



Moving from the Classroom to the Community
with Doug Bowen-Bailey
January 25, 2014



Introductions

- Name
- Work Setting
- Experience in community & educational settings
- One item unrelated to your work



Rules of the Road

- Guidelines for interaction for the day.
- What agreement will help this day be successful for you?





**KEEP
CALM
AND
BREATHE
DEEPLY**





Classroom

Community





So I'm here...



- A little about me
- A little about you
- What did you learn?
- What questions do you have?

Changing Paradigms

Focus on
Interpreter's Actions



Focus on
Consequences
for Participants

Witter-Merithew, Nicodemus, & Johnson

Antagonistic Autonomy

Interpreters vs. the System

Why can't they understand how great interpreters are?

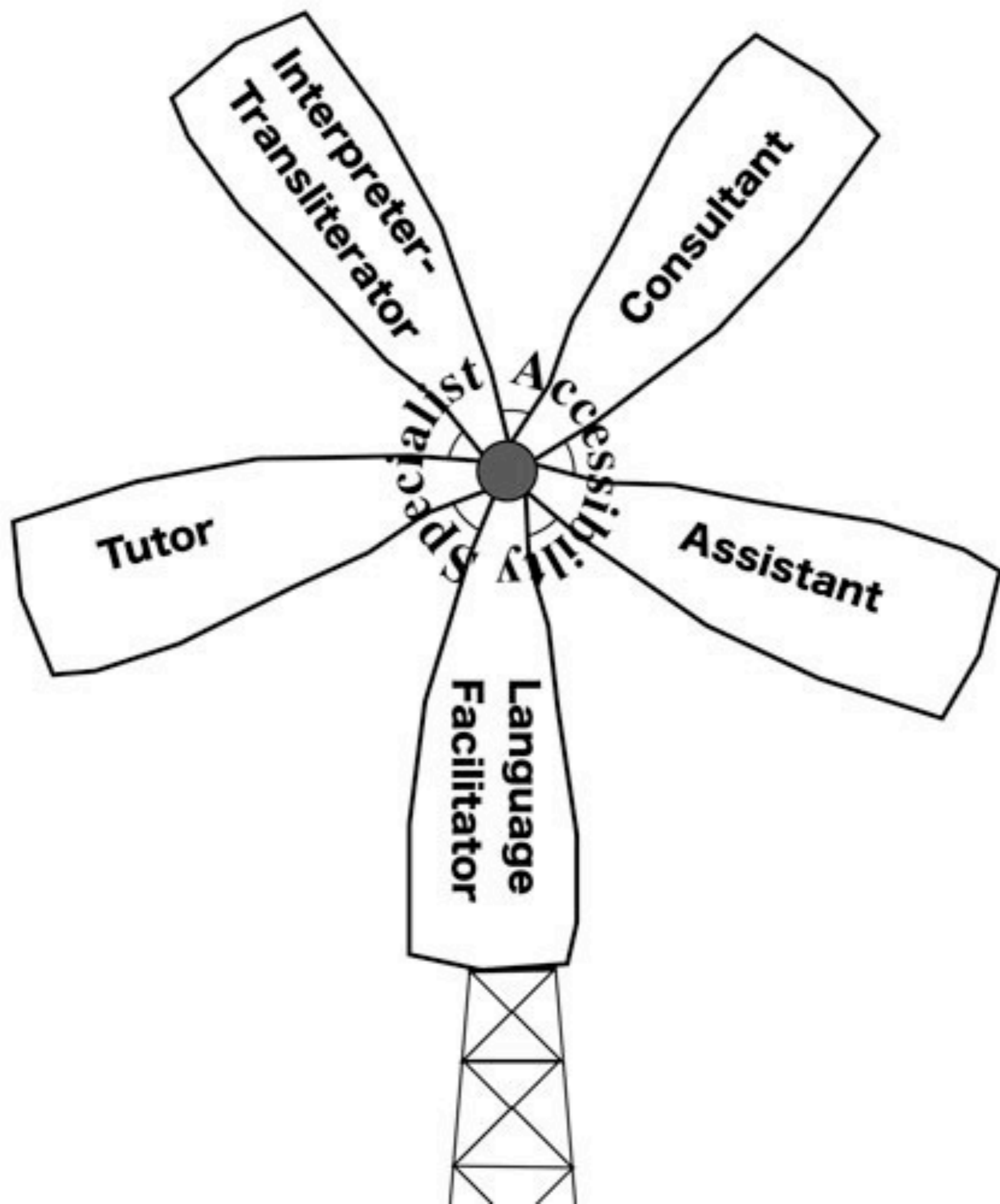


Functional Autonomy

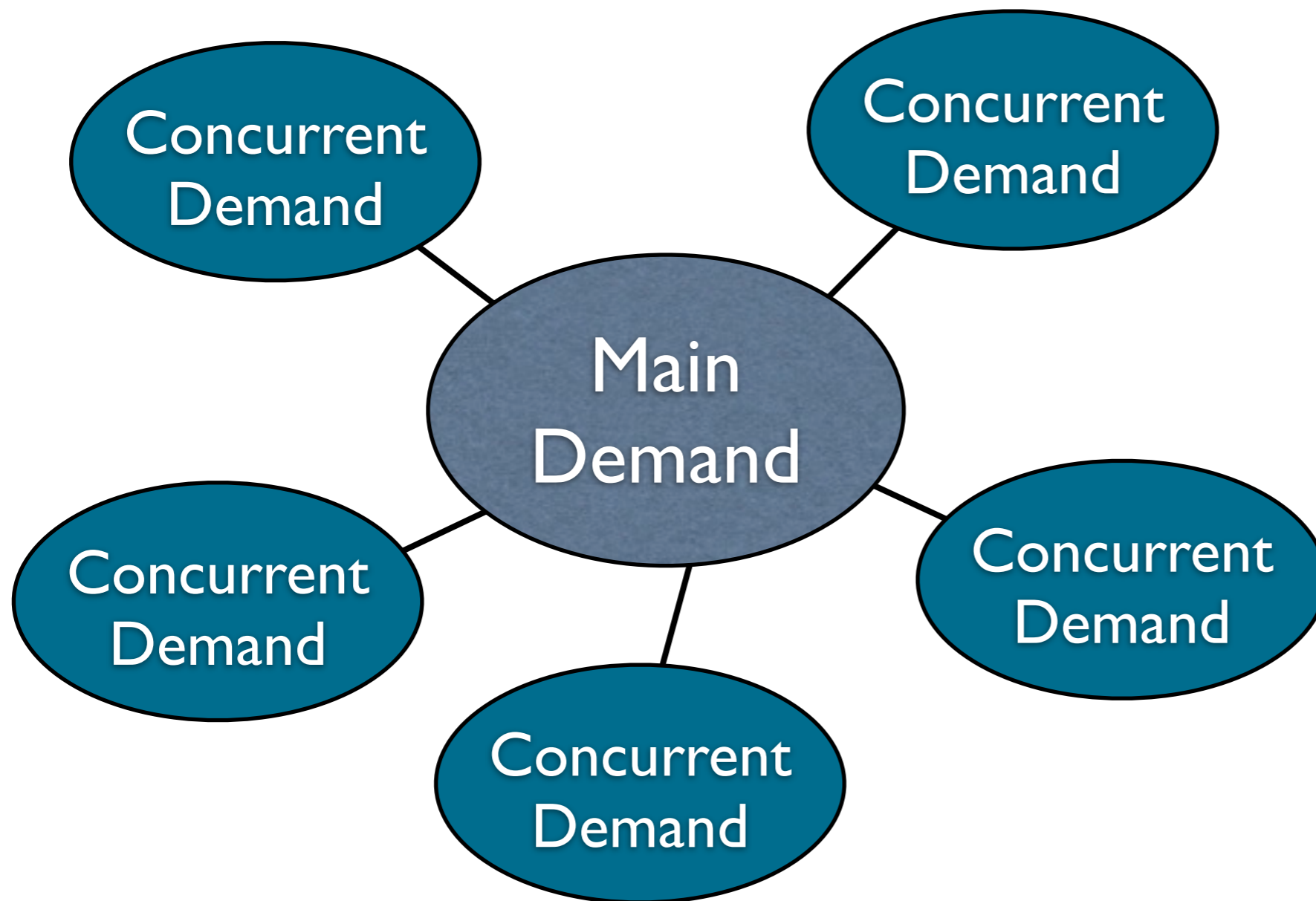


Relational Autonomy





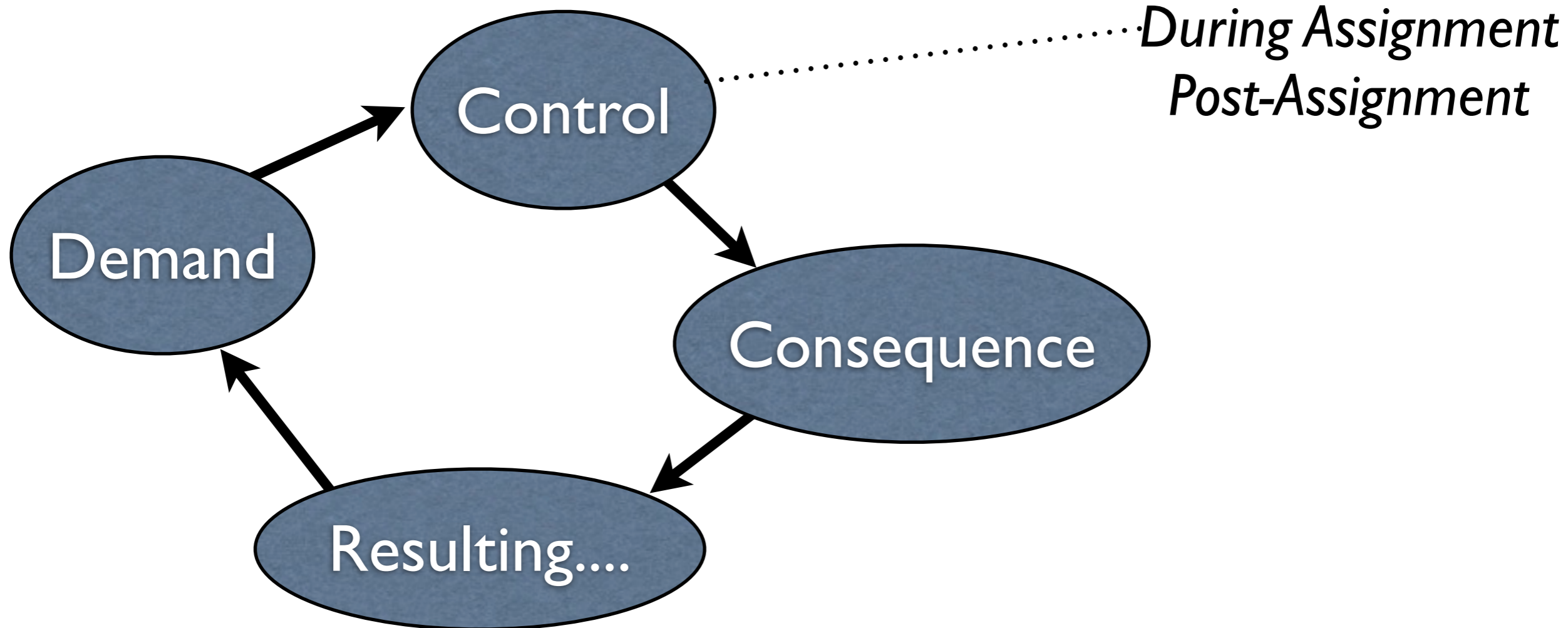
Identify Constellation of Demands



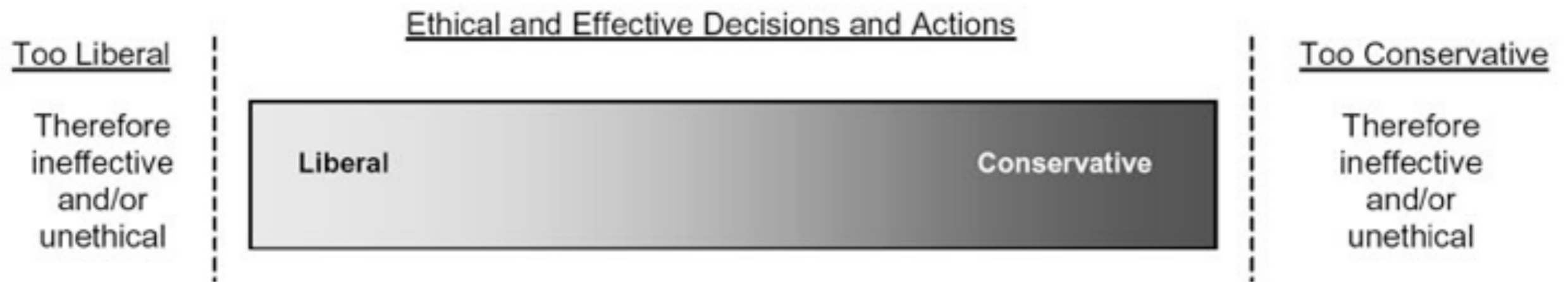
Environmental
Interpersonal
Paralingual
Intrapersonal



- Dialogic Work Analysis



Continuum of Ethical Behavior

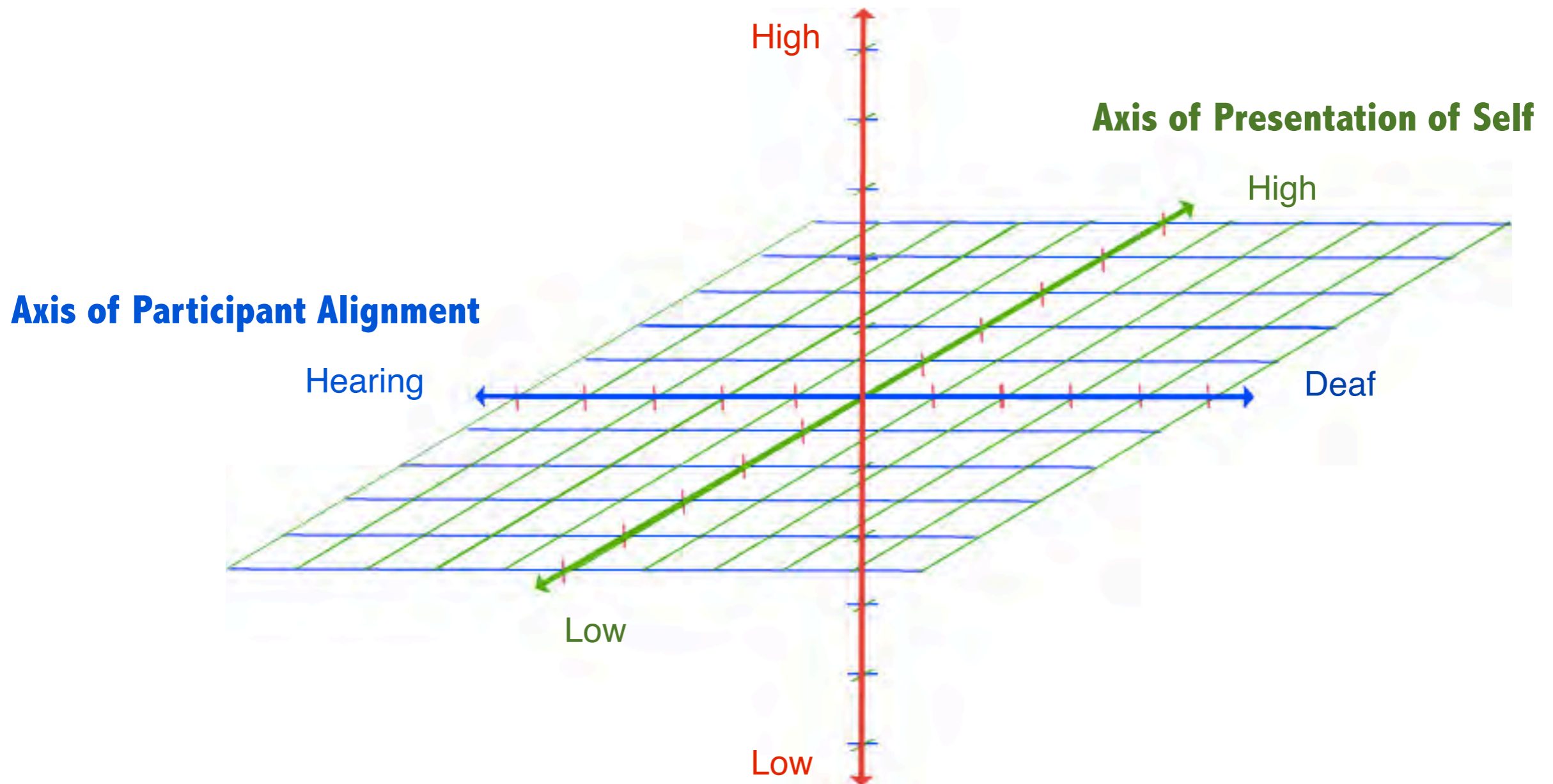


*Graphic and concept developed by
Robyn Dean & Robert Pollard*

Role-Space

- from Robert Lee & Peter Llewellyn-Jones

Axis of Interaction Management



Role-Space

Axis of Interaction Management

High

Liberal

Axis of Presentation of Self

High

Liberal

Axis of Participant Alignment

Hearing

Liberal

Conservative

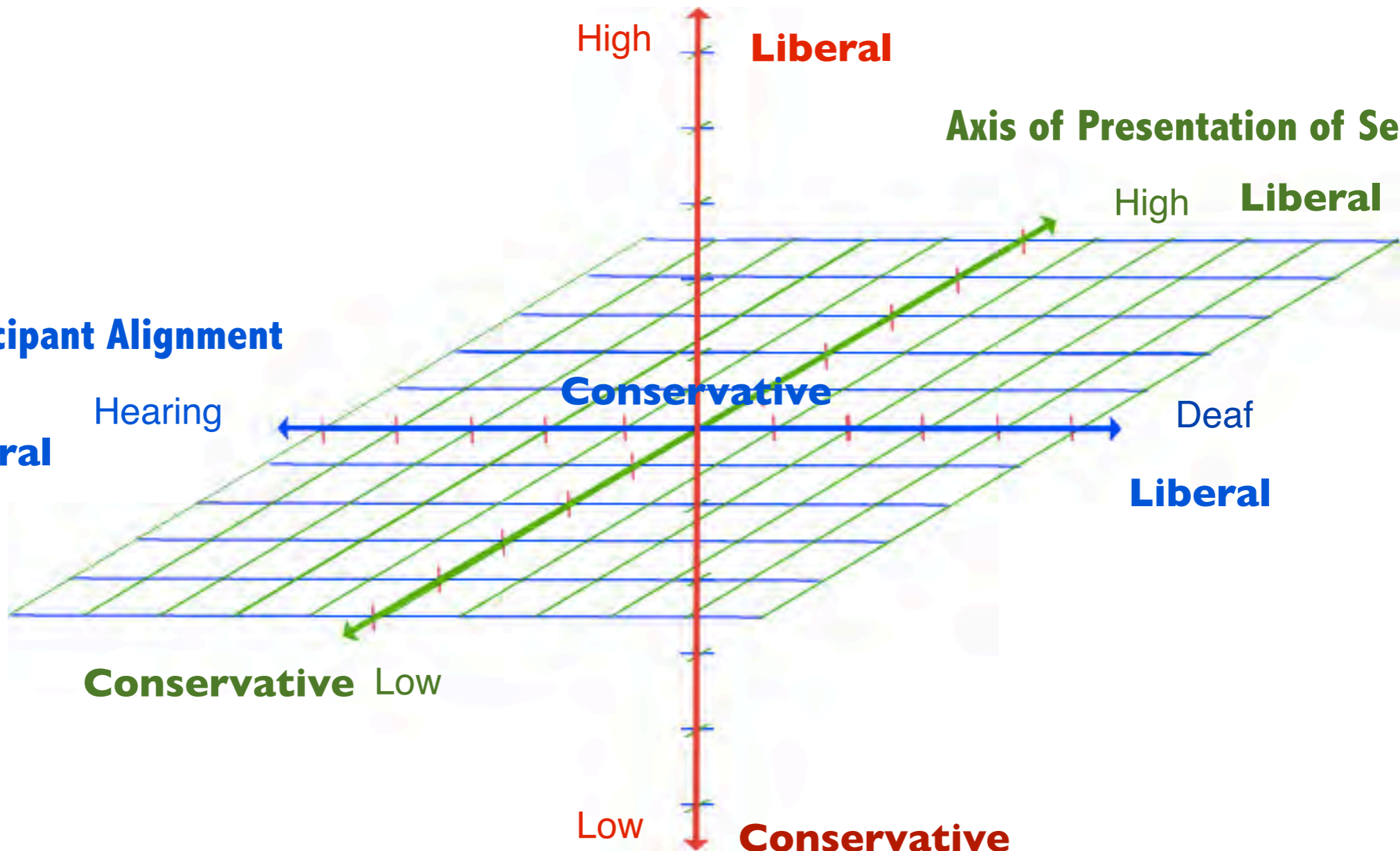
Deaf

Liberal

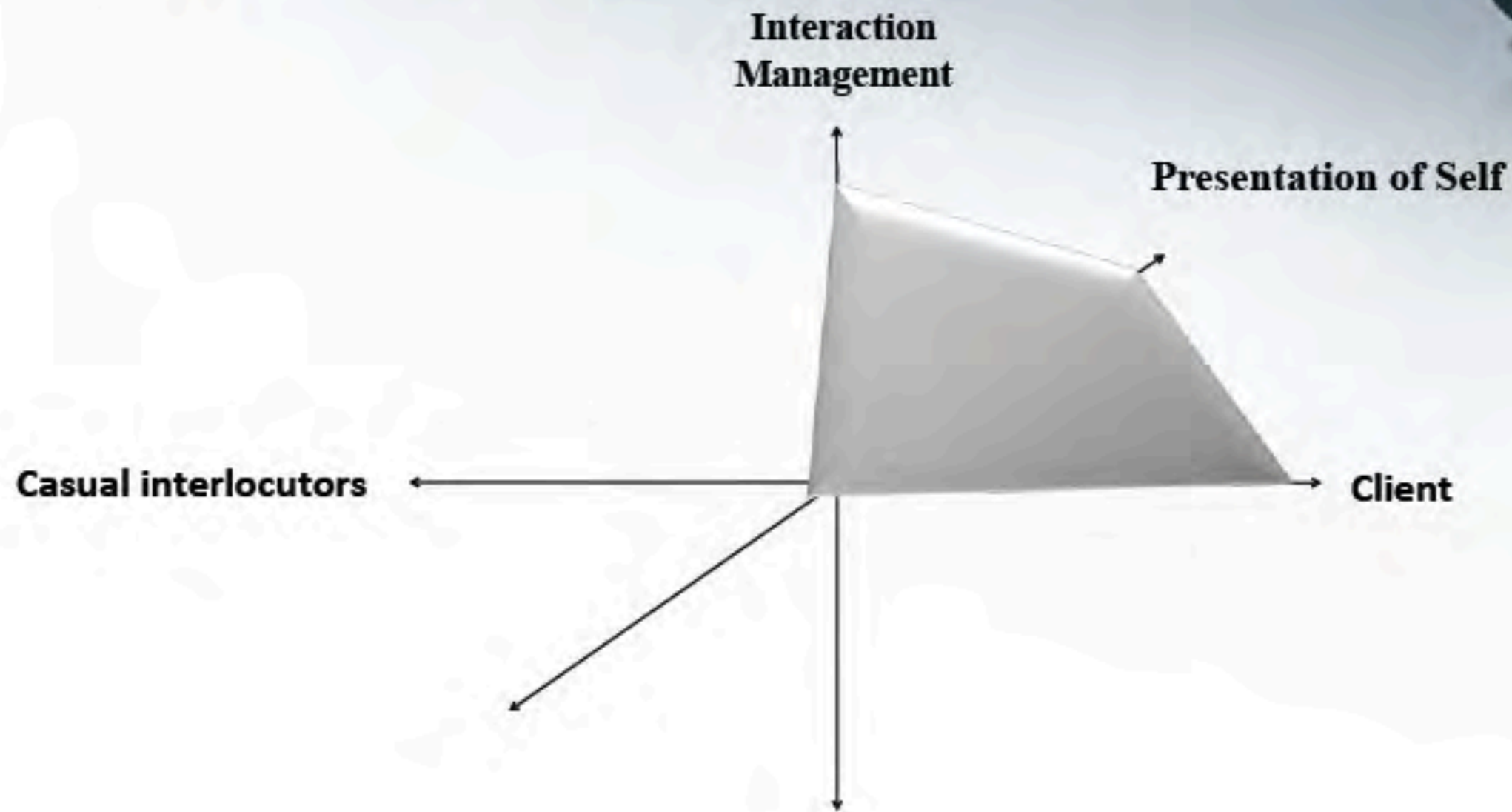
Conservative Low

Low

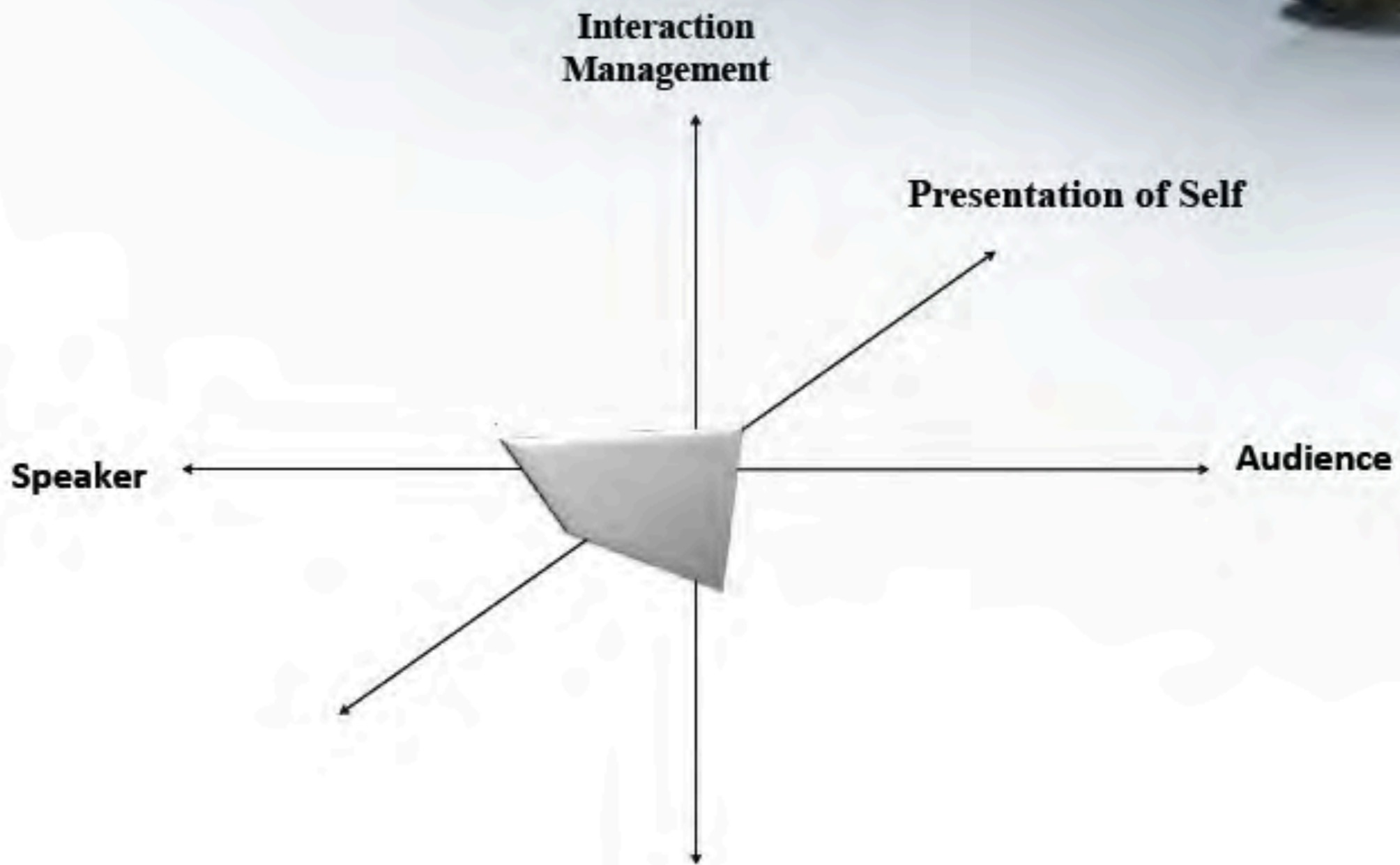
Conservative



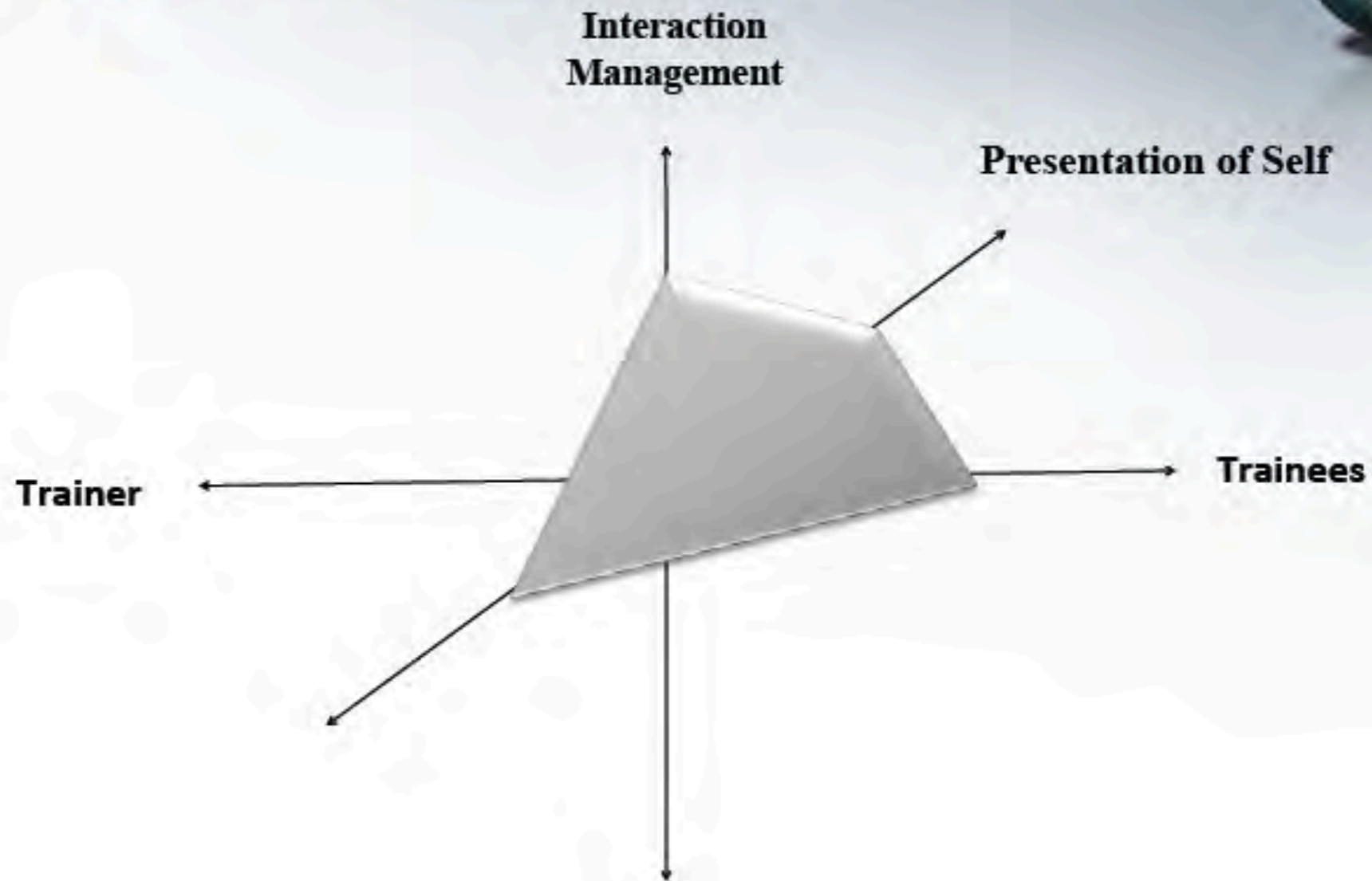
Escort interpreting



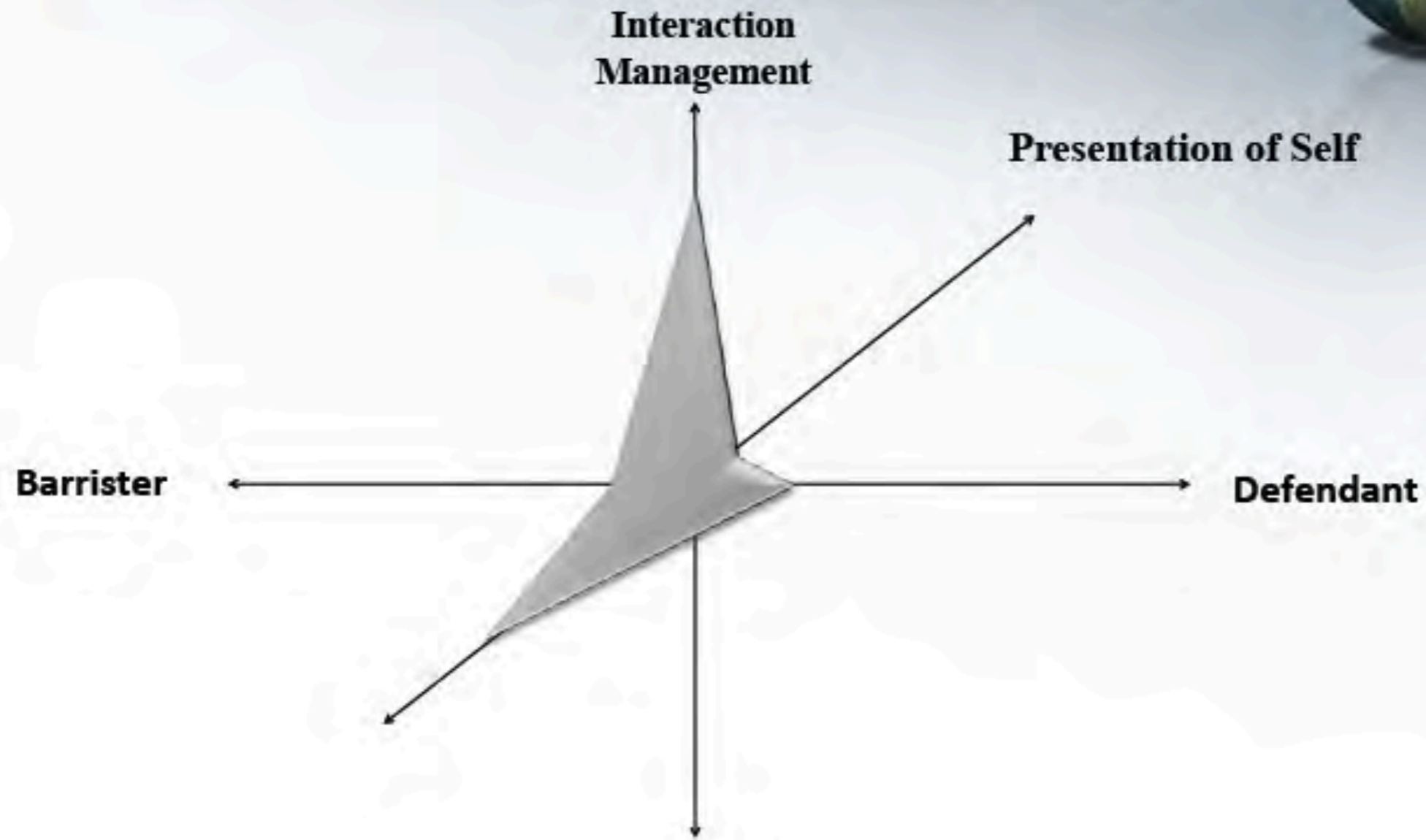
Simultaneous conference interpreting



Simultaneous interpretation of a training course



Meeting with barrister present



Meeting with barrister absent

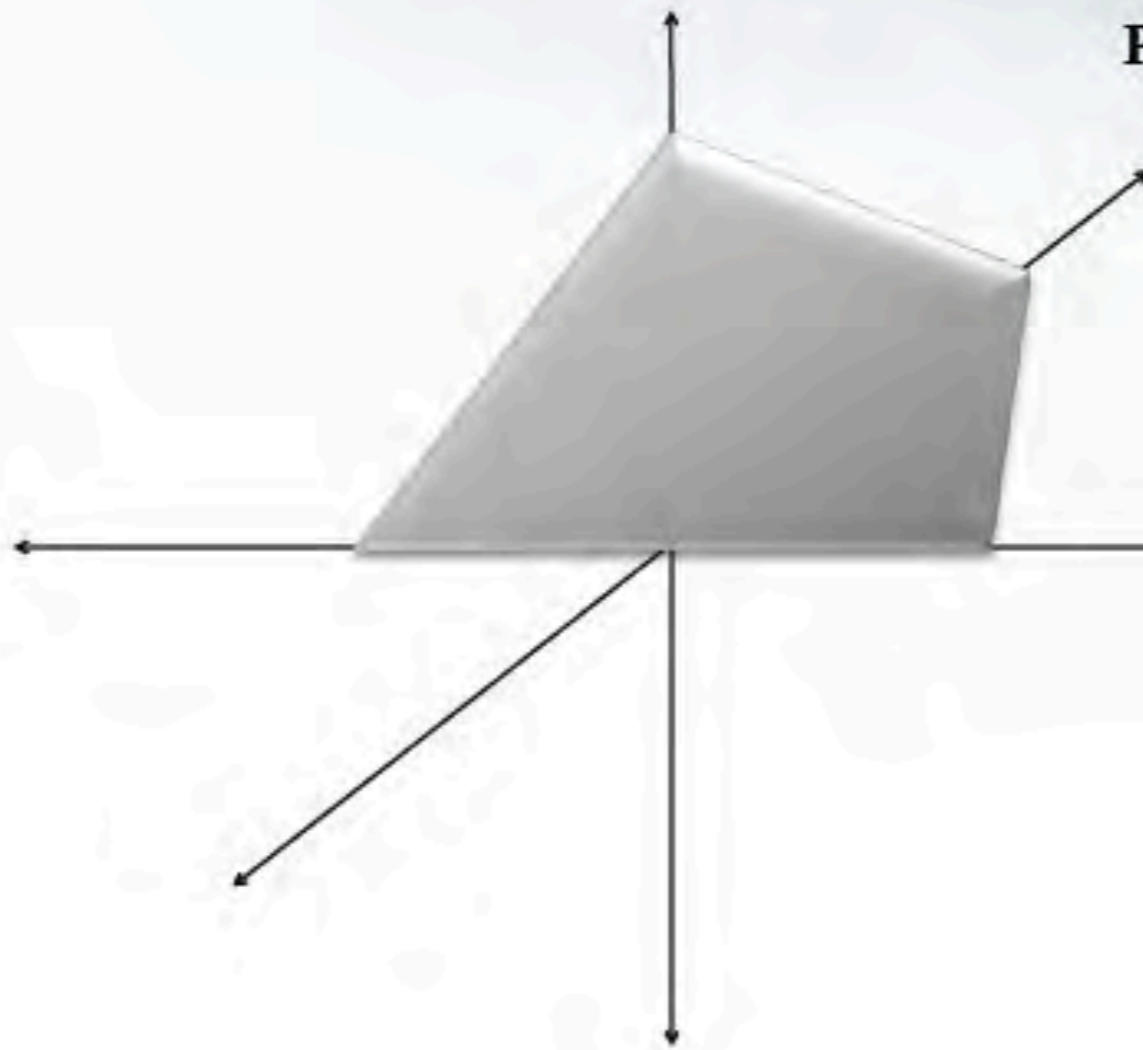


**Interaction
Management**

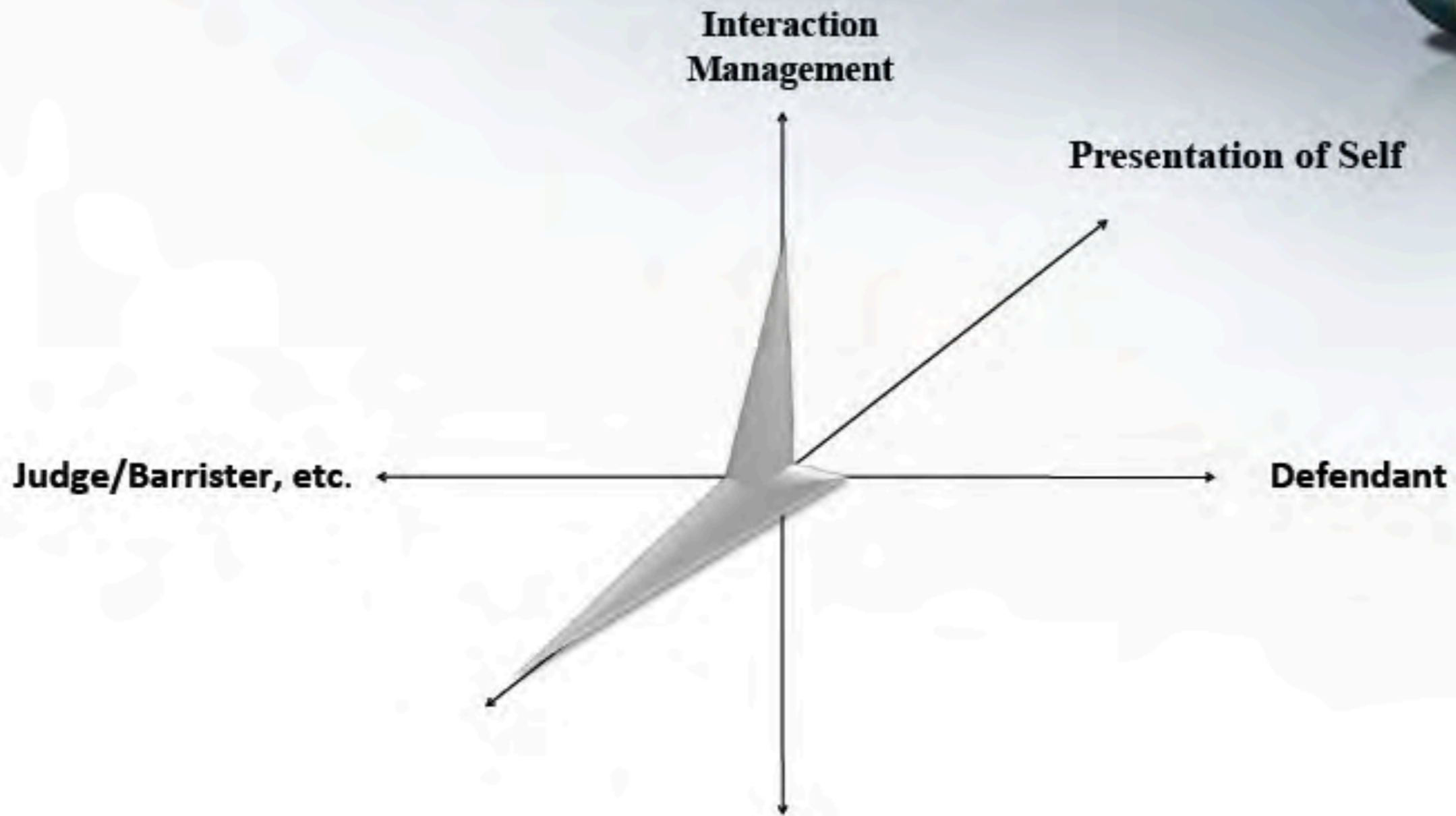
Presentation of Self

Solicitor, etc

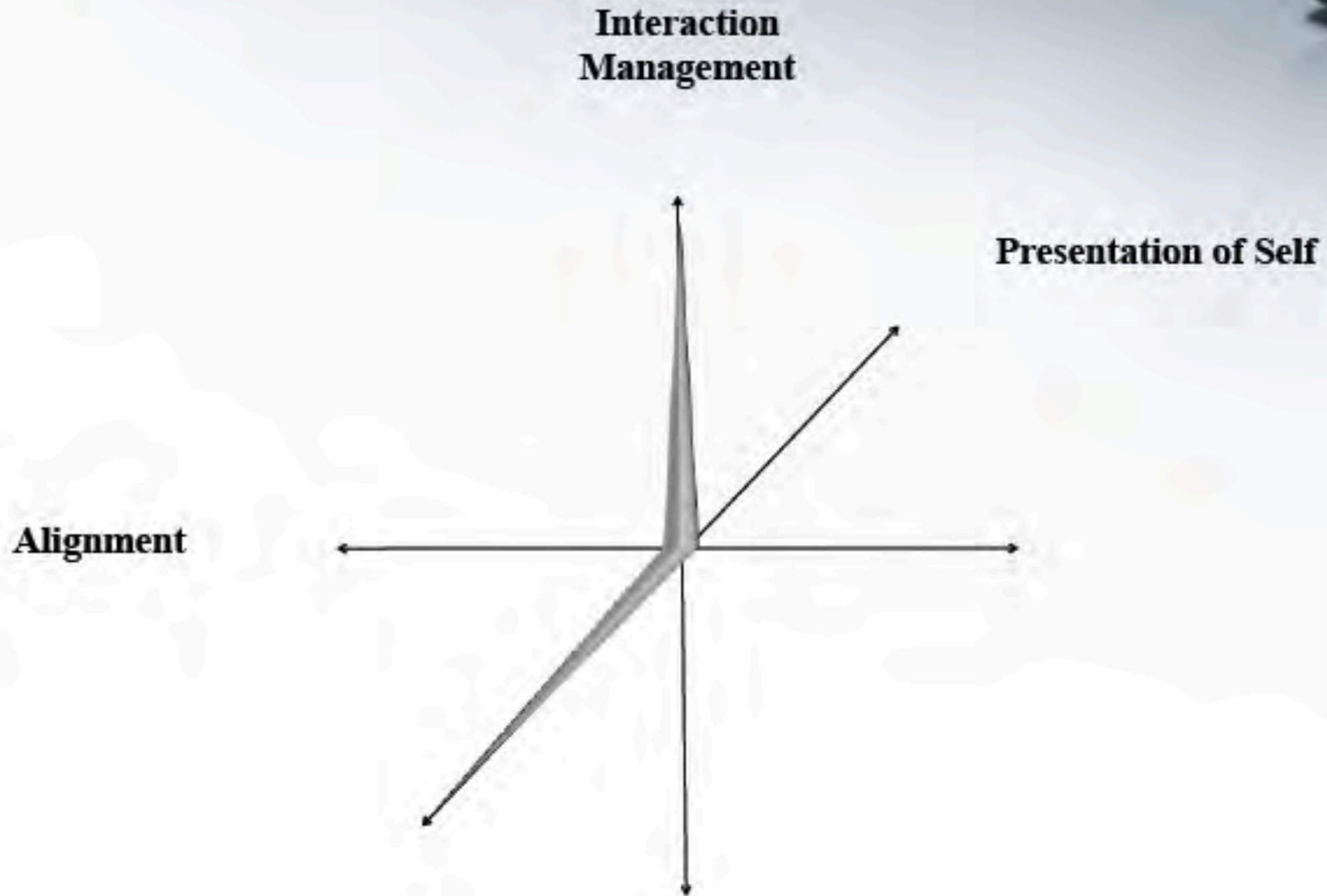
Defendant



Court hearing



The role-space of the strictest codes (Hale 2007)



Power Dynamics



The Work of Justice

Equality doesn't mean Justice



This is Equality

This is Justice



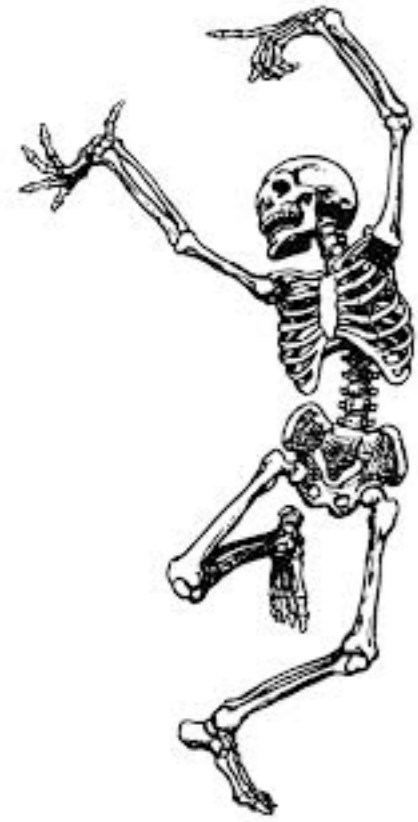
Techniques for Reflective Practice

- Journal
- Dialogue with colleagues
- Dialogue with consumers
- Use a model of reflection
- from Anna Witter-Merithew “Breaking Down Silos through Reflective Practice” 2012 and Fink, 2013.



Bare Bones of Reflective Practice

- What?
- So what?
- Now what?
- from Anna Witter-Merithew “Breaking Down Silos through Reflective Practice” 2012 and Fink, 2013.



Bare Bones of Reflective Practice

- **What? (F) *Facts***
- **So what? (Q) *Questions***
- **Now what? (E) *Evaluation***
- from Anna Witter-Merithew “Breaking Down Silos through Reflective Practice” 2012 and Fink, 2013.
- FQE from a participant in a workshop on Case Conferencing



Co-Mentoring

- Professional relationship
- Hold each other accountable for professional development
- Opportunity for reflective practice
- Classroom & community connection

Principles for Case Conferencing

- Be accountable - Use a framework/model
- Keep priority on consequences for participants in interpreted interactions
- Describe case in non-evaluative manner
It is what it is.
- Use discretion in sharing identifying information

Let's Try It



The Old Paradigm



- <http://youtu.be/HcHtjFn44yM>

The Emerging Paradigm

- Handout of case
(Blend of classroom and community)