

08/25/2011 DC-S and the Dialogic Work Analysis - Part I

>> HI EVERYONE.

THIS IS AMY KROLL.

I'M SORRY FOR THE DELAY BUT WE'RE GOING TO GO AHEAD AND GET STARTED.

I JUST WANTED TO GO AHEAD AND MENTION A FEW THINGS.

AS YOU CAN SEE THE INTERPRETER SHOULD BE OPEN AND IF YOU NEED TO CHANGE HOW THE INTERPRETER LOOKS, THERE IS A DROP-DOWN MENU ON THE SCREEN, THAT YOU CAN GO DOWN TO "FINE GRAY." AND THAT SHOULD HELP WITH THE STREAMING, IF IT'S A LITTLE BIT UNCLEAR OR CHOPPY.

IF THERE ARE ANY TECHNICAL ISSUES, LIKE MANY OF YOU HAVE ALREADY EXPERIENCED AND ONCE AGAIN, I DO APOLOGY FOR SENDING OUT THE WRONG LINKS, GO AHEAD AND USE THE CHAT FUNCTION ON THE LEFT-HAND SIDE AND YOU CAN JUST TYPE YOUR QUESTIONS AND JESSIE AND HER TEAM WILL DEFINITELY HELP YOU OUT.

AT ANY TIME IF YOU HAVE QUESTIONS FOR ROBYN, GO AHEAD AND ALSO USE THE CHAT FUNCTION AND I WILL COLLECT THOSE AND THE LAST 15 OR SO MINUTE WILL BE USED FOR QUESTIONS AND ANSWERS AND I WILL USE THOSE QUESTIONS TO ASK ROBYN AND SHE WILL RESPOND. SO WITHOUT DELAYING ANYMORE I WILL GO AHEAD AND TURN IT OVER TO ROBYN.

ROBYN, YOU HAVE THE FLOOR.

>> HI EVERYBODY.

I HOPE YOU CAN HEAR ME OKAY.

I ASSUME THAT IF YOU CAN'T, SOMEBODY WILL SAY SOMETHING IN THE CHAT BOX, BUT OTHERWISE, I WILL GET STARTED.

FIRST OF ALL, I WANTED TO LET YOU KNOW THAT WHEN WE MET LAST TIME, I WAS SPEAKING FROM ROCHESTER, NEW YORK.

RIGHT NOW I AM SPEAKING TO YOU FROM SALT LAKE CITY AT THE DEAF CENTER, FOR THOSE WHO ARE FAMILIAR WITH THIS LOVELY FACILITY.

THEY HAVE PUT ME UP HERE BECAUSE I'M DOING A WORKSHOP THIS WEEKEND IN SALT LAKE CITY.

THE NEXT TIME I WILL BE PRESENTING, ACTUALLY, WILL BE FROM EDINBURGH, SCOTLAND.

I BELIEVE OUR TIME IS IN NOVEMBER NEXT AND AT THAT POINT I WILL BE IN EDINBURGH AND I WILL BE HAPPY TO GIVE YOU ALL A HEAD'S UP ABOUT THAT, FOR THOSE WHO HAVEN'T ALREADY HEARD ABOUT MY PLANS.

I WILL DO THAT AT THE END OF THE SESSION.

LET ME TALK A LITTLE BIT ABOUT THE TITLE THIS PRESENTATION.

IT'S A CONTINUATION OF OUR LAST PRESENTATION, BUT IT'S ALSO A CONTINUATION OF WHAT WE HAVE BEEN TALKING ON THE LISTSERV, "BEYOND DEONTOLOGY: SHIFTING ETHICAL THINKING," IS THE NAME OF THE PRESENTATION.

ONE OF THE THINGS THAT WE RECOGNIZE ABOUT DEONTOLOGY, AS YOU REMEMBER FROM LAST TIME, "DEONTOLOGY" IS THE STUDY OR THE JUSTIFICATION OR FORMULATION OF DECISION-MAKING BY WAY OF RULES.

DUTY TO FOLLOWING RULES.

IF YOU SAY BEYOND DEONTOLOGY IS NOT HELPFUL IN LIGHT CONTEXT-BASED DECISION-MAKING, WHICH WE HAVE TALKED ABOUT BEFORE, HOW INTERPRETING REQUIRES THAT KIND OF DECISION-MAKING.

THAT IS HOW IT DEPENDS REALITIES EXIST IS BECAUSE WE ARE VERY MUCH INTERESTED IN CONTEXTUAL DECISION-MAKING.

IF YOU GIVE UP DEONTOLOGY, WHAT DO YOU HAVE? AND SOME OF THE ANXIETIES AROUND THAT CAN BE CERTAINLY YOU ARE NOT SAYING THAT THERE ARE NO RULES.

EVERYTHING GOES.

AT THE SAME TIME, THAT IS NOT YOUR ONLY OPTION AT THIS POINT AND THAT IS WHAT WE'RE GOING TO TALK ABOUT TODAY.

WE'RE GOING TO TALK ABOUT HOW TO NOT JUST ABANDON RULES, BUT HOW TO EMPLOY WHAT I WILL SAY PRACTICE VALUES OR PROFESSIONAL VALUES DIFFERENTLY THAN WHAT DEONTOLOGY WOULD ASK OF US.

FIRST OF ALL, I JUST WANT TO SPEND A COUPLE OF MOMENTS TALKING ABOUT SOME OF THE COMMON MISTAKES MADE WITH DC-S.

I KNOW I HAD THIS AS A SLIDE FROM THE LAST SESSION, BUT MY RECOLLECTION IS THAT I DID NOT TALK ABOUT IT.

THAT I SAID IT WAS SOMETHING THAT I WANTED TO RESERVE FOR THIS SESSION.

IF SOMEBODY REMEMBERS THAT DIFFERENTLY, GO AHEAD AND TYPE IN THE CHAT FUNCTION, BUT MY UNDERSTANDING IS THAT I DID NOT GO OVER THIS SLIDE.

AS A RESULT, I THINK I WILL TAKE THE TIME TONIGHT TO GO OVER IT.

FIRST OF ALL, SOME OF THE COMMON MISTAKES WITH DC-S IS THAT PEOPLE DON'T KNOW ALL THAT IT ENTAILS.

MOST PEOPLE UNDERSTAND DEMAND-CONTROL SCHEMA TO BE BASED ON THE INFORMATION THAT WAS IN OUR 2001 ARTICLE BASED SOLELY ON DEMANDS AND CONTROLS.

AND THE DEMAND CATEGORIES AND THE CONTROLS, PRE-AND POST AND PEOPLE THINK THAT IS THE EXTENT TO WHICH DC-S EXISTS. SO PART OF THE TASK THAT BOB AND I HAVE IS TO CONTINUE TO PUBLISH AND PUT INFORMATION OUT THERE AS NEWER DEVELOPMENTS GROW AND EXIST THAT HAVE TO DO WITH DEMAND-CONTROL SCHEMA.

AND ALL OF THOSE NEW PUBLICATIONS LAST 10-15 YEARS OF PUBLICATIONS ARE ON OUR WEBSITE AND SO I WOULD ENCOURAGE THOSE OF YOU WHO ARE INTERESTED TO TAKE A LOOK AT WHAT THOSE PUBLICATIONS ARE, IF YOU ARE NOT ALREADY FAMILIAR WITH THEM.

ANOTHER COMMON MISTAKE WITH DC-S IS THE DEFINITION OF "TERMS." BECAUSE A LOT OF TERMS USED IN DC-S ARE LAYMEN TERMS OR POTENTIAL DEFINITIONS THAT PEOPLE GET CAUGHT INTO WHAT THEY KNOW TO BE TRADITIONAL DEFINITIONS, EVEN THOUGH OUR DEFINITIONS ARE MORE BROADER AND USED IN A MUCH MORE TECHNICAL WAY. FOR EXAMPLE, WHEN IT COMES TO DEMANDS, MOST PEOPLE ARE DRAWN TO THE IDEA THAT DEMANDS ARE DEMANDING OR DIFFICULT OR A CHALLENGE AND OF COURSE, WE ENCOURAGE PEOPLE TO THINK OF DEMANDS AS THOSE THINGS THAT ARE SIGNIFICANT ENOUGH THAT THEY RISE TO A LEVEL OR THEY IMPACT AN INTERPRETER'S WORK.

BY "SIGNIFICANT" WE DON'T MEAN THAT IT'S DIFFICULT.

WE JUST MEAN IT'S SOMETHING THAT HAS TO BE CONSIDERED.

YOU MIGHT NOT DO ANYTHING ABOUT THAT DEMAND.

IT'S JUST SOMETHING THAT HAS TO BE CONSIDERED AS IMPACTFUL TO THE WORK OF THE INTERPRETER AND THEN OF COURSE, CONTROLS, PEOPLE TEND TO BE DRAWN TO THE DEFINITION THAT "CONTROLS" ARE EITHER RESPONSES OF THE INTERPRETERS BUT OF COURSE, WE TALK ABOUT THE BROADER DEFINITION OF "CONTROLS" BEING EVEN THINGS LIKE WHAT YOU BRING TO AN INTERPRETING PRACTICE PROFESSION IN TERMS OF YOUR CHARACTER TRAITS.

ASPECTS ABOUT YOUR PERSONALITY.

WE DID AN EXERCISE ON THE LISTSERV, WHICH WAS VERY INTERESTING, I FOUND AND I REALLY ENJOYED ACTUALLY READING PEOPLE'S WHAT WE CALLED "CONTROL INVENTORIES." WHERE THEY TOOK A LOOK AT THEMSELVES FROM THE PRACTICE PROFESSION AND DECIDE WHAT CHARACTER TRAITS DID THEY BRING TO INTERPRETING? AND THEN WE ASKED THEM ALSO TO LOOK AT THOSE TRAITS NOT ONLY AS AN ASSET, BUT WHAT IS THE LIABILITY ASPECT OF THAT CONTROL? SO I THINK I PROBABLY MENTIONED LAST TIME I'M A PERSON WHO IS HIGHLY EFFICIENT AND I LIKE QUICK-THINKING AND EFFICIENT USE OF TIME.

THE FLIPSIDE OF THAT OR THE LIABILITY VERSION OF THAT IS I AM AN IMPATIENT PERSON WHEN I'M NOT PUT IN A SITUATION WHERE MY EFFICIENCY OR MY ENJOYMENT OF EFFICIENCY IS BEING USED. SO WE TALKED ABOUT THAT ON THE WEBSITE- EXCUSE ME, THE LISTSERV, WHICH I FOUND TO BE AN INTERESTING CONVERSATION.

ALSO PEOPLE TEND TO THINK BECAUSE OF THE 2001 ARTICLE THAT OUR WORK IS ABOUT OCCUPATIONAL STRESS ALONE.

OF COURSE, THAT IS STILL AN INTERESTING OF OURS AND WE HAVE FOLLOWED UP OUR THEORETICAL IDEA ABOUT THE OCCUPATIONAL STRESS DESIGN THAT INTERPRETING IS FROM THE 2001 ARTICLE AND WE FOLLOWED THAT YOU WILL WITH ACTUAL DATA AND USING JOB CONTENT QUESTIONNAIRES TO FIND THAT ACTUALLY INTERPRETERS ARE NOT JUST THEORETICALLY IN A STRESSED OUT POSITION, BUT ALSO MANIFEST THAT FROM A QUANTITATIVE DATA STANDPOINT AS WELL.

COMMON MISTAKE WITH DC-S IS THE PHRASE, "THERE ARE NO WRONG ANSWERS." IF YOU THINK ABOUT OUR LIBERAL/CONSERVATIVE SPECTRUM, PEOPLE FORGET THERE ARE SIDES ON BOTH THE RIGHT AND LEFT THAT SUGGEST THERE ARE OF COURSE WRONG ANSWERS. WE JUST LIKE TO EMPHASIZE THERE ARE WRONG ANSWERS ON BOTH SIDES AND THAT CERTAINLY SOMEONE CAN BEHAVE YES, TOO LIBERALLY, BUT THEY CAN ALSO BEHAVE TOO CONSERVATIVELY IN OUR CONSTRUCT.

ANOTHER MISTAKE IS THE LACK OF ATTENTION TO DEMAND OR WHAT I HAVE LISTED HERE AS "BLAH BLAH BLAH DEMANDS." THAT PEOPLE DON'T RECOGNIZE THAT THE ETHICAL DISCUSSION BEGINS WITH AN UNDERSTANDING OF THE DEMANDS OF THE SITUATION, WHETHER THOSE DEMANDS ARE BASED IN THE EIPI CATEGORIES OR UNDERSTOOD IN A MORE CONSTELLATION WAY, WHICH WE'LL TALK ABOUT.

IT'S IMPORTANT TO RECOGNIZE THAT THE ETHICAL CONSTRUCT BEGINS WITH THE DEMAND PLACE AND LITERALLY ANALYZING AND LOOKING AT IT.

HOW TO STATE CONSEQUENCES IS ANOTHER AREA THAT PEOPLE GET CONFUSED BY WHAT WE MEAN WHEN WE MEAN "CONSEQUENCES," AND WE'LL TALK ABOUT THAT TONIGHT.

I'M ACTUALLY GOING TO ADVANCE THE SLIDE TO THE NEXT ONE, BECAUSE IT HAS A BETTER PICTURE OF THINGS THAT I WOULD LIKE TO TALK ABOUT, THE DC-S SKILLSETS AND I WENT OVER THIS LAST TIME, SO I WON'T SPEND TOO MUCH TIME ON IT. WHAT WE LEARNED IN THE LISTSERV IS HOW TO ARTICULATE THOSE AND HOW TO IDENTIFY AND ARTICULATE CONTROLS.

IT'S REALLY A MANIFESTATION OF HOW DIFFICULT IT IS TO ARTICULATE DEMANDS.

MANY OF US ARE AWARE OF OUR DECISIONS AND ARE AWARE OF OUR BEHAVIOR, BECAUSE THAT IS OBSERVABLE.

BUT THE IDEA THAT WE WOULD KNOW WHY WE'RE BEHAVING IN A CERTAIN WAY IS ACTUALLY MORE OF AN UNKNOWN TO US.

AND MALCOLM GLADWELL'S BOOK TALKS ABOUT HOW PEOPLE MIGHT KNOW HOW TO MAKE DECISIONS, BUT DON'T KNOW HOW TO EXPLAIN MAKING GOOD DECISIONS.

I'M HAVING AN INTERESTING SITUATION WHERE MY 16-YEAR-OLD IS DRIVING WITH A LEARNER'S PERMIT.

AND I AM REALIZING AS HE IS DRIVING, THE THINGS I KNOW ABOUT DRIVING THAT I DIDN'T KNOW I KNEW AND ONLY RECENTLY DID I TRY TO ARTICULATE THIS TO HIM, WHICH WAS DIFFICULT.

HE WOULD COME TO MAKE A LEFT-HAND OR RIGHT-HAND TURN BUT MORE SO A RIGHT-HAND TURN AND WON'T SLOW DOWN ENOUGH INITIALLY. SO WHEN HE WAS IN THE TURN, HE WOULD SLOW DOWN AND I REALIZED THAT WHAT WE DO AS DRIVERS, I WOULD SUGGEST, IS THAT WE IMAGINE THE PERSON AHEAD OF US WHO IS TURNING THE AMOUNT THAT THEY ARE GOING TO SLOW DOWN, THEY ARE GOING TO DO WHILE THE CAR IS STILL IN SORT OF A STRAIGHT POSITION.

AND THAT IT'S ONLY WHEN THE TURN HAPPENS THAT WE'RE NOW ABLE TO TAKE OUR FOOT OFF THE BRAKE AND ACCELERATE. SO THAT IS JUST AN EXAMPLE OF WELL, AN EXAMPLE OF HOW ANXIETY-RIDDEN MY LIFE IS RIGHT NOW BUT ALSO AN EXAMPLE AS WE DO WITH INTERPRETING, I KNOW HOW I BEHAVE, BUT I DON'T KNOW WHY I DO IT AND THE IMPLICATIONS OF THAT. SO THAT IS WHY WE HAVE TO HAVE SCALES THAT TRY TO HELP PEOPLE GET ACCESS TO THAT INFORMATION.

SOMETHING THAT THEY KNOW, BUT THEY DON'T KNOW THAT THEY KNOW IT AND THAT IS A LOT OF WHAT MALCOLM GLADWELL TALKS ABOUT IN HIS BOOK.

THE OTHER SKILLSET WE'RE GOING TO WORK IN THE NEXT SECTION IS THE CONSTELLATION OF BUILDINGS OF DEMANDS AND THEN WE'LL ALSO TALK A LITTLE BIT ABOUT AND PRACTICE DURING THE LISTSERV ON THE IDENTIFY CASE AND ARTICULATION OF CONSEQUENCES AND ASSOCIATED VALUES.

IDENTIFICATION OF DCCRD I MENTIONED LAST TIME IS NOT A SKILLSET WE'LL BE DEALING WITH IN THIS LISTSERV, BECAUSE THAT IS ACTUALLY A SPECIALIZED EDUCATION THAT REALLY COMES FOR PEOPLE WHO KNOW DC-S AND CAN HEAR THE PROCESS OF DECISION-MAKING AND LABEL IT AS THEIR HEARING IT.

AND THAT USUALLY TAKES SOME TIME AND THAT IS SOMETHING THAT WE DO WITH SUPERVISION, WHICH I MENTIONED LAST TIME.

SOME IMPORTANT TOPICS THAT WERE RAISED ON THE LISTSERV, THAT I WOULD LIKE TO HIGHLIGHT, FOR THOSE JOINING FROM THE LISTSERV AS A CONTINUATION, I HAVE BEEN PARTICULARLY IMPRESSED WITH.

FIRST OF ALL IS THAT IDEA AND STRUGGLE THAT WE HAVE AS INTERPRETERS TO RECOGNIZE THAT GIVEN DEMAND IS A DEMAND FOR EVERY INTERPRETER, REGARDLESS OF THE CONTROLS THAT HE OR SHE BRINGS.

THAT IS DIFFICULT FOR US, BECAUSE WE'RE USED TO UNDERSTANDING AND EVALUATING OUR EXPERIENCES AS THE DEMAND/CONTROL INTERACTION HAS ALREADY HAPPENED. LET ME GIVE AN EXAMPLE.

AS AN INTERPRETER WHO WORKS A LOT IN PSYCHIATRY, IT'S A DEMAND I'M WALKING INTO A LOCKED WARD AND I DON'T FEEL UNCOMFORTABLE THERE IN A LOCKED WARD, BUT THAT IS AN EVALUATION OF THE CONTROLS THAT I BRING AS IT INTERPLAYS WITH THE ORIGINATING DEMAND, WHICH IS THE LOCKED WARD.

AND SO WE'RE SO USED TO UNDERSTANDING OUR EXPERIENCE AS A DEMAND/CONTROL INTERPLAY, THAT WE DON'T THEREFORE KNOW WHAT IS ACTUALLY FOR SOMEONE -- IF AN INTERPRETER CAME TO ME AND TOOK OVER A JOB AND I REALLY HADN'T UNDERSTAND DEMANDS AS DEMANDED REGARDLESS OF THE CONTROLS THAT SHE OR I BRING, I WOULD HAVE A HARD TIME ARTICULATING AND YOU WOULD BE WALKING INTO A LOCKED WARD.

I WOULD ONLY UNDERSTAND THINGS AS THEY PLAYED OUT IN WHAT I BRING. SO ONE OF THE THINGS THAT WE WORKED ON THE LISTSERV IS TRYING TO UNDERSTAND THAT DEMANDS ARE DEMANDS FOR EVERYBODY AND RESULTING DEMANDS MAY VERY WELL BE DIFFERENT, BECAUSE THEY TOO TAKE IN CONTROL. SO I MAY NOT HAVE A RESULTING DEMAND OF BEING IN A LOCKED WARD BUT AN INTERPRET NOT USED TO THAT OR FELT UNCOMFORTABLE THAT, WHO DIDN'T BRING SUFFICIENT CONTROLS TO THAT WOULD HAVE A RESULTING DEMAND OF BEING ANXIOUS OR DISTRACTED, ET CETERA. SO WE NEED TO BE GOOD AT IDENTIFYING DEMANDS, REGARDLESS OF WHAT WE BRING OR DON'T BRING TO THE SITUATION.

ANOTHER VERY INTERESTING THING THAT HAS HAPPENED ON THE LISTSERV IS THE DISCUSSION ABOUT OTHER PEOPLE'S THOUGHT WORLDS THAT CONSUMERS FOR WHOM WE WITH WORK AND TO BE THERE AND TO WALK A MILE IN THEIR SHOES AND HOW YOU AS EDUCATORS HELP YOUNG INTERPRETERS DEVELOP EMPATHY FOR PEOPLE.

THERE IS ACTUALLY SOME BEGINNING OF EMPATHY EDUCATION WITHIN HIGH SCHOOLS AND OF COURSE, AS WELL AS FOLLOWING UP THROUGH COLLEGE.

AND WE TALKED A LITTLE BIT ON THE LISTSERV ABOUT WAYS IN WHICH PEOPLE WITH BEGIN TO DEVELOP EMPATHY, BECAUSE AS A PRACTICED PROFESSIONAL, I WOULD SUGGEST THAT IS OUR BIGGEST CHALLENGE.

IS TO ACCESS IN A RELATIVELY CONSISTENT WAY OUR EMPATHY FOR PEOPLE, HEARING AND DEAF PEOPLE AND CONSUMERS IN GENERAL.

WE TALKED A LOT ABOUT THE TRADITIONAL MISTAKES PEOPLE MAKE WHEN ARTICULATING DEMANDS THAT WE'RE USED TO AS HUMANS, BUT ALSO INTERPRETERS AS EVALUATING DEMANDS AND ARTICULATING DEMANDS WITH VALUE LANGUAGE OR JUDGMENT LANGUAGE AND HOW DO YOU JUST REPORT ON THE DEMAND WITHOUT ITS VALUATION? I JUST GOT DOWN TEACHING LIKE WE DO EVERY YEAR FOR THE MENTAL HEALTH INTERPRETER TRAIN IN MONTGOMERY, ALABAMA AND WE SHOWED A

VIDEO CLIP OF A CLINICIAN TALKING TO A HEARING PATIENT, WHICH WE OFTEN DO AS OUR TECHNIQUE OF SUPERVISION.

ONE OF THE PEOPLE, PARTICIPANTS SPOKE UP AND SAID I THOUGHT IT WAS INTERESTING HOW FLIRTATIOUS SHE WAS.

SHE IS TALKING ABOUT THE PATIENT WHO WAS IN A MANIC STAGE AND YES, THAT IS NOT UNCOMMON FOR A PERSON TO HAVE A HIGHLY SEXUALIZED NATURE ABOUT THEM IN THAT STATE.

AND I ASKED HER, WHEN YOU SAY "FLIRTATIOUS," I CERTAINLY DIDN'T PICK UP ON FLIRTATIOUS MYSELF AND I SAID WHAT DO YOU MEAN? WHAT DID YOU SEE THAT YOU THOUGHT WAS FLIRTATIOUS AND SHE HE HAD A HARD TIME ARTICULATING IT.

SHE SHE SEW WOULD TURN HER HEAD AND LOOK AT HIM AND SMILE AND I SAID OKAY, WHAT ELSE DID SHE DO AND COULDN'T ARTICULATE.

THAT IS NOT UNCOMMON.

OBVIOUS WE HAVE SEEN SOMETHING, EXPERIENCES IT AND ARTICULATED IT THAT WAY, IT'S HARD FOR US TO REPORT BACK ON JUST WHAT WE SAW.

AND BOB POWERED OFF AND TALKS ABOUT THE EDUCATION HE GOT AS A PSYCHOLOGIST, WHERE HE HAD TO LEARN TO OBSERVE AND REPORT ON WHAT WAS OBSERVED AND NOT EVALUATE AND THAT IS A VERY HARD PROCESS. SO THAT IS SOMETHING THAT WE WORKED WERE ON THE LISTSERV THAT I THOUGHT WAS A HELPFUL CONVERSATION TO HAVE.

WE TALKED ABOUT VALUES A LITTLE BIT THIS TIME IN PARTICULAR, WE TALKED ABOUT HOW THE GOAL OF THE ENVIRONMENT AND THE VALUES INHERENT IN THE SYSTEMS THAT WE WALK INTO. FOR EXAMPLE, IN PSYCHIATRY, SAFETY IS AN IMPORTANT VALUE FOR PATIENTS AND STAFF.

AND HOW THOSE VALUES WHEN WE MAKE DECISIONS NEED TO BE CONSIDERED ALONG WITH OUR OWN PRACTICE VALUES AS THEY COMPEL OUR DECISION-MAKING.

AND WE ALSO TALKED ABOUT AS I MENTIONED, TRYING TO REFRAME THE UNDERSTANDING OF THE ROLE OF INVISIBILITY OF TERMS, WITH THE VALUES THAT WE HAVE IN OUR PROFESSION.

THAT WE OFTEN REFER TO AS THE ROLE OF INVISIBILITY AND WE HAVE IN OUR ARTICLES, AS WELL AS OTHER LITERATURE, MOSTLY FROM THE SPOKEN LANGUAGE INTERPRETING WORLD AND THAT IS THE VALUE OF THE CONDUIT RIGHT? THE CONDUIT ROLE, WE WANT TO PRETEND WE'RE NOT THERE AND WE WANT PEOPLE TO COMMUNICATE AND INTERACT AS IF WE ARE NOT THERE AND THAT IS AN IMPORTANT VALUE OF OUR PROFESSION AND PART OF OUR PROFESSION SINCE THE INCEPTION OF IT, GOING BACK TO THE 1500S.

MY PREFERENCE IS TO TALK ABOUT THAT VALUE AS THE VALUE OF SELF-DETERMINACY AND AGENCY.

AGENCY MEANING "AUTONOMY "A PERSON IS THERE OWN PERSON AND THEY HAVE THE RIGHT TO MAKE DECISIONS ABOUT THEIR WELFARE AND THEIR WELL-BEING AND THAT IS A PRACTICED VALUE TRUE NOT ONLY FOR OUR PROFESSION, BUT MANY OTHER PRACTICED PROFESSIONALS. FOR EXAMPLE, PHYSICIANS WILL EDUCATE PATIENTS AND FAMILY MEMBERS, BUT IN THE END, THE DECISION IS LEFT WITH THOSE INDIVIDUALS.

I WOULD CONSIDER THAT WHILE THAT IS A VERY A VERY IMPORTANT PRACTICE VALUE FOR US, THIS IDEA OF SELF-DETERMINACY, AGENCY, AUTONOMY, AND THE LIKE, THAT THERE ARE OTHER PRACTICE VALUES THAT SHOULD BE PART OF OUR REPERTOIRE AS INTERPRETERS. SO JUST TO HIGHLIGHT A COUPLE OF THOSE.

INTEREST TOPICS THAT CAME UP AS A RESULT OF THE LISTSERV.

WHEN THOSE OF YOU CHOOSE TO ENGAGE TEACHING ABOUT DC-S IN GENERAL AND WANT TO START THAT PROCESS WITH UNDERSTANDING THE IDEA OF DEMAND AND CONTROLS, WHAT ARE THE IMPORTANT THINGS TO TAKE INTO CONSIDERATION?

FIRST OF ALL, THE IMPORTANT THING IS TO BROADEN THE DEFINITIONS OF WHAT PEOPLE UNDERSTAND "DEMANDS AND CONTROLS" TO BE AND I ALREADY ARTICULATED THOSE AND THE IMPORTANCE OF RECOGNIZING AND NOT JUST TALKING ABOUT CHALLENGES AND RESPONSES OF THINGS THAT COME UP AN WHAT DO YOU DO? IT'S COLD IN THE ROOM, YOU BRING A SWEATER.

THOSE ARE FINE DEMANDS AND CONTROLS TO TALK ABOUT, BUT WHAT IS MORE INTERESTING IS UNDERSTANDING DEMANDS IN A MUCH BROADER WAY AND THAT IS BEGIN SOMETHING THAT IS SIGNIFICANT ENOUGH THAT REQUIRES OUR ATTENTION.

IT DOESN'T NECESSARILY REQUIRE US TO DO ANYTHING ABOUT IT, BUT IT CERTAINLY REQUIRES THAT WE ATTEND TO IT

[INAUDIBLE] BEYOND THE RESPONSE DEFINITION OF "CONTROLS." BUT TOWARDS THE MORE CHARACTER TRAITS, ET CETERA.

I WANT TO MAKE SURE I'M STILL BEING HEARD OKAY.

LET ME KEEP GOING AND I WILL ASSUME IF I NEED TO STOP AND DO SOMETHING DIFFERENT THAT THAT I WILL HEAR THAT AND PUT THE MICROPHONE CLOSER TO MY MOUTH.

IDENTIFICATION: "IDENTIFICATION OF DEMANDS AND CONTROLS." ONE SECOND, FOLKS, I THINK WE'RE GETTING SOME PROBLEMS WITH THE MICROPHONE.

HOW IS IT NOW? I DIDN'T CHANGE MUCH, BUT MADE SURE THE CONNECTION WAS GOOD. ARE THE INTERPRETERS -- I'M SOUNDING LIKE A CARTOON, I'M BEING TOLD.

SHOULD I CONTINUE TALKING? I HAVEN'T DONE ANYTHING DIFFERENT HERE AND I DON'T KNOW IF THAT IS SOMETHING ELSE THAT YOU ALL -- IF I SHOULD JUST KEEP GOING? AND ASSUME IT SHOULD BE TAKEN CARE OF OR SHOULD I PAUSE HERE?

ALL RIGHT. SO I'M GOING TO KEEP GOING AND HOPEFULLY PEOPLE WILL IN TERMS OF THE CAPTIONS AND INTERPRETERS WILL BE ABLE TO HEAR ME.

IDENTIFICATION IS A LITTLE BIT DIFFERENT.

IF YOU WANT TO HELP PEOPLE, STUDENTS AND YOUNGER INTERPRETERS UNDERSTAND DEMANDS AND CONTROLS AND BE ABLE TO IDENTIFY THEM, WHICH IS DIFFERENT THAN ARTICULATING THEM.

USUALLY PEOPLE ARE ABLE TO RECOGNIZE SOMETHING IS IMPORTANT.

EITHER ABOUT THE DEMANDS OR CONTROLS, BUT THEY HAVE A HARDER TIME ARTICULATING THAT.

I WOULD RECOMMEND FOR THOSE WHO ARE INTERESTED IN LEARNING MORE ABOUT THAT ARTICULATION IDENTIFICATION PIECE, WE HAVE RECENTLY SOON-TO BE-PUBLISHED BOOK CHAPTER CALLED "BEYOND INTERESTING AND HOW TO USE DC-S WITHIN EXPERIENTIAL LEARNING." I CAN SEND YOU AN ADVANCE COPY, THE ACTUAL COPY IS NOT COMPLETE IN TERMS OF EDITING, BUT ENOUGH SO IT MIGHT BE HELPFUL TO FOLKS.

THERE IS A LENGTHY PROCESS THAT HAPPENS WITH JUST THE ABILITY TO IDENTIFY AND ARTICULATE DEMANDS. FOR EXAMPLE, I MIGHT HAVE GIVEN THIS EXAMPLE LAST TIME.

THE EXAMPLE WHERE THE INTERPRETER ARTICULATED THE DEMAND THAT THE DEAF STUDENTS DON'T LOOK AT HER.

AND THAT IS THE IDENTIFICATION.

IT'S NOT REALLY THE ACCURATE ARTICULATION, SO WHEN SHE THOUGHT THROUGH IT MORE, SHE CAME TO SAY I AM FIFTH IN LINE FOR THESE STUDENTS IN UNDERSTANDING WHAT IS HAPPENING IN THE CLASSROOM.

THEY FIRST LOOK AT THE TEACHER.

THEY UTILIZE THE COMPUTER SCREEN IN FRONT OF THEM.

THEY UTILIZE THE BOOK.

THEY UTILIZE EACH OTHER AND WHEN ALL OF THOSE -- WHEN THEY STILL ARE NOT FOLLOWING WHAT IS GOING ON, THEY LOOK TO THE INTERPRETER AND THAT IS THE FIFTH IN LINE IDEA. SO IDENTIFICATION IS WHEN YOU KNOW SOMETHING IS HAPPENING AND THAT IS WHEN YOU INTERPRETER COMES TO ME AND SAYS, THE STUDENTS IGNORE ME OR DON'T LOOK AT ME AND HOW DO YOU ACTUALLY ARTICULATE IN A WAY THAT IS REFLECTIVE OF WHAT IS HAPPENING NOT JUST THROUGH THE EYES THE INTERPRETERS, BUT THROUGH THE DEMAND AS WELL? SO THAT PROCESS TAKES SOME TIME FOR PEOPLE TO GET USED.

AND IT'S NOT EASY, BECAUSE IT TAKES THAT REFLECTION AND SELF-AWARENESS.

IT'S IMPORTANT FOR PEOPLE TO USE AND DEVELOP THEIR PREDICTION SKILLS AND ALSO ENGAGE IN COGNITIVE REHEARSALS AND THERE IS A MISSPELLING THERE.

I APOLOGIZE.

AND ONE OF THE WAYS THAT WE DO THAT IN TEACHING IS THE USE OF SIMULATION MATERIALS, PICTURE ANALYSES, FOR EXAMPLE, OR IN-VIVO OBSERVATIONS.

WHERE INTERPRETERS ARE TRYING TO GAIN AND COLLECT SOME DATA ABOUT WHAT MIGHT BE THE DEMANDS OF A JOB.

AND THIS IS A VERY IMPORTANT ETHICAL TASK.

PREDICTING AND COGNITIVE REHEARSAL, BEFORE YOU GO INTO A JOB IS A GOOD WAY TO PREPARE YOURSELF, WHICH AGAIN, YOU WOULD CONSIDER TO BE AN ETHICAL PROCESS.

AND SO IF YOU ARE TEACHING DEMANDS AND CONTROLS, ONE OF THE WAYS YOU CAN DO THAT IS THE WAY OF SIMULATION MATERIALS, SUCH AS PICTURE ANALYSES OR IN-VIVO OBSERVATIONS.

WE HAVE TALKED ABOUT THAT FOR THOSE OF YOU WHO KNOW, IN ONE OF OUR CIT PROCEEDINGS CHAPTERS ON EFFECTIVENESS OF DC-S IN INTERPRETER EDUCATION, WHICH I WOULD BE HAPPY TO SEND, IF PEOPLE ARE INTERESTED IN THAT PDF, BUT ALSO OUR PROCEEDINGS BOOK THAT WE HAVE AVAILABLE AS WELL. SO LET ME KNOW IF PEOPLE ARE INTERESTED IN THOSE AND THAT FLUSHES THOSE THINGS OUT.

I APOLOGIZE, I HIT THE WRONG BUTTON HERE. WHAT I WOULD LIKE TO DO NOW AND ACTUALLY THIS NEXT FEW SET OF SLIDES I'M GOING TO GO THROUGH RATHER QUICKLY, BECAUSE WHAT I WANT TO DO IS GIVE AN EXAMPLE, BEFORE WE GO ON AND TALK ABOUT THE TWO CONCEPTS I WANT TO COVER FOR TONIGHT, "WHEN IS DEMAND CONSTELLATIONS," AND CONSEQUENCES, ARTICULATION CONSEQUENCES.

AND I WANT TO ALSO USE THIS EXAMPLE AS A WAY TO YOU MIGHT BE WANTING TO SEE WHAT IS A GOOD EXAMPLE OF A EIPI ANALYSIS OF AN INTERPRETING SCENARIO?

THIS IS SIMILAR TO PICTURE ANALYSIS, BUT I'M GIVING YOU A SCENARIO INSTEAD OF A PICTURE. WHAT THE ANALYSIS WOULD LOOK LIKE BASED ON A SIMULATION, LIKE THIS SCENARIO.

ONE OF THE THINGS THAT I WANT TO POINT OUT IS THAT OFTEN TIMES I USE EXAMPLES FROM EDUCATIONAL SETTINGS.

I ACTUALLY DON'T HAVE THAT MUCH EXPERIENCE. I HAVE LITTLE EXPERIENCE IN EDUCATIONAL SETTINGS, BUT YOU USE EDUCATIONAL SETTINGS MORE SO THAN I DO MY OWN INTERPRETING EXPERIENCES FROM MENTAL HEALTH, I CAN'T TEACH ABOUT DC-S WITHOUT HAVING TO TANGENTIAL TO TALK ABOUT MEDICAL AND MENTAL HEALTH INTERPRETING FOR THE EXAMPLES TO MAKE SENSE.

WE HAVE ALL BEEN THROUGH AN EDUCATIONAL SYSTEM GROWING UP AND THOSE HOME-SCHOOLED WE HAVE A SENSE OF THESE THINGS.

THEY ARE EASIER TO ACCESS AND EXPERIENCE AND I DON'T MEAN TO SUGGEST THAT EDUCATIONAL INTERPRETING IS EASY TO DO, BUT WHEN YOU WANT TO GET A HOLD OF EXPERIENCE, IT'S EASIER TO PULL SOMETHING THAT YOU ARE CONNECTED TO OR FAMILIAR WITH, SO YOU CANNOT STRUGGLE WITH THE EXAMPLE, BECAUSE YOU ARE TRYING TO STRUGGLE WITH THE CONSTRUCTION THAT UNDERLIES IT.

YOU NOTICE THAT I DO PULL A LOT OF EXAMPLES FROM EDUCATIONAL SITUATIONS FOR THAT VERY REASON.

HERE IS THE SCENARIO, AND THE NEXT TWO SLIDES ARE LITERALLY GOING TO HAVE ALL OF THIS CONTENT ON IT. SO FEEL FREE TO JUST READ ALONG, IF YOU WANTED TO.

I WANT TO GET THE NEXT FEW SEVERAL SLIDES, AGAIN AS A BASIS FOR OUR DISCUSSIONS, BUT ALSO TO PROVIDE THIS EXAMPLE TO YOU.

THE TEACHER IN THE FIRST GRADE CLASSROOM HAS CALLED HER STUDENTS OVER TO THE CARPET FOR STORY TIME.

IT IS THE FINAL 30 MINUTES OF THE DAY.

THE STORY IS ABOUT PENGUINS AND THEIR ADVENTURES AS A PERFORMING GROUP.

THE STUDENTS ARE SEATED ON THE CARPET AND LISTENING TO THE CONTINUING STORY OF THE PENGUINS AND THERE IS A INTERPRETER SEATED NEXT TO THE TEACHER AND DEAF STUDENT SEATED ON CARPET IN THE MIDDLE FACING BOTH TEACHER AND INTERPRETER.

FIRST LOOKING AT THE ENVIRONMENTAL DEMANDS OF THE SITUATION, IN ORDER TO FLUSH THEM OUT, THE GOAL OF THE ENVIRONMENT IS EDUCATION.

CERTAINLY EDUCATION IS HAPPENING THROUGH THE ENTERTAINMENT OF THE STORY BUT REGARDLESS, THE OVERARCHING GOAL --

[INAUDIBLE]

NOW UNDERSTAND THE GOAL OF THE COMMUNICATION EVENT MAY CHANGE, BUT RIGHT NOW THE ENVIRONMENTAL GOAL WILL STAY THE SAME IN EDUCATIONAL SETTINGS.

THE PERSONNEL AND CLIENTELE ARE 20 FIRST GRADERS AND SOME CAUCASIAN AND SOME AFRICAN-AMERICANS AND TEACHER IS HISPANIC, FOR EXAMPLE, MID-30S.

THE PHYSICAL SURROUNDINGS, STUDENTS ARE SETTLED ON READING CARPET, CROWDED, TEACHERS IN FRONT.

THE DOOR TO THE HALLWAY IS OPEN AND THERE IS A GERBIL CAGE WITH THE RUNNING WHEEL.

THE TERMINOLOGY ASSOCIATED WITH PENGUINS, PERFORMANCE, SPECIFIC CHARACTER NAMES, VOCABULARY AND GRAMMAR INSTRUCTION.

IF YOU REMEMBER IN OUR ENVIRONMENTAL DEMAND CATEGORY WE HAVE FOUR SUBCATEGORIES AND THERE ARE THOSE FOUR SUBCATEGORIES FLUSHED OUT.

HERE IS AN EXAMPLE OF INTERPERSONAL DEMANDS.

YOU WILL PROBABLY LOOK AT THESE AND SAY HOW DO YOU KNOW THIS? I DON'T KNOW THIS.

I AM MAKING THIS UP FOR THE PURPOSES OF THIS ANALYSIS, AS WELL AS USING IT LATER ON.

YOU WANTED PEOPLE TO EXPAND THEIR SKILLS THAT BEGINS TO SHOW THAT THEY REQUEST THINK ABOUT WHAT MIGHT HAPPEN OR OCCUR BASED ON THEIR OWN EXPERIENCE OR CREATIVITY OR IMAGINATION.

WE ENCOURAGE PEOPLE, WHEN YOU ARE TEACHING THIS IS JUST TO LET PEOPLE IN ESSENCE PRETEND THEY ARE IN CHARGE OF THE UNIVERSE AND GET TO TALK ABOUT WHAT HAPPENED, AS LONG AS THOSE ARE REASONABLE AND REFLECTIVE OF REAL-LIFE SITUATIONS AND THE TENDENCIES OF PEOPLE'S INTERACTIONS.

HERE ARE INTERPERSONAL DEMANDS.

THE KIDS ARE RETURNING FROM GYM CLASS AND ARE LOUNGING ON THE CARPET.

THE KIDS SEEM TIRED FROM THEIR GYM ACTIVITY AND THE TEACHERS USES THE TERM "IRRITABLE," AND ASKS WHAT THE CLASS WHAT THAT MEANS? TEACHER USES A LIFTED EYEBROW AND FACIAL EXPRESSION.

ONE STUDENT SAYS I CAN'T SEE THE PICTURE AND THE TEACHER ASKS THE STUDENTS TO PREDICT WHAT WILL HAPPEN NEXT? IT'S GETTING AT THE INTERACTIONS OF PEOPLE AND THE THOUGHT WORLD. THE FIRST BULLET, YOU SEE THE KIDS ARE RETURNING FROM GYM CLASS AND LOUNGING ON THE CARPET.

THAT GIVES YOU A SENSE OF THEIR THOUGHT WORLDS.

MORE INTERPERSONAL DEMANDS, BECAUSE THIS IS THE CATEGORY THAT IS THE MOST SIGNIFICANT FOR US AS AN INTERPRETER.

THE STORY IS VISUALLY INTERESTING.

THERE IS A LOT OF ACTION AND THE STUDENTS SEEM FASCINATED BY WATCH THE INTERPRETER. A STUDENT CALLS OUT TO THE TEMPT, HOW DO YOU SIGN PENGUINS? THE DEAF STUDENT LOOKS AWAY AT AN IMPORTANT PLOT CHANGE AND LET'S USE THE EXAMPLE, THE TEACHER READS, "AND WHO DID

THEY FIND HIDING BEHIND-THE-SCENERY?" AND RIGHT WHEN THE INTERPRETER INTERPRETS THAT, THE DEAF STUDENT TURNS WITH A.

ANOTHER STUDENT IS SNEAKING CANDY FROM HIS POCKET AND DISTRIBUTING.

IN PARALINGUISTIC DEMANDS IS NOT WHETHER SOMETHING IS UNDERSTANDABLE IN TERMS OF DO I KNOW YOUR MEANING, BUT INTELLIGIBLE AND CAN I ACCESS YOUR UTTERANCES? SO PARALINGUISTIC DEMANDS TO IMAGINE, "READ" MATERIAL, MATERIAL THAT IS READ, SOUNDS DIFFERENT AND CERTAINLY DIFFERENT IN TERMS OF MEANING, BECAUSE IT'S MORE PACKED AND DENSER THE TEACHER HAS AN HISPANIC ACCENT AND READS SLOWLY AND PAUSES FOR EMPHASIS.

AGAIN, THAT ALSO HAS AN INTERPERSONAL ASPECT TO IT HERE I'M TALKING ABOUT IT HERE FROM A PARALINGUISTIC ONE.

THE DEAF KID SIGNS WITH ONE HAND, BECAUSE THE OTHER HAND IS PROPPING HIM UP AND HE USES HIS VOICE.

THE KIDS ARE WHISPERING TO EACH OTHER ABOUT THE CANDY AND THE INTERMITTENT NOISE FROM THE HALLWAY MAKES THE STORY HARD TO HEAR.

INTRAPERSONAL DEMANDS.

NOW THAT REALLY IS GOING TO DIFFER BASED ON WHO THE INTERPRETER IS.

THE CONTROLS THE INTERPRETER BRINGS TO THAT SITUATION, TO THAT ENVIRONMENTAL INTERPERSONAL AND PARALINGUISTIC DEMAND SET THAT WE JUST IDENTIFIED, BASED ON WHAT THEY BRING TO THAT SITUATION, YOU WILL HAVE DIFFERENT INTRAPERSONAL DEMANDS. REGARDLESS, I TRIED TO COME UP WITH EXAMPLES OF WHAT MIGHT BE GENERALLY TRUE AT THE END OF THE DAY WORKING IN AN EDUCATIONAL SETTING. THESE ARE EXAMPLES, BUT THEY WILL BE DIFFERENT BASED ON THE INTERPRETER.

THE INTERPRETER IS MENTALLY AND PHYSICALLY TIRED FROM THE LONG DAY OF WORK.

THE INTERPRETER IS ANNOYED THAT THE CANDY DISTRIBUTION IS UNFAIR, MEANING THAT SOME OF THE KIDS GOT CANDY, BUT THE OTHER ONES DIDN'T AND THAT PLAYS WITH THIS INTERPRETER'S SENSE OF JUSTICE.

THE INTERPRETER IS WANTING THE TEACHER TO HOLD THE PICTURES IN PLACE LONG ENOUGH FOR THE DEAF STUDENT TO SEE THEM.

LET'S IMAGINE THE INTERPRETER IS GETTING A SENSE OF FRUSTRATION WITH THE TEACHER AS A RESULT. SO THAT IS JUST AN EIPI ANALYSIS, TO FLUSH IT OUT, SORT OF, AS A WAY FOR YOU TO SEE HOW THAT MIGHT LOOK IN YOU WERE TO GIVE STUDENTS A PICTURE ANALYSIS, A SCENARIO, ET CETERA, YOU WANT THEM TO PRETEND AND COME UP WITH THINGS AS A WAY TO CERTAINLY DEVELOP THEIR COGNITIVE PREDICTION SKILLS, BUT ALSO AS A WAY OF LEARNING HOW TO

ARTICULATE DEMANDS IN WAYS THAT ARE MOST EFFECTIVE. WHAT ARE SOME PREASSIGNMENT CONTROLS? READ THE CHAPTER AHEAD OF TIME, FIND A COMFORTABLE PLACE TO SIT.

MAKE SURE TO BE PLACED CLOSE ENOUGH TO THE TEACHER AND THE BOOK.

MENTALLY PREPARE FOR A LOT OF DISTRACTING SIGHTS AND SOUNDS.

AND ASK THE TEACHER IF SOME SIGNS FROM THE STORY COULD BE TAUGHT TO THE CLASS, VIA THE DEAF STUDENT AND/OR INTERPRETER, SO TO AVOID INTERRUPTIONS IN THE STORY AND TO ENCOURAGE ASL.

I AM NOT SUGGESTING THESE ARE PRE-ASSIGNMENT CONTROLS THAT ONE SHOULD DO, BUT WE'RE SUGGESTING THESE ARE THINGS THAT AN INTERPRETER COULD DO, WHICH DO RESPOND TO THE DEMANDS THAT WE ALREADY TALKED ABOUT. WHAT ARE SOME EXAMPLES OF ASSIGNMENT CONTROLS?

USE GOOD VISUAL ASL, KNOWING THE COMEDIC AND ACTIVE NATURE OF THE STORY MAKE THE TEACHER'S SUBTLE CORRECTIONS OF BEHAVIOR MORE OVERT BY SIGNING AND INTERPRETING THE INFERRED MEANING.

REMEMBER I SAID THE TEACHER USED HER FACE AND GESTURES BY PUTTING HER FINGER TO HER LIP TO CORRECT CHILDREN'S BEHAVIOR AND THIS WAY WE'RE SUGGESTING THAT THE INTERPRETER EXPAND ON WHAT THAT MEANS AND SIGNING SPECIFICALLY HER INTERPRETATION OF THAT GESTURE.

ASSIGNMENT CONTROLS CONTINUE, MAKE EYE CONTACT WITH THE BOY PASSING OUT THE CANDY AND THIS BOY IS A HEARING BOY AND GIVE HIM THE "I SEE YOU" FACIAL EXPRESSION.

MAKE EYE CONTACT WITH THE STUDENTS WATCHING ASL WITH INTEREST AND SMILE, AND THAT IS BECAUSE YOU ARE SITTING THERE AND MOVING YOUR HANDS AROUND AND ATTRACTING ATTENTION.

WHEN THE DEAF STUDENT SIGNS WITH ONE HAND, USE CONSECUTIVE INTERPRETING, HIGHLIGHTING THE DISCLARITY OR ASK THE STUDENT TO USE BOTH HANDS.

ONE BEING MORE CONSERVATIVE AND THE OTHER BEING MORE LIBERAL.

AND ONE FOLLOWING FROM THE OTHER.

USE THE TEACHER'S PAUSES AS A TIME TO CATCH UP.

USE SIGN VOCABULARY TAUGHT TO THE CLASS DELIBERATELY FOR THOSE PAYING ATTENTION.

POINT TO THE TEACHER, WHEN QUESTIONS ARE DIRECTED TO THE INTERPRETER.

AND NOW WE HAVE SOME EXAMPLES OF POST ASSIGNMENT CONTROLS.

CASUALLY MENTION TO THE DEAF STUDENT THAT THE PLOT CHANGE IN THE STORY WAS INTERESTING. SO AS YOU ARE WALKING AWAY FROM THE STORY THE TERM MIGHT SAY TO THE DEAF STUDENT, HEY, WOW, CAN YOU BELIEVE THAT THEY FOUND SO AND SO BEHIND-THE-SCENE?

, ET CETERA.

ENCOURAGE THE STUDENT'S NEW VOCABULARY AND ENCOURAGE INTERACTION WITH THE DEAF STUDENT AFTER THE STORY REDIRECTING ATTENTION BACK TO THEIR CLASSMATES.

SUPPOSE A STUDENT COMES UP TO YOU AND WANTS TO FOLLOW UP WITH THE SIGNS THAT SHE LEARNED, YOU MIGHT REDIRECT THAT ATTENTION, ASSUMING THAT THE DEAF STUDENT HAS THAT INTEREST AND SKILLSET AND REDIRECT THEM BACK TO THE STUDENT.

THANK YOU THE TEACHER FOR TAKING THE TIME OUT AT THE BEGINNING OF THE STORY AND TO CONSIDER WHETHER THE CANDY DISTRIBUTION SHOULD BE REPORTED TO THE TEACHER AND ASK FOR GUIDANCE ON FUTURE BEHAVIOR ISSUES, THAT IS HOW WOULD SHE LIKE ME AS AN INTERPRETER TO DEAL WITH THAT? WOULD SHE LIKE ME TO IGNORE OR REPORT TO HER, ET CETERA? SO THAT IS JUST AN EXAMPLE OF AN EIPI ANALYSIS OF THE SCENARIO.

AGAIN, I WANT TO RETURN TO LOOKING AT WHAT IT MEANS TO BUILD A CONSTELLATION OF DEMANDS, WHICH IS OUR SKILLSET THAT WE'RE WORKING ON FOR THIS SESSION.

FIRST, AS YOU REMEMBER FROM LAST TIME, WE TALKED ABOUT THIS IDEA OF MAIN AND CONCURRENT DEMANDS.

"MAIN DEMANDS," NOW WE'RE RATHER LEAVING THE EIPI CATEGORY -- WE'RE NOT LEAVING THEM, BUT PUTTING THEM INTO PLAY AND THEY BECOME LESS OF AN ISSUE AT THIS POINT.

THOUGH, HAVING SAID THAT, THE MAIN DEMANDS THAT OCCUR ARE ALMOST ALWAYS INTERPERSONAL DEMANDS, THAT IS USUALLY MAIN DEMANDS ARE SOMETHING THAT HAPPENS OR SOMETHING THAT WAS SAID. SO THOSE DEMANDS HAPPEN WHERE THEY REALLY REQUIRE A RESPONSE FROM US AS INTERPRETERS.

NOW IF YOU REMEMBER, AND I THINK THIS MIGHT BE THE CORRECT SLIDE -- OOPS, NO.

MY APOLOGIES.

USING A NEW COMPUTER HERE IN SALT LAKE CITY AND SO I'M NOT FAMILIAR.

THE MAIN AND CONCURRENT DEMANDS

[INAUDIBLE]

IT'S A PARALINGUISTIC DEMAND, IT'S ACTUALLY A RESULTING DEMAND, ISN'T IT? AND PARALINGUISTIC DEMAND AND THERE IS LOTS OF THINGS WHEN YOU ARE DEALING WITH A MAIN DEMAND, OF WHAT YOU COULD DO WITH IT.

THERE ARE LOTS OF THINGS YOU CAN DO. THE MAIN DEMAND IS THAT YOU CAN'T HEAR THE SPEAKER AND WE CAME UP WITH 30 DIFFERENT CONTROLS -- ONE SECOND, FOLKS.

I'M ACTUALLY BEING ASKED TO RETURN.

WOULD IT BE HELPFUL IF I RETURNED TO THE DEFINITION OF "MAIN AND CONCURRENT DEMANDS?"

>> ROBYN, THIS IS AMY.

YES, IT WOULD BE HELPFUL.

>> ALL RIGHT. SO IN LIGHT OF THE FACT IT SEEM LIKE WE'RE HAVING SOME TECHNICAL DIFFICULTIES, THANK YOU.

I APPRECIATE THAT.

GIVEN THAT WE'RE HAVING SOME TECHNICAL DIFFICULTIES WITH INTERPRETERS AND CLOSED CAPTIONISTS HEARING ME, I'M GOING TO BACK UP JUST A BIT.

RIGHT NOW WHAT WE'RE TALKING ABOUT IS MOVING AWAY FROM THE THEORETICAL CONSTRUCT INTO THE DIALOGIC AND YOU MAY RECALL FROM LAST SESSION THOSE ARE MAIN DEMANDS AND CONCURRENT DEMANDS AND YOU MAY REMEMBER THE GRAPHIC I WILL SHOW YOU IN A FEW MINUTES.

THE MAIN DEMAND IS THE CIRCLE IN THE CENTER TO CONVEY THE IDEA THAT THE MAIN DEMAND IS SOMETHING THAT HAPPENS OR SOMETHING THAT IS SAID AND THE INTERPRETER HAS TO DECIDE WHAT TO DO. OF COURSE CONCURRENT DEMANDS ARE THOSE THINGS THAT ALSO COME INTO PLAY, THAT LEAVE OR INFLUENCE AN INTERPRETER TO MAKE ONE DECISION OVER ANOTHER.

IF YOU ONLY HAVE THE MAIN DEMAND, CAN YOU COME UP WITH ALL SORTS OF COME THAT MAY OR MAY BE EFFECTIVE.

LAST TIME I SHOWED THIS SLIDE AND I APOLOGY IT'S NOT TOO EASY TO READ, BUT I WAS SUGGESTING LAST TIME THAT THIS CONVERSATION OF PLAIN AND CONCURRENT DEMANDS ALREADY HAPPENS A LOT WITH INTERPRETER EDUCATION AND THAT USUALLY THE MAIN DEMAND IS THAT THE THING THAT PEOPLE CAME TO WITH US AND SAID IF THIS HAPPENED, WHAT WOULD YOU DO?

IT COMES FROM THE INTERPERSONAL CATEGORY. WHAT WAS COMING, WHAT SOMEBODY SECOND, ET CETERA? SO FOR EXAMPLE, AS WE DISCUSSED LAST TIME THE HEARING SPEAKER MOVES INTO THE VISUAL SPACE BETWEEN YOU AND THE DEAF PERSON. WHAT WOULD YOU DO?

YOU AS A TEACHER AND MENTOR CAN'T REPLY TO THAT WITHOUT HAVING CONCURRENT DEMANDS.

THIS ALLOWS THE INFORMATION TO BE TRANSFERRED FROM THE TEACHER WHO MIGHT EXPERIENCE AND UNDERSTAND IT TO THE STUDENT WHO NOW HAS TO EMPLOY THE CONSTRUCT AND NOT JUST THIS SPECIFIC EXAMPLE, BUT USE IT IN OTHER EXAMPLES THAT WILL EMERGE IN THEIR WORK.

I'M USING THIS SLIDE TO REMIND US IF YOU ONLY HAVE THE MAIN DEMAND THERE ARE MANY CONTROLS YOU CAN COME UP ALONG THE LIBERAL/CONSERVATIVE SPECTRUM.

THESE ARE THE EXAMPLES THAT I GAVE YOU FROM LAST TIME WHERE THE MAIN DEMAND IS YOU CAN'T HEAR IN A GROUP SETTING.

THEN OF COURSE, THERE ARE SEVERAL CONTROLS YOU COULD DO.

OF COURSE, ONCE YOU START TO IDENTIFY THE CONCURRENT DEMANDS, THOSE THINGS CHANGE AND THIS IS THE VISUAL THAT I REFERENCED EARLIER. SO LET'S GIVE AN EXAMPLE OF WHAT THIS MIGHT LOOK LIKE IN TERMS OF THE MAIN DEMAND IS THAT YOU CAN'T HEAR THE SPEAKER AND THE CONTROL DECISION IS TO ASK THE SPEAKER TO TALK LOUDER.

IN WHICH CONTEXT OR SITUATION, THAT IS IN WHAT CONCURRENT DEMANDS WOULD BE NECESSARY FOR THAT TO BE A GOOD OPTION?

HERE ARE SOME IDEAS.

OBVIOUSLY THESE ARE NOT ALL OF THEM, JUST SOME IDEAS THAT I THINK OF WHEN I THINK OF USING THIS CONTROL OPTION.

THE ONE CONCURRENT DEMAND THAT'S EXHIBITED SAYS THE SPEAKER HAS JUST STARTED AND THE TONE IS NOTABLY QUIET. SO IN A SITUATION WHERE THE PERSON JUST STARTED SPEAK AND YOU CAN TELL THAT THEY TALK QUIETLY, YOU MIGHT INTERRUPT QUICKLY TO SAY CAN YOU PLEASE SPEAK LOUDER?

IN ADDITION, IT NEEDS TO BE AN EMOTIONAL-NEUTRAL TOPIC.

IF THE SPEAKER TALKS TO SOMETHING EMOTIONALLY CHARGED OR UPSETTING, IT WON'T MAKE MUCH SENSE.

ANOTHER CONCURRENT DEMAND THAT COMES TO MIND IS THAT THE GROUP HAS BEEN MADE AWARE OF THE PARALINGUISTICS ALREADY, MEANING THAT WE HAVE ALREADY DEALT WITH NOT BEING ABLE TO HEAR SPEAKERS IN THIS GROUP SETTING. SINCE THAT HAS ALREADY BEEN ON THE TABLE AND WILL BE SOMETHING THAT HAS BEEN ADDRESSED, POSSIBLY USING OTHER CONTROLS, BEING MORE LIBERAL INTEREST IN THAT YOU ASK THE SPEAKER TO SPEAK UP MAKES GOOD SENSE, BECAUSE YOUR CONTROLS UP TO THIS POINT HAVE BEEN MORE CONSERVATIVE.

YOU CAN SEE THAT WITH THESE CONCURRENT DEMANDS, THERE ARE ONLY THREE.

YOU CAN ASK ONLY ONE CONCURRENT DEMAND, JUST ENOUGH TO BE ABLE TO SAY GIVEN THE MAIN DEMAND AND THESE OR THIS CONCURRENT DEMAND, THIS CONTROL MAKES SENSE.

LET'S TALK ABOUT IN WHAT SITUATIONS YOU MIGHT IGNORE THE COMMENT? REMEMBER THAT WAS ONE OF OUR MORE CONSERVATIVE OPTIONS.

AGAIN, CONSERVATIVE IS USED HERE ABOUT ACTION, AND SINCE IGNORING SOMETHING IS EXTREMELY CONSERVATIVE IN TERMS OF WITHHOLDING ACTION, THAT IS WHY WE CALL IT CONSERVATIVE.

REMEMBER WE'RE NOT USING THAT DEFINITION FOR LIBERAL AND CONSERVATIVE.

WE'RE USING ACTION AND INACTION. SO WHAT SITUATION MIGHT YOU IGNORE A COMMENT, IF YOU DIDN'T HEAR IT.

YOU KNEW IT WAS MADE, BUT YOU DIDN'T HEAR IT? WHEN THE CONCURRENT DEMAND IS STATED AS THE COMMENT WAS INTENDED FOR ANOTHER PERSON.

THEN YOU MIGHT IGNORE OR -- WELL, NOT "OR," BUT AND, OTHER MEMBERS IN THE GROUP DID NOT RESPOND TO THE COMMENT. SO SOMEBODY TURNED TO THEIR NEIGHBOR AND NOBODY HEARD IT AND NOBODY RESPONDED AND OBVIOUSLY IT WAS INTENDED FOR ONE PERSON, YOU MIGHT IGNORE THE COMMENT AND THAT WOULD BE A MORE CONSERVATIVE CHOICE.

WHEN WOULD YOU EMPLOY THE OPTION OF LOOKING QUIZZICAL AND WHAT DOES THE CONTROL LOOK LIKE IN THIS WAY? WELL, IT WOULD HAVE TO BE A SMALL ENOUGH GROUP, IS ONE OF THE CONCURRENT DEMANDS, BECAUSE IF YOU LOOK QUIZZICAL AND YOU ARE NOT ANYWHERE IN THE PERIPHERAL VISION OF THE PERSON WHO IS SPEAKING, IT DOESN'T REALLY MATTER.

UNLESS YOU ARE LOOKING QUIZZICAL AS A WAY TO GET THE DEAF PERSON YOU ARE INTERPRETING FOR TO SPEAK UP, WHICH WOULD BE A DIFFERENT KIND OF INTENTION HERE.

HERE I'M TALKING ABOUT COMMUNICATING TO THE PERSON WHO IS SPEAKING.

YOU WILL HAVE TO BE IN THE VISUAL FIELD OF THE SPEAKER AND IT WOULD HAVE TO BE AN EMOTIONAL-NEUTRAL TOPIC.

THOUGH THAT ONE CERTAINLY DOESN'T HAVE TO BE NECESSARILY TRUE.

I COULD IMAGINE ALSO THAT DEPENDING ON THE TOPIC, IT COULD BE A BIT CHARGED AND STILL HAVE THAT MAKE SENSE. WELL, LET'S TAKE OUR EXAMPLE FROM THE FIRST GRADE CLASSROOM AND TALK ABOUT IN WHAT SITUATIONS HOW TO THINK OF THESE DEMAND CONSTELLATIONS? AND HERE I'M USING A LESS VISUAL REPRESENTATION AND AGAIN, IT'S NOT COMING THROUGH AS CLEARLY AS IT MIGHT IF THE FONT WERE LARGER.

BUT WHAT YOU HAVE HERE IS IN THE FIRST COLUMN, THE MAIN DEMANDS, THE CONTROL CHOICE AND WHAT ARE THE CONCURRENT DEMANDS? REMEMBER BACK IN OUR STORY THE FIRST GRADE CLASSROOM IS HAVING READING TIME AND THE INTERPRETER RECOGNIZES THAT THE HEARING BOY IN THE CORNER IS PASSING OUT CANDY TO SOME OF THE STUDENTS, BUT NOT ALL THE STUDENTS.

AND SHE EMPLOYED THE CONTROL OF GIVING THE "I SEE YOU LOOK." WHY MIGHT THAT BE A GOOD CHOICE IN THIS SITUATION?

SOME OF THE CONCURRENT DEMANDS WAS SUPPOSED THERE WAS A NO-CANDY RULE. SO THIS IS AN OBVIOUS VIOLATION OF THE EXPECTED RULES.

IT MIGHT BE TRUE FROM A CONCURRENT DEMAND THAT IT THE INTERPRETER IS EXPECTED TO ENFORCE CLASSROOM RULES AND THAT IS SOMETHING THAT HAS BEEN UNDERSTOOD AND ARTICULATED.

THE TEACHER HERSELF USES FACIAL EXPRESSIONS FOR CORRECTIONS.

WHY WOULD THAT BE A CONCURRENT DEMAND? IF WE AS INTERPRETERS VALUE NEARING THE BEHAVIOR OR COINCIDING WITH THE BEHAVIOR OF THE CONSUMERS, AGAIN, AS SORT OF THE THAT INVISIBILITY VALUE IS BEING ARTICULATED IN THAT WAY, THEN IF THE TEACHER ALREADY USES THAT WAY OF DEALING WITH BEHAVIORS, THEN THAT WOULD MAKE GOOD SENSE IN THIS GIVEN DECISION FOR THE INTERPRETER TO EMPLOY THAT SAME TYPE.

BECAUSE WHAT WILL EVENTUALLY ARTICULATE IS THE POSITIVE CONSEQUENCE, THIS IS THE TEACHER'S WAY OF DEALING WITH CLASSROOM ISSUES AND WE'RE NOT THERE YET WITH THE CONSEQUENCES. HERE IS ANOTHER EXAMPLE OF A CONCURRENT DEMAND, THE HEARING BOY MAKES CONTACT WITH THE INTERPRETER.

OBVIOUSLY THAT NEEDS TO BE THE CASE HERE, DOESN'T IT?

IT SEEMS RATHER SILLY TO HAVE TO SAY IT OUTLOUD, BUT IT GOES BACK TO BEING ABLE TO ARTICULATE THE THINGS THAT YOU ASSUME TO BE TRUE AND THAT NEED TO BE PUT OUT THERE.

IF THE HEARING BOY IS NOT EVEN LOOKING AT YOU, YOU CAN'T GIVE HIM THE "I SEE YOU" LOOK. YOU COULD INITIALLY MAKE EYE CONTACT IN THE HOPES THAT YOUR COLD STARE MIGHT DRAW HIS ATTENTION, BUT AT SOME POINT TO BE EFFECTIVE, EYE CONTACT HAS TO HAPPEN WITH YOU.

THOSE ARE EXAMPLES OF CONCURRENT DEMANDS WITH THAT EXAMPLE OF THE MAIN DEMANDS ALONG WITH THE CONCURRENT DEMANDS AND WHY THIS CONTROL CHOICE WOULD MAKE SENSE.

ANOTHER MAIN DEMAND IS THAT THE TEACHER USES FACIAL EXPRESSIONS TO CORRECT THE HEARING CHILD'S BEHAVIOR.

REMEMBER I GAVE THE EXAMPLE HER PUTTING HER FINGER TO HER LIPS AND DIRECTING IT TOWARDS A HEARING CHILD.

AND THE CONTROL CHOICE IS TO MAKE INFERRED, MEANING "OVERT." FOR EXAMPLE, MAYBE THE INTERPRETER SIGNS IN RESPONSE TO HER FINGER GOING TO HER LIP SO MAYBE HER HAND GOING OUT TO THE CHILD, SOMETHING ALONG THE LINES THAT I NEED YOU TO SIT STILL.

THAT IS AN EXAMPLE OF THE INTERPRETER EXPANDING ON THE INFERRED, WHAT MIGHT BE CONCURRENT DEMANDS? WHAT IF THE DEAF STUDENT SAW THAT FACIAL EXPRESSION OF THE TEACHER? SO THE DEAF STUDENT SEES THE TEACHER DO SOMETHING AND RECOGNIZES THAT SOMETHING HAS OCCURRED.

THE DEAF STUDENT IS ENGAGED IN THE SAME BEHAVIOR. SO IF THE TEACHER IS RESPONDING TO ONE STUDENT ENGAGED INTO THAT BEHAVIOR AND DEAF STUDENT IS ALSO ENGAGED INTO THAT BEHAVIOR, ARE YOU MORE INCLINED TO ELABORATE ON IT, SO THAT INFORMATION WOULD BE OVERT TO THE DEAF STUDENT? AND IT'S ALSO A CONVENTION OF AMERICAN SIGN LANGUAGE TO BE EXPLICIT IN MEANING AND THAT BEING SAID, WE WOULD ALSO ARTICULATE THAT AS A CONCURRENT DEMAND.

AND OUR LAST EXAMPLE IS THE DEAF STUDENT SIGNS WITH ONE HAND AND USING THE CLOSURE SKILLS AND CONSECUTIVE INTERPRETING.

WHY MIGHT THAT BE A GOOD CHOICE?

ONE IS THAT THE OTHER KIDS ARE IN SIMILAR LAXED POSITIONS AND SO IF THE OTHER KIDS ARE IN THOSE LAXED POSITIONS WE MIGHT BE MORE INCLINED TO ALLOW THAT DEAF STUDENT TO BE AS-IS.

AND IT'S THE END OF THE DAY.

AND PERHAPS BEING THE END OF THE DAY, WE WOULD BE LESS INCLINED TO INSTRUCT OR BE DIRECTIVE WITH THE DEAF STUDENT IN TERMS OF COMMUNICATION. SO THOSE ARE SOME EXAMPLES OF HOW TO DEVELOP DEMAND CONSTELLATIONS.

ONE OF THE MISUNDERSTANDINGS ABOUT THE CONSTELLATION OF DEMANDS, THAT PHRASE IS THAT PEOPLE USE IT TO TALK ABOUT THE ENTIRETY OF THE DEMANDS. SO IF I, FOR EXAMPLE, LOOKED AT THAT FIRST GRADE ANALYSIS SCENARIO, THE EIPI OF THAT LAST SCENARIO, I WOULDN'T CALL THAT THE DEMAND CONSTELLATION.

THAT IS JUST THE EIPI DEMAND.

DEMAND CONSTELLATIONS ARE ONLY ABOUT THOSE MAIN DEMANDS AND CONCURRENT DEMANDS THAT YOU WILL EMPLOY A CONTROL WITH.

NOW YOU MIGHT VERY WELL NOTICE AS I TALKED ABOUT LAST TIME, THESE DECISIONS ARE NOT ETHICAL DILEMMAS.

THESE ARE MERELY PRACTICE DECISIONS.

ONE OF THE PROBLEMS THAT I THINK WE HAVE IN TEACHING ETHICS IS THAT WE ONLY TEACH ETHICS AS A RESULT OF ETHICAL DILEMMAS AND ONE OF THE THINGS THAT I THINK IF INTERPRETING WERE TO BE EMBRACED AS A PRACTICED PROFESSION, YOU WOULD HAVE TO SEE ALL THE DECISIONS THAT THE INTERPRETER MADE AS HAVING PRACTICAL/ETHICAL DECISIONS AND NOT JUST WHEN THINGS BECOME A PROBLEM, BUT WHEN THE INTERPRETER IS JUST ACTIVELY ENGAGING WITH CONSUMERS.

THAT THAT IS IT AN IMPORTANT PIECE.

SOME CONCURRENT DEMANDS YOU CAN ASSUME TO BE GIVEN IS ALWAYS GOING TO BE PART OF THE PUZZLE IS ASSOCIATE WITH THE INDIVIDUAL'S THOUGHT WORLD. FOR THOSE FAMILIAR WITH THE DC-S AND OUR ARTICLES YOU KNOW WE USE THIS QUOTE COMMONLY TO TALK ABOUT WHERE A PERSON IS AT EMOTIONAL AND NAMY'S QUOTE IS LIST WHERE HAD IT SAYS, "INTERPRETING IS NOTICE MERELY TRANSPOSING ONE LANGUAGE TO ANOTHER, BUT RATHER IS GROWING A SEMANTIC BRIDGE BETWEEN TWO DIFFERENT CULTURES AND TWO DIFFERENT THOUGHT WORLDS." SO IN THIS INSTANCE, GOING BACK TO THE FIRST GRADE CLASSROOM, ONE OF THE CONCURRENT DEMANDS WE WOULD WANTED TO BE COGNIZANT OF IS WORLD OF THE STUDENTS, THEY HAVE COME BACK FROM GYM AND IT'S THE END OF THE DAY AND EVERYONE IS TIRED AND OBVIOUSLY WE STILL MAKE THE DECISION BASED ON POSITIVE AND NEGATIVE CONSEQUENCES AND THE VALUES OF THOSE.

BUT THOUGHT WORLDS IS ALWAYS GOING TO BE A GIVEN.

AND ANOTHER GIVEN, AND I APOLOGY, THIS COMMUNICATE OBJECTIVE BULLET SHOULD BE A BIGGER BULLET.

THE COMMUNICATION OBJECTIVE THIS PERSON IS COMING WITH. WHAT THEY ARE TRYING TO ACCOMPLISH WILL BE PART OF THAT CONCURRENT DEMAND SET, SORT OF AN AUTOMATIC.

THE GOAL OF THE ENVIRONMENT SHOULD ALWAYS BE GIVEN CONCURRENT DEMANDS AND THEN OF COURSE, I HAVE ALREADY GIVEN SOME EXAMPLES FROM THE FIRST GRADE CLASSROOM.

I AM GOING TO PAUSE JUST A COUPLE OF MINUTES, ACTUALLY ABOUT A MINUTE, BECAUSE I'M GOING TO CHANGE TOPICS AND I WANT PEOPLE TO TAKE A MOMENT TO DIGEST THE DEFINITION AND THE UNDERSTANDING OF "DEMAND CONSTELLATIONS." IF PEOPLE HAVE QUESTIONS, NOW WOULD BE A GOOD TIME TO TYPE THEM OUT, BUT IF YOU ARE THINKING OF A QUESTION, I DON'T WANT YOU TO FORGOT IT AS IT RELATES TO DEMAND CONSTELLATIONS.

AT THE SAME TIME, WE NEED TO MOVE ON TO THE NEXT TOPIC AND I DON'T WANT YOU TO MISS OUT ON THAT INFORMATION. SO I'M GOING PAUSE FOR ABOUT 30 SECONDS BEFORE I MOVE ON TO THE NEXT TOPIC.

ALL RIGHT.

AGAIN WE'LL ANSWER QUESTIONS AS YOU HAVE THEM AT THE END.

ONE OF THE CONNECTIONS BETWEEN CONSEQUENCES AND CONCURRENT DEMANDS THAT EXIST IS THAT USUALLY IF YOU CAN IDENTIFY A CONCURRENT DEMAND, YOU CAN IDENTIFY A CONSEQUENCE AND WE IDENTIFY THOSE AS POSITIVE OR NEGATIVE.

WE DON'T MEAN POSITIVE OR NEGATIVE CONSEQUENCES TO REFER TO THINGS THAT ARE GOOD OR BAD.

POSITIVE OR NEGATIVE CONSEQUENCES REFERS TO SIMILAR -- WELL, IN MEDICINE, AS YOU MAY KNOW, WHEN SOMETHING TESTS POSITIVE, IT MEANS THE PRESENCE AND "NEGATIVE" MEANS THE LACK OF PRESENCE.

WE MEAN IT SIMILARLY DIFFERENT AS IT DOES IN MEDICINE.

IT ALSO SUGGESTS THAT THE POSITIVE AND NEGATIVE THEY ARE CONNECTED AND WE UNDERSTAND THAT SOME PEOPLE WOULD ASSUME THAT POSITIVE MEANS "GOOD," AND NEGATIVE MEANS "BAD." HOW WE WOULD LIKE PEOPLE TO THINK ABOUT POSITIVE AND NEGATIVE CONSEQUENCES ARE THE THINGS THAT ARE EXPECTED AND MAYBE A WORD THAT IS BETTER IS "INTENDED TONIGHT POSITIVE CONSEQUENCES YOU WERE GOING AFTER EMPLOYING THE CONTROL.

NEGATIVE IS THE OPPOSITE IN SOME WAYS BUT I WOULDN'T SAY IT'S UNEXPECTED OR UNINTENDED.

BECAUSE YOU MIGHT SAY THAT THE NEGATIVE CONSEQUENCES MIGHT HAVE BEEN INTENDED.

RATHER WHAT YOU WERE GOING FOR IS THE POSITIVE CONSEQUENCE AND THE NEGATIVE CONSEQUENCE IS THE NATURAL FORFEITURE OR WHAT YOU HAVE TO SACRIFICE AS A RESULT OF THAT.

LET ME GIVE AN EXAMPLE AND APOLOGY IF I USED THIS LAST TIME BUT I DON'T THINK IT IS.

IF YOU WERE INTERPRETING A BUSINESS MEETING AND ONE SPEAKER SAYS, "THAT IS A HORSE OF A DIFFERENT COLOR." AND THAT IS AN IDIOM.

WE MADE THAT DECISION TO INTERPRET THAT AS THAT IS A COMPLETELY DIFFERENT SITUATION.

WE HAVE TAKEN THE IDIOM AND OUR CONTROL CHOICE IS TO INTERPRET IT THAT IS A COMPLETELY DIFFERENT SITUATION.

[INAUDIBLE] POSITIVE CONSEQUENCE IS THAT YOU WERE INTENDING THE MEANING TO BE OVERT.

YOU DIDN'T WANT AN OBSCURE MEANING.

THAT IS THE POSITIVE CONSEQUENCE.

THE NEGATIVE CONSEQUENCE IS THAT WE HAVE REMOVED THE FORM.

OKAY? AND WE REMOVED THE FORM REALLY OUTSIDE OF THE PURVIEW OF THE HEARING INDIVIDUAL AND WE DON'T HAVE TO SAY THAT, BECAUSE WE DO THAT CONSISTENTLY.

REGARDLESS, IT'S BEEN REMOVED AND NEITHER IS GOOD OR BAD AND THEY JUST ARE.

ONE IS WHAT YOU WERE INTENDING AND THE OTHER IS THE FORFEITURE THAT YOU MUST ACCEPT AS A RESULT OF YOUR POSITIVE CONSEQUENCE.

PEOPLE MAKE MISTAKES WHEN WE TRY TO TEACH THEM ABOUT CONSEQUENCES AND HERE ARE SOME OF THE TYPICAL MISTAKES AND THE FIRST ONE BEING WHAT I JUST MENTIONED PEOPLE ASSUME IT MEANS GOOD OR BAD.

PEOPLE WILL ALSO SAY THAT THE POSITIVE CONSEQUENCE WAS THE SUCCESS OF THE CONTROL DECISION OR THE FAILURE OF THE CONTROL DECISION.

>> ROBYN, THIS IS AMY, COULD I ASK FOR JUST A FEW MINUTES TO PAUSE? I NEED TO SWITCH COMPUTERS FOR THE INTERPRETERS?

>> SURE, I WILL PAUSE.

>> I WILL LET YOU KNOW WHEN WE'RE READY TO GO, BUT IT WILL JUST BE A FEW MINUTES.

THANKS.

ROBYN, THIS IS AMY.

GO AHEAD AND START SPEAKING AGAIN AND HOPEFULLY THE INTERPRETERS WILL GET ON THE SCREEN.

>> ALL RIGHT. SO WE'RE BACK, AND RIGHT NOW WE'RE TALKING ABOUT POSITIVE AND NEGATIVE CONSEQUENCES AND HOW TO ARTICULATE POSITIVE AND NEGATIVE CONSEQUENCES IN LIGHT OF OUR APPROACH TO DECISION-MAKING, IN COMPARISON TO OTHERS TO DECIDE WHICH ONES MAKE SENSE IN LIGHT OF OUR PRACTICE VALUES?

ASSUMING WE'RE ALL SET, I WILL MOVE ON.

EVERYTHING LOOKS GOOD.

OKAY.

AS I MENTIONED AND I WILL SAY AGAIN, QUICKLY, POSITIVE AND NEGATIVE CONSEQUENCES SOMETIMES GET MISTAKEN TO MEAN GOOD OR BAD.

AND WE DON'T MEAN TO SUGGEST THAT A POSITIVE CONSEQUENCE IS NECESSARILY GOOD OR A NEGATIVE CONSEQUENCE IS NECESSARILY BAD.

OUR DEFINITION IS THE WHAT WAS INTENDED GOING FOR WITH THAT DECISION AND THE NEGATIVE CONSEQUENCE IS THAT WHICH IS A NATURAL FORFEITURE, A NATURAL CONSEQUENCE IS A NATURAL FORFEITURE AS WHAT YOU WERE GOING FOR. SO IF YOU INTERRUPT SOMEBODY, THE POSITIVE CONSEQUENCE IS THAT YOU HAVE AN OPPORTUNITY TO ACCESS THE INFORMATION A SECOND TIME.

BUT YOU ALSO FORFEIT WHAT?

TIME.

YOU FORFEIT THE FLOW OF THE CONVERSATION. SO THAT IS WHAT WE'RE MEANING BY POSITIVE AND NEGATIVE CONSEQUENCES.

ONE OF THE OTHER POTENTIAL THINGS PEOPLE CAN GET CONFUSED ABOUT IN TERMS OF CONSEQUENCES IS THE SUCCESS OR FAILURE OF THE CONTROL. SO SOMETIMES PEOPLE WILL SAY WHAT IS THE POSITIVE CONSEQUENCE OF GIVING THE BOY THE "I SEE YOU" LOOK. WELL, SOMEBODY

SAYS HE PUTS THE CANDY AWAY AND THAT IS NOT WHAT WE MEAN BY THAT AND I WILL GIVE EXAMPLES OF WHAT WE DO MEAN FOR THOSE CONSTELLATIONS WE HAVE JUST GONE THROUGH WITH THE FIRST GRADE CLASSROOM.

IT'S ALSO NOT THE FAILURE OF THE CONTROL.

I LOOKED AT THE BOY WITH THE "I SEE YOU LOOK," AND THAT IS THE NEGATIVE CONSEQUENCE.

THAT IS NOT ACCURATE.

IT'S NOT DEPENDENT ON THE SUCCESS OR FAILURE OF THE CONTROL AND IT'S ALSO NOT THE REACTION OF OTHER PARTIES.

WE TALKED ABOUT RESULT AND DEMAND AND RESOLUTION AND THOSE ARE THE OTHER CONSTRUCTS THAT WE USE TO TALK ABOUT REACTIONS OF OTHER PARTIES.

POSITIVE AND NEGATIVE CONSEQUENCES ARE STATED THE WAY THAT THEY ARE BECAUSE WHEN THEY ARE STATED THAT WAY, IT GIVES US AN UNDERSTANDING OF HOW THEY PLAY WITH OUR PRACTICE VALUES.

TO INTERRUPT A SPEAKER, CERTAINLY IT'S POSITIVE IN THAT IT GIVES US A SECOND OPTION TO HEAR OR INTERPRET THE INFORMATION.

AT THE SAME TIME, IT DISTURBS THE FLOW OF THE COMMUNICATION AS WELL AS IT TAKES TIME AWAY FROM THE COMMUNICATION.

THAT IS NOT BAD.

THAT IS JUST A NATURAL ARTIFACT OF GETTING THE INFORMATION A SECOND TIME.

AND IT BEGINS TO PLAY WITH, IF YOU WILL, THE NEGATIVE CONSEQUENCE BEGINS TO PLAY WITH OUR VALUES, WHICH AGAIN, GO BACK TO THOSE VALUES THAT WE UPHOLDS A PROFESSION AROUND INVISIBILITY AND SELF-DETERMINACY AND THINGS REMAINING AS-IS, ALL OF THOSE VALUES OF A CONDUIT ARE IMPLICATED, BECOME POTENTIALLY VIOLATED, IF YOU WILL, WHEN WE INTERRUPT PEOPLE.

AT THE SAME TIME, WE RECOGNIZE THE POSITIVE CONSEQUENCES OUTWEIGH THAT IN GIVEN SITUATIONS.

HERE IS A SENTENCE I TRIED TO COME UP.

PEOPLE SAID IT WOULD BE HELPFUL TO THEM.

I DON'T KNOW IF IT REALLY IS, BUT FOR WHAT IT'S WORTH, HERE IS A SENTENCE.

YOU COULD STILL MAKE A MISTAKE HERE, FILLING IN THESE BLANKS.

BUT REGARDLESS, SOME PEOPLE FIND IT HELPFUL AND I WILL GIVE EXAMPLES AFTER I SAY WHAT THE SENTENCE IS TO GET TO THE POSITIVE AND NEGATIVE CONSEQUENCES.

THE SENTENCE STARTS BY ABOUT AND YOU TALK ABOUT THE CONTROL DECISION YOU ARE ENGAGED AND I AM ALLOWED OR MY CONSUMERS ARE ALLOWED TO WHAT? THAT IS THE POSITIVE CONSEQUENCE.

AT THE TIME, BY DOING THIS, I ALSO OR MY CONSUMER ALSO, WHAT? THAT IS THE NEGATIVE CONSEQUENCE AND BY THE TERM "ALLOWED," I DON'T MEAN PERMISSION, BUT "OPPORTUNITY." I HAVE THE OPPORTUNITY TO GET THE INFORMATION A SECOND TIME. SO MY INTERRUPTING THE SPEAKER I'M ALLOWED AN OPPORTUNITY TO HEAR THE INFORMATION A SECOND TIME.

OR A POSITIVE CONSEQUENCE, AS A HEART THE HEARING CONSUMER OR SPEAKER TO A PROBLEM.

AT THE SAME TIME BY DOING THIS, I TAKE TIME AND ATTENTION AWAY FROM THE SPEAKER.

I DRAW ATTENTION TO MYSELF.

AND I INTERRUPT THE FLOW OF COMMUNICATION.

OKAY? SO THAT IS JUST SOME EXAMPLES AND LET'S MOVE ON AND PUT THESE THINGS INTO PLAY.

I HAVE USED TERMS HERE THAT I HAVE NOT USED IN THE OTHER GRAPHS.

I CALL IT "THE EVIL EYE." CONTROL AND BEFORE I CALLED IT "THE I SEE YOU," AND I CALLED IT HERE "EVIL EYE." TO SAVE SPACE.

THE BOY IS PASSING OUT CANDY AND WE GIVE HIM THE EVIL EYE LOOK AND THE BEHAVIOR HAS BEEN ADDRESSED.

THE NEGATIVE CONSEQUENCE AND YOU CAN HAVE MORE THAN ONE POSITIVE CONSEQUENCE AND MORE THAN ONE NEGATIVE CONSEQUENCE AND I'M JUST MENTIONING A COUPLE IN TERMS OF EXAMPLES.

THE NEGATIVE CONSEQUENCE IS THAT ATTENTION IS DRAWN AWAY FROM THE STORY.

YES, IT MIGHT BE NANOSECONDS, BUT IF I AM SPENDING TIME LOOKING AT THE KID, TRYING TO GET HIS ATTENTION, PART OF MY BRAIN IS DISENGAGED WHAT I WAS INTERPRETING AT THE MOMENT.

NOT THAT IT WOULD BE TOO MUCH SIGNIFICANT IMPACT ON YOUR WORK, BUT IT'S THE NATURAL FORFEITURE OF ATTENDING TO THE BEHAVIOR ISSUE.

ANOTHER NEGATIVE CONSEQUENCE OF GIVING THIS HEARING BOY THE "I SEE YOU" LOOK, WHO IS BREAK THE CANDY CLASSROOM RULES IS THAT I HAVE BROKE CONTACT WITH THE DEAF STUDENT AND GAZED ANOTHER WAY AND YOU CAN IMAGINE WHAT RESULTING DEMANDS COME FROM THAT.

THE DEAF STUDENT MAY VERY WELL LOOK ALONG WITH ME.

NOTICE THAT IS A RESULTING DEMAND.

IF THE DEAF STUDENT WOULD BE TO DO THAT, THAT IS A REACTION TO MY CONTROL, WHICH IS A RESULTING DEMAND.

OKAY?

LET'S DO THE NEXT ONE.

THE TEACHER'S SUBTLE CORRECTIONS. SO REMEMBER WE TALKED ABOUT THE TEACHER USING HER FINGER TO HER FACIAL EXPRESSION TO CONVEY, "THAT YOU NEED TO SIT STILL." OUR DECISION IS TO ACTUALLY INTERPRET THAT.

JOEY, AND I DON'T KNOW WHY THEY ARE ALL BOYS MISBEHAVING.

SORRY ABOUT THAT.

ANOTHER HEARING BOY IS WRIGGLING IN HIS SEAT, IN HIS PLACE AND THE TEACHER GIVES HIM THIS GESTURE THAT SAYS, "I NEED YOU TO SIT STILL." AND WE INTERPRET IT. WHAT IS THE POSITIVE CONSEQUENCE? WELL, THE POSITIVE CONSEQUENCE IS THAT THE MEANING IS MADE OVERT AND IT'S PLAIN.

AGAIN, WE HAVE MENTIONED THIS POSITIVE CONSEQUENCE.

IT WAS MORE INFORMATION ADDED THAT WAS NOT ARTICULATED FROM THE TEACHER.

AND IT'S OUTSIDE OF THE PURVIEW OF THE TEACHER, SO THE TEACHER IS PROBABLY NOT AWARE SHE DOES THIS SIMPLE GESTURE.

REASONS WE GAVE CONCURRENT DEMANDS FOR, THE DEAF STUDENT WAS ENGAGED IN THIS BEHAVIOR AND THE DEAF STUDENT SEES THAT THE GESTURE HAPPENS AND MAYBE DOESN'T UNDERSTAND HOW IT RELATES TO THE STORY.

THAT IS WHY WE GO AHEAD AND USE AN EXPAND TRANSLATION OF THAT.

AND THEN THE LAST ONE, ONE-HAND SIGNING AND THE INTERPRETER USING LAG TIME IN CLOSURE SKILLS.

POSITIVE CONSEQUENCE IS THAT THE DEAF STUDENT ALLOWED TO RETAIN HIS COGNITIVE AND PHYSICAL STATE.

THAT IS WHAT WE'RE GOING FOR.

WE WANT THE DEAF KID TO REMAIN WHERE HE IS AND THAT GOES WITH OUR VALUE OF SELF-DETERMINACY AND AGENCY THAT WE VALUE SO MUCH IN THIS PROFESSION AND BECAUSE OF THAT HE IS ALLOWED TO MAINTAIN THAT. SO THE FACT THAT WE HAVE TO DELAY MEANS THAT THE INFORMATION IS NOT COMING IN REAL-TIME.

THERE IS A DELAY.

AND THEN THE OTHER NEGATIVE CONSEQUENCE MIGHT BE IS THAT THERE IS A PRECEDENT ESTABLISHED AND SO IF THIS KID TENDS TO SIGN WITH THE ONE HAND AND WE UNDERSTAND HIM OR DON'T INTERRUPT HIM, WE MIGHT HAVE SET A PRECEDENT THAT COMMUNICATION WORKS IN THIS WAY AND THAT MIGHT BE A PRECEDENT THAT BECOMES PROBLEMATIC IN THE FUTURE.

AGAIN, JUST SOME EXAMPLES OF POSITIVE AND NEGATIVE CONSEQUENCES.

WE DO NOT HAVE ANY QUESTIONS AT THAT POINT AND I HAVE A COUPLE OF SLIDES THAT WILL GIVE YOU A VERY PLAIN EXAMPLE OF HOW THIS CONSTRUCT MIGHT WORK IN A REAL SITUATION, WHERE WE AS INTERPRETERS ARE REFLECTING ON CASES OR DISCUSSING CASES IN ADDITION TO, OF COURSE, LEARNING ABOUT DECISION-MAKING FROM OUR MENTORS AND TEACHERS.

HERE IS AN EXAMPLE OF HOW A DEMAND CONSTELLATION -- BUILDING A DEMAND CONSTELLATION MIGHT BE USED.

LET ME GO AHEAD AND READ THIS CASE TO YOU.

THIS IS NOT AN EXAMPLE OF A WELL-WRITTEN CASE.

THAT IS NOT MY INTENTION.

MY INTENTION IS TO SHOW YOU SOMETHING THAT SOMEBODY ACTUALLY ARTICULATED WHEN I ASKED THEM TO WRITE ME UP A SITUATION YOU WOULD LIKE HELP ON OR WANT TO EXPLORE AND THIS IS WHAT I WAS GIVEN.

IT WAS A MEETING WITH ONE DEAF CLIENT AND MULTIPLE HEARING PEOPLE.

I HAD NEVER WORKED WITH THIS DEAF CLIENT BEFORE.

IT WAS A TELECONFERENCE.

THIS WAS PROBABLY ONE OF THE MOST DIFFICULTY THINGS I HAVE EVER DONE.

IT WAS FOR A TRANSPORTATION COMPANY TALKING ABOUT BRIDGES.

THERE WAS A LOT OF CONTENT THAT I WASN'T SAVVY ON AND THEY USED SPECIFIC NAMES SUCH AS BRIDGE 765,, ET CETERA.

EVERY ONE IN THE GROUP KNEW THIS INFORMATION, BECAUSE THEY HAD BEEN WORKING ON IT FOR SO LONG.

THE PEOPLE ON THE PHONE HAD NO CLUE THAT I WAS THERE, AND THEY WERE DOING MOST OF THE TALKING.

I WISH I COULD HAVE SET IT UP SO THAT THEY KNEW I WAS THERE, RATHER THAN INTERRUPTING AND NOT UNDERSTANDING WHO I WAS.

I DIDN'T HAVE A TIME TO COMPLAIN MYSELF BECAUSE WE WENT IN AND SAT RIGHT DOWN.

EVERYONE ELSE WAS ALREADY SIT AND THE BOSS STARTED TALKING AND I DIDN'T GET A CHANCE TO INTRODUCE MYSELF TO THE BOSS.

I HAD BEEN SITTING FOR 20 MINUTES WAITING FOR THE DEAF PERSON TO ESCORT ME IN.

LUCKY FOR ME THE DEAF CLIENT WAS VERY PATIENT AND UNDERSTOOD THAT THE PHONE WAS CRACKLING AND A CHALLENGE.

I WAS DISAPPOINTED IN MYSELF AND MY ABILITIES WONDERING WHAT I COULD HAVE DONE TO MAKE IT BETTER.

IT WAS OVERALL A CHALLENGE AND DEFLATING.

I THINK THE CONTENT OF THIS MEETING WAS ABOVE ME AND I SHOULDN'T HAVE ACCEPTED THE JOB IN THE FIRST PLACE.

I AM NOW ASKING FOR MORE CLEAR INFORMATION ABOUT MEETINGS THAT I CONSIDER ACCEPTING FROM THE AGENCIES AND THIS WOULD HAVE BEEN HELPFUL TO DO WITH A TEAMER AND MAYBE THEY WOULD HAVE CAUGHT MORE THAN ME AND MAYBE THEY WOULD HAVE BEEN ABLE TO BETTER ADVOCATE FOR US. WHAT HELPED IN SOME WAYS WAS THE DEAF CLIENT PREFACED ME WITH POWER I HAVE TO BE HERE, THE BOSS IS FORCING ME TO AND I REALLY DON'T WANT TO BE HERE." NOW HOPEFULLY IN ADDITION TO THE DEMAND CONSTELLATION THAT I AM ABOUT TO SHOW YOU, HOPEFULLY YOU BEGIN TO SEE FROM THIS EXAMPLE OPPORTUNITIES TO INTERVENE IN TERMS OF STRUCTURE SCAFFOLDING THIS CASE IN A WAY THAT ALLOWS IT TO BE TALKED ABOUT IN A MUCH MORE ANALYTICAL WAY.

THE PERSON FELT DEFLATED BY THERE INTERPRETING ASSIGNMENT AND IT WAS THE WORST JOB THEY EVER HAVE ET CETERA AND THEY HAVE COMING FROM IT FROM A VERY EMOTIONAL PLACE AND YOU ARE HAVING QUESTIONS ABOUT CONTROLS AND DEMANDS COMING THROUGH, ET CETERA.

BUT WHAT I WANT TO POINT OUT IN TEMPLES OF DEMAND CONSTELLATION IS HOW INTERESTING IT IS AND I ALWAYS FIND WHEN PEOPLE ARTICULATE CASES AND IT'S INTERESTING WHAT POINT IN THE CASE AND IT'S INTERESTING THAT AT THE END OF THE CASE COMES THE STATEMENT "WHAT HELPED IN SOME WAYS WAS THE DEAF CLIENT PREFACED ME WITH I HAVE TO BE HERE ET CETERA." AT THE END OF THIS CASE COMES THE PIECE OF INFORMATION THAT I WOULD CONSIDER HUGELY IMPORTANT TO THE DECISION-MAKING OF THE INTERPRETERS AND I WOULD CALL THAT A CONCURRENT DEMAND AND WOULD SUGGEST THAT THAT CONCURRENT DEMAND SHOULD HAVE BEEN PRESENT FOR ANY MAIN DEMAND THAT AROSE.

OBVIOUSLY, THIS IS A DEAF MAN WORKING FOR AND PROBABLY AN ENGINEER AND NOT A 15-YEAR-OLD KID SAYING TO THE EDUCATIONAL INTERPRETER, DON'T INTERPRET CLASS, I'M NOT INTERESTED. THAT IS A VERY DIFFERENT THING.

HERE WE HAVE A PERSON STAYING TO US, I DON'T WANT TO BE HERE.

I'M FORCED TO BE HERE AND WE NEED TO TAKE THAT INTO CONSIDERATION WHEN WE MAKE DECISIONS. WHAT IS INTERESTING IN ESSENCE AND WHEN WE TALKED ABOUT THIS CASE WITH THIS INTERPRETER, WHAT CAME OUT WAS HER BEHAVIORS END UP BEING VERY CONSERVATIVE, MOSTLY BECAUSE SHE DIDN'T KNOW WHAT ELSE TO DO, BUT HER CONTROL DECISIONS, WHICH WERE MORE CONSERVATIVE WERE PROBABLY MORE APPROPRIATE, BECAUSE ON SOME LEVEL SHE KNOWS THAT THE DEAF GUY DOESN'T WANT TO BE THERE. HERE IS AN EXAMPLE FROM OUR USE OF SUPERVISION OR OUR USE OF CASE PRESENTATION AND I WANTED TO USE THIS AS A WAY FOR ONE WAY FOR DEMAND CONSTELLATIONS TO GET PLAYED OUT AND TALK ABOUT WHAT ARE THE CONSEQUENCES OF THE DECISION THAT SHE MADE? THE MORE CONSERVATIVE DECISIONS SHE MADE AND THE FACT THAT THE DEAF MAN DIDN'T WANT TO BE THERE WOULD PROBABLY BE VERY MUCH A PART OF THAT AND THAT WOULD BE IMPORTANT FOR THIS PERSON TO UNDERSTAND. SO THAT IS JUST AN EXAMPLE INTEREST IN A SORT OF REAL-LIFE WAY ASIDE FROM WHAT WE WOULD USE DEMAND CONSTELLATIONS FOR STEWS DEVELOPING THE SKILLSET FOR REFLECTIVE LEARNING PRACTICES WE USE THE CONSTRUCTS AS A WAY TO HELP PEOPLE SEE AND ARTICULATE AND ANALYZE THEIR WORK IN A REFLECTIVE WAY, WHICH WILL HOPEFULLY IMPROVE THEIR DECISION-MAKING FROM HERE ON OUT.

JUST A COUPLE OF CLOSING COMMENTS AND I WILL OPEN IT UP FOR QUESTIONS AND MAYBE PEOPLE WILL HAVE SOME AS WE PAUSE.

THE LISTSERV IS GOING TO START SEPTEMBER 26TH-OCTOBER 21ST AND AMY HAS LET ME KNOW IF THAT HAS CHANGED AND I ASSUME YOU WILL JUMP IN. NEXT TIME I WILL BE TALKING TO YOU FROM EDINBURGH, SCOTLAND, SO WE MIGHT HAVE TO PLAY WITH THE TIME.

THOUGH IT'S STILL REASONABLE, I GUESS IT WOULD BE MIDNIGHT MY TIME, I GUESS.

I WAS OFFERED A FULL PH.D. SCHOLARSHIP TO ATTEND HARRIET WATT UNIVERSITY STARTING SEPTEMBER 15TH AND SO I'M LEAVING THE U.S. FOR THREE YEARS.

I'M ALLOWED TO COME BACK DURING BREAKS, BUT I WILL BE LEAVING FOR THREE YEARS TO PURSUE MY PH.D. AND IN ACTUALITY, THE TOPIC OF MY RESEARCH IS LOOK AT WHAT OTHER PRACTICE VALUES INTERPRETERS EMPLOY AND CONSIDER IN THEIR DECISION-MAKING?

OBVIOUSLY THE VALUES OF SELF-DETERMINACY AND AGENCY AND LEAVING SOMETHING AS-IS, ALL OF THOSE THINGS WE ASSOCIATE WITH INVISIBILITY OR THE ROLE OF THE CONDUIT ARE VERY MUCH VALUES OF OUR PROFESSION AND YET, I KNOW THAT WE DON'T ALWAYS PRIORITIZE THOSE.

SOMETIMES WE PRIORITIZE OTHER VALUES, ACCURACY OF INFORMATION IS SOMETHING THAT WE VALUE AND MAINTAINING COGNITIVE OR PHYSICAL STATE OF INTERPRETERS IS ANOTHER VALUE THAT WE EMPLOY.

I THINK THAT WE ARE ONE OF THE PRACTICE VALUES I HAVE SEEN COME INTO PLAY IN MY OWN WORK IS NOT BEING DECEPTIVE AROUND DECISIONS I HAVE MADE OR HOW THEY MAKE THE IMPACT SOMEBODY THAT MIGHT BE FAMILIAR WITH? SO NOT BEING DECEPTIVE IS THE WAY YOU MIGHT

ARTICULATE THE VALUE. SO I'M INTERESTED IN THE STUDENT STUDY FROM THE PRACTITIONER'S STANDPOINT, WHAT OTHER VALUES EMERGE THAT WE WOULD DEEM PROFESSIONAL AND PRACTICE VALUES, NOT OUR OWN PSYCHOLOGICAL DEMANDS.

I WOULD CALL THOSE PROBLEMATIC AND OBVIOUSLY HAVING AN ETHICAL -- IT'S ETHICALLY PROBLEMATIC.

WE'RE LOOKING AT PRACTICE VALUES THAT DEVIATE FROM OUR PRIORITIZATION OF INVISIBILITY OR THE CONDUIT ROLE AND WHAT ELSE GOES ON WITHIN OUR DECISION-MAKING? SO FOR THOSE OF YOU WHO ARE INTERESTED, THAT IS WHAT I WILL BE STUDYING, AT LEAST THAT IS THE CURRENT PLAN.

I GUESS THAT COULD ALWAYS CHANGE, AS IT TENDS TO DO WITH PEOPLE'S PH.D.S.

I WILL PAUSE NOW AND I SEE THAT WE DON'T HAVE COMMENTS OR QUESTIONS PER SE.

WE WILL CONTINUE, THE POINT OF MY CHOOSING THESE TOPICS TO DISCUSS WITH YOU TONIGHT WAS TO HELP THE LISTSERV MOVE ON IN ITS DEVELOPMENT OF THE SKILLSETS THAT I HOPE TO SEE OUT THERE BEING EMPLOYED, SINCE IF PEOPLE ARE GOING TO BE TEACHING IT, I WANT THEM TO TEACH IT WELL AND I WANTS TO UTILIZE THIS TIME AS A KICKOFF POINT, IF YOU WILL, FOR THE LISTSERV AND HELPING PEOPLE UNDERSTAND HOW TO DEVELOP THESE SKILLSETS.

IF YOU DON'T PLAN TO JOIN THE LISTSERV, HOPEFULLY THIS INFORMATION WILL HAVE ALERTED YOU AROUND WHAT YOU MIGHT AND MIGHT NOT KNOW ABOUT HOW TO EMPLOY CERTAIN SKILLS WITHIN DC-S.

HOW DO YOU JOIN THE LISTSERV? THAT MIGHT BE A GOOD QUESTION FOR AMY TO ANSWER. SO AMY, A QUESTION HAS COME UP ABOUT JOINING THE LISTSERV?

>> YES, THANK YOU, ROBYN.

TO JOIN THE LISTSERV ALL YOU HAVE TO DO IS GO TO THE CLEARINGHOUSE WEBSITE AND CREATE AN ACCOUNT AND THEN YOU JUST EMAIL ME YOUR USER NAME AND I WILL ADD YOU TO THE LISTSERV. SO IF YOU ARE ON THE LISTSERV LAST TIME AND YOU HAVE WATCHED TONIGHT'S WEBINAR I WILL AUTOMATICALLY MOVE YOU INTO THE NEW LISTSERV.

IF YOU ARE NEW AND WANT TO JOIN, JUST MAKE SURE YOU GO AHEAD AND CREATE THE USER NAME, EMAIL IT TO ME, PRIOR TO THE START OF THE LISTSERV AND THE LISTSERV STARTS ON SEPTEMBER 26TH. SO THAT IS WHAT YOU NEED TO DO.

AND ROBYN, I BELIEVE WE HAVE A QUESTION. SO I WILL SWITCH IT BACK TO YOU AND I HAVE A COUPLE OF ANNOUNCEMENTS TO END WITH.

>> OKAY.

THANK YOU, AMY.

IT'S BEEN RUMORED THAT THERE MAY BE ONE OR MORE ASPECTS ADDED SUCH AS LINGUISTICS IN ADDITION TO PARALINGUISTICS.

THE LINGUISTIC CATEGORY THAT WE ORIGINALLY HAD IN OUR 2001 ARTICLE WAS PARALINGUISTIC. THE ENVIRONMENTAL CATEGORY TAKES INTO ACCOUNT TERMINOLOGY, WHICH IS A PART OF LINGUISTICS RIGHT? THE WAY A PERSON MIGHT TALK ABOUT SOMETHING OR THE CONTENT AREA.

INTERPERSONAL DEMANDS OR THOUGHT WORLDS AND THE MODALITY IN WHICH A PERSON USES LANGUAGE, THE STYLE IN WHICH A PERSON COMMUNICATES, THE EMOTION OR TONE OF THAT COMMUNICATION AND PARALINGUISTIC IS THE WRAPPING PAPER, IF YOU WILL, AROUND THAT MESSAGE.

AND HOW WE ACCESS THAT MESSAGE. SO THERE ISN'T REALLY A LINGUISTIC CATEGORY AND IT WOULD BE INCORRECT TO SUGGEST THERE WAS, BECAUSE LINGUISTICS, AT LEAST FROM THE SOCIOLINGUISTIC STANDPOINT IS A PART OF EACH ONE OF THE CATEGORIES. SO I WOULD ENCOURAGE FOLKS TO NOT TALK ABOUT A LINGUISTIC CATEGORY, BECAUSE IT GOES AGAINST THE IDEAS THAT ARE ALREADY INHERENT IN THE OTHER CATEGORIES THEMSELVES.

>> OTHER QUESTIONS?

>> ROBYN, THERE WAS ONE ABOUT DESCRIBING HOW TO DETERMINE OR SEPARATE MAIN AND CONCURRENT DEMANDS?

>> HOW TO SEPARATE MAIN AND CONCURRENT DEMANDS? WELL, GENERALLY SPEAKING, AGAIN, MAIN DEMANDS ARE THINGS THAT HAPPEN OR THINGS THAT SOMEBODY SAYS -- NOT EVERY MAIN DEMAND YOU WANT TO ANALYZE, FOR SURE.

YOU CERTAINLY WANT TO PICK AND CHOOSE MAIN DEMANDS THAT REQUIRE THE FULLER ANALYSIS, DEMAND CONSTELLATIONS, CONTROLS, CONSEQUENCES, ET CETERA, YOU WANT TO CHOOSE MAIN DEMANDS THAT HAVE SOME SUBSTANCE AND AGAIN, NOT NECESSARILY ETHICAL DILEMMAS OR PROBLEMS, BUT SOMETHING THAT HAS SOME SUBSTANCE TO IT, BUT MAIN DEMANDS GENERALLY SPEAKING ARE THOSE THINGS THAT HAPPEN THAT REALLY REQUIRE THE RESPONSE OF AN INTERPRETER, EVEN IF THAT RESPONSE IS TO DO NOTHING.

AND SO THE PA SYSTEM WITHIN AN EDUCATIONAL SETTING CLICKS ON AND THERE IS AN INTERRUPTION. THESE ARE THINGS THAT REQUIRE GENERALLY SPEAK THE JOB OF THE INTERPRETER IS VAGUELY TALKED ABOUT FACILITATING COMMUNICATION AND SO ANYTHING ASSOCIATED WITH COMMUNICATION AND ASSOCIATED WITH INTERACTION, WHICH IS A PRETTY BIG CATEGORY WILL BE CONSIDERED A MAIN DEMAND, BUT AGAIN NOT EVERY MAIN DEMAND REQUIRES THAT LEVEL OF ANALYSIS.

YOU ONLY WANT TO LOOK AT THOSE MAIN DEMANDS THAT REQUIRE THE RESPONSE OF AN INTERPRETER.

YOU WANT TO LOOK AT THOSE MAIN DEMANDS THAT HAVE SOME ETHICAL SUBSTANCE, NOT ETHICAL DILEMMA SUBSTANCE, NECESSARILY ALTHOUGH THAT IS POSSIBLE, BUT ABOUT INTERACTION AND THE VALUES THAT MIGHT BE COMPELLING THE INTERPRETER'S BEHAVIORS AND DECISION-MAKINGS AND THOSE BECOME APPARENT AS YOU BECOME TEACHING IT.

MAIN DEMANDS ARE THOSE THINGS THAT PEOPLE COME TO YOU AND SAY THIS HAPPENED.

IF YOU LOOK BACK AT THE CASE, YOU WILL SEE THERE WERE LOTS OF MAIN DEMANDS THAT WERE THERE.

THE PHONE WAS CRACKLING, IS A MAIN DEMAND, THOUGH IT'S PARALINGUISTIC, OF COURSE.

THE FACT THAT THE BOSS STARTED SPEAKING BEFORE SHE HAD A CHANCE TO INTRODUCE HERSELF.

THAT WAS A MAIN DEMAND AND HER CONTROL WAS TO DO NOTHING, OKAY? SO THERE WERE LOTS OF MAIN DEMANDS AND THOSE ARE THE THINGS THAT USUALLY EMERGE AS A CASE BEING TOLD. WHAT TENDS TO BE FLUSHED OR FISHED OUT OF THE INDIVIDUAL ARE SOME OF THE CONCURRENT DEMANDS.

THOSE TEND TO BE JUST UNDERSTOOD OR NOT IDENTIFIABLE EASILY BY THE INDIVIDUAL, AND THAT TAKES SOME TIME.

BUT MAIN DEMANDS ARE USUALLY THOSE THINGS THAT PEOPLE BRING TO THE TABLE TO DISCUSS WHAT WOULD DO YOU AND HOW WOULD YOU HANDLE? THAT IS WHAT MAIN DEMANDS TEND TO BE.

>> THANK YOU, ROBYN.

THAT WAS THE END OF OUR QUESTIONS.

WE HAVE GONE OVER TIME QUITE A BIT AND I APOLOGY FOR THAT, BUT THANK YOU FOR STICKING WITH US FOR ALL OUR TECHNICAL GLITCHES AND HOPEFULLY YOU LEARNED SOMETHING NEW THAT WILL HELP YOU IN YOUR WORK RELATED TO DEMAND-CONTROL SCHEMA. SO WE HAVE JUST A COUPLE OF WRAP-UP THINGS TO SAY.

JUST WANTED TO LET EVERYBODY KNOW ON THE LISTSERV YOU CAN PARTICIPATE AS MUCH OR LITTLE AS YOU WANT.

IF YOU WANT TO PARTICIPATE AND GET CEUS FOR IT, YOU CAN AND WE'RE OFFERING 1.0CEUS FOR PROFESSIONAL STUDIES. SO IF YOU ARE LOOKING FOR THOSE OPPORTUNITIES, THAT WOULD BE A GREAT ONE TO TAKE ADVANTAGE OF AND LEARN MORE.

ALSO REMEMBER TO COMPLETE THE SATISFACTION SURVEY.

AS SOON AS YOU ARE CLOSE OUT OF THE SOFTWARE, IT SHOULD AUTOMATICALLY POPULATE AND IF YOU ARE WATCHING IN A GROUP SETTING, GO AHEAD AND FILL IN THE GROUP SIGN-IN SHEET AND IF YOU WANT TO GIVE US FEEDBACK ON THE SURVEY, GO AHEAD AND FILL THAT OUT SEPARATELY.

THE NEXT WEBINAR WILL BE NOVEMBER 17TH AT 6:00 P.M. MOUNTAIN TIME. SO GO AHEAD AND JUST WATCH FOR REGISTRATION ABOUT SIX WEEKS BEFORE IT AND LEARNING ABOUT DEMAND-CONTROL SCHEMA AND AGAIN, I JUST WANT TO THANK ROBYN FOR PROVIDING THIS WONDERFUL WEBINAR FOR US AS WELL AS OUR INTERPRETERS, KIRK AND DARLENE AND CAPTIONER CAROL AND JESSIE AND MARIE'S TEAM AT THE NATIONAL CLEARINGHOUSE.

THANK YOU SO MUCH AND GO AHEAD AND X OUT OF THIS PROGRAM NOW AND FILL OUT THE SURVEY.

THANK YOU EVERYBODY AND HAVE A GOOD NIGHT.

BYE.