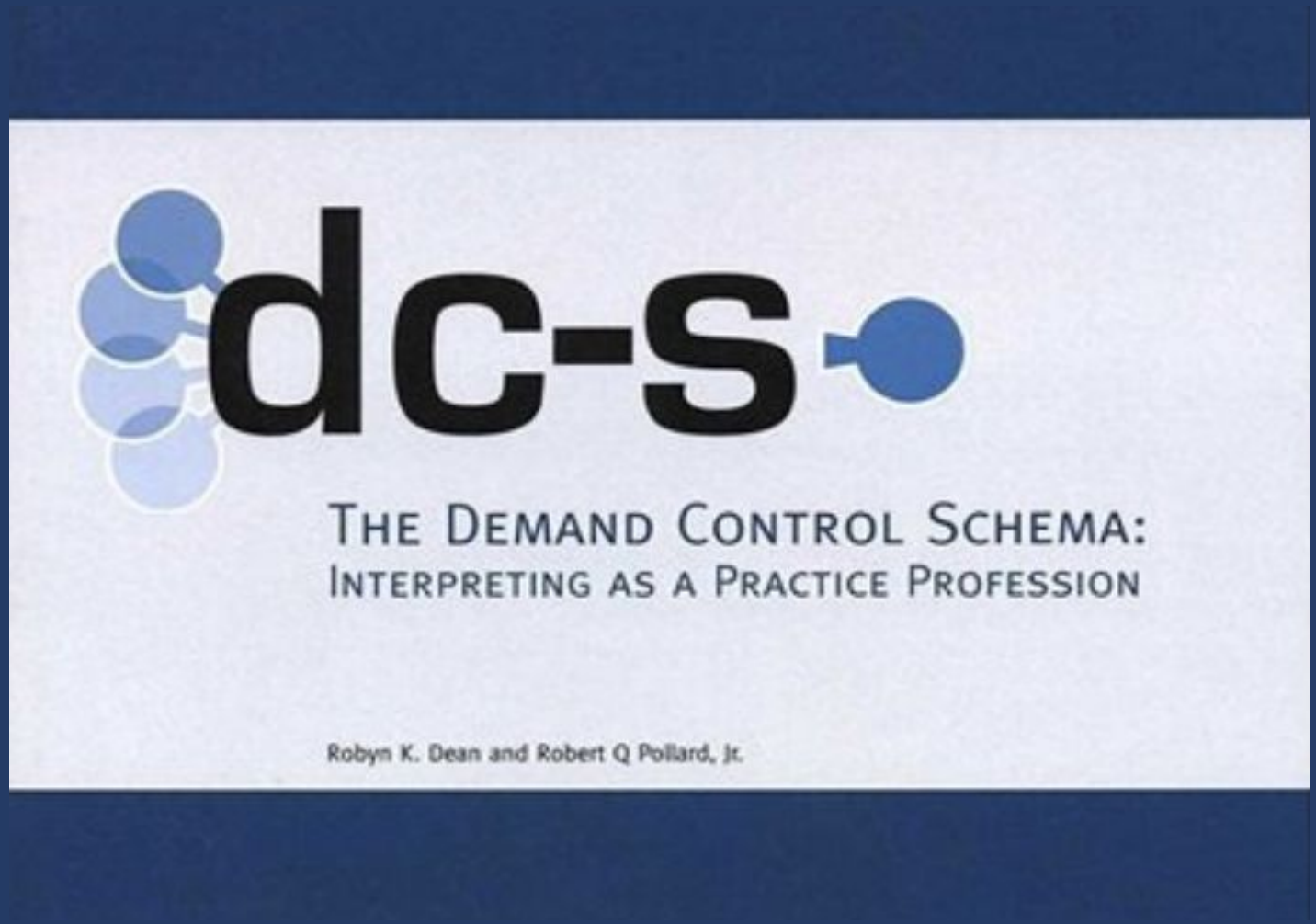


UNIVERSITY OF
NORTHERN COLORADO

Project CLIMB

Cultivating Legal Interpreters from Minority Backgrounds

Legal Interpreter Training



The Demand Control Schema

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Module Overview

This is the second in a series of mentor training modules designed to prepare you for the work you will be doing as a facilitator in your local communities. This module will cover the Demand Control Schema (DC-S) and allow participants an opportunity to practice applying the principles of DC-S to their work.

Learning Outcomes and Objectives

Upon completion of this module, the participant will be able to:

- Describe the four types of demands from the Demand Control-Schema
- Provide examples of the four types of demands from the Demand Control-Schema
- Describe the three types of controls from the Demand Control-Schema
- Write a legal scenario that contains four types of demands
- Reflect on how they will apply DC-S to their work with novice interpreters

GoReact Discussion: What's do you already know about DC-S?



Original post directions:

Many of you may already be familiar with the Demand Control-Schema (DC-S). Take this time to think about what you already know about DC-S.

- Have you read any articles/books or seen any videos about DC-S?
- Have you attended any workshops?
- Have you used it in any mentoring experiences?
- If yes to any of the above, what did you/do you find to be most helpful?
- If yes to any of the above, do you find that what you learned has an impact on your interpreting practice? If so, in what way?
- If you have not had any exposure to the Demand Control-Schema, what are you most curious about?

There is no wrong answer here. Just share the background knowledge or questions you already have.

GoReact Discussion: What's do you already know about DC-S cont.?



Response post directions:

Respond to the post of at least one of your colleagues in a way that moves the conversation forward. How you respond is up to you. You may use the following prompts as a guide:

- Any similarities/differences that you see between you and your colleague's understanding of DC-S?
- Did they share anything about DC-S that gives you greater insight or adds to your understanding of this schema?
- If they had questions about DC-S that you are able to answer, please share your insight.
- Do you have any additional questions about DC-S after reviewing their response?

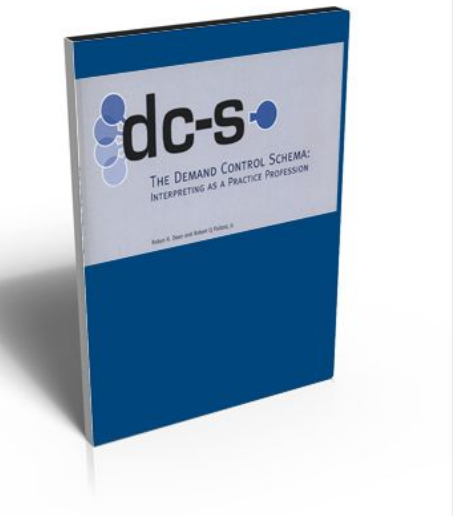
DC-S: An Overview



Robyn Dean and Robert Pollard have written and presented on the Demand Control-Schema since 2001. Their book, The Demand Control Schema: Interpreting as a Practice Profession (2013) provides an in-depth introduction to Demand Control Schema (DC-S) and is often used in interpreting programs as part of the curriculum. Here, Dean and Pollard explore how the ethical constructs of DC-S can be used to illuminate, discuss, and ultimately enhance our work as interpreters.

The DC-S is based in research on occupational health by Robert Karasek in 1979. In essence, our ability to be effective and maintain our health in professions is deeply rooted in our decision-making latitude about the stresses of our jobs. Jobs with high stress but where the worker has a high degree of latitude in making decisions and the resources to address the stress can be long-term jobs without the threat of burnout. Dean and Pollard note that practice professions, such as interpreting, can be full of pressure and put us, as interpreters, at risk of failing to grow or to be able to continue working unless we understand the impact of decision-making on our work.

DC-S: An Overview Con.



Further, Dean and Pollard emphasize our responsibility as interpreters whose decisions have daily impacts on consumers' lives. As practice professionals, we must continually assess the potential consequences of our control choices in light of practice values, and we must "formulate ethical decisions in a careful and thoughtful manner, based not on what 'feels right,' but on a more educated understanding of ethics scholarship and practice." (Dean & Pollard, 2013, p. 88)

In this module, we provide a review of the components of DC-S, along with suggestions on how to apply the schema to your work with novice interpreters. Obviously, what we can provide here is a cursory look at best. If this schema is new for you or if you are interested in an in-depth discussion of the DC-S framework, archived webcasts of lectures by Robyn Dean are available on the Project CLIMB website: https://www.unco.edu/project-climb/resources/webinars/project-climb.aspx

DC-S: Demands

Dean and Pollard define demands as "a salient aspect of your work" (2013, p.4). A demand is something about the environment, people, power and/or language that forces a decision by the interpreter. Part of your work is to help novice interpreters become aware of and identify the demands encountered in interpreting assignments.

It is a bit overwhelming to think of all the salient aspects of a job. Dean and Pollard manage this by categorizing the demands into four groups represented by the acronym EIPI:

- Environmental - specific to the setting
- Interpersonal - specific to the interaction of the consumer(s) and interpreter
- Paralinguistic - specific to the quality of the consumer's expressive language
- Intrapersonal - specific to the interpreter

(Dean & Pollard, 2013, p. 5)

DC-S: Demands cont.

This grid provides examples for each category of demands.
(Dean & Pollard, 2013, p. 5)

Environmental • Goal of the environment • Physical surroundings • Personnel/Clientele • Specialized terminology	**Interpersonal** • Power/authority dynamics • Communication style • Communication goals • Emotional tone/mood • Cultural dynamics • Thought worlds
Paralinguistic • Physical limitations that impact clarity of signing/speech • Neurodivergence • Physical positioning • Idiosyncratic sign/speech • Volume • Pace • accents	**Intrapersonal** • Feelings/thoughts • Physiological distractions • Psychological responses

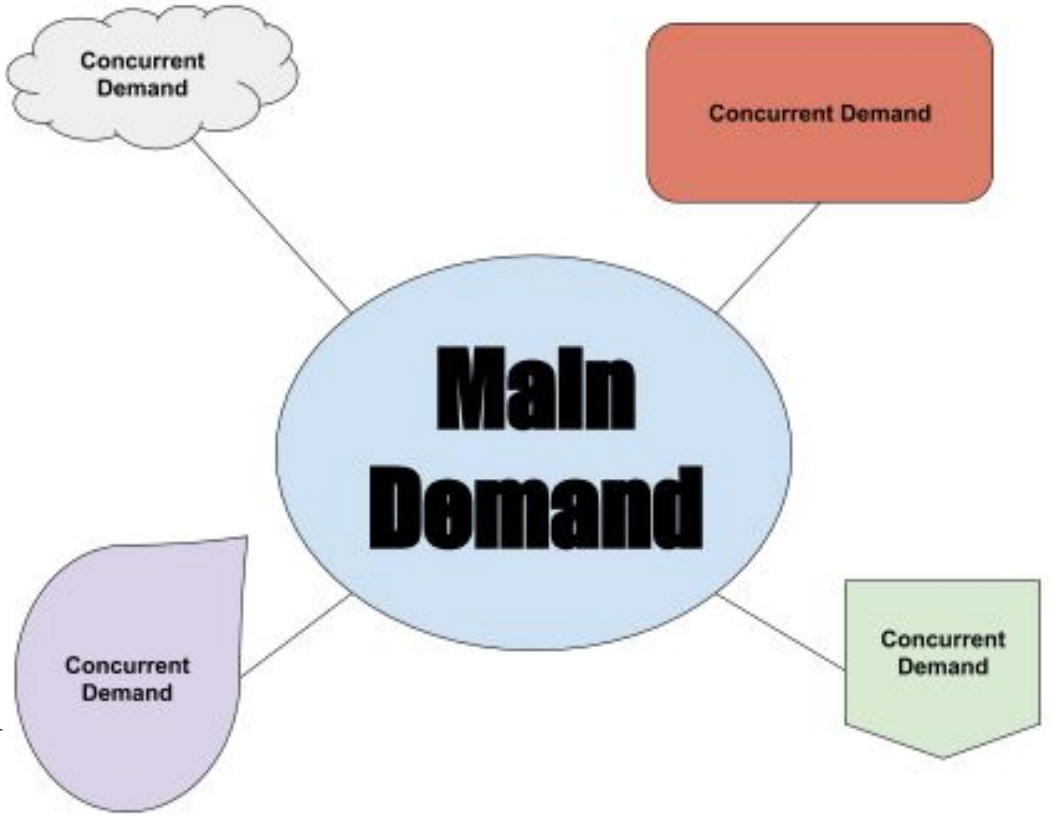
DC-S: Demands cont.

Main and concurrent demands

Dean and Pollard also delineate between the main demand and concurrent demands in an assignment.

- The main demand is the main issue the interpreter must respond to in the moment.
- Concurrent demands are additional factors the interpreter will take into account when choosing an appropriate control.
  - It is the interplay of main and concurrent demands that influence control choices and form the basis for the "it depends …" dialogue.

When a novice interpreter asks what we would do when presented with a demand, our tendency is to ask for more specific information so we understand the context of the situation. These additional environmental, interpersonal and paralinguistic demands will affect our control choices, as will interpreter-specific intrapersonal demands.



Knowledge Check



DC-S: Controls

Now that you have a better understanding of demands, as a salient part of your work that demands the attention of the interpreter, we will move onto a discussion of controls.

Controls are "how the interpreter interacts with and responds to, the demands of an interpreting assignment" (Dean & Pollard, 2013, p. 15).

- Controls are specific to the person. Interpreters "each bring unique features of their backgrounds, personalities, and experiences to their interpreting work. Many of these characteristics can be thought of as control resources that may prove useful in responding to interpreting assignment demands." (Dean & Pollard, 2013, p. 15)
- One of the most helpful things you can do as a mentor is to help interpreters recognize the controls they bring to bear on any situation and to recognize that their controls may differ from your controls.
- Controls are not always action. Sometimes doing nothing is the control applied in a situation.
- Controls are not inherently good or bad; they are decisions that lead to consequences. These consequences work out to be either what the interpreter intended or they can bring new demands to the fore.

DC-S: Controls cont.

There are three types of controls: pre-assignment, assignment, and post-assignment controls.

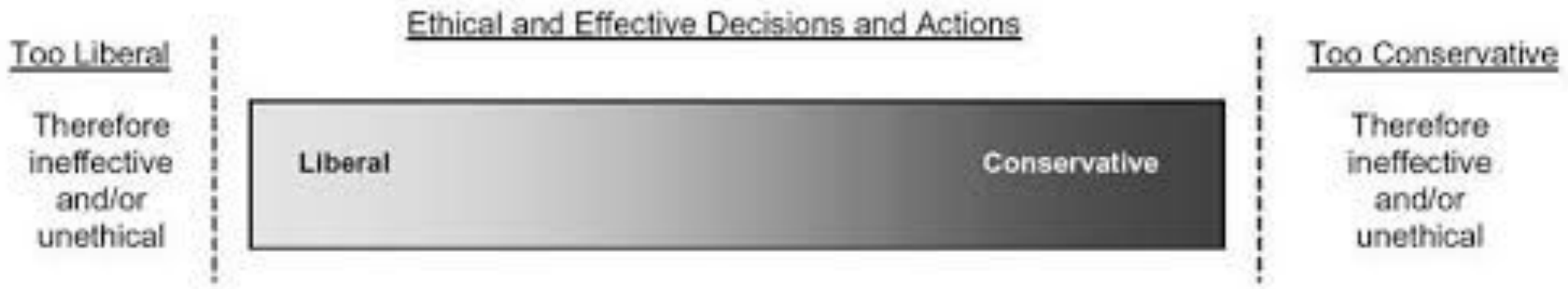
- **Pre-assignment controls**: Things an interpreter can do before an assignment to prepare for the potential demands associated with the assignment. (Ex. Watch a video of the presenter for an upcoming assignment to become familiar with signing/speaking style.)
- **Assignment controls**: The decisions an interpreter makes in the moment during an assignment.
- **Post-assignment controls**: Things an interpreter can do after an assignment is complete that build a wealth of control options for future assignments (Ex. Debrief with colleagues/consumers that leads to better preparation for a future assignment.)

Examples of control options available:

Pre-Assignment	Assignment	Post-Assignment
• Personal characteristics of the interpreter • Education (all types) • Personal and work-related experience • Direct preparation for the assignment	• Acknowledgment of demands • Positive self-talk • Behavioral interventions • All interpretations/translations • Quality of relationships • Professional conduct	• Follow-up with consumers • Follow-up with referring party • Further education on the topic • Debriefing/venting • Self-care • Supervision

DC-S: Controls cont.

Spectrum of control options
Dean and Pollard describe the myriad of controls that interpreters may use to respond to a given demand as falling along a spectrum of liberal to conservative.



Note the terms liberal and conservative here are not related to politics. Rather the liberal side of the spectrum refers to controls interpreters employ that are more ***active*** in nature, while the conservative side of the spectrum refers to controls interpreters employ that are more ***inactive***.

DC-S: Controls cont.

Resulting demands

Dean and Pollard suggest we evaluate the effectiveness of our responses based on the consequences that result. Depending on the demands, more liberal or more conservative controls may be good choices. In this view, practitioners must look at the potential consequences of their choices in light of their practice values to determine which is the best choice.

"If deaf or hearing consumers have reactions to our control decisions - either by saying or doing something or conveying an emotional response - those reactions take the form of either resolution or resulting demands. Resolution is the successful conclusion of a demand-control pairing, whereas resulting demands require additional controls." (Dean & Pollard, 2013, p. 114)

When a control option does not have the intended result the interpreter must now respond to this new, resulting demand.

Your goal as a mentor is to help novice legal interpreters evaluate where their decisions fall on the liberal to conservative spectrum and how the controls they choose have consequences. (E.g. did things play out as the novice legal interpreter intended? If yes, that often (although not always) results in resolution. If not, they now have to determine control options for the resulting demands that have arisen.)

DC-S: Putting it all together with an example

In their book, Dean & Pollard (2013, pp. 79-80) provide an example of a full demand control analysis of a hypothetical scenario from an elementary school classroom. It is reproduced here as an example. In this case, some environmental demands are hypothesized to support a richer analysis. Note the analysis of the demands from all four categories (EIPI), and potential controls from the three categories of controls (pre-, during, and post-assignment).

Review this scenario carefully, because next, you will apply what you've learned by analyzing a scenario for potential demands and controls from the legal setting.

Sample scenario

The teacher in a first-grade class has called her students over to sit on the carpet for story time. It is the final thirty minutes of the day. The story is about a group of singing penguins and their performance adventures. The students are seated on the carpet, listening to the teacher read the story and watching her show the book's illustrations. There is an interpreter seated next to the teacher and a Deaf student seated on the carpet, in the middle of the group of students, facing both the teacher and the interpreter.

DC-S: Example – EIPI demand analysis

Environmental demands

- Goal of the environment: education
- Personnel/clientele: Twenty first graders, most Caucasian, some African-American, the teacher is a Hispanic female, mid-30's.
- Physical surroundings: students are crowded together on "reading carpet;" teacher is in front in a rocking chair; many pictures and posters are on the walls; the door to the hallway is open; there is a gerbil cage with a running wheel.
- Terminology: words associated with penguins, musical performance, specific character names, teacher interjects vocabulary and grammar instruction.

DC-S: Example – EIPI demand analysis

Interpersonal demands

- The kids just returned from their gym/P.E. activity.
- Some kids seem tired from their gym/P.E. activity.
- The teacher uses the term "irritable" and asks the class what that means.
- The teacher uses a lifted eyebrow facial expression and an index finger to her lips for correcting children's behaviors.
- A student says, "I didn't get to see the picture!"
- The teacher asks students to predict what might happen next in the story.
- The story is visually interesting with a lot of action and students seem fascinated by watching the interpreter convey this.
- A student calls out to the interpreter, "How do you sign penguin?"
- The deaf student looks away during an important plot change. ("And who did they find hiding behind the scenery?")
- Another student is sneaking candy from his pockets and distributing it to some; others ask him for candy but he refuses (teacher appears unaware).
- During the story, a student taps the interpreter and says, "Excuse me...can I go to the bathroom?"

DC-S: Example – EIPI demand analysis cont.

Paralinguistic demands

- "Read" material (frozen text).
- The teacher has an accent.
- She reads slowly and pauses for emphasis.
- The deaf student signs with one hand (the other hand is propping himself up) and uses his voice.
- The kids are whispering to each other about the candy.
- Intermittent noise from the hallway makes the story hard to hear.

Intrapersonal demands

- The interpreter is mentally and physically tired from the long day of work.
- The interpreter is annoyed that the candy distribution is unfair.
- The interpreter wants the teacher to hold the pictures in place long enough for the deaf student to see them.

DC-S: Example – Controls analysis.

Pre-assignment controls

- Read the story book ahead of time.
- Find a comfortable place to sit.
- Locate yourself close enough to the teacher and the book.
- Mentally prepare for a lot of distracting sights and sounds.
- Ask teacher if some signs from the story could be taught to the class (via the deaf student and/or the interpreter), to avoid too many interruptions during the story and encourage interest in their classmate's language.

DC-S: Example – Controls analysis.

Assignment controls

- Use good visual elements of sign language (use of space and facial expressions) to show the comedic and active nature of the story.
- Make the teacher's subtle correction of behavior more overt by signing/interpreting the inferred meaning.
- Make eye contact with the boy passing out candy and give him the "I see you" facial expression.
- Make eye contact with the students who are watching you with interest and smile.
- When the deaf student signs with one hand, use consecutive interpreting to figure it out; if still unclear, ask for clarification, highlighting the disclarity or ask the student to use both hands.
- Use teacher's pauses to catch up.
- Use sign vocabulary taught to class deliberately to reinforce those paying attention.
- Point to the teacher when questions are directed to the interpreter.

DC-S: Example – Controls analysis.

Post-assignment controls

- Casually mention to the deaf student that the plot change in the story was interesting ("Wow, can you believe they found...?")
- Encourage students' new sign language vocabulary and interaction with the deaf student after the story (redirecting attention back to their classmate).
- Thank the teacher for taking time out at the beginning of the story to respond to students' curiosity about signs.
- Consider whether the "candy" disruption should be reported to the teacher and ask for guidance on future behavior issues (i.e., how she would like you to deal with them--ignore or report them).

DC-S: Discussion: Identifying Demands and Controls



Original post directions:
Now is your opportunity to practice what you have learned about demands and controls. Read the legal interpreting scenario below and/or watch the ASL version and identify the demands that may be present. Remember to consider the four types of demands. Also, you may have to assume some demands that are not explicitly stated, as in the sample scenario. State these as if they are the actual demands.

Next, in light of the demands you have listed, identify the controls that may be available to Kris, the interpreter in this scenario. Remember to consider the three types of controls.

Create an original post and share the demands and controls that you have identified for this scenario. Please note you won't be able to see the post of others until after you create your own post.

DC-S: Discussion: Identifying Demands and Controls cont.



Scenario –part one

Kris is a certified legal interpreter who has worked within the legal system for a number of years and has developed excellent working relationships with members of the judiciary, bar, and law enforcement. On the day central to this case study, Kris functioned as the court's interpreter for the first appearance hearing of a deaf man who uses ASL who was arrested on a charge of burglary. During the hearing, the deaf man requests and completes the required paperwork to have a public defender assigned. The public defender is one that Kris has worked with on several other matters.

After the hearing, the public defender asks to meet briefly with the deaf man and Kris. Kris has the time available and agrees. They assemble in a vacant office adjacent to the courtroom. The purpose of the brief meeting is for the public defender to establish the facts in the matter from the defendant's perspective and to agree on a time to meet more formally in the public defender's office. During the description of events leading up to his arrest, the defendant names/implicates another deaf person. He asserts this other person was with him at the time of the crime and was the one who actually broke into the dwelling and stole the property. The defendant claims he served as the 'look-out'.

DC-S: Discussion: Identifying Demands and Controls cont.



Scenario –part two

Kris recognizes the name of the deaf person the defendant implicates as someone for whom she has been interpreting during preparation for a trial in another matter. This implicated person has been incarcerated for a number of months and the preparation for trial has occurred at the jail between him and his attorney (who is also from the public defender's office). Additionally, Kris realizes it is unlikely that the implicated deaf person could have been involved in the crime the current defendant is charged with, as he was incarcerated during the date of the crime.

Kris wonders if the defendant is intentionally lying, and what the implications are for being involved in the current interpretation -- particularly having served as the court's interpreter during the hearing. When asked to interpret the next meeting between the defendant and the public defender, Kris is unsure how to respond.

DC-S: Discussion: Identifying Demands and Controls cont.



Response post directions:

One of the benefits of discussing scenarios with others is that often times other people bring a perspective that we had not considered, which broadens our worldview.

1. Review the post from your colleagues to see the demands and controls they identified for this scenario.
2. Create a response post to at least one colleague that discusses the following
   - Note similarities and differences in your analysis. Did they come up with potential demands/controls that you did not think of? If so, how might not considering these demands/controls impact outcomes in this scenario?
   - Look at the control options they presented. How would you label them on the spectrum of conservative to liberal control options? Explain your answer.
   - How does analyzing your work through a DC-S framework benefit your work as an interpreter/mentor?

DC-S: A critique

While we see great benefit in the DC-S framework as one way to analyze the decisions that interpreters must make in relation to their work, we also want to acknowledge critiques that have been made regarding DC-S.

Some of the critique we have seen surrounding DC-S relates to a lack in cultural competence. In particular, DC-S acknowledges that attributes of an interpreter may serve as control options but overlooks how these same attributes may also rise to the level of a demand for interpreters. We think having explicit discussions about these demands is necessary in order for us to work as culturally competent and culturally responsive practitioners.

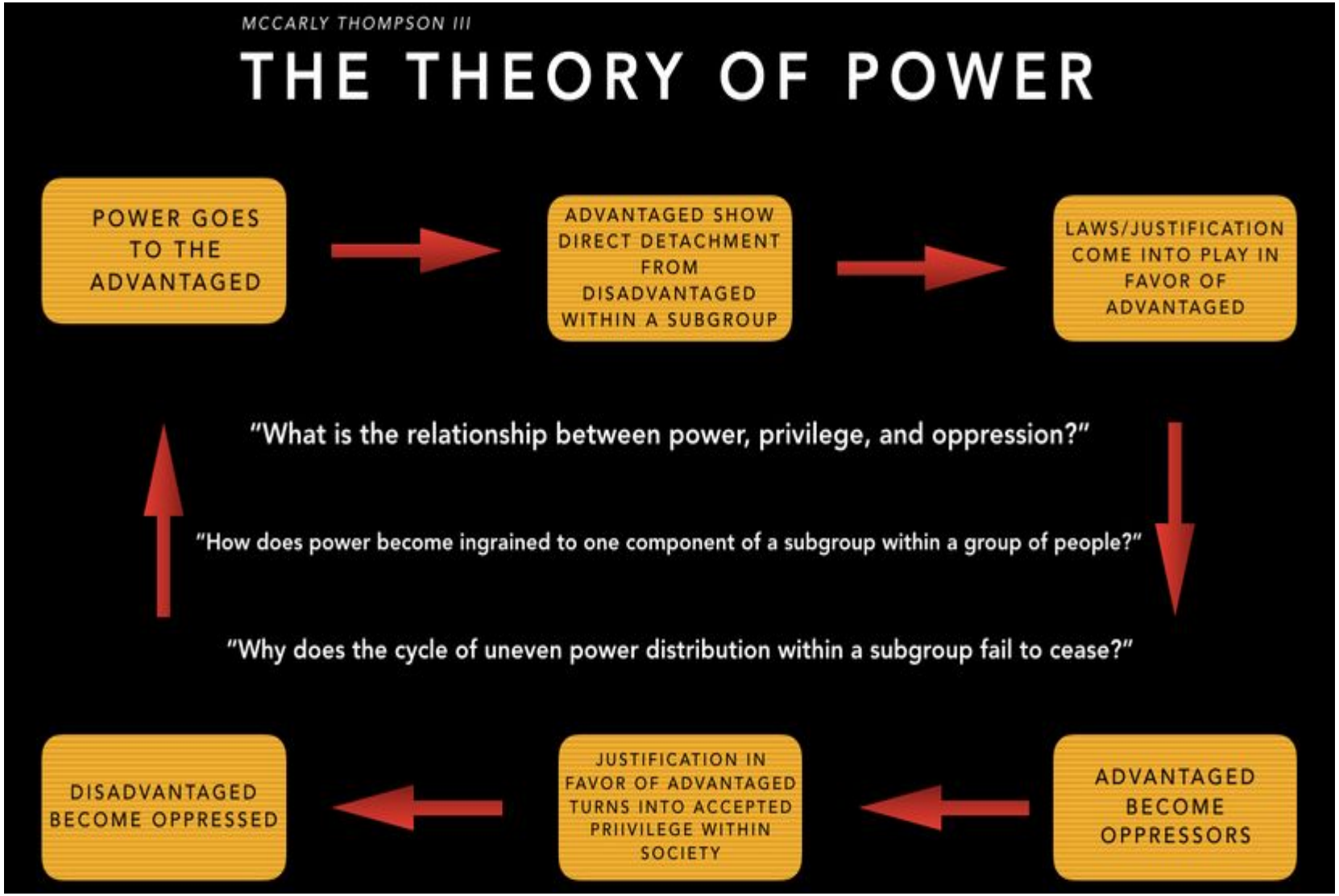
For example, under the idea that specific attributes can serve as control options, you could imagine a scenario where a Black Deaf male linguist is presenting to a group of colleagues and discussing attributes of Black American Sign Language (BASL). In this culturally rich environment, an interpreter who also has the lived experience as a Black male individual, is likely to have more control options available that support them in interpreting these culturally rich realities.

What DC-S does not explicitly consider is that aside from these culturally rich assignments, being a Black male in other settings is more likely to be a demand (environmental, interpersonal or intrapersonal) for the interpreter who has to navigate as a professional in a society that has structural racism at it's core. How then, can we expand the DC-S framework to take into account the experiences of interpreters from marginalized backgrounds?

DC-S: Microaggressions as Potential Demands

Recall this diagram from the RRPP module?

As a mentor and colleague who is part of the legal system, you should be prepared to support novice legal interpreters through a variety of demands related to power and privilege. For interpreters from marginalized backgrounds these demands often manifest in the form of microaggressions. Please review the figure on page 8 of this document for a better understanding of racial microaggressions.



GoReact Discussion: DC-S Application to mentoring



Original post directions

Consider the critique of DC-S offered in this module. We used race as one example to show how attributes of the interpreter do not just serve as control options but can also create demands for the interpreter. Also think about the ways in which microaggressions show up in everyday life for people from marginalized backgrounds.

Respond to the following prompts with the above considerations in mind.

1. How will you expand the DC-S framework to take into account the experiences of interpreters from marginalized backgrounds?
2. Being familiar with the Project CLIMB legal interpreter training (LIT) curriculum, how will you apply what you know/have learned about DC-S to the discussions you will have with participants as they move through the LIT curriculum? Do you feel prepared to address microaggressions when they come up in your COL?
3. This module presents an overview of DC-S. What remaining questions do you have about DC-S that you think are important to your understanding and ability to apply DC-S to the conversations you will be having with participants in your COL?

GoReact Discussion: DC-S Application to Mentoring cont.



Response post directions

React to the post of one of your colleagues by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.

References

- Dean, R. K., & Pollard, R. Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace Independent Publishing: North Charleston, SC.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. American psychologist, 62(4), 271.



Module Post-Test



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