ILLUSION OF INCLUSION?
REALITIES AND CONSEQUENCES

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Beginnings: Thank You

- For opportunity to participate in your conference
- To the interpreters working today
- SSHRC Standard Research Grant
- To the research participants who help us gain a better understanding of mediated education - what works and what needs to improve

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Checking in on Audience

☐ Teachers?
☐ Administrators?
☐ Interpreters?
☐ Parents?
☐ Others?
Today, report on findings that are part of a larger national Canadian study

Examination of classroom interpreting work samples, and stakeholder experiences - administrators, parents, teachers, interpreters, deaf students
Questions to be Explored Today

- What does inclusive education mean for Deaf learners?
- What effective practices emerge?
- What doesn’t work well?
- What can each of us do to create environments that allow for classroom teaching to be effective, removing the “illusion of inclusion”
What Shapes my Interest?

- Background and experiences as:
  - Interpreter (still interpret)
  - Elementary Teacher: Direct Instruction
  - Interpreter Educator
  - Curiosity about learning for Deaf children in mediated vs direct learning with the major emphasis on inclusion in Canada
Conference Theme

- Partnering for Success
- Interpreting in educational settings is exactly that – partnership among stakeholders

This study shows:
- Interpretation can either successfully engage learners OR delegate learners to be unintended marginalized participants
- How each partner holds a piece of the puzzle and by having more complete picture we can work towards successful educational experiences

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About the Study

- 3 year national study
- Focus: Deaf students with interpreters in educational settings
  - Academic & Social Experience
  - Classroom Interpretation
  - Think Aloud Protocols with interpreters
  - Questionnaires and 1-1 Interviews with teachers, interpreters, parents, Deaf students, principals

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Inspiration and Evidence


☑ Other researchers:
  ☐ La Bue (1998)
  ☐ Marschark (2005)
  ☐ Wauters, Marschark, Sapere, & Convertino (2005)
  ☐ McKee & Biederman (2003)
  ☐ Ramsey (1997)
Research Questions

Q: To what extent and in what ways does the use of interpreting services impact the academic performance and social development of Deaf students?

Q: What perceptions are held by Deaf students, their parents, teachers and administrators on the quality and impact of interpreting services on the academic and social success of Deaf students?
Inclusion or Illusion of Inclusion?

- Assumption: Hiring an interpreter means = access
- Reality many school programs do not hire qualified interpreters which negatively affects all aspects of the Deaf student’s education, including academic performance & social inclusion (Schein & Mallory, 1992; Russell, 2000 & 2008).
- Interpreting – discourse event; interpreters missing key elements of teaching language (Russell, in progress)
  - What is required for meaningful inclusion within a mediated education model?
Methodology

- Case Study Design - small samples, in-depth exploration that yields richer data
- Videotaped samples of mediated classroom communication - authentic situation
- On-Line Surveys — Interpreters, teachers, parents, administrators
- Interviews
  - Interpreters, Teachers, Administrators, Parents of d/Deaf students, and where appropriate d/Deaf students themselves

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Focus of Analysis

- Classroom learning facilitated through discourse interactions
- Linguistic functions with skopos as overlay
- Skopos: purpose or intent
Focus of Analysis

- Six common discourse frames chosen (Cazden, 1988)
- Scaffolding – teaching structure and language use

- Scaffolding
  - Metacognitive Questions
  - Reconceptualizing
  - Reciprocal Teachings

- Feedback
- Sequencing

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Data to Date

- Thirty “inclusive schools”
- Classroom samples - each 55 minutes – 80 minutes
- Focus Groups and Interviews with 85 participants
- Surveys:
  - Interpreters (n = 142)
  - Teachers (n = 78)
  - Parents (n = 55)
  - Administrators (n=12)
- Schools represented:
  - Elementary schools (n = 10)
  - Junior High (n = 10)
  - Senior High (n = 10)
Case Studies

- 30 Case Studies
- Chosen 2 contrasting studies for today
- Urban and Rural
- Themes in these 2 case studies triangulated across other 28 cases
Case Study One

- Urban environment
- High school program for gifted and talented students within regular high school; other deaf students who attend high school
- 2 interpreters working each 80 minute class
- Data: 80 minute humanities class with emphasis on an election issues & party platforms

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Participants

- **Student**
  - M, 15 yrs
  - Grade 10, GATE program, ASL user
  - Inclusive education for entire school career

- **Teacher:**
  - F, 18 years experience – regular education
  - No previous experience with Deaf students,
  - Interpreters gave orientation prior to beginning of classes

- **Non-Deaf students** - 5 F, 10 M, 15 yrs, all identified as gifted

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Interpreter Profile

- **Interpreter One:**
  - Female, certified by RID
  - 20 years of experience, 15 years in educational settings
  - Administrative role + interpreting
  - BA in Communication Arts

- **Interpreter Two:**
  - Female, not certified
  - 10 years of experience in educational settings
  - Pursuing undergraduate degree in linguistics

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Overall Findings: Access to Language of Instruction?

- Scaffolding – some aspects
- Meta Cognitive questions from teacher
- Reconceptualization by teacher
- Content - inconsistent
- Sequencing - inconsistent
- Reciprocal Teaching
- Feedback
- Affect
- Grammar – natural prosody lost
- Context and perspective taken
Overall Findings: Access to Language of Instruction?

Limited access to:

- Perspectives of classmates during debates (POV, critical thinking)
- Making his perspectives known in debates (ASL to ENG errors)
- Visual materials used in curriculum
  - Film not captioned, not option to see it a second time with interpreters

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Impact of Interpretation on Academic Development?

- Interpreters offer a way of participating in a very challenging academic program option.
- Group processes & debating skills - not handled well via interpreting.
- Impact on work:
  - form-based, no prosody, must choose “loudest” voices as teacher does not manage debate despite interpreter’s request to do so.
Impact of Interpretation on Academic Development?

- Interpreters struggled to create meaning and allow for student’s voice to emerge
- Context - schema very inconsistent (teaching vs student schema)
- Timing of student contribution’s sometimes viewed as “interruptions” or a return to topic already canvassed
Impact of Interpretation on Social Development?

- Teacher believes non-deaf students view deaf student as “different” and opinions not generally supported or encouraged
- Not sought out as group partner (reported by deaf student) therefore no meaningful connections to any of the student body

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Impact of Interpretation on Social Development?

- Interpreter’s often lacked context behind student comments, and couldn’t follow the content
  - made the student appear more halting in his use of language and less informed than other students in the class

- Student-teacher relationship – positive, mediated by text – use of keyboard/computer/SMS

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Teacher Perceptions

- “Forgets” student is in class when debate is fast
- Appreciated 15 minutes orientation from interpreters about how to work with them
- No experience previously with Deaf students or interpreters
- Notices that students don’t include Deaf student in meaningful ways
  - doesn’t have suggestions for influencing this area

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Student Perceptions

- Positive: Program is more challenging than deaf/hard of hearing program
- Frustrated with interpreters:
  - asked to repeat things, not sure how accurately they understand the messages
- If interpreters are switched, they lack context of on-going content in class, therefore produce work that is very hard for him to understand
- None of the videos used are captioned
- Feels left out socially in all classes; meets with other Deaf students in school, however doesn’t fit in there either

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A Contrasting Case Study

- Rural environment
- Deaf student:
  - Grade 5, cochlear implant
  - Signed English as main access to information
- Interpreter:
  - No formal training, learned signs from dictionary & occasional classes
  - Worked with this student since Kindergarten
- Only Deaf student in rural school
- Teacher - regular elementary education

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Critical Language Issues

- Out of 280 utterances, 130 accurate
- Means that child has access to less than half of the content
- Teacher Assistant admits to needing to know more signs, however content is such that it is conventional language use, not highly technical
- Student struggling; being tutored by same assistant
- Reading level/abilities not sufficient to address inadequacies of interpretation

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Access to Language of Instruction

- Via interpretation, very limited access to content offered by teacher
- Limited access to all of the perspectives of classmates during classroom discussions
- Not able to demonstrate any of the 6 teaching functions consistently
- Limited access to additional materials used in curriculum - videotaped not captioned, not option to see it a second time with interpreter

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Student Experience

- **Frustrations**
  - With the school system, realizes her assistant is not well trained, has a sense that she is falling farther and farther behind

- **Friendships**
  - With other girls are fading as they grow older; tries to communicate orally but does not have speech that is clear for other children to understand

- Wishes she could attend program that had trained interpreters and other deaf children

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Teacher Assistant Perceptions

- Recognizes that she lacks the skills needed for this student, but she is the only one in that rural environment with any sign language skills
- Frustrated as she doesn’t know how to improve situation for herself, student or teacher
- Perceives student reading level as biggest barrier to gaining an education
- Does not see her own skills as part of the problem
Teacher Perceptions

- Accessing some external supports (outreach services) however lacks strategies to address growing gaps in students performance
- Leaves many teaching decisions up to assistant
  - Rationale: TA has more experience with deaf children and knows this child well
- Has limited understanding of how little access the child has to the language of instruction
- Believes the assistant is “just great”
Impact of Interpretation on Social Development?

- Student reports feeling very lonely; dislikes school
- Not sought out as group participant or partner (reported by deaf student) therefore no meaningful connections to any of the student body
- Student-teacher relationship – positive
- Student-assistant relationship - positive
  - sees her as a friend & only person who can communicate directly with her
- Principal believes child has many friends and doing well as a model of inclusive practice

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Student Experience

- Learning *in spite of*, not always because of support services provided in inclusive environments
- In both case studies, students report few or no meaningful social relationship or examples of social inclusion
- One case study, less than half of classroom content provided to student
- Other case study, content offered, however student input inconsistently available
- Administrators – believe their schools are doing well
Access to Language Functions

- 8/30 Interpreters (27%)
  - consistently represented discourse features of teaching environment

- 12/30 (40%)
  - not able to represent discourse features

- 10/30 (33%)
  - able to represent some signs, frequent and patterns errors – inaccurate messages, dysfunctional grammar

(See other presentation for review of that segment of data set)
From Classes to Surveys

- Next examine themes that emerge from survey data
- Themes categorized for major areas that impact Deaf student’s participation in the learning
  - Administrators
  - Teachers
  - Parents
  - Students
Administrator Themes

- School is completely accessible
- Deaf students have lots of friends
- Teacher/Principal qualified to supervise them
- Admit to limited knowledge of critical learning and impact of scaffolding as discourse and language issues for Deaf students
- Question need for teams of interpreters
Student Themes

- Qualifications – need for consistent standards
- Years of Experience - impact of novices
- Linguistic Skills - errors+++
- Preparation for classes – inconsistent
- Schedule - priority for service vs. complete access
- Boundaries - let me be independent
- Hiring Practices - who picked them?
- Group work - when my turn?
Teacher Theme

- Professionalism of interpreters - *varies*
- Role Boundaries - *Interfere with Education*
- Supervision - *Who? How?*
- Assessment of skills:
  - *They are doing a great job! (said by teachers who cannot sign)*
- Preparation critical
- Need for orientation - *effective strategies*
- First year teachers – *overwhelmed*
- Direct connection – how to create that?

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Parent Perceptions

- Anyone is better than no one
- Found out too late they were not qualified
- Money and “low incidence” - excuse for lack of access
- I don’t know what interpreters do
- How do I appeal for a better education?
Challenges in Educational Discourse

- Bilingual and bimodal classroom
  - schools do not take this into consideration

- Most school administrators and teachers unaware of the demands when working between two languages that are in two different modes

- Dual attention issues on top of language & interpretation issues

- Mediated instruction not same as direct instruction, yet teachers & principals believe it is the same
More Challenges in Educational Settings

- Interpreter’s perceptions on language issues
- Building a classroom that works for a Deaf student
- Creating a social environment that leads to meaningful social opportunities for Deaf students
- Parental and/or political demands
- Budgetary demands
- Shortage of qualified interpreters
- Lack of additional learning needed for educational contexts
What can Each of Us Do:
Interpreters Thoughts

- When critical mass of students and interpreters, that works best - keep that!
- Recognize Deaf student(s) in school - include interpreters for large assemblies etc - not as an afterthought, but as regular programming
- Schools - view us as expensive helpers - need to work on recognizing our role and our education as professionals
- Need yearly orientations for teachers working with Deaf students
Making it Better:
Interpreters Thoughts

- Arrange for notetakers
- Recognize that one Deaf student in an entire school is NOT having an inclusive experience
- If you are just starting as an interpreter, don’t go to the educational context first - need experience before you can manage the multiple requirements of the job, let alone the interpreting work
- Create forum within school for interpreters, teachers and administrators to work through the issues and challenges
Making it Better: Interpreters Thoughts

- Need:
  - meaningful professional development opportunities
  - teaming and regular feedback - if work alone, habits develop, especially if you are in the “unconscious incompetent” stage of career development

- With budget cuts, reduced classroom interpreting and cut all after-school work - less inclusive
  - some kids learned to fight, others just accepted it.
What Can Each of Us Do?

Teachers Thoughts

- School orientations for all teachers about Deaf children and how to work with interpreter
- Critical mass of Deaf students to allow for conversation, debate, social connections
- Peer mentor programs for Deaf students
- Hold high expectations for all Deaf students
- Modify examination strategies - authentic, non-English based
- Interpreters - need to be flexible and creative WITH teacher
Making it Better: Teachers Thoughts

- If teaching Deaf kids, learn some social signs
  - least know how to fingerspell to get the direct connection
- Deaf students need homework support from school
  - congregated classroom, homework hotline via skype
- Address barriers as a school community
  - Fix School vs sending kids off to vocational programs
- Invite Deaf adults into the school as models and mentors - huge impact & dvalue
- Include Deaf kids in sports, dance, arts, drama - would increase acceptance by other students
- Don’t be afraid to laugh at yourself
Making it Better: Parent Thoughts

- Ensure interpreter is qualified
  - pay them well enough to stay in the school environment

- Build tutor bank of people who can sign & tutor
  - we cannot offer homework support at home

- Allow for interpreting at out-of-classroom events
  - My child can be included on sports teams, etc.

- Schools need to commit to learning about how best to educate a deaf child
  - giving an interpreter in class is not enough to make it work
Disturbing Theme

- My child is invisible at school, and then invisible in our home community - where do they go to belong?
Making it Better:

Parent Thoughts

- There is never any planning with us and the school - how do I know what my child needs to do to go to college?

- I was told my child will never go to university - I was devastated - but I don’t understand how teacher’s can say that!

- I am tired of fighting the school system that says I should be satisfied that there is an interpreter at all.
Teachers: Strategies

- Preparation with the interpreter
  - Help them to know what you are doing with teaching language
  - active vs. passive prep
  - interpreter conscious omissions – review with interpreter/student (Napier, 2002)

- Discourse pacing – pausing to allow for thinking to be activated in child
Teacher: Strategies

- Use of name draw sticks, calling on Deaf student often to answer
- Review concepts: Deaf mentors/TA?
- Write on board, use of visuals — orthographic and graphic organizers
- Reduce dual task requirements
- Group discussions — teach different norms/talking balls
- Learn social greetings/feedback signs

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Learning from Direct vs. Mediated

- Teacher of the Deaf – Hearing
  - Much slower pacing
  - Monitoring comprehension
  - Engagement strategies – humour, positive and corrective feedback
  - Requiring Deaf eyes; less multi tasking
Learning from Direct vs. Mediated

- Teaching Assistant – Deaf
  - Use of Metacognitive questions – Where, How, Why versus What and When
  - Dialogic - reconceptualizing
  - Answer/Feedback – 2 hands; facial affect as feedback markers – eye brows, mouth
  - Language modeling – extending, pausing/phrasing, prosodic elements present
  - Describing what it isn’t, versus is to guide thinking

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Interpreter Strategies

☐ Become more aware of:
  ☐ discourse analysis in general
  ☐ teaching language – purpose/skopos behind utterances

☐ Talk with teacher/school about ‘interpretability’ and *illusion* of our work in mediated contexts
Interpreters: Strategies

- Ability to interpret the discourse functions
- Prep – active vs passive approaches
  - Preparing what it looks like in ASL
  - Interpreter – team feeding on overlapping interactions, reconceptualization dialogues
  - Knowing when to refer to paper vs. trying to interpret
- Multiple feedback lexical choices
Interpreters: Strategies

☐ Videotape your work – see what Deaf student sees all day

☐ Knowing Deaf student and other students – in order to understand their point of view, designing TL that fit the receiver

☐ Enhance ASL - natural language use, prosody, how Deaf teachers use language. Affect

☐ Consecutive vs. simultaneous

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Consultant Strategies – Winston

- Conduct assessments of “interpretability” of classroom activities
- Requires Consultant/interpreter/teacher to conduct ‘audit’
- Assess potential for accessible with modification, problematic contexts, and situations that require so many modifications that it would not be recommended for interpreting
What Does the Research Tell Us?

- Need to examine what it means to meaningfully include a deaf child in an inclusive setting, both academically and socially.
- Teacher orientation needed: turn taking & group processes, interpreting process, preparation, captioned support materials.
- Interpreters & assistants - need to be fluent language users if there is any hope of providing linguistic input that matches teachers and classmates and possess interpreting strategies to reflect situation.
Theory and Practice

- Inclusion is the model often touted as the best option of all students.
- In practice, the realities are different as can be seen across case studies, surveys, interviews, interpreting samples.
Appearance of Access

- Students held back by lack of qualified interpreters and intervenors
- Children lack meaningful relationships with other children who can use sign language, especially from Grade 3-12

Mediated education:
- For whom? Under what context?
- When is a child ready for mediated versus direct instruction? What factors must be in place?
What Does the Research Tell Us?

- Need to examine what it means to meaningfully include a deaf child in an inclusive setting, both academically and socially.

- Teacher orientation needed:
  - differentiated instruction, turn taking, group processes, interpreting, preparation, captioned support materials

- Interpreters & assistants
  - need to be fluent language users if there is any hope of providing linguistic input that matches teachers and classmates
  - possess interpreting strategies to reflect pedagogy

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Closing Comments

☐ Thank you for your interest
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