

The Application of Demand Control Schema (DC-S) to the Observation of Interpreting in the Legal Setting



**AN AUDIENCE PARTICIPANT ACTIVITY
DURING THE LIMS SC:L PREP EVENT
JULY 31-AUGUST 1, 2009**

Housekeeping



- Our PPT will be available on the UNC DO IT Center website under presentations
 - <http://www.unco.edu/doit/home.html>
 - Title: LIMS SC:L Prep—DC-S Overview
- Our assumption is that you have all read the pre-reading materials sent to you in advance of this training

Our Facilitators



- Cheryl Pfeiffer -NC
- Lynda Remmel- CO
- Linda Ross- OH
- Kellie Stewart- MA
- Stacey Storme- KS
- Anna Witter-Merithew- NC

Goal of Activity



- To engage audience participants in a systematic approach to observation-supervision
 - Grounded in the work of Dean & Pollard related to the demand control schema (DC-S) for interpreting work
 - Provides a common framework for viewing our work and deepening our appreciation of interpreting as a practice profession

What is a practice profession?



- A profession that relies on profession-based traditions and practices regarding work is performed.
- Practice and tradition are linked to schools of thought or theories and are drawn from the scholarship of a field.
- More specifically, professional practices are ways of structuring and organizing the things one must do as part of the work, or ways in which something is done as part of professional practice.
- These change and evolve over time as scholarship grows.

Witter-Merithew, 2008

In Applications of Demand Control Schema in Interpreter Education

What is Demand Control Schema?

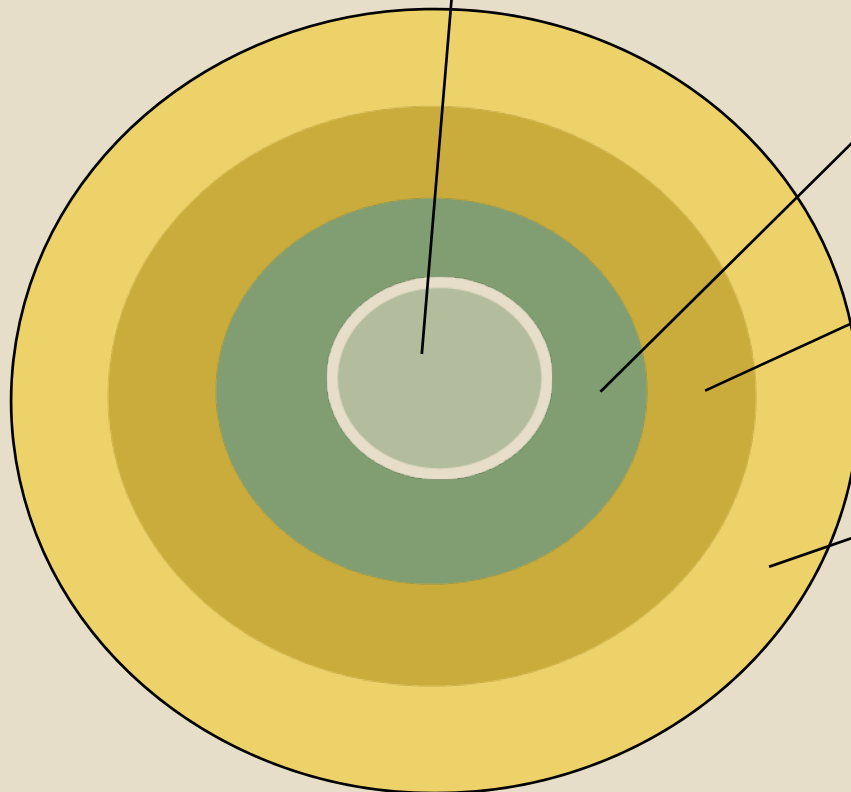
- A framework or paradigm for the practice of interpreting
- DC-S functions as a scaffold to which other elements of interpreting scholarship and pedagogy can be related
- Based on premise that interpreting is more than a technical profession
- Constructs of language and culture not sufficient to encompass all the relevant elements

Four main components of DC-S



Theoretical Construct

Demand categories: EIPI
Environmental, Interpersonal, & Paralinguistic, Interpersonal
Pre-, during and Post-assignment controls



Dialogic Work Analysis

Implications of controls and analysis of decisions
D-C-C-RD

Learning Tool

Didactic approach
*Observation-Supervision

Assessment Tool

Embedded knowledge/skills along with demonstration of judgment and analysis skills.

Tomorrow focus on three



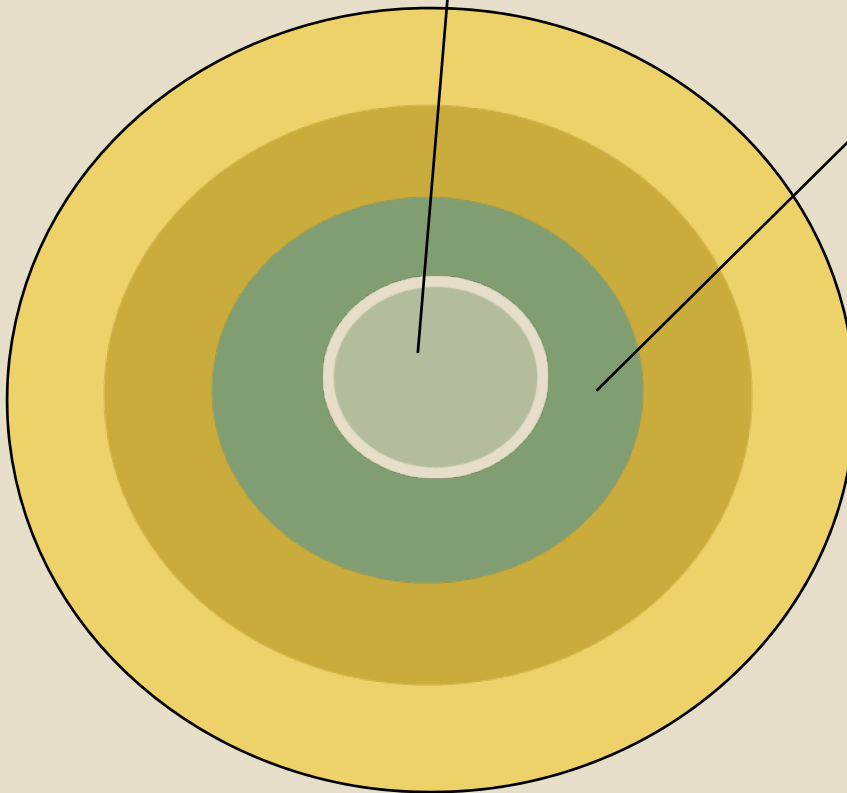
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Environmental Demands

Draft, please do not distribute without consent of the authors.

Demand-Control Schema Observation Form

Setting/Assignment: _____

Environmental Demands

Goal of the Environment: _____

Physical Surroundings	
Descriptives	Sketch the physical space

Personnel & Clientele					
Deaf/Hearing	M/F	Age	Ethnicity	Role in Setting	Other Notes

Terminology: Words or Phrases			



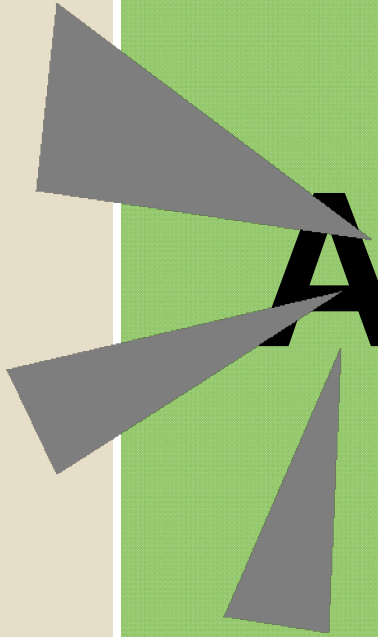
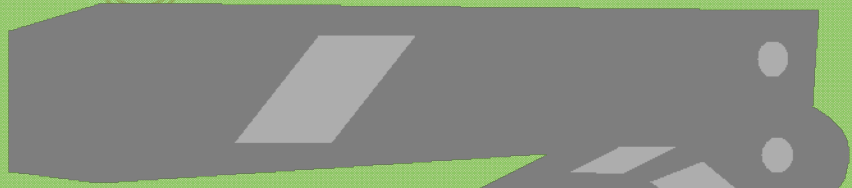
➤ Environmental

That which is specific to the setting (i.e., professional roles, terminology, physical surroundings)

• Physical surroundings

- Room temperature
- Chemicals and odors
- Seating arrangements/sight lines
- Lighting quality
- Visual distractions
- Background noise
- Space (people, furniture, equipment)

ACTIV



Interpersonal & Paralinguistic Demands

Interpersonal Demands

Describe what happened during the observation:

What Happened?	What was said?	Paralinguistic?

• What happened?

• What was said?

• Paralinguistic

○ How the interpreter receives the information

Interpersonal Demands

Interpersonal Demands

Below are questions that will help you recognize the nature and context of interpersonal demands.

1. Describe the potential *thought worlds* of the individuals present.

2. Describe the nature of the relationship.

3. Describe the mood or any emotions that you detected or witnessed.

4. If conflicts or miscommunication occurred, describe it here.

5. Identify the top 5 demands that you noted about this observation. Consider the *main demands* that would require carefully considered and deliberate controls.
 - a.
 - b.
 - c.
 - d.
 - e.

- Thought worlds

- Main - concurrent demands

Intrapersonal Demands



Intrapersonal Experiences

	What?	Would this rise to a level of significance to be a demand?
Thoughts		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
Feelings		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
Physical Distractions		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Controls

Your Pre-Assignment Controls		
Traits	Skills/Knowledge	Preparation

- “Rise to a level of significance”

- Controls

NEED?



- Beyond the form, do we need a quick slide highlighting observation-supervision and how aspects of it will apply and enhance observation on Saturday?

Try it Yourself



- Reflect on the DVD clip shown earlier this evening
 - Consecutive Interpretation of the Cross Examination of Deaf Witness
 - Reflect on the overall context
- Using the Observation Form begin to record your observations
 - Identify demands which surfaced
 - ✦ Assign to the appropriate domain
 - Identify controls used by the interpreter
 - ✦ What were the positive and negative consequences of these controls
 - ✦ New demands that surfaced as a result?

Trying it yourself continued...

- You will have 10 minutes to fill out as much of the form as possible
- You will then be given 3-4 minutes to review your observations with a couple of peers
- Please hold questions until the end of the evening when you will meet briefly in small group with your facilitator

Here is what we observed...

- Facilitator collaborated observation
 - Linda Ross, Columbus, Ohio
 - ✦ IEP instructor
 - ✦ Business owner
 - ✦ Practitioner
 - Cheryl Pfeiffer, Charlotte, NC
 - ✦ Business owner
 - ✦ Practitioner

- Discussion of key Observations
 - Demands
 - Controls
 - Consequences
 - Resulting Demands
 - ✦ Together, these form the DCCRD sequence
 - ✦ Understand how each decision impacts our actions, reactions, effectiveness

What to expect tomorrow



- **Starts promptly at 9:00 AM**
 - Allow time for security check—bring ID
 - Please be seated in advance of start time
- **Location changes to the CJC at 1301 Filbert Street**
 - Either Courtroom 304 (Kellie, Lynda and Linda teams) or Courtroom 305 (Anna, Cheryl and Stacey teams)

Tomorrow continued...

AM

- Observe the mock trial
- Record observations on the form
- Place questions in the ASK-IT Basket for your facilitator
- Lunch break—meal cards will be distributed for mall nearby

PM

- Judges available at 1:30-1:45 for brief Q and A session
- Mock Trials continue at 1:45
- Go to breakout room at 2:30
 - Look at breakout room assigned to your group
 - 1.5 hours to discuss observations

Wrap-Up



- Thanks for your involvement
- Read the pre-readings if you have not yet done so
- Remember to use the ASK-IT Basket
 - Index cards available
- Additional resource
 - *Applications of Demand Control Schema in Interpreter Education: Proceedings of the RID Pre-Conference Meeting (2007)*. Pollard & Dean (Eds.) Deaf Wellness Center, University of Rochester School of Medicine, Rochester, NY
 - Contact Robert_Pollard@URMC.Rochester.edu for copies

Follow Your Facilitator!



Closing Thought

“Professionals need to create knowledge in use as they practice—trying to follow scripts doesn’t promote the breadth and depth of discretion needed to be an effective and autonomous practitioner within a practice profession.”

- Thomas Sergiovanni (2001)

Leadership: What’s In It for

Schools?