

EVALUATION OF A PRIMER USED TO ORIENT STUDENTS AND
INSTRUCTORS TO THE ROLE OF A SIGN LANGUAGE
INTERPRETER IN THE CLASSROOM

A FOCUS GROUP STUDY

by

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ABSTRACT

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Evaluation Of A Primer Used To Orient Students And Instructors To The Role Of A Sign
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The Center for Special Needs at Milwaukee Area Technical College (MATC) provides interpreting services to deaf and hard-of-hearing students enrolling in a wide range of classes and programs across the institution. A primer entitled An Interpreter in the Classroom was devised to clearly delineate the roles and responsibilities of students, interpreters, and instructors in a classroom interpreting situation. The manual was printed and found to have numerous errors and shortcomings.

The purpose of this study was to develop recommendations for the revision of the primer. Fifteen potential users of the manual were recruited from MATC to attend the focus group sessions. The objectives of these focus groups were to: identify information in the current primer that was incorrect or outdated; develop suggestions for

incorporating specific changes in the field of interpreting (or education as a whole) into
an updated

edition of the primer; determine what additional information had been omitted from the first publication that should be added to the revised manual; and identify what components of the current primer are adequate and accurate and do not need to be altered in the next publication. Each focus group session consisted of a moderator facilitated discussion about the manual's graphic and textual elements, display format, and the relative usefulness of information in the manual.

An analysis of session notes, transcripts, recordings, and group-generated materials produced the following results: Thirty-three changes to the manual were recommended by group participants. The most appreciated feature of the existing handbook was the use of illustration depicting certain interpreting scenarios. It was the consensus of the groups that this type of illustration not only lends itself to visual learners like deaf/hard-of-hearing students, but also makes the presentation of materials attractive to users. The most useful elements of the existing primer were identified in the content of information presented in the book, both visually and annotatively. Information in the primer was deemed easily locatable, but most participants felt the book was too lengthy. The segments of the existing handbook identified as least appealing to users were a series of explicit cartoons depicting teachers, students, and interpreters in adversarial relationships. It was agreed by common consent that this material must be removed from the primer.

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Chapter I

Introduction

Background to the Problem

Milwaukee Area Technical College (MATC) is a two year technical college serving more than 63,000 students annually (2000-2001 MATC Catalog, 1999). Under the Rehabilitation Act of 1973 Section 504, institutions receiving federal dollars are prohibited from discriminating against disabled persons and must provide “reasonable accommodations” for people with documented disabilities. These regulations mandate that “modifications, accommodations, and auxiliary aids” be provided as a means of accessibility. Milwaukee Area Technical College established the Center for Special Needs to provide academic support services to students who are visually impaired, learning disabled, and hearing impaired (American Council on Education (2000); James, (1989); Milwaukee Area Technical College [Brochure not dated]). Deaf and hard-of-hearing students may request services adapted to their specific needs such as sign language interpreters, notetaking services, testing accommodations, assistance in program planning, etc. (2000-2001 MATC Catalog, 1999; Milwaukee Area Technical College [Brochure not dated]). Interpreting services are instituted to provide accommodation to deaf and hard-of-hearing students who rely on manual communication as their primary means of linguistic interaction. Interpreting services fall under the section head “auxiliary aids” in Section 504 of the Americans with Disabilities Act (US Department of Education Office for Civil Rights, 1999). The Center for Special Needs at

MATC serves roughly 30 to 60 deaf and hard-of-hearing students per semester.

Approximately one-third of these

students are sign language users and receive interpreting services (C. Kevil, personal communication, June 15, 1999).

Sign Language Interpreters are utilized by students who rely on manual communication (sign language) as their primary form of communication. The interpreting profession is a relatively new and uncharted field. It was only in the early 1960's that the first federal legislation authorizing the hiring of sign language interpreters in vocational rehabilitation settings was enacted thereby expanding and formalizing the role of the interpreter (Frishberg, 1990). From these beginnings springs the emergence of national and state organizations for interpreters, certification programs, the establishment of the Interpreter Code of Ethics, and the movement toward continually formalizing the role of sign language interpreters. Today, interpreters serve in almost every type of classroom, medical setting, service situation, or therapy that occurs. The list of settings employing interpreting services could be expanded indefinitely (Solow, 1981). Deaf and hard-of-hearing students at MATC enroll in a wide range of classes and programs across the institution. This requires interpreters to work in an assortment of classroom settings with a variety of instructors.

In light of the heavy interaction between teachers, interpreters, and deaf/hard-of-hearing students, an attempt was made in the Spring of 1997 to foster a professional relationship that was collaborative, positive, and clearly defined. A manual entitled An Interpreter in the Classroom was devised to outline respective roles and responsibilities of teachers, deaf/hard-of-hearing students, and interpreters in a classroom setting. ⁱ

Upon production of the manual, specific publishing errors became apparent relating to grammar, punctuation, and mismatched graphical layout. In addition, some of

the ideas and practices listed in the primer have since changed due to timeliness of certain social and professional issues and current perspectives in the field of interpreting and education as a whole. Stacks of the manual now sit in boxes unused for these reasons.

Statement of the Problem

The initial publication of the manual was intended to be sent to instructors in whose class a deaf/hard-of-hearing student had enrolled during a given semester, and furnished to deaf/hard-of-hearing students upon enrollment. The aim of the handbook was to clearly delineate the roles and responsibilities of students, interpreters, and instructors in a classroom interpreting situation. In view of the concerns raised by interpreting staff after reviewing the printed manual it was decided that the manual not be disseminated to instructors and students. The Milwaukee Area Technical College Center for Special Needs department manual, An Interpreter in the Classroom, fails to satisfy the purpose for which it was created and is in need of revision.

Purpose of the Study

The purpose of this study was to develop recommendations for the revision of the Center for Special Needs primer, An Interpreter in the Classroom.

Objectives

1. Identify information in the manual that is incorrect or outdated.

2. Identify specific changes in the field of interpreting, or education as a whole, since the first publication of the manual.
3. Determine what additional information needs to be added to, or extraneous information needs to be removed from the manual.
4. Identify what components of the manual are adequate and accurate and do not need to be altered in the next publication of the manual.

Significance of the Study

1. The primary goal of interpreting is the complete and accurate facilitation of communication. A system or means of clearly defining the role and responsibilities of interpreters, deaf/hard-of-hearing students, and instructors in the classroom will aid in the attainment of this goal. Deaf consumers are best served when there is an understanding of what to expect of an interpreter (Solow, 1981; Foster and Brown, 1989). MATC has a need for the clarification of the interpreter's role in the classroom. This study speaks directly to that need by laying the groundwork for the revision of the primer.
2. It was just "twenty years ago the goals of interpreting with deaf people related to certain circumscribed spheres of action, such as rehabilitation, medical and legal emergencies, and the occasional phone call..." (Frishberg, p. 2). The importance for studies that speak to the current role and function of the interpreter are immensely important as the profession seeks to advance itself.

3. Deductions drawn from this study can be modified and applied in other settings as a framework for more clearly defining the roles of the sign language interpreter and hearing and deaf consumers in an interpreting situation.
4. The study provides information regarding current perceptions as to the areas to be addressed in the training of students and instructors utilizing interpreting services in the classroom.
5. Research studies have shown that the educational experience improved for all students when the teacher had been oriented to the role of the interpreter and took responsibility for the management of classroom communication. In these instances, as instructors became aware of the respective roles of the interpreter, the students, and themselves, they took actions that had a positive effect on classroom dynamics (Brown and Foster, 1989). Data collected in this study can be applied directly to the revision of a manual aimed at facilitating an understanding of the interpreting process.
6. The study can serve as documentation outlining the need for the manual and may be used to petition MATC for the personnel and funding needed to revise the manual.

Limitations of the Study

1. The conclusions drawn from the study must be confined specifically to the revised publication of the Milwaukee Area Technical College primer An Interpreter in the Classroom.
2. Focus groups, as used in this study, do not aim to be statistically quantifiable and tend to be homogeneous in the make up of the participants involved, as appeared to be the

case with the instructors and interpreters used in this study. With regard to the students participating in the study, though there were marked profile similarities (i.e. hearing loss, student status, etc.), there appeared to be a broader demographic variation in the composition of participants in the group. This study does not consider participants' age, ethnicity, gender, or socio-economic status. For purposes of forming "user" groups, only information regarding experience with use of interpreting services and status at the institution (i.e. instructor, student, interpreter) was collected.

3. The sample used in the study is limited to instructors and interpreters employed by MATC and deaf/hard-of-hearing students using MATC interpreting services only in the time frame in which the study was conducted.
4. The study was conducted in an focus group format. Focus groups require a moderator who is carefully trained and highly skilled in group facilitation. The moderator had to take care to follow guidelines and suggestions outlined for carrying out the focus group technique (Schlough, 1998). The group moderator for this study completed research with regard to focus group moderation but had not previously acted as facilitator of a focus group.
5. Data compiled here is not meant to suggest a substitute for a comprehensive orientation of instructors, but only to augment other forms of orientation received in educational settings.

Definition of Terms

1. *Interpretation/interpreting* “refers to the process of changing messages produced in one language immediately into another language. The language in question may be spoken or signed, but the defining characteristic is the live and immediate transmission.” (Frishberg, 1990, p. 18). An interpreter “facilitates communication between individuals or an individual and a group. The interpreter conveys dialogue and is not a contributor to it.” (American Council on Education, p. 5). Within the professional sign language interpreting community there exists many types of interpretation, including sign-to-voice interpreting; voice-to-sign interpreting, oral interpreting, sign-to-voice transliterating, voice-to-sign transliterating, minimal language interpreting, and so forth. For the purposes of this study we refer to the two definitions cited above.
2. The expression *deaf/hard-of-hearing student* is used throughout this paper to refer specifically to students with a documented hearing impairment utilizing interpreting services at Milwaukee Area Technical College. There are many students at MATC with hearing losses (either documented or not) who do not require an interpreter to meet their communication needs.

Chapter II

Review of Literature

Justification of MATC's Need for a Manual

The literature review begins to demonstrate MATC's need for the primer by addressing the following question:

What professional sources note the need for orienting/training instructors and deaf consumers as to the role and function of an interpreter?

If the primary goal of interpreting is the complete and accurate facilitation of communication, a system or means of clearly defining the role and responsibilities of interpreters, deaf/hard-of-hearing students, and instructors in the classroom will aid in the attainment of this goal. Experts have stated that deaf consumers are best served when there is an understanding of what to expect of an interpreter (Solow, 1981; Foster and Brown, 1989). One of the ways the profession has sought to uniformly offer information as to the role and function of an interpreter is through the development of the Registry of Interpreter's for the Deaf (RID) Code of Ethics (Appendix A). Solow (1981) explains "The first interpreter that a person deals with can profoundly affect that person's attitude toward the interpreting profession. If we do a good job of educating clients, the next interpreter's job is then much easier, as the client's expectations are appropriate" (p. 40). In her book Sign Language Interpreting: The Myth of Neutrality, Melanie Metzger (1999) states, "...providing no introduction of an interpreter can leave participants feeling confused about who to talk to and how the interaction should proceed" (p. 157). Metzger goes on to explain the necessity for each participant to have a similar schema regarding

the interpreted encounter and the benefits of addressing the interpreter's function prior to an interpreting situation. This thought is seconded in a paper put out by the American Council on Education (ACE). The ACE Health Resource Center suggests that prior to each semester faculty members receive information regarding the utilization of all services for students who are deaf or hard-of-hearing. They stress that an orientation for faculty to these services is crucial to a successful learning environment for students.

Recommendations of Experts / Primers Published at Other Institutions

This research contains a collection of literature regarding the orientation of consumers as to the role and function of the sign language interpreter in the classroom. The purpose for gathering this literature was to aid focus group participants in the identification of additional information that may need to be added to the manual. (This information is to be aimed directly at objectives #3 and #4 in the study.)

In her 1999 article Working With an Interpreter, Siple recommends that instructors ask the interpreter and the deaf student on the first day of the course to explain to the class the role of the interpreter and give some suggestions on how to use interpreting services to communicate with deaf students. Other students in the class should be made aware of the interpreters' role, particularly during group discussions (Easton, 1999). During the course of interaction educational interpreters may give clues needed for successful communication to students/staff who are not fully aware of the interpreter's role. Seattle Central Community College (1999) cites the following example, a deaf student may mistakenly direct a question to the interpreter instead of the instructor. The interpreter, though it is not general practice to give direction to the student, may sign

“I will interpret for you, so you may ask the teacher” It is also suggested that the interpreter consider using subtle body language or eye clues to prompt the student to ask the instructor.

Much of the literature recommends tips for the instructor to remember. Siple (1999) proposes that teachers try to “keep visual lines open” (p. 140). The deaf/hard-of-hearing student needs to have an unobstructed view of the interpreter and the instructor.

Deaf/hard-of-hearing students often rely on the instructor for visual cues. Vandebusch (1989) talks about the importance of the students being able to see both the interpreter and what the instructor is doing concurrently:

Be especially careful when pointing at something and talking simultaneously.

Students who hear can look at the material you are pointing to and listen at the same time; for deaf students this is a two-step process. They first must watch the interpreter and then look at what you are pointing to. This is why it is important to maintain your position a few seconds longer.

It is this type of consideration in the workspace that leads interpreters to employ specific positioning techniques. The premise of these techniques is that the student’s sight line “should also include the primary area of visual focus in the class” (p. 108). One such technique, “Shadowing the Teacher” (Appendix B), is demonstrated by a model developed by Nancy Frishberg.

Research by experts in the field also point out the importance of alerting teachers to the issues surrounding the use of media and the particular problem it creates for deaf/hard-of hearing students. When feasible, videotapes and films should be made available for the interpreter to preview. This will enable the interpreter to become

familiar with the content and vocabulary and aid in the interpreting process. Instructors should be asked to provide captioned media whenever available (Siple, 1999; Easton, 1999).

Hours of continuous interpreting can be tiring and stressful for both the interpreter and the deaf student. Many interpreters suffer from repetitive motion injuries such as carpal tunnel disorder (DeCaro, Feuerstein, and Hurwitz, 1992). In an ideal situation interpreters not functioning with a team member should be given breaks about every 30 minutes. This, however, is often not possible or practical. The handbook Working with a Sign Language Interpreter (Easton, 1999) recommends that the instructor take into consideration the physical and mental demands of interpreting and schedule activities that will require less interpreting for halfway through the lecture.

Other works note the importance of classroom dynamics on the process of interpreting. With regard to the pace of the class, experts agree that it is important that teachers take control of group discussions to insure that students speak one person at a time. The instructor should allow the interpreter time to indicate the speaker and then relay the question or comment. There is often a time lag before the deaf student receives the information so care should be taken to insure that only one student speaks at a given time (Easton, 1999). Many sources indicate that people read at a faster rate than they speak making it difficult for interpreters to process all of the material being covered. In general, if a person speaks at his/her normal rate the interpreter will be able to process the information effectively. The interpreter will inform a speaker if the speech rate is too fast or if there is a need to have the information repeated. It is, however, the student's

responsibility to ask for clarification of subject matter that he/she may not understand. The interpreter will then interpret the question to the instructor (Easton, 1999).

One of the most common mistakes made by hearing people is the tendency to speak to the interpreter instead of the deaf student. Instructors using interpreting services should remember to speak as if the interpreter were not present. An example of this is given by JUDE the Joint Universities Deaf Education Centre (1999): “Teachers should be careful to say, ‘The meeting will be Friday at 9:00 a.m.’, rather than ‘Tell him/her that the meeting will be Friday at 9:00 a.m.’” JUDE also warns people using interpreting services that; “The interpreter will interpret everything that you say. If you do not want something interpreted, do not say it.”

Some classes may call for two interpreters. Teachers should be made aware of this fact. Team interpreters are often assigned when a class is lengthy or has subject matter that is particularly in-depth. Interpreters who work in a team often rotate at pre-arranged intervals; they are, however, not “off-duty” upon rotation. One team person may “feed” the other necessary information, provide technical/sign support, prompt the primary interpreter for missed information, etc. (Registry of Interpreters for the Deaf, 1997).

Though educational interpreters work in a wide range of college settings they, of course, are not content experts in every field. When possible, lecture notes should be made available to the interpreter and lists of new terms and vocabulary should be provided in advance of the lecture. Arrangements should be made to supply the interpreter with the textbooks and handouts so there is opportunity to review lecture material prior to class assignments (Purdue University, 1997; Easton, 1999).

Other sources note the responsibilities of all three parties, the student, the instructor, and the interpreter, as documented in the ACE Health Resource Center paper entitled *Students Who are Deaf or Hard of Hearing in Postsecondary Education* (2000). Some of the tips offered to students include suggestions such as “arrange a conference with instructors at the beginning of each term”, “discuss classroom testing accommodations you will need”, “explain your assistive listening devices” (p. 10), or “become a strong advocate for your [overall] needs” (p. 11). Tips for teachers include “provide a brief course outline”, “list on the chalkboard or overhead any specialized terminology” (p. 11), “accentuate body language”, “avoid speaking while facing the chalkboard”, or “indicate who is speaking by gesturing or pointing” (p.12).

Specific Changes in the Field of Interpreting and Education Since Publication

A review of literature found few significant recent or specific changes in the field of interpreting since the 1997 publication of the manual. (Possible changes in the field of interpreting were researched so as to be incorporated into the primer as per objectives #2 and #3.) However, this research has uncovered changes in perceptions in education regarding violence in schools that have changed significantly since the first publication of the manual. This serves to provide documentation supporting revisions of material in the manual that portrays violence or is abrasive in some manner (as is outlined in research objectives #1 and #2.)

Littleton

In April of 1999 two students armed with shotguns, semi-automatic handguns, and explosives fired on Columbine High School in Littleton Colorado. One teacher and

twelve students were killed. Twenty-four students were taken to area hospitals; and 160 students were treated on school grounds. Since this incident research indicates marked change in societal and educational views regarding the causes and cures of violence in schools. Some of the contributing factors to school violence have been attributed to societal changes and exposure to violence in the media. Many school systems now strive for proactive violence prevention, and a reorganization of the existing school structure. Speaker and Petersen (2000) in Educational Review note “a new picture of the school must emerge to provide the variety of services that are needed by families and students in order to alleviate incidents of school violence...” (p. 69). This “new picture” includes training of school personnel to be proactive in incorporation of an ethical and social skills curriculum. Training emphasizes the modeling of these skills and values by school employees. Educators have been asked to address the causal relationship between the media and violence. Non-attention to media issues is interpreted by students as acceptance or complacency toward violence. A key component of this is the creation of a safe classroom atmosphere and an effort toward a playing a more positive and role in guiding students. Students can be “visually vulnerable” to the media to which they are exposed (Speaker and Petersen).

Current Thought on Educational Approaches in the Classroom

Many schools are introducing curriculum geared toward the self-motivated, self-directed learner. Imperative to this model is the encouragement of self-esteem and the creation of a “success identity” for students. This results in an educational approach that is less abrasive as schools embrace the concept that to foster learning esteem improves academic achievement. (Educational Psychology Review, 2001)

A Focus Group Approach

A focus group approach to research is often used when marketing products to consumers and determining their preferences toward a particular product. Focus groups can be used to generate new ideas and concepts or to evaluate an existing product. Focus groups can prove useful in the collection of qualitative data such as the viewpoints and opinions of participants. For focus group data to be determined statistically valid it must depend on the research questions and the context in which the method was applied (ASA, 1998).

Guidelines for effective focus groups suggest 6-12 participants. The rationale for this suggested group size is that, in general, groups too small can be easily dominated by one member. Sometimes a too small group lacks energy or finds itself in a situation where not enough people are willing to contribute. Researchers warn that too small of group size can cause the moderator to lapse into “serial interviewing” (an unproductive focus group situation where one question is passed from person to person each giving a response then the next question is posed). If the group is too large the potential for tight group cohesion may be lost with members of the group forming sub-groups and having side conversations. Participants may have to wait too long while awaiting their turn to respond to a topic (ASA, 1998; Schlough, 1998; Schreyer Institute, 1998).

For analysis of a product, focus groups should be composed of the most logical users/consumers of the product evaluated. The population sample used does not aim to

be representative of the target population. Generalization of results is not the intent of focus groups (ASA, 1998; DSS, 1999; Nielsen, 1997).

Chapter III
Research Methods

Introduction

As has been previously stated, the Milwaukee Area Technical College Center for Special Needs primer, An Interpreter in the Classroom, fails to satisfy the purpose for which it was created and is in need of revision. The purpose of this study is to develop recommendations for the modification/revision of the primer. Research was required to determine the most useful information to be included in the primer and how that information could most effectively be communicated to the user. It was determined that successful revision of a manual intended for consumers should include user participation in the design process.

A qualitative study was conducted incorporating methods and procedures consistent with those attributed to a focus group approach for gathering data. The research method used helped to satisfy the following objectives:

1. Identification of information in the primer that is incorrect or outdated.
2. Identification of specific changes in the field of interpreting, or education as a whole, since the first publication of the primer.
3. Determination of additional information that should be added to, or extraneous information that should be removed from the primer.
4. Identification of specific components of the primer that are adequate and accurate and do not need to be altered in the next publication of the manual.

This chapter presents the research design used in this study. It outlines the sources of data compiled, the sample selected, the instrumentation utilized, the procedure followed, and the method of analysis employed.

Research Design

This study assembled a focus group to accumulate data for the revision of the primer An Interpreter in the Classroom. The researcher took steps to assure that all necessary aspects of a successful focus group were considered.

Focus groups prove a valuable source of data when qualitative information is needed. They provide in-depth insights gathered from a small, specific population, who generally have some experience with or expertise in the area to be studied. The sample does not aim to be representative of a target population as is the case with other data gathering techniques (ASA, 1998; DSS, 1999; Nielsen, 1997).

Focus groups are generally led by a skilled moderator who clearly understands the objectives of the study. The moderator must also be skilled in facilitating positive and productive group dynamics. Often times the moderator may also be an expert in the topic area. The moderator used in this study was the original creator of the manual, an 11-year veteran in the field of sign language interpreting.

Unlike survey interviewing, communication in focus groups is more than just a “one-way flow”. The “give and take” of focus group discussion provides a unique opportunity for the moderator to collect information and input that they had not initially anticipated (ASA, 1998). Its format gives group members license to share many differing opinions and perspectives. The focus group method was chosen as a means of soliciting

input from users (or potential users) of the manual as to specific items or ideas in the manual that fail to satisfy the primer's original intent.

Another important distinction to make is in the methodology of a focus group approach as compared to a survey approach for gathering data. Procedures and instruments used in a focus group differ from survey analysis in that surveys tend to count and measure. "Surveys measure things --- frequencies in behavior, differences in attitudes, intensity of feelings, and so forth... [Focus groups] collect a breadth or range of information so that a 'story' can be told" (ASA, p. 10). There is no form of measurement specific to focus groups. Instead, ideas, input, and feedback collected in a focus group are coded, classified, prioritized, and sorted. It was the researcher's conclusion that useful recommendations for the revision of the manual could be identified best via this type of forum.

Sources of Data

Survey methods enlist a representative sample of the population, whereas focus groups utilize a "planned sample" (ASA, 1998). As is consistent with focus group processes, participants for this study were carefully selected based upon their experience with interpreter services. Due to the qualitative nature of focus groups information gathered can not be generalized in the same way that quantitative data can. By this process, a generally homogeneous group of participants is often selected. In order to get differing views, a researcher using focus groups will form separate and distinct groups each with specific characteristics. An example of this is cited in the pamphlet What are Focus Groups? :

An organization is planning a major restructuring. It would be desirable to have three separate focus groups --- union members, nonunion employees, and managers. Each of these groups would represent a potentially different perspective on the changes facing the organization. Imagine the potential problems in bringing together union members and management. Neither would feel free to speak spontaneously and, depending on the anxiety level, the discussion might possibly spin out of control (ASA, p. 2).

The pamphlet later warns “Absolutely never put people together who are in some chain of command (e.g., supervisors with employees, teachers with students, etc.)” (ASA, 1998, p. 2). Because results from the different focus groups lacked representativeness, they cannot, and were not, compared in a strict quantitative sense. Factors such as age, socioeconomic status, and educational level were not considered in the formation of the groups and thus assumed random.

A list of instructors and deaf students who have used interpreters in the classroom was compiled following a model developed by Fairhead in IIED (1991, p.2: Appendix C). The model, Identifying Indigenous Specialists, seeks to identify individuals with specific know-how and was adapted to find deaf/hard-of-hearing students and instructors with particular know-how regarding the utilization of interpreters. That “know-how” did not always represent extensive expertise but rather a unique insight or perspective that the researcher was looking for. For example, the researcher sought to find some instructors whose experience with interpreters has been recent and limited. Their “know-how” spoke more from the perspective of a faculty member first learning about interpreting services (a valuable group to consider as users of the manual).

The selection process began by asking four interpreters at MATC to list four students and four faculty members who know the most about the role of an interpreter and four students and instructors who have recently had their first experience with an interpreter. Each person named was phoned or visited (Appendix H). Those visited were asked to list four students and teachers, and so forth until the researcher had a sufficient number of members with varying levels of experience with interpreters.

The researcher felt it appropriate to include interpreters in both the group comprised of students and the group with instructors. The group consisting of interpreters and students was conducted entirely in sign language as all of the participants signed. Interpreters were added to either the focus group containing instructors or the focus group containing deaf and hard-of-hearing students based on their availability.

Instrumentation

Prior to the meetings, a list of open-ended questions, developed to encourage as many replies as possible, was prepared based on suggestions made by a University of Wisconsin - Stout statistician (Appendixes E, F, and G). The lists of questions served as the primary “instruments” used in the sessions, as is common with any focus group. In order to stimulate free and spontaneous discussion, yes/no questions were avoided (DSS, 1999; Neilsen, 1997). Along with the list of questions the moderator developed a sketch of the format/process of the entire session prior to the first meeting (Appendixes D, E, F, and G). Some researchers call this the “moderator’s guide”. It contained everything from opening comments, to terms that need to be identified, to ranking and order of questions under certain scenarios (Schreyer Institute, 1998). As experts suggest, this guide was

mindfully used so as not to be perceived by the group as being a rigidly structured carefully planned script, but, in fact, in many ways it was and should be exactly that. The moderator had to take care not to pose leading questions that would suggest bias. It was important that questions were formed so as not to solicit an answer based on the moderators anticipated or preferred outcome.

Slightly different questions and approaches for presenting those questions were taken with each group. Research tells us that it is often not appropriate to handle one focus group exactly the same as another, as in the case of our earlier example regarding the restructuring of an organization. To use the same series of questions presented in the same manner to union members, non-union members, and managers would not have been suitable or productive. The questions used in this study were approved by a faculty research advisor at the University of Wisconsin - Stout and the Graduate College of UW-Stout Human Subjects Board.

Procedure

This section was organized in two parts, the process prior to the sessions with regard to participant recruitment, and the procedure undertaken during the focus group sessions.

Participant Recruitment

For this study there were two focus groups formed. One group consisted of eight participants, the other seven. Groups employed interpreters, students, and teachers with varying levels of experience. This experiential breakdown is further explained in Chapter V: (Table 1). Initial contact with perspective participants was done by phone or in person

(Appendix H). Participants were given a brief explanation of the purpose for formation of the group. It was explained that participation was voluntary and every effort would be made to see that the anonymity of the members was preserved. Willing participants were asked about their level of experience with interpreters. Confirmation letters were sent to those who agreed to participate (Appendix J). Members were called and reminded of the session the night before the meeting (Appendix I).

Focus group sessions

In view of the kind of study that was conducted, and based on the recommendations of literature, it was necessary to create an atmosphere that was comfortable and relaxed. The meeting location was chosen to be a community library conference room. Light refreshments were provided. The length of meetings, as suggested in most of the literature, was two hours with discussions lasting in no more than 90-minute time blocks.

At the beginning of the meeting members were reminded of the purpose of the focus group. The moderator opened with introductions (Appendix D) and icebreakers. Group members were given some basic ground rules encouraging participation and an explanation about the basic format of the meeting. Participants were again assured as to the voluntary nature of the group, and was explained that, though the results of the focus group would be published, the researcher had taken every step to assure that the names of the participants be kept confidential. Sensitive data gathered in the session that may jeopardize the anonymity of its members would be published with discretion. The researcher asked if participants had any questions and gave the group information on how to reach her supervisor or project advisor should they have any additional questions or

concerns. Data was recorded following recommendations made by the American Statistical Association for recording data in focus groups. The researcher used a combination of videotaping and manual notetaking as a means of recording data. A co-moderator whose primary role was notetaking assisted the moderator in data collection. The purpose for recording methods used was explained to members at this time. Participants were asked to complete two forms, a Consent Forms for group participation (Appendix K) and a Video Recording Release form (Appendix L), and the moderator began the session.

Following a script and questions in the Moderator's Guide - Part 2 developed by the researcher (Appendixes E and F), participants were asked for their overall opinion of the primer. A fifteen minute break followed. Specifically labeled sections in the manual were discussed using questions listed in the Moderator's Guide - Part 3 (Appendix G). The moderator went through each question for every section labeled in the primer. These were geared to follow the listed objectives for this study. Though scripts were written and discussions were prompted by questions, the group was encouraged to discuss any topics pertaining to the revision of the primer that they considered most important.

At the conclusion of each group, the moderator invited participants to review what was discussed and what he/she felt were the most important points brought out by the group. The method of reporting results was explained. Participants were thanked for their cooperation, and the meetings were closed.

Methods of Analysis

Unlike a survey method, responses for a focus group are not counted and measured. The analysis of qualitative data many times uses the actual words of the participants. It also cites examples of behavior witnessed by the moderator (ASA, 1998; Nielsen, 1997). In this study Flip charts and Post-It notes were used to classify, organize, and prioritize data then retained for record keeping purposes. For each focus group developed, the researcher/moderator wrote an account of the prevailing sentiment of the group. Instances of distinct opinion or particularly articulate expression were noted by direct quote. Lists of data addressing each objective of the study were compiled. Much of the data was coded and classified based on a coding system developed by the researcher. A specific element of the manual was labeled TEXT 7A, for example, and corresponding comments were published accordingly. Transcripts of recordings and notes gathered from each group are published in Chapter IV.

Chapter IV

Analysis Of Results

Participant Profile

Focus groups, as used in this study, do not aim to be statistically quantifiable. Many tend to be homogeneous in the make up of the participants involved, as appeared to be the case with the instructors and interpreters used in the study. With regard to the students participating in the study, though there were marked profile similarities (i.e. hearing loss, student status, etc.), there appeared to be a broader demographic variation in the composition of participants in the group. This study does not consider participants' age, ethnicity, gender, and socio-economic status. For purposes of forming "user" groups, only information regarding experience with use of interpreting services and status at the institution (i.e. instructor, student, interpreter) was collected. There were six interpreters total over the two groups. Group #1 was comprised of three interpreters and five instructors, for a total of eight participants. Group #2 had three interpreters and four deaf/hard-of-hearing students for a total of seven participants. This study used a total of nine participants in the two groups that were either instructors or students. Those nine participants were each asked three questions in the initial phone/in-person contact (Appendix H). Data from these questions was used ONLY to insure that groups were comprised of participants with varying levels of experience with interpreting services. The results are printed in the table below:

TABLE 1: PARTICIPANT EXPERIENCE

	Instructors	Students
Have utilized the services of an interpreter approximately		
0-5 times	2	1
5-20 times	2	1
20 or above times	1	2
Have observed an interpreter in a setting approximately		
0-5 times	2	0
5-20 times	2	2
20 or above times	1	2
Consider themselves familiar w/ the role of an interpreter		
Not at all	2	0
Somewhat	1	1
Yes	2	3

Data Analysis

Videotapes of the instructor/interpreter focus group were transcribed and saved as text files by the researcher. The videotape of the deaf student/interpreter focus group was conducted in sign language and therefore interpreted by the researcher after the meeting. Transcripts of each session were used to describe how each group reacted to the manual. Comments were extracted from these transcripts/videos and recorded here as is consistent with recommended data analysis of focus groups. To insure confidentiality, the participants' names will not be used in this report. Speakers will only be identified as "Instructor", "Student", or "Interpreter".

Overall Perceptions

The following section relates the portion of the study discussing participants' overall observations and sentiment regarding the manual (Appendixes E and F). With reference to elements in the document that would make users WANT to read the manual, both groups identified the use of cartoons to illustrate each point as being the most appealing part of the primer. The group with instructors proceeded to discuss what

factors influence people to read handbooks in general. They decided that an interest in topic/subject matter and a need for information were the two most common impetuses. Some of the common reasons noted for a lack of desire to read the primer were that the manual looked:

“too long” (instructor)

“too busy... too many words crammed on one page” (student)

Another participant asserted, *“the front cover graphic is confusing. Are they looking in a window? What are they doing?”*

On the whole, both the student and the instructor groups felt that the title and subtitle of the book were appropriate and conveyed the intention of the primer. However, it is important to note that a deaf student felt that the aim of the manual should not be focused on the interpreter in the classroom, but rather on the needs of the deaf student in the class. Another student disagreed saying he felt it was appropriate to focus on *“communication and service”* and that he would not be comfortable with *“a book about how to deal with [deaf people].”* (In this instance the deaf student fingerspelled ‘deafies’ a slang-like term indicating his view that this type of book would be condescending in nature.)

When groups were asked about the number of pages in the primer a lively discussion ensued in both groups. Though almost everyone seemed to agree that the manual was too long, there was much discussion on how to shorten the manual and still convey all the necessary information. One instructor suggested that the book be used only as a *“text”* to accompany a training session, thereby giving a trainer the opportunity to address each point.

A discussion of the overall physical layout of the book elicited the following comments:

“The book should be better bound. Staples look unprofessional” (interpreter)

“Its jammed together, the text is readable, but there is too much visual noise” (student)

“The information is easily locatable. I like the layout” (student)

“The headings make sense they way they are set up; a main idea, student’s responsibilities regarding that idea, interpreter’s responsibilities, instructor’s responsibilities. That makes sense.” (instructor)

General comments were made regarding each groups assessment of the others’ preferences. Teachers commented that students would love the cartoon layout and be more apt to read it for that reason. Several students agreed that instructors were too busy to notice ordinary instruction manuals, but the graphics in this primer would catch an instructor’s attention and make them more inclined to read it.

Other general comments included the suggestion for a *“list of terms”* or a *“map of the campus”* to be added to the text. The idea of the map was rejected in the group in which it was proposed as group members noted that there are other publications at the institution with maps in them. The instructor who suggested the *“list of terms”* described his rationale this way; *“there are so many terms out there when referring to people with disabilities. We all know how stigmatizing labels can be, but it is difficult to know whether to refer to someone as ‘deaf’ or ‘hard-of-hearing’ or which is appropriate. Someone told me deaf people don’t like to be called ‘hard-of-hearing’.* People outside of the culture need to know what terms are appropriate to use.” Another teacher replied, *“yes, we need a common language.”* A discussion then ensued about how to add a list of

definitions and still keep the manual short in length. “*That’s the problem*”, one group member replied, “*there’s just too much.*”

Participant Recommendations / Findings

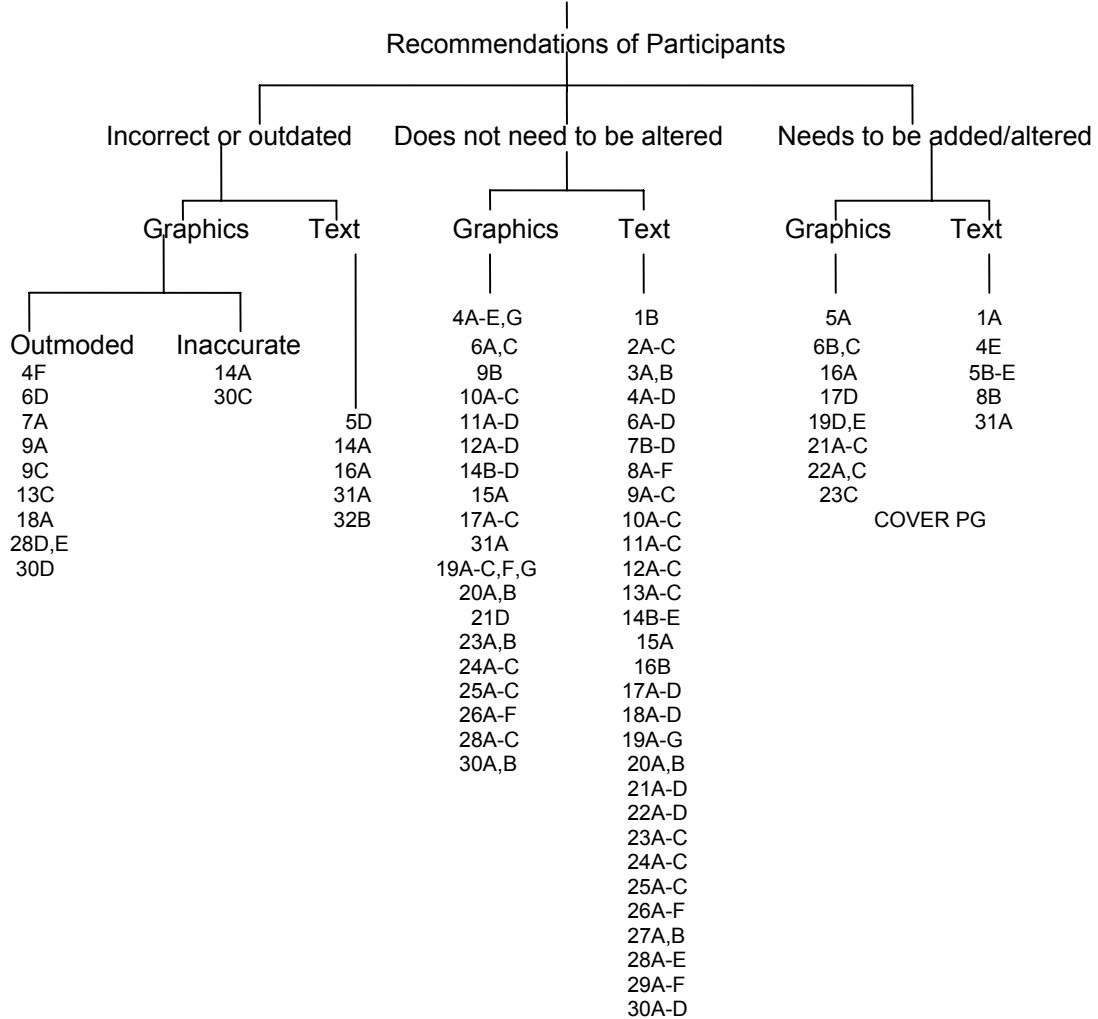
Questions directly aimed at answering study objectives were developed to solicit specific responses regarding the manuals need for revision (Appendix G). The objectives of the study were as follows:

1. Identify information in the manual that is incorrect or outdated.
2. Identify specific changes in the field of interpreting, or education as a whole, since the first publication of the manual.
3. Determine what additional information needs to be added to, or extraneous information that should be removed from the manual.
4. Identify what components of the manual are adequate and accurate and do not need to be altered in the next publication of the manual.

Figure 1 includes a flowchart showing specific recommendations proposed by participants:

FIGURE 1

**Evaluation of a Primer Designed to Orient Instructors and Students on the Use of an Interpreter in the Classroom
Focus Group Study Data Results**



Objective 1: identify information in the manual that is incorrect or outdated.

Data regarding inaccuracies or errors in the manual are noted here. In one group participants discussed the possibility of having an insert with information that may be susceptible to frequent change (i.e. room numbers, phone numbers, etc.). One participant asserted that this would “*keep future reprinting costs down.*”

TABLE 2A: TEXT

UPDATE	
5D Text	Incorrect phone number
14A Text	Outdated tutoring center information
31A Text	Outdated phone and room number
32B Text	Manager and specialist information has changed

CORRECT	
16A Text	Misspelled word

There was much discussion in both groups as to the nature of the depictions in the manual. Members seemed to uniformly agree that in view of current societal issues what was once acceptable humor was now simply inappropriate.

TABLE 2B: GRAPHICS

UPDATE	
4F	Inappropriate Humor "Too abrasive" (<i>instructor</i>)
6D	Disinterested supervisor unprofessional
7A	Graphic "portrays interpreters as credulous" (<i>interpreter</i>)
9A	Manager and specialist information has changed
9C	Inappropriate Humor
13C	Inappropriate Humor
18A	Portrayal of interpreters inappropriate
28D,E	Too abrasive
30D	Inappropriate Humor

CORRECT	
14A	Sign contains outdated information
30C	Interpreter should be signing but speaks

Objective 2: Identify specific changes in the field of interpreting, or education as a whole, since the first publication of the manual.

In this study no notable changes were found in the practice of interpreting as a whole since publication of this manual in 1997. Interpreters did, however, note their objections to the portrayal of interpreters in the manual as "*silly*", "*immature*", and "*credulous*". As the profession tries to advance itself there was a feeling in both groups that this "*inappropriate humor trivializes the profession.*"

Participants found significant changes in sociological and theoretical attitudes in educational practices since the manual was first printed. These changes, it was determined, would render this manual outdated/outmoded. Participants found numerous instances where cartoon sketches of either instructors or interpreters were portrayed as “abrasive” toward students. One particular cartoon sparked much discussion in both groups. The page heading reads “Instructor’s Responsibility”. The caption says “Be responsible for controlling any problem that happens in the classroom.” The graphic shows an instructor saying “A little less noise please” and holding a smoking hand gun. A student is sitting holding a piece of paper with a hole in it and a bullet hole in the wall behind him. The student is saying “Yes sir!” Participants reacted strongly to this depiction. One student said “*I can’t believe this was ever put in here.*” An interpreter replied “*You are young. There haven’t always problems with guns in schools like we have today. Before Littleton people would have thought this was cute.*” Many teachers were visibly uncomfortable with the material as apparent by behaviors such as the closing of books and shaking of heads. One instructor said “*I’m glad that we have moved away from this kind of cynical humor... I don’t care for it.*”

Objective 3: Determine what additional information needs to be altered, removed from, or added to the manual.

Participants identified textual elements of the primer that called for revision or were important but were missing in the initial publication. One interpreter suggested that certain resources be mentioned in the text to remind instructors to refer deaf students to other student assistance services within the school. She indicated that it was her experience that teachers were “*overwhelmed by the written language difficulties*

experienced by many deaf students” and that the primer “need[s] to remind teachers that they aren’t alone and that students can be referred back to special needs or the writing center for help.”

TABLE 3A: TEXT

REVISE	
1A Text	Awkward wording
4E Text	Extra character in text
5B-E Text	Separate paragraphs, too visually full

ADD	
8B Text	Add referral to college writing assistance
4E Text	Add school weather cancellation line

TABLE 3B: GRAPHICS

REVISE	
5A	Uninteresting graphic
6B,C	Graphic and captioned mismatched
16A	Confusing graphic - does not match caption
17D	Graphic and captioned mismatched
19D,E	“Just don’t like it” (<i>interpreters</i>)
21A,B,C	Confusing graphic... “who is the deaf person?”
23C	Confusing graphic... “who is the deaf person?”
Cover page	Confusing graphic

REMOVE	
22A,C	Unnecessary graphic

Objective 4: Identify what components of the manual are adequate and accurate and do not need to be altered in the next publication of the manual.

General consensus of the groups toward each item to be left unaltered is documented here. Groups with a notable response toward a particular item are specified.

TABLE 4A: TEXT

KEEP	
2A-C Text	A Note to Students
3A,B Text	Table of Contents... “Layout and format fine”
4A-D Text	Classroom Preparation: Students Responsibilities ...”Great!” (<i>instructors</i>)
6A-D Text	Classroom Preparation: Interprets Responsibilities ...”Text fine”
7B-D Text	General Information about Interpreters...”Important tips” (<i>students</i>)
8A-F Text	Instructions for Instructors... “Good”
9A-C Text	Classroom Preparation: Instructors Responsibilities
10A-C Text	Seating and Lighting: Students Responsibilities... “Good”
11A-C Text	Seating and Lighting: Interpreters Responsibilities... “Important!” (<i>students</i>)
12A-C Text	Seating and Lighting: Instructors Responsibilities... “Helpful tips”
13A-C Text	Seating and Lighting: What else?
14B-E Text	Tutoring and Notetaking: Students Responsibilities
15A Text	Tutoring Policies
16B Text	Tutoring and Notetaking: Instructors Responsibilities... “acceptable”, “Ok”
17A-D Text	Paying Attention: Students Responsibilities...”Must stress” (<i>instructors</i>)
18A-D Text	Ways to Help the Interpret... “Important for communication” (<i>interpreters</i>)
19A-G Text	Paying Attention: Interpreters Responsibilities... “Good”
20A,B Text	Paying Attention: Instructors Responsibilities... “Great!” (<i>students</i>)
21A-D Text	Voice Interpreting Situations: Students Responsibilities... “Great”
22B,D Text	Voice Interpreting Situations: Interpreters and Instructors
23A-C Text	Group Discussions: Students Responsibilities... “Important” (<i>interpreters</i>)
24A-C Text	Group Discussions: Interpreters Responsibilities... “Important”
25A-C Text	Group Discussions: Instructors Responsibilities... “Important”
26A-F Text	TV Lectures... “True!” (<i>students</i>)
27A,B Text	Special Interpreting Situations
28A-E Text	Labs: Students, Interpreters, and Instructors
29A-F Text	Problem Situations: Students Responsibilities... “Great information”
30A-D Text	Problem Situations: Interpreters and Instructors

TABLE 4B: GRAPHICS

KEEP	
4A-E,G	Classroom Preparation: Students Responsibilities ...”Good”
6A,C	Classroom Preparation: Interpreters Responsibilities ...”Good, clear”
9B	Classroom Preparation: Instructors Responsibilities ...”Good”
10A-C	Seating and Lighting: Students Responsibilities... “Ok, I guess” (<i>students</i>)
11A-D	Seating and Lighting: Interpreters Responsibilities... “Great!!” (<i>students</i>)
12A-D	Seating and Lighting: Instructors Responsibilities... “Very visual!” (<i>students</i>)
14B-E	Tutoring and Notetaking: Students Responsibilities
15A	Tutoring Policies... “Ok”
17A-C	Paying Attention: Students Responsibilities... “Good visual”
19A-C,F,G	Paying Attention: Interpreters Responsibilities... “Clear visual stresses point”
20A,B	Paying Attention: Instructors Responsibilities... “Great!”
21D	Voice Interpreting Situations: Students Responsibilities
23A,B	Group Discussions: Students Responsibilities
24A-C	Group Discussions: Interpreters Responsibilities... “Ok”, “Acceptable”
25A,B	Group Discussions: Instructors Responsibilities
26A-F	TV Lectures... “Corny, but ok” (<i>students</i>) “Good!” (<i>instructors</i>)
28A-C	Labs: Students, Interpreters, and Instructors
30A,B	Problem Situations: Interpreters Responsibilities
31A	Room Numbers and TTY Locations...”unnecessary but cute” (<i>students</i>)

Chapter V

Summary of the Study

Milwaukee Area Technical College (MATC), in compliance with the Rehabilitation Act of 1973 Section 504, provides classroom accommodations to all MATC students with disabilities. The Center for Special Needs at MATC provides interpreting services to deaf and hard-of-hearing students enrolling in a wide range of classes and programs across the institution. Interpreters must work in an assortment of classroom settings with a variety of instructors. In light of the heavy interaction between teachers, interpreters, and deaf/hard-of-hearing students, an attempt was made in the Spring 1997 to foster a professional relationship that was collaborative, positive, and clearly defined. A manual entitled An Interpreter in the Classroom was devised to outline respective roles and responsibilities of teachers, deaf/hard-of-hearing students, and interpreters in a classroom setting. Upon production of the manual, specific publishing errors became apparent relating to grammar, punctuation, and mismatched graphical layout. Some of the ideas and practices listed in the primer have since changed due to timeliness of certain social and professional issues and current perspectives in the field of interpreting and education as a whole. Stacks of the manual now sit in boxes unused for these reasons.

Restatement of the Problem

The initial publication of the primer was intended to be sent to instructors in whose class a deaf/hard-of-hearing student had enrolled during a given semester, and furnished to deaf/hard-of-hearing students upon enrollment. The aim of the primer was to

clearly delineate the roles and responsibilities of students, interpreters, and instructors in a classroom interpreting situation. In view of the concerns raised by interpreting staff after reviewing the printed manual it was decided that the manual not be disseminated to instructors and students. The Milwaukee Area Technical College Special Needs Department manual, An Interpreter in the Classroom, fails to satisfy the purpose for which it was created and is in need of revision.

Methods and Procedures

The purpose of this study was to develop recommendations for the revision of the Special Needs Department primer, An Interpreter in the Classroom. The objectives were to identify information in the primer that is incorrect or outdated; identify specific changes in the field of interpreting, or education as a whole, since the first publication of the primer; determine what additional information needs to be added to, or extraneous information that needs to be removed from the primer; and identify what components of the primer are adequate and accurate and do not need to be altered in the next publication of the manual. Two focus groups were formed to meet these objectives. Participants for this study were carefully selected based upon their level of experience with interpreter services. Groups were comprised of sign language interpreters, deaf/hard-of-hearing students, and instructors. Participants were given explanations and information about the basic format of the meetings, the voluntary nature of the groups, issues of confidentiality, where to refer questions, and how data would be compiled. Questions were asked following a script developed by the moderator/researcher and approved by a research advisor at the University of Wisconsin -Stout and the Graduate School Human Subjects

Board. Data was recorded following recommendations made by the American Statistical Association for recording data in focus groups.

Major Findings

The conclusions drawn from the study must be confined specifically to the revised publication of the Milwaukee Area Technical College primer An Interpreter in the Classroom. An analysis of session notes, transcripts, recordings, and group-generated materials produced the following results: Thirty-one changes to the manual were recommended by group participants. The most appreciated feature of the existing handbook was the use of illustration depicting certain interpreting scenarios. It was the consensus of the groups that this type of illustration not only lends itself to visual learners like deaf/hard-of-hearing students, but also makes the presentation of materials attractive to users. The most useful elements of the existing primer were identified in the content of information presented in the book, both visually and annotatively. Information in the primer was deemed easily locatable, but most participants felt the book was too lengthy. The segments of the existing handbook identified as least appealing to users were a series of explicit cartoons depicting teachers, students, and interpreters in adversarial relationships. It was agreed by common consent that this material must be removed from the primer.

Conclusions Based Upon the Results of the Study

The conclusion drawn by this researcher based on Research Objective #1 is as follows:

Seven bits of textual information in the primer are incorrect or outdated, and nine graphic depictions are outmoded.

The conclusion drawn by this researcher based on Research Objective #2 is as follows:

No notable changes in the field of interpreting as a whole were found since the last publication of the manual, but considerable data was found to support that changes had occurred in education as a whole that would significantly impact the appropriateness of the existing primer.

The conclusion drawn by this researcher based on Research Objective #3 is as follows:

Four alterations or needed additions to existing text were identified. Nine alterations to cartoons or removal of graphic sketches are needed.

The conclusion drawn by this researcher based on Research Objective #4 is as follows:

Twenty-nine bits of textual information in the primer require no alteration. Seventeen segments of graphic illustration adequately convey their intended purpose.

Recommendations

Recommendations related to this study

The following are recommendations based on a focus group study evaluation of the primer, an interpreter in the classroom. This study recommends that four overall changes and 13 graphic or textual changes be considered in the revision of the existing primer.

Overall

- Keep the title and subtitle of the existing primer
- Keep the general headings and layout design
- Explore additional ways to shorten the length of the manual
- Have the manual bound

With regard to graphic illustration

- Repeat the use of graphic illustration in a cartoon format in the next addition of the primer, but watch for overuse of graphics
- Employ a different artist to sketch cartoons mindful of the specific recommendations of participants delineated in Chapter IV of this study
- Correct/revise confusing graphics for the next sketch
- Be mindful of the portrayal of students, instructors, and interpreters
- Ensure that graphics used in the next publication of the manual be consistent with the political/social/theoretical climate that exists in education today
- Avoid cynical humor

With regard to text and content

- Explore the possibility of having an insert with information subject to frequent change
- Add a list of terms
- Add school weather cancellation lines
- Update phone numbers, room numbers, and contact persons listed in the manual
- Correct identified misspelled words
- Revise text that has been identified as awkwardly worded

Recommendations for future study

This study indicates that focus groups can be effective in the collection of candid opinions from users that are both insightful and valuable. Endeavors by Milwaukee Area Technical College for future research regarding educational materials should consider this methodology as a means to solicit useful input.

Further research should be done to verify the effectiveness of the primer in the education of hearing and deaf consumers regarding interpreting services at MATC. Additional studies could be conducted to determine need regarding further orientation of faculty and students regarding the role of the interpreter at MATC.

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APPENDIX A

REGISTRY OF INTERPRETERS FOR THE DEAF (RID) CODE OF ETHICS <http://www.rid.org/code.html>

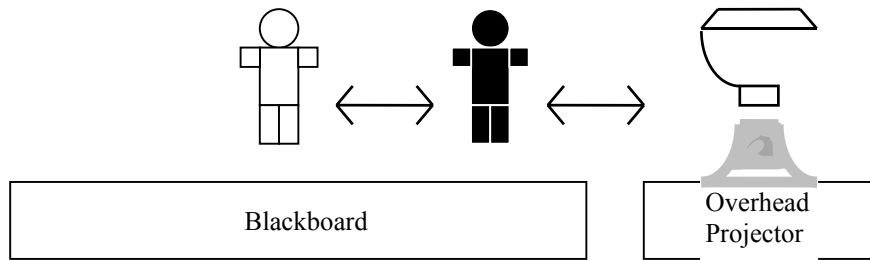
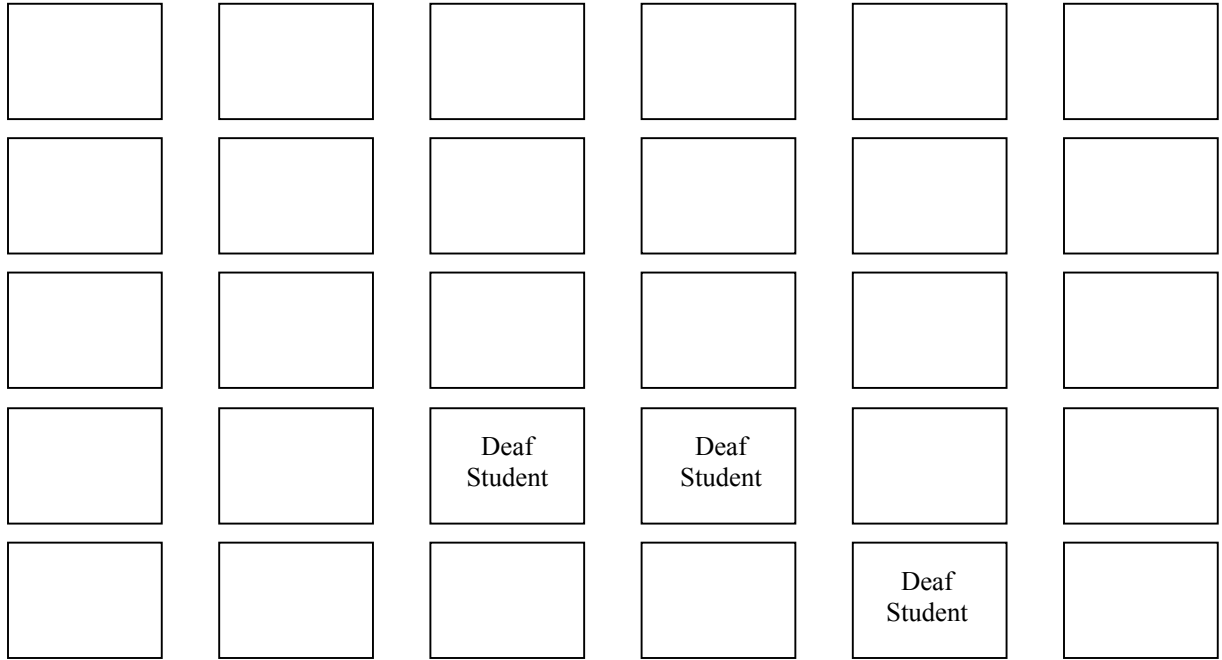
The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide interpreters and transliterators and hearing and deaf consumers. Underlying these principles is the desire to insure for all the right to communicate.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc. and to all certified non-members.

- Interpreters/translitterators shall keep all assignment-related information strictly confidential.
- Interpreters/translitterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.
- Interpreters/translitterators shall not counsel, advise or interject personal opinions.
- Interpreters/translitterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.
- Interpreters/translitterators shall request compensation for services in a professional and judicious manner.
- Interpreters/translitterators shall function in a manner appropriate to the situation.
- Interpreters/translitterators shall strive to further knowledge and skills through participation in work-shops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.
- Interpreters/translitterators, by virtue of membership or certification by the RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.

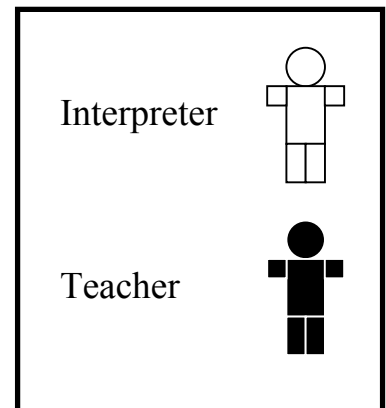
APPENDIX B

SHADOWING THE TEACHER: Interpreting: An Introduction
Nancy Frishberg, (1990, p.109)



Interpreter and teacher move
from overhead to blackboard

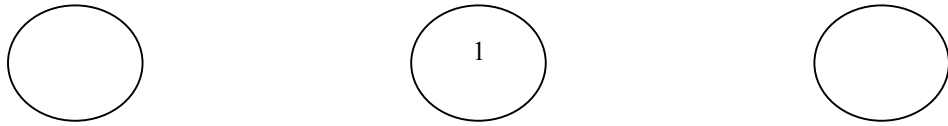
Figure 9-3
Shadowing the Teacher
Interpreting: An Introduction
Nancy Frishberg, 1990



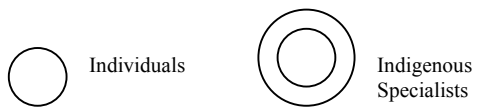
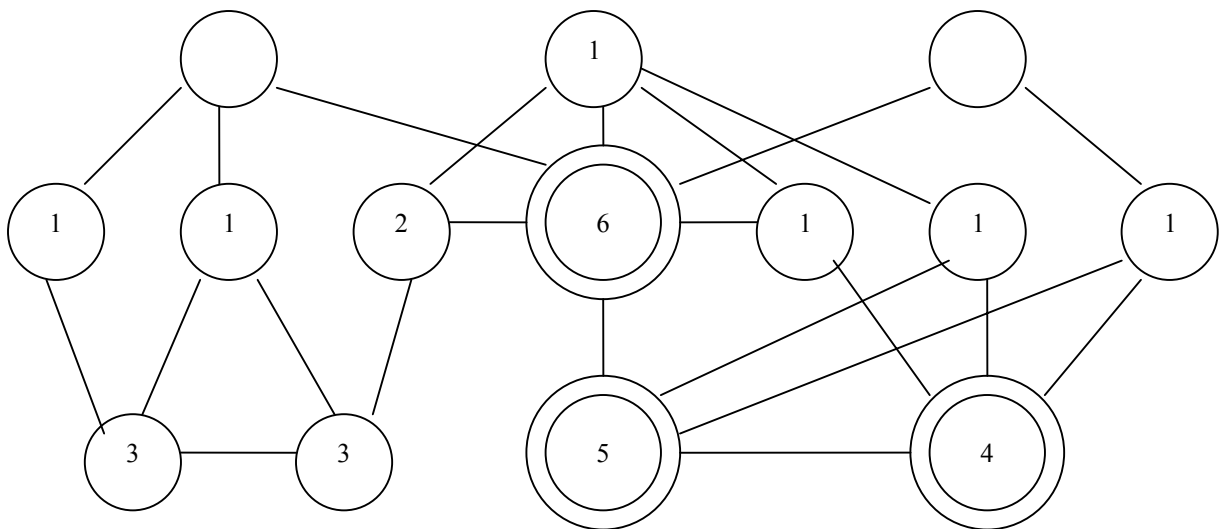
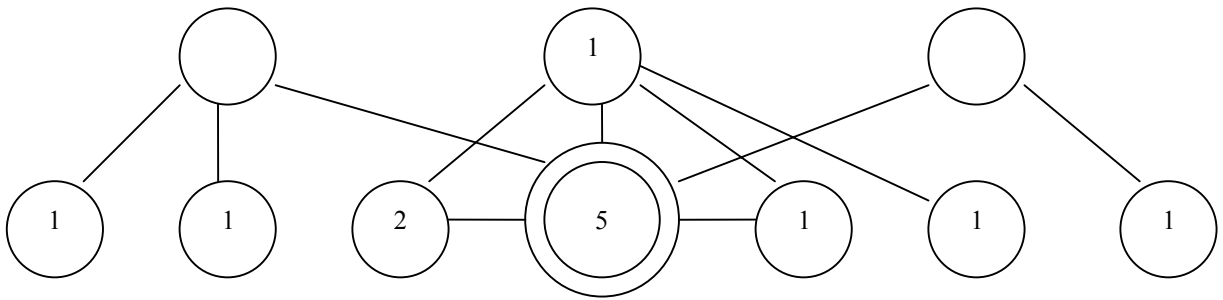
APPENDIX C

IDENTIFYING INDIGINOUS SPECIALISTS: Fairhead in IIED (1991, p.2)

First sample:



First group names other people (second group) .



2 number of arrows pointing to an individual

APPENDIX D

Moderator's Guide - Part 1 WELCOME SCRIPT

For those of you who have not met me in person, my name is Patty McKenzie.

First of all I want to thank you all for participating in this study.

This research project is called a focus group study. It is being conducted as part of a project to fulfill the requirements for a Masters in Vocational Education at the University of Wisconsin-Stout.

The main objective of this study is to evaluate this primer (An Interpreter in the Classroom: For Students and Instructors Utilizing Interpreting Services)

In this focus group study, we ask potential users of the manual (you) to make recommendations for the possible revisions to the manual.

Data collected from this focus group can be used to correct and update the manual, and insure that the information contained in the manual meets the needs of its users.

Information about your participation in this study will be kept confidential. You may withdraw from the group at any time.

If you should have any questions about this study you may direct them either to me, the researcher, or to my research project advisor:

Patricia McKenzie
Researcher
ph: (414)297-****

Dr. Michael Galloy
Research Project Advisor
ph: (715)232-****

APPENDIX E

Moderator's Guide - Part 2 Overall Questions for Teacher/Interpreter Focus Group

Script: In this first portion of the study we will discuss the manual overall. I am looking for general information about the document. We will get into specific suggestions and revisions of specific sections of the manual in Part 3 of this study. Take about five minutes now to look over the manual. As you read think about what would make you, as an instructor/interpreter read this manual. Think about what you want students to know regarding their communication responsibilities in the classroom, in general, does this say what you would want it to say? Think about what would make a student read this manual. In general, how could this book be revised to appeal to instructors? to students?

- Look at document overall

What are elements about it that would make you want to read it?

What are elements about it that would make you not want to read it?

- Look at the title and subtitle

Discuss if the titles are clear and appropriate.

- Look at the number of pages in the manual

Discuss the length of the manual

- Look at the overall physical details of the manual

Discuss the color and layout of the manual

Discuss the presentation of the manual (is it readable and attractive? is information easily locatable?)

- Look at the way the headings are organized

MAIN TOPIC #1 Student's Responsibilities ...	MAIN TOPIC #2 Student's Responsibilities ...
MAIN TOPIC #1 Interpreter's Responsibilities ...	MAIN TOPIC #2 Interpreter's Responsibilities ...
MAIN TOPIC #1 Instructor's Responsibilities ...	MAIN TOPIC #2 Instructor's Responsibilities ...

Discuss clarity of this organization

- Make other general comments about the manual overall that were not yet discussed

APPENDIX F

Moderator's Guide - Part 2 Overall Questions for Student/Interpreter Focus Group

Script: In this first portion of the study we will discuss the manual overall. I am looking for general information about the document. We will get into specific suggestions and revisions of specific sections of the manual in Part 3 of this study. Take about five minutes now to look over the manual. As you read think about what would make you, as a student/interpreter read this manual. Think about what you would like to have instructors know about your communication needs, does this book, in general, say what you want to say? Think about what would make an instructor read this manual. In general, how could this book be revised to appeal to students? to instructors?

- Look at document overall

What are elements about it that would make you want to read it?

What are elements about it that would make you not want to read it?

- Look at the title and subtitle

Discuss if the titles are clear and appropriate.

- Look at the number of pages in the manual

Discuss the length of the manual

- Look at the overall physical details of the manual

Discuss the color and layout of the manual

Discuss the presentation of the manual (is it readable and attractive? is information easily locatable?)

- Look at the way the headings are organized

MAIN TOPIC #1
Student's Responsibilities
...

MAIN TOPIC #1
Interpreter's Responsibilities
...

MAIN TOPIC #1
Instructor's Responsibilities
...

MAIN TOPIC #2
Student's Responsibilities
...

MAIN TOPIC #2
Interpreter's Responsibilities
...

MAIN TOPIC #2
Instructor's Responsibilities
...

Discuss clarity of this organization

- Make other general comments about the manual overall that were not yet discussed

APPENDIX G

Moderator's Guide - Part 3 QUESTIONS TO OBJECTIVES

The following questions refer to each coded section of the primer:

FOR CARTOONS

1. What visual/graphic information in this clip helps you understand the guideline/tip?
2. What visual/graphic information (if any) do you think should be removed from this clip and why?
3. What graphic information would you add to this clip and why?

FOR TEXT

1. What text information (for example, captions, font, content, phrasing) conveys the guideline/tip?
2. What text information falls short? (Is the information correct? Is the information outdated or outmoded? Is important information missing?)

APPENDIX H

SCRIPT FOR INITIAL TELEPHONE or IN-PERSON CONTACT

Hi, my name is Patty McKenzie. I got your name from [*referral*] as someone who might be potentially interested in participating in a research project to amend a handbook for the Special Needs Department. We are looking for instructors / students, with varying degrees of experience utilizing the interpreting services here at MATC, to participate in focus groups to help us collect data to revise a manual entitled: An Interpreter in the Classroom. Your participation in the group is entirely voluntary and could be withdrawn at any time.

[*Give time and location of the meeting*] The session should take about 2 hours. Are you willing and available to participate? We would love to have you.

If yes:

Great. Can I ask you 3 quick questions for my records?

These questions are just to insure that I have some variety in the level of experience with interpreters among group members. None of the data that is collected today or in the groups will be associated with your name.

About how many times have you utilized the services of an interpreter?

0-5

5-20

20 or above

About how many times have you observed an interpreter in a setting?

0-5

5-20

20 or above

Would you consider yourself familiar with the role of an interpreter?

Not at all

Somewhat

Yes

Thank you so much for your time. I will look forward to seeing you at [location] on [date]. Do you have any other questions?

If no:

Thank you for your time. If you have any questions you can reach me at 297-****, or my research advisor at UW-Stout, Dr. Michael Galloy (715) 232-****

APPENDIX I

SCRIPT FOR THE TELEPHONE REMINDER

Hi. This is Patty McKenzie. I just wanted to remind you of the focus group meeting that will be held tomorrow at [time] at the [location]. Are you still able to attend? Do you have any questions?

Ok, then I'll see you tomorrow! Thank you!

APPENDIX J
CONFIRMATION LETTER

[Date]

Dear [participant's name],

Thank you for so much for agreeing to partake in the group session being held on [date] at [location]. This research project is called a focus group study. It is being conducted as part of a project to fulfill requirements for a Masters in Vocational Education at the University of Wisconsin-Stout.

The main objective of this study is to evaluate a manual entitled An Interpreter in the Classroom: For Students and Instructors Utilizing Interpreting Services. In this study, we will ask potential users of the manual (you) to make recommendations for the possible revisions to the manual. Data collected from this focus group can be used to correct and update the manual, and insure that the information contained in the manual meets the needs of its users. All data pertaining to participants will be kept confidential. Your participation is entirely voluntary. The session will be videotaped for researcher use only.

Please let me know between now and the meeting date if any problem should arise that would keep you from attending. I look forward to a successful study with your participation.

Thank you again!

APPENDIX K
CONSENT FORM

I, _____, understand that participation in
(Print name)

this research project is voluntary. I am aware that I can discontinue my participation in this study at any time. The nature of this study and expectations for my participation have been explained to me. I have been informed that there is little or no anticipated risk involved with my participation in these focus groups. I have been given the opportunity to ask questions regarding all aspect of this study. I understand that data regarding my identity will be kept confidential in the reporting of the results of this study.

I HAVE READ THE ABOVE SECTION AND AGREE THAT THESE STATEMENTS ARE TRUE. I GIVE MY CONSENT TO PARTICIPATION IN THIS STUDY.

Signature: _____

Date: _____

Note: If you should have any questions or concerns about this study you may direct them either to me, the researcher, or to my research project advisor:

Patricia McKenzie
Researcher
ph: (414)297-****

Dr. Michael Galloy
Research Project Advisor
ph: (715)232-****

APPENDIX L

VIDEO RECORDING RELEASE FORM

I, _____, agree to the video recording of
(Print name)
these focus group sessions. I understand that this information will be used only for
research purposes and that names of participants and raw data collected will be kept
confidential.

Signature: _____

Date: _____

¹ Initial credit for the booklet An Interpreter in the Classroom belonged to Marilyn Mitchell [Assistant Professor, Center for Sign Language Interpreting Education, National Institute for the Deaf (NTID)] and T. Alan Hurwitz, Ed. D [Associate Deaf for Student Affairs , NTID] The general format and graphic layout was developed by NTID and was revised and modified by MATC with NTID's expressed permission.