONE.

ONLY THE PERSON WITH THE TALKING PIECE CAN SPEAK OR CAN TALK OR SHARE. SO THIS IS A VERY IMPORTANT PIECE, BECAUSE IT FORCES EVERYONE TO KIND OF PAY ATTENTION TO WHOMEVER HAS THE TALKING PIECE.

AND IT FORCES THEM TO LISTEN AND NOT THINK ABOUT THEIR REACTION AND THEIR RESPONSE, BECAUSE THEY WON'T BE ABLE TO ADD TO THAT UNTIL THE TALKING PIECE COMES AROUND THE CIRCLE AND BACK TO THEM.

THIS CAN BE A SOURCE OF FRUSTRATION FOR SOME FOLKS AND YOU MIGHT BE ONE OF THOSE OUT THERE.

YOU MIGHT BE THINKING, MY GOSH, I DON'T KNOW IF I COULD HANG ON THAT LONG.

I MIGHT BE AN EXTERNAL PROCESSOR AND I DON'T KNOW IF I CAN BE QUIET THAT LONG.

THAT IS NOT ME.

THAT IS A SOURCE OF FRUSTRATION FOR SOME FOLKS WITH THAT PROCESS AND WE'LL TALK ABOUT THAT IN A LITTLE BIT.

DOESN'T MEAN YOU ARE BAD OR GOOD, BUT IT JUST IS AND THAT IS PART OF THE PROCESS. SO THE CIRCLE KEEPER.

SOMETIMES CALLING THE FACILITATOR IS THE PERSON WHO HELPS THE GROUP MAINTAIN THEIR COLLECTIVE SPACE AND TO HAVE THIS CONVERSATION.

THEY ARE THE PERSON WHO KIND OF MONITORS THE QUALITY OF THE SPACE, SO THAT THE CIRCLE KEEPER IS THE PERSON WHO LISTENS REALLY INTENTLY.

MAY COME UP WITH COMMON THEMES FROM THE DIFFERENT COMMENTS THAT ARE MADE, MAYBE NOTICES A PATTERN OF PEOPLE PASSING AND WHEN THE TALKING PIECE COMES BACK TO THE CIRCLE KEEPER THEY SAY SEE IT SEEMS LIKE PEOPLE ARE PASSING AND LET'S GO AROUND AND SEE IF THERE A PROBLEM OR SOMETHING HASN'T BEEN ASKED YET.

THE CIRCLE KEEPER MAY PARTICIPATE OR MAY NOT, MEANING THAT IF THE QUESTION COMES UP THE CIRCLE KEEPER MIGHT RESPOND TO THE QUESTION FIRST AND THEN PASS THE TALKING PIECE AROUND TO KIND OF GIVE PEOPLE AN OPPORTUNITY TO THINK ABOUT THE QUESTION.

OR THE CIRCLE KEEPER MIGHT RESPOND LAST AFTER THE QUESTION HAS GONE AROUND THE CIRCLE ALREADY, BECAUSE THEY DON'T WANT TO INFLUENCE THE DISCUSSION.

I WILL DO THAT SOMETIMES. IF I AM A KEEPER AND I'M DOING A CEREMONY AND I MIGHT SAY HOW ARE YOU DOING TODAY? I MIGHT RESPOND TO THAT FIRST.

BECAUSE THAT IS REALLY ABOUT WHAT I AM BRINGING, THE ENERGY THAT I AM BRINGING TO THE CIRCLE.

IF I AM ASKING THE QUESTION, A FOLLOW-UP QUESTION, LIKE WHAT DOES THE WORD "BOUNDARY" MEAN TO YOU? I MIGHT PASS THE TALKING PIECE RIGHT AWAY.

I AM NOT GOING TO RESPOND RIGHT AWAY, BECAUSE I WANT EVERYBODY ELSE IN THE CIRCLE TO RESPOND TO THAT AND ALLOW THE CONVERSATION TO BE GUIDED BY THAT SHARED UNDERSTANDING.

I DON'T WANT TO INFLUENCE THAT AS A KEEPER.

THE CIRCLE KEEPER MAY ALSO SUSPEND THE PIECE, IF PEOPLE ARE GETTING STUCK IN THE PROCESS OR IF SOMEBODY MISSED, BECAUSE OFTEN TIMES WE'LL DO THESE CIRCLES IN ASL AND IF SOMEBODY MISSED A SIGN OR DIDN'T CATCH A FINGER SPELL, WE MIGHT SUSPEND THE TALKING PIECE TO HAVE THEM CATCH THAT AGAIN.

WE WON'T SUSPEND THE TALKING PIECE BECAUSE THROUGH THE CONVERSATION CLARITY ABOUT THAT OFTEN BUBBLES UP AND IF IT DOESN'T, I MIGHT COME BACK TO THAT. SO GUIDELINES.

GUIDELINES ARE SOMETIMES -- IN CIRCLES THEY ARE CALLED "GUIDELINES." SOMETIMES YOU HEAR THEM CALLED "GROUP NORMS OR GROUND RULES." SOMETHING LIKE THAT, IT'S REALLY A LIST OF GUIDELINES THAT THE GROUP CREATES SOMETHING AND HOW WE'LL DISCUSSION AND CONVENE OUR CIRCLE TOGETHER? SO OFTEN TIMES THE VERY FIRST TIME WE DO CIRCLES, I HAVE AN ACTIVITY THAT ALLOWS THE GROUP TO GENERATE A LIST OF IN LINES.

SOMETIMES IT CAN JUST BE A BRAINSTORM SESSION AND THINGS LIKE RESPECT AND LISTENING AND WITHHOLDING JUDGMENT.

ALL OF THOSE KIND OF THINGS END UP ON A LIST OF GUIDELINES AND EACH TIME THE CIRCLE IS CONVENED, WE WILL REVISIT GUIDELINES.

I USUALLY PUT THEM ON A BIG PAPER AND HAVE PEOPLE REVISIT THOSE AT THE VERY BEGINNING OF EVERY CIRCLE THAT WE HAVE. SO IDEAS FOR CIRCLES.

HOW MIGHT YOU ALL USE THIS IN YOUR WORK? HOW MIGHT YOU USE THIS IN THE TEACHING THAT YOU DO, WHETHER YOU WORK IN AN INTERPRET EDUCATION PROGRAM OR WHETHER YOU DO WORKSHOPS AND PROFESSIONAL DEVELOPMENT ACTIVITIES? HOW MIGHT YOU USE THIS? I WILL GIVE YOU SOME IDEAS ON HOW I HAVE USED THEM WITHIN THE CONTEXT OF OUR EDM CIRCLES HERE.

AND I HOPE YOU JUST KIND OF TAKE NOTES AND THINK ABOUT THAT, BECAUSE WE ASK EXPLORE MORE OF THIS TOO ON OUR LIST SERVE AND I'M EAGER TO DO THAT WITH YOU.

THE WAY IT STARTED WITH EDM CIRCLES WITHIN THE CONTEXT OF MY EDUCATING PROCESS AT ST. KATE'S, I PULLED THEMES FROM THE RESEARCH THAT I SHARED YOU WITH AT THE BEGINNING.

ONE OF THE THINGS THAT I FOUND, BECAUSE I NOT ONLY LOOKED AT DOCUMENTS, BUT I FOLLOWED UP WITH INTERVIEWS WITH MEDIATORS FROM RID AND I INTERVIEWED THE ROLE OF THE MEDIATORS AND ASKED THEM ABOUT WHAT I WAS FINDING IN THE DOCUMENTS.

THE WORD "ATTITUDE" CAME UP A LOT.

"PROFESSIONALISM" WAS BROUGHT UP A LOT AND THIS CONCEPT OF "RESPECT." ALL OF THOSE THINGS BUBBLED UP IN THAT RESEARCH AND SO WHAT I STARTED WITH WERE QUESTIONS ABOUT THOSE THINGS. SO THE FIRST YEAR WE DID EDM CIRCLES, WE HAD A FULL CIRCLE ABOUT BOUNDARIES.

AND WOULD ASK QUESTIONS IN CIRCLE ABOUT OKAY, SO WHAT DOES THE WORD "BOUNDARY" MEAN TO YOU? AND EVERYBODY WOULD GO AROUND AND RESPOND TO THAT

AND IT WAS SO INTERESTING TO SEE STUDENTS PERSPECTIVES, INTERPRETERS' PERSPECTIVES AND WORKING PEOPLE'S PERSPECTIVES.

IF BOUNDARIES MOVE, IF THEY ARE ADJUSTED, WHO GETS TO DECIDE WHO MOVES THEM OR WHO MOVES THEM?

DO YOU THINK YOUR IDEA AROUND BOUNDARIES CHANGES?

DEPENDING UPON THE SITUATION? SO THOSE ARE SOME IDEAS OF QUESTIONS THAT WE PROCESSED IN CIRCLES.

ANOTHER APPLICATION THAT I HAVE USED IS PULLING FROM THE CPC, SO YOU COULD HAVE A SERIES OF EDM CIRCLES, AND TAKE TWO FROM THE PROFESSIONAL CODE OF CONDUCT AND DIG INTO IT.

SO HERE IS THE TENET 5.0, RESPECT FOR COLLEAGUES.

I WILL JUST REALLY BUZZ THROUGH THESE SLIDES REALLY QUICK.

I HOPE I DON'T MAKE YOU DIZZY OUT THERE.

THESE WERE SOME QUESTIONS WE PROCESSED WHEN WE TALKED ABOUT THE TENETS AND CODE OF PROFESSIONAL CONDUCT.

HOW DO YOU KNOW YOU ARE BEING RESPECTED BY A COLLEAGUE OR ANOTHER PERSON? WHAT DO THEY DO OR SAY THAT SHOWS YOU RESPECT? SO WE PROCESS THAT IN CIRCLE.

AND THEN WE GO WELL HOW DO YOU SHOW COLLEAGUES OR OTHERS RESPECT? AND THEN ASKING QUESTIONS, LIKE, WHAT ASSUMPTIONS TO YOU MAKE ABOUT RESPECT?

WHETHER IN GIVING IT OR RECEIVING IT? AND HOW HAS YOUR VIEW OF RESPECT OR YOUR IDEAS OF RESPECT CHANGED OVER TIME? THAT IS A REALLY AWESOME, AWESOME CIRCLE DISCUSSION.

BECAUSE HOW PEOPLE FEEL RESPECT AND DEFINE IT IS AMAZING AND SOMETIMES YOU FIND COMMONALITIES AND SOMETIMES YOU FIND DIFFERENCES.

PRETTY COOL.

ANOTHER THING THAT I HAVE DONE IS AND SOMETIMES WE'LL DO QUESTIONS ABOUT RESPECT, OR A THEME AND THEN SOMETIMES I WILL ALSO OFFER UP A CASE STUDY.

OR IN THIS CASE, I USED THE NIC PRACTICE DVD AND THERE IS A SCENARIO ON THE DVD THAT TALKS ABOUT YOU WORKING WITH A COLLEAGUE AND YOU SET UP YOUR TEAM ARRANGEMENTS AND FEEL LIKE YOU ARE ON THE SAME PAGE AND YOUR COLLEAGUE IS UP AND MAKING SOME ERRORS IN THE INTERPRETATION BY YOUR ESTIMATE.

AND YOU TRY TO FEED THE COLLEAGUE SOME CORRECTIONS AND THEY BLOW YOU OFF; THEY IGNORE YOU. SO I SHOWED THAT PIECE, AND THEN IN CIRCLE WE GO AROUND AND GO, SHARE ONE POSSIBLE PERSPECTIVE OF ANYBODY IN THAT SCENARIO, WHETHER IT'S THE INTERPRETER ON THE HOT SEAT, YOU AS THE TEAM INTERPRETER, THE HEARING CONSUMER, THE DEAF CONSUMER, JUST CHOOSE ONE PERSPECTIVE AND SPEAK TO THAT PERSPECTIVE.

AND SO WE'LL GO DO THAT IN CIRCLE AND GO AROUND.

THEN WE MIGHT SAY, WHAT ASSUMPTIONS MAY ONE OF THOSE PEOPLE MAKE ABOUT THAT SITUATION? AND I WILL TELL YOU THAT THAT QUESTION CAME TO ME AFTER I WENT TO A SESSION PRESENTED ABOUT RELATIONSHIP AUTONOMY AND SO BRINGING THAT TOPIC IN GENERAL AND SOME OF THOSE QUESTIONS ARE REALLY VALUABLE IN CIRCLE.

BECAUSE YOU GET DIFFERENT PERSPECTIVES AND IDEAS ABOUT THAT.

VERY, VERY COOL.

AND THEN ONE OF THE QUESTIONS THAT I MIGHT DO WITH OUR STUDENTS IN CIRCLE AND I USE CIRCLES -- THE CIRCLE PROCESSES IN MY ETHICAL DECISION-MAKING CLASSES, TOO.

SO WE'LL GO THROUGH SOME OF THESE THINGS AND WE MIGHT SAY, WHAT PART OF THE CPC HELPS TO GUIDE YOUR DECISION FOR WHAT YOU WOULD DO HERE AND WHY?

IT ALLOWS US TO THINK ABOUT APPLICATION AND COMMUNICATE WITH OTHERS, HOW WE ARE INTERPRETING THE CPC AND THE GUIDANCE THAT THAT PROVIDES US IN OUR DECISION-MAKING. SO TO STEP BACK A LITTLE BIT ABOUT CIRCLES, AND CIRCLE PROCESSES, QUESTIONS. THE QUESTIONS TO ASK ARE REALLY IMPORTANT, VERY IMPORTANT.

THEY NEED TO BE OPEN-ENDED.

THEY SHOULD NOT BE LEADING.

IS THIS THE RIGHT THING TO DO IS NOT A GOOD QUESTION TO HAVE IN CIRCLE.

YOU WANT TO BE THOUGHTFUL ABOUT THAT.

YOU WANT TO ENCOURAGE REFLECTION.

AND THE CPC IS A LOADED DOCUMENT WITH SO MUCH POTENTIAL FOR CIRCLES AND QUESTIONS AROUND PERSPECTIVES AND SHARING UNDERSTANDINGS AND OUR VIEW ABOUT THE CODE OF PROFESSIONAL CONDUCT AND HOW WE USE THAT AS A GUIDE.

AN IDEA AROUND PERSPECTIVES, WHAT I FIND, WHEN I AM WORKING WITH STUDENTS IS OFTEN TIMES THEY WILL HAVE A HARD TIME GETTING IN THE SHOES OF OTHER PEOPLE IN A SCENARIO. AND SO I BUILD THAT INTO THEIR PROCESS WHEN THEY DO CASE STUDIES IN CLASS.

I SAY YOU HAVE TO TALK TO X NUMBER OF INTERPRETERS WHEN YOU ARE WRITING UP YOUR CASE STUDY.

YOU HAVE TO GO OUT AND TALK TO YOUR GRANDMOTHER AND YOUR MOM AND YOUR PARTNER OR SOMEBODY AT THE COFFEE SHOP THAT ISN'T IT HAVE A CLUE WILL INTERPRETING AND SHARE THE SCENARIO WITH THEM AND GET THEIR PERSPECTIVE ON

THIS. SO IN CIRCLE, IT'S ANOTHER AVENUE FOR GETTING PEOPLE TO THINK ABOUT OTHER PERSPECTIVES.

TO SHARE WHAT THEIR PERSPECTIVES MIGHT BE AND HOW THEY HAVE NOTICED WHEN THEIR PERSPECTIVES ARE DIFFERENT.

THE NIC RUBRIC, I HAVE TO SAY THE OLD ONE, BECAUSE THE TEXT HAS CHANGED, IS RICH WITH QUESTIONS THAT CAN BE PROCESSED AND USED IN CIRCLES.

IT'S WONDERFUL.

AND I MINE THIS AS A PLACE TO PULL OUT QUESTIONS FOR CIRCLES A LOT. WHAT I WOULD SAY, IF YOU ARE GOING TO USE THIS, TRY TO SAVE THAT QUESTION ABOUT WHAT WOULD YOU DO AND WHY UNTIL THE END?

MAKE SURE YOU PROCESS AND CIRCLE THAT FIRST STEP EFFICIENTLY, BECAUSE IT'S REALLY EASY TO TRY TO JUMP TO CONCLUSIONS WITHOUT DOING IN-DEPTH ANALYSIS AROUND WHAT REALLY IS THE CONFLICT AND WHAT ELEMENTS PLAY INTO THE FACTS HERE? AND WHAT ARE THE PERSPECTIVES OF PEOPLE? SO I WOULD SAY HOLD OFF ON WHAT WOULD YOU DO UNTIL LATER IN THE CIRCLE. SO HERE IS SOME OTHER THINGS YOU CAN DO IN CIRCLES.

LIKE I SAID, DEFINE TERMS. WHAT DO ETHICS MEAN TO YOU? WHAT DO BOUNDARIES MEAN TO YOU? WHAT DO ATTITUDES MEAN TO YOU? THAT IS A REALLY GREAT ONE.

WHEN YOU ARE PRESENTING A SCENARIO, AGAIN, FIND SOME QUESTIONS THAT UNPACK THE SCENARIO BEFORE YOU ASK WHAT WOULD YOU DO? AND THEN FIND SOME HOT TOPICS IN THE COMMUNITY.

AND YOU CAN USE THE DEMAND CONTROL SCHEMA WITHIN A CIRCLE PROCESS.

YOU CAN USE CURRENT THEORY THAT IS OUT THERE.

PULL OUT AN ISSUE WITH VIEWS AND LOOK AT SOME OF THE ARTICLES IN THERE.

LAST YEAR WE DID THAT IN ONE OF OUR EDM CIRCLES AND UNPACKED THE IDEA OF SOCIAL MEDIA AND HOW IT AFFECTS ETHICS AND DECISION-MAKING AND THAT WAS A FASCINATING CIRCLE TO TALK ABOUT THAT.

SOME OF THOSE QUESTIONS WERE WHY ARE YOU -- WHY DO YOU USE FACEBOOK? HOW DO YOU USE FACEBOOK?

DO YOU USE OTHER AVENUES OF SOCIAL MEDIA AND FOR WHAT PURPOSE? WHEN YOU "FRIEND" SOMEONE ON FACEBOOK, WHAT DOES THAT MEAN TO YOU? AND WE GO INTO, WHAT HAPPENS IF A DEAF PERSON YOU JUST WORKED WITH SENDS YOU A FRIEND REQUEST?

DO YOU ACCEPT?

WHY OR WHY NOT? AND WHAT DO YOU POST ON FACEBOOK?

KNOWING THAT FACEBOOK OPENS UP OUR SMALL COMMUNITY AND IT DOESN'T TAKE TOO MUCH INFORMATION ON FACEBOOK TO HELP PEOPLE UNDERSTAND WHERE YOU HAVE BEEN AND WHAT YOU HAVE BEEN DOING.

AND WHAT ARE THE RAMIFICATIONS OF THAT? AND FOR STUDENTS, WE'LL OFTEN TALK ABOUT WHAT KIND OF PICTURES ARE YOU POSTING ON FACEBOOK? WHAT KIND OF LASTING IMPRESSION DO YOU WANT THERE? SO THAT IS A REALLY NICE WAY TO KIND OF UNPACK THAT CURRENT TOPIC IN OUR FIELD.

HERE IS SOME GENERAL INSIGHTS THAT I WOULD LIKE TO SHARE WITH YOU BEFORE I START CLOSING UP SHOP HERE.

ANY SIZE CIRCLE WILL DO AND I SEE THAT IS A QUESTION OUT THERE.

BUT I FIND THAT SMALLER GROUPS ARE BETTER FOR TIME MANAGEMENT. SO I WOULD SAY BETWEEN 5 AND 7, GROUPS OF 5 AND 7.

WHEN WE DO OUR EDM CIRCLES, LIKE THIS LAST ONE A COUPLE OF WEEKS AGO, WE HAD LIKE 30 PEOPLE.

WE HAD STUDENTS AND DEAF FOLKS AND INTERPRETERS AND EVERYBODY.

AND WHAT I TRIED TO DO IS HAVE THEM BREAK UP INTO GROUPS, SO THAT WE HAVE A MIXTURE IN ALL OF THE GROUPS.

IT'S NOT GOOD TO HAVE A GROUP OF STUDENTS TALKING TO THEMSELVES AND HAVE EXPERIENCED INTERPRETERS OFF IN ANOTHER CIRCLE TALKING TO THEMSELVES. SO I LIKE TO MIX IT UP THAT WAY, BECAUSE THEN YOU GET A VARIETY OF PERSPECTIVES REPRESENTED IN THE CIRCLE.

TRY NOT TO JUMP TO THAT "WHAT WOULD YOU DO?" I HAVE TALKED ABOUT THAT ALREADY.

SOME CHALLENGES ARE THOSE PEOPLE WHO ARE EXTERNAL PROCESSORS.

AND WILL KEEP THE TALKING PIECE FOR A LONG PERIOD OF TIME.

AND SO WE TALK ABOUT THAT UPFRONT.

I WILL IN MY OPENING NOTES, I WILL SAY, YOU KNOW WHAT?

PLEASE BE COGNIZANT THAT THE QUALITY OF THE DISCUSSION HERE WILL DEPEND ON EVERYONE'S INVOLVEMENT. SO PART OF THE PROCESS IS TO LISTEN TO ONE ANOTHER AND IF YOU HAVE ONE PERSON THAT HOLDS THE TALKING PIECE FOR A LONG PERIOD OF TIME, THAT DOESN'T ALLOW OTHERS TO BE PART OF THAT. SO I SUGGEST PEOPLE BRING A PIECE OF PAPER AND A PENCIL AND TAKE NOTES AS THEY ARE LISTENING AND THEY CAN KIND OF FOLLOW ALONG AND OKAY AND THAT IMPORTANT POINT I WANTED TO MAKE WAS ALREADY MADE BY OTHERS, SO I'M GOING TO MOVE DOWN TO MY LIST TO ADD SOMETHING NEW TO THE CIRCLE AND THE DISCUSSION.

AND SOMETIMES PEOPLE FEEL PRESSURES TO DO THIS RIGHT.

AND SO I WILL FIND, ESPECIALLY IN THE BEGINNING THAT PEOPLE ARE PASSING THE TALKING PIECE BACK AND FORTH AND I TRY NOT TO BE, YOU KNOW, TOO HARD-NOSED ABOUT THAT THE FIRST TIME, BUT THEN I WILL INTERVENE.

AND I WILL SAY REALLY THE POINT ABOUT THE TALKING PIECE IS TO LET EVERYBODY TALK. SO LET'S SEE IF WE CAN BE PATIENCE.

LET'S TAKE SOME NOTES.

LET'S TRY TO DO THAT IN TERMS OF HOW CIRCLES ARE MEANT TO BE. SO LET'S TAKE SOME QUESTIONS HERE.

MY QUESTION TO YOU IS HOW DO YOU WANT TO MOVE FORWARD WITH THIS INFORMATION? I WILL DO A PLUG FOR THE LISTSERV AND WE WILL DIG MORE INTO THESE.

I SEE ONE ABOUT SUGGESTIONS INCORPORATING DEMAND CONTROL SCHEMA IN THIS AREA AND I WOULD LOVE TO PROCESS THAT MORE ON THE LISTSERV.

I WOULD LOVE TO PROCESS IDEAS FOR QUESTIONS AND WE COULD TOGETHER CRAFT QUESTIONS THAT WE CAN USE IN OUR CIRCLES OUT THERE. SO I DON'T THINK TIME IS GOING TO ALLOW TO GET TOO MUCH INTO DEMAND CONTROL, BUT I WILL POST SOME STUFF ON THE LISTSERV, ARTICLES AND DIFFERENT THINGS AND IF YOU HAVE ARTICLES YOU WOULD LIKE TO POST THAT WOULD BE HELPFUL WITH THAT, WE CAN DO THAT TOO, BECAUSE I WOULD LIKE TO HAVE THAT LISTSERV BE WHAT WE BUILD TOGETHER.

>> PAULA?

>> GO AHEAD.

>> A COUPLE OF QUESTIONS.

FIRST OFF, SOMEONE IS ASKING WHAT DOES EDM STAND FOR?

>> "EDM" STANDS FOR ETHICS AND DECISION-MAKING.

BECAUSE OUR FIELD DOESN'T HAVE ENOUGH ACRONYMS, INSERT LAUGHTER HERE. SO EDM CLASS, EDM CIRCLES, EDM COACHES.

I'M SORRY, I DIDN'T CATCH THAT EARLIER.

>> THE NEXT QUESTION IS CAN YOU USE CIRCLE PROCESSES OUTSIDE OF A STUDENT'S YEAR?

>> YES, ABSOLUTELY.

ABSOLUTELY.

LIKE I SAID, CIRCLES CAN BE DONE IN A VARIETY OF DIFFERENT WAYS AND I HAVE PRESENTED ON THIS TOPIC, A COUPLE OF PLACES LOCALLY AND AT CONFERENCES, TOO.

WHERE I FIND CIRCLES THAT WE DO IN THOSE WORKSHOPS INCREDIBLY ENGAGING WITH COLLEAGUES AND EXPERIENCED COLLEAGUES AND MOVE PEOPLE TO THE FIELD AND DEAF PARTICIPANTS AND DEAF INTERPRETERS AND EVERYBODY.

REALLY ENGAGING. SO YES, YOU CAN USE THIS OUTSIDE OF THE EDUCATIONAL SETTING THAT I HAVE CHOSEN TO USE IT IN.

>> WHAT DO YOU DO IF IT GETS HEATED?

>> YOU KNOW, THAT IS A REALLY GOOD QUESTION.

I HAVE BEEN KIND OF CAUGHT OFF-GUARD A LITTLE BIT WHEN THINGS HAVE HEATED UP.

AND I HAVE TAKEN A DEEP BREATH AND PASSED THE TALKING PIECE AROUND TO SEE WHERE PEOPLE ARE AT WITH WHATEVER IS GETTING HEATED.

AND THEN, I HAVE NEVER HAD THE EXPERIENCE WHERE IT'S GOTTEN SO OUT OF CONTROL THAT IT'S BECOME MEAN-SPIRITED OR ANYTHING LIKE THAT.

BUT IF IT DID, I WOULD AS A FACILITATOR, JUST BRING PEOPLE BACK TO THE GUIDELINES, AND ASK PEOPLE TO THINK ABOUT THOSE THINGS, BECAUSE LIKE I SAID, OFTEN TIMES THE

GUIDELINES INCLUDE THINGS LIKE RESPECT AND RESPECTFUL LISTENING AND TRY TO PULL PEOPLE BACK, NOT IN A JUDGMENTAL WAY, BECAUSE REALLY WHAT HAPPENS IN CIRCLES IS THE RESPONSIBILITY OF EVERYBODY.

ALL OF US TAKE RESPONSIBILITY FOR THAT AND IT'S NOT JUST THE KEEPER'S RESPONSIBILITY TO MANAGE THAT STUFF AND WE ALL DO THAT TOGETHER. SO I WILL USE THOSE KIND OF STRATEGIES TO ADDRESS SOME OF THAT MORE HEATED OR SOMETIMES EMOTIONAL STUFF THAT COMES UP.

>> THAT WAS IT FOR THE QUESTIONS. SO I WILL JUST GO AHEAD AND WRAP THIS UP BRIEFLY, SO WE CAN RESPECT PEOPLE'S TIME.

FIRST OFF I WANT TO THANK PAULA FOR PRESENTING ON THIS TOPIC FOR US.

ALSO I WANT TO MAKE A PLUG FOR THE LISTSERV.

THE LISTSERV IS GOING TO RUN FROM MARCH 5 TO MARCH 30, AND IF YOU HAVE BEEN ON THE LIST SERVE BEFORE, IT LOOKS DIFFERENT THAN WHAT ROBIN HAS DONE.

AS PAULA HAS MENTIONED IT'S GOING TO BE PRETTY LOW-KEY AND IT'S REALLY AN OPPORTUNITY FOR YOU TO INTERACT WITH PAULA AND ASK QUESTIONS AND FIGURE OUT HOW TO APPLY IT WHERE YOU ARE AT. SO I REALLY ENCOURAGE YOU TO JOIN.

THERE WILL BE NO FORMAL CEUS OFFERED FOR THIS, BUT FOR YOU TO CREATE YOUR OWN INDEPENDENT STUDY TO EARN CEUS IF YOU LIKE.

AFTER TONIGHT, MAN, I WOULD BE REALLY INTERESTED IN THAT LISTSERV.

I WANT TO SAY THANK YOU TO PAULA AND THEN OUR TWO INTERPRETERS, KIRK AND ARLENE, AS WELL AS OUR CAPTIONIST, CAROL AND THEN THE TEAM FROM THE CLEARINGHOUSE, JESSIE, MIKE AND WHOEVER ELSE IS BEHIND-THE-SCENES. A REMINDER ABOUT CEUS, CEU INFORMATION WAS PROVIDED DURING THE PROCESS AND IF YOUR NAME

MATCHES ON BOTH LISTS YOU WILL BE SENT A CERTIFICATE OF COMPLETION WITHIN TWO WEEKS.

IF YOU ARE WATCHING THIS AS A GROUP, MAKE SURE YOU USE THE SIGN-IN SHEET AND THAT WILL GET YOU YOUR CEUS.

AS SOON AS YOU EXIT OUT OF THE PROGRAM, YOU WILL BE TAKEN TO THE SATISFACTION SURVEY.

PLEASE FILL THAT OUT, WE DO TRY TO INCORPORATE THE FEEDBACK.

OUR NEXT WEBINAR WILL BE PRESENTED BY ROBIN ABOUT INTEGRATING SUPERVISION INTO YOUR CURRICULUM, MAY 26TH, A SATURDAY.

SINCE ROBIN IS IN SCOTLAND, TIMEWISE, IT DOESN'T WORK OUT FOR THURSDAY NIGHT, SO IT'S MOVED TO SATURDAY, 2:00 PM MOUNTAIN TIME AND REGISTRATION WILL OPEN ABOUT SIX WEEKS PRIOR. SO JUST KEEP YOUR EYES OPEN.

THAT IS IF.

IF YOU HAVE MORE QUESTIONS, JOIN THE LISTSERV.

YOU CAN EMAIL ME AND I WILL SEND OUT AN EMAIL TOMORROW TO PROVIDE THAT INFORMATION.

THAT IS ALL

I WILL SEE YOU GUYS ON LINE.

THANK YOU FOR ATTENDING.

GOOD NIGHT.