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Secondary Educational Interpreters: Role Ambiguity and Role Strain

By

Rhoda M. Smietanski

A thesis submitted to Western Oregon University

In partial fulfillment of the requirements for the degree of:

Master of Arts in Interpreting Studies

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UNIVERSITY

WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED

☑ Thesis

☐ Professional Project

Titled:

Secondary Educational Interpreters: Role Ambiguity and Role Strain

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Candidate for the degree of: Master of Arts in Interpreting Studies

and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment of the requirements of this master's degree.

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ABSTRACT

Secondary Educational Interpreters: Role Ambiguity and Role Strain

By

Rhoda M. Smietanski

In partial fulfillment of the requirements for the degree of:

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This research is a response to discrepancies between directives from interpreting credentialing bodies regarding dual roles and actual practices in schools. The goals of the study are to explore the causes of interpreters tutoring while interpreting and role strain. The study focused on signed language interpreters who work in secondary educational settings and those who have left secondary educational interpreting.

The makeup of the subpopulations of this study—those who report tutoring while interpreting and those who report not tutoring while interpreting—have similar demographic profiles, and driving forces behind their work. The participants who report tutoring while interpreting are not necessarily required to do so. Participants who report

not tutoring while interpreting were more likely to consult with the code of ethics of their certifying body when making decisions about tutoring, and they were less likely to feel their role is misunderstood by consumers and colleagues than participants who report tutoring while interpreting. Participants who report tutoring while interpreting were more likely to feel stress from the demands of tutoring and interpreting and more likely to need more resources and options to approach their work than participants who report not tutoring while interpreting. Factors contributing to role strain were identified in participants' responses. The causes of secondary educational interpreters tutoring while interpreting may be interpreter dependent, and may be based on their perceptions of the contexts in which they work and how they define their work. There is an urgent need to further research effects of these practices so secondary educational interpreters can function in an evidence based practice of secondary educational interpreting.

CHAPTER ONE: INTRODUCTION

Across America, in urban and rural school districts, students who are deaf and hard of hearing attend school alongside their hearing counterparts. However, their education is not directly from their teachers' mouths; it is off the hands of signed language interpreters. This is known as "mainstreaming." Mainstreaming students has been common practice for 40 years, since the Education for all Handicapped Children Law (Public Law 94-142, 1975) and the Individuals with Disabilities Education Act (IDEA, 1997) were passed. Although there have been efforts to discontinue mainstreaming for deaf and hard of hearing students, it is the method by which most students receive their education (Marschark, Shaver, Nagle, & Newman, 2015). Deaf and hard of hearing students who are mainstreamed are placed in regular education classrooms and provided with accommodations listed on their Individual Education Plan (IEP).

National legislation has mandated K-12 students be educated in their least restrictive environment (LRE), which has been interpreted to mean instead of being educated in schools for the deaf, students may be educated in local schools and participate in regular education classes (IDEA, 1997). Implementation of interpreting services to provide access for students with a hearing loss has varied greatly from state to state (Stewart & Kluwin, 1996; 360 Translations International, 2014), with great differences in credentials required. As with any practice profession, even within states where signed language interpreters are required to hold certification, interpreters' own professional judgment, their own practice of using the Code of Professional Conduct

(Registry of Interpreters for the Deaf [RID], 2005), and it seems that application of best practices varies. Schön (1987) identified "indeterminate zones of practice" as aspects of professionals' work that are beyond straightforward application of technical knowledge, which involve "uncertainty, uniqueness, and value conflict" and are "central to professional practice" (pp. 6-7). Secondary educational interpreters face indeterminate zones of practice in their work.

Differentiation in education is considered by some a framework that allows teachers to position individual students for success (Dinnocenti, 1998). Likewise, signed language interpreters differentiate their services and language used based on the student's communication needs, amount of residual hearing, and literacy level. "Deaf students have diverse needs requiring a high degree of flexibility in the interpersonal, instructional, and communication expertise of teachers, interpreters, and other support personnel in the schools" (Stewart & Kluwin, 1996, p. 33). Interpreters aim to produce language to match where on the continuum from American Sign Language to English the student's language use is. This student-centered customization of interpreting services and language use is recommended in the literature on K-12 educational interpreting (Stewart & Kluwin, 1996, p. 31). In addition to differentiating language use in interpreting services, interpreters are also differentiating roles and responsibilities; some interpreters simultaneously partially interpret, teach, discipline, tutor, and counsel students, while other interpreters confine their services to interpreting or performing the above roles asynchronously (Antia & Kreimeyer, 2001). Most authors on K-12 educational interpreting urge interpreters to limit themselves either to interpretation or to tutoring, or clearly defining those roles (Pepnet2, 2015; RID, 2010; Shick, 2007; Winston, 1998).

Research shows that despite general principles enumerated by RID and the Educational Interpreters Performance Assessment (EIPA) guidelines, which I refer to as "best practices," being recommended in the literature, there has been and continues to be a disparity between best practices and the actual practices of K-12 educational signed language interpreters. The EIPA guidelines express that standard practices are "defined by federal and state law, or by educational practice, not by an external professional organization. The school, and ultimately in many cases, the state and federal government, defines standards of practice" (Shick, 2007, n.p.). There are numerous perspectives among consumers about their experiences with and desires for interpreting services (Kurz & Langer, 2004; Oliva & Risser Lytle, 2014; Stewart & Kluwin, 1996).

The task of interpretation is a cognitively all-consuming task. Gile's effort model of simultaneous interpreting demonstrates how interpreters' work involves:

> "listening and Analysis" (L), "production" (P) and "memory" (M)… Gile (1985) originally used his effort model of simultaneous interpreting to express the basic tenet that there is only a limited amount of mental "energy" (or processing capacity) available for the interpreter's processing effort, and that the sum of the three efforts must not exceed the interpreter's processing capacity. (Pöchhacker, 2016, p. 91)

The three efforts are all overseen by a coordination effort (Pöchhacker, 2016). This demonstrates the cognition required to interpret. The field of interpretation is a profession with detailed parameters within which to perform that task. For example, according to the RID Code of Professional Conduct, interpreters shall, "Refrain from providing counsel, advice, or personal opinions" (RID, 2005, p. 3). Interpreters have mentally demanding

jobs and important parameters within which to practice. Tutoring and interpreting are incompatible activities, because when one is interpreting, all their time and space in the interaction is devoted to meaning transfer work between two or more other persons. Considering Gile's 1985 model (as cited by Pöchhacker, 2016) when attempting to interpret and tutor synchronously one role will suffer.

A case study by Lawson (2012), of a secondary educational interpreter working with a 10th grade student without secondary disabilities who depended on the interpreter to access classroom communication, demonstrated how the role of interpreting can suffer from interpreters performing roles that are secondary to interpreting. She coded what role the interpreter performed, in five-second increments, and found that the interpreter spent more time tutoring or helping the student than interpreting (41.41% of the time the interpreter was interpreting) (Lawson, 2012, p. 32). Taking on secondary roles such as tutoring decreased the amount of classroom communication students had access to. Lawson found that "39.78% of the teacher's discourse was not interpreted" (p. iv). In addition to the role of tutor taking away from the role of interpreter, Lawson also reports on how the role of tutor takes away from students' opportunities to work independently.

An interpreter facilitates communication between people who speak different languages; this may not be the most accurate or appropriate term for some people in this study whose roles may involve tutoring. The role of tutoring, if not well defined, can become instruction. There is a lack of a definition of tutoring in literature on K-12 educational interpreting, which may also be contributing to a lack of definition of the role of tutoring. Do deaf and hard of hearing secondary students who use sign language to communicate need interpreters or do they need signing tutors, signing teachers, signing

aids, signing paraprofessionals, or some combination of the above? Research may reveal that job titles or descriptions need to be changed, that interpreters need to follow best practices, or that role metaphors of interpretation services need to be reconstructed for this setting.

The discrepancies between best practices recommended by the professional organization's *Standard Practice Paper: An Overview of K-12 Educational Interpreting* (RID, 2010), *Code of Professional Conduct* (RID, 2005), *EIPA Guidelines of Professional Conduct for Educational Interpreters* (Shick, 2007), and the actual practice of certified educational signed language interpreters need to be explored further; this exploration need not be a superficial examination of symptoms, but an exploration of causes. When interpreters synchronously perform dual roles, students will not have the experience of receiving either distinct interpreting services or tutoring services; this impacts their educational experience and has implications for when they enter post-secondary settings.

The purpose of this study is to discover causes of indistinct dual roles in secondary educational interpreting. I have worked as a K-12 educational interpreter for 13 years, where every day I see tremendous opportunities for improvement. It is important for me that my work makes a contribution to this field and to its stakeholders. After several iterations of research questions that delved into specific explorations of effects of dual roles in secondary educational interpreting, I considered an open-ended exploration of the state of secondary educational interpreting. Although this would produce a snapshot of the field, I thought there would be overlap with research that has already been completed. A conversation with my advisors brought the idea of coming

back to the root of the problem to the forefront of my considerations; this is when I chose to research the causes of dual roles in educational interpreting. Finding the root systems of causes of indistinct dual roles of interpreting is of great import!

Secondary educational interpreters and former secondary educational interpreters (Amy, Beth, Cathy, Donna, Evie, Gina, Frances, Hayley, and others) have entrusted their stories to me (pseudonyms were used to protect confidentiality). Their stories will make a contribution to the field to address the dissonance between best practice and actual practice. I hope that this will ripple out to, or perhaps start with, real-world rhetoric of interpreting. It is noteworthy that not only are actions and behaviors of actual practice different from best practices, so too is the rhetoric about in-the-field experience of interpretation (Smith, Cancel, & Maroney, 2012). Ambiguous dual roles may be causes of role strain and potentially lead to burnout and attrition among signed language interpreters (see Dean, 2014; Dean & Pollard, 2001, 2010, 2013; Humphries, 2015; Schwenke, 2015).

Through this research, patterns of what might cause secondary educational interpreters in this study to engage in both interpreting and tutoring without a clear distinction of when they are performing each role will be identified. The findings will lead to recommended adjustments to best practices of secondary educational interpreters and designs or implementations of their roles. Findings from this study will describe how current, or former, secondary educational interpreters perceive their role(s). The findings from this study will identify further research needed and contribute to the profession of signed language interpreting that is in need of current research to inform evidence-based practice.

Two theoretical bases are the foundation of this research. The first is Demand Control Schema (Dean & Pollard, 2013). The second is industry standards or best practices as outlined by the credentialing bodies. School districts may require interpreters to be certified by either RID or credentialed by the Educational Interpreter Performance Assessment (EIPA) or another form of local or state credentialing. RID and EIPA both have recommended guidelines for K-12 educational interpreters, in the forms of the *Standard Practice Paper: An Overview of K-12 Educational Interpreting* (RID, 2010), and the *EIPA Guidelines of Professional Conduct for Educational Interpreters* (Shick, 2007); these guidelines recommend that interpreters not perform dual roles synchronously.

This study researches present and former secondary educational interpreters. The sample is likely to include professionals who are more active in their field, just by virtue of being easily contacted and willing to participate. The findings will not be generalizable to the total population of secondary educational interpreters. Some open-ended survey questions give participants space to elaborate upon their experiences.

There are numerous roles that secondary educational interpreters can assume; these roles can be classified as either interpreting or non-interpreting roles. This study focuses on the two roles of interpreting and tutoring.

The interpreting role metaphor one subscribes to may affect his or her definition of interpreting, and it definitely affects the role they practice with; a conduit metaphor (Wilcox & Shaffer, 2005, p. 29) includes transferring meaning, while a cognitive model (pp. 33-48) is described as a process of actively constructing meaning from others. In this paper, *interpreting* refers to the transfer of meaning between languages, not to

perpetuate a conduit metaphor but for a simple way to express the core of what

interpreting is aside from the extraneous responsibilities. Meaning transfer is sometimes

simultaneous and sometimes consecutive; it is not retaining the form of the original

message, but constructing meaning in the target language. Having reviewed the literature

on educational interpreting, no clear definition of tutoring has been found. Definitions of

interpreting abound. In this research, the differentiation between interpreting and tutoring

will be made as follows:

> Interpreting is a communication, language-based activity where a bilingual or
>
> multi-lingual person facilitates meaning transfer between two or more languages
>
> for two or more monolingual users of those differing languages. Tutoring is a
>
> content-based activity where one is in direct communication to teach one student
>
> or a small group of students in one shared language or may occur through an
>
> interpreter, if the participants do not share the same language.

Is it possible to draw a line between interpreting and tutoring? Can the functions

be categorized by outcomes? Is an interpreter responsible for a student's language access

or academic success? These are some of the questions needing to be tackled in the field.

In her definitions for coding, Smith (2010) shared the difficulties of classifying

activities as being either interpreting or tutoring. Smith stated:

> Interpreting – It was often difficult to distinguish when an interpreter stopped
>
> interpreting and provided more "fine-tuned, individualized instruction" (perhaps
>
> aligned with and essential to achieving instructional objectives). "Interpreting"
>
> was eventually operationalized as the interpreter being in place, poised and ready
>
> to interpret whenever there was some discourse (usually spoken) to be interpreted.

The general expectation would be that if the teacher is talking, the interpreter is interpreting what the teacher is saying (although that was not always the reality). Tutor/help – During designated tutoring time or seat work, it was easy to identify tutoring and helping; however, the line of demarcation between "interpreting" and "tutoring/helping" was not always distinct. "Interacting with students" was clearer. (p. 311)

Just as Smith's study needed categorization of the domains of interpreting and tutoring, this study does as well. Interpreting is not a word-for-word transliteration and may involve extended explanation, which involves more time and lexical items to convey concepts, to accurately accomplish "meaning transfer." Tutoring goes beyond meaning transfer to include providing assistance with content outside the scope of meaning transfer. Tutoring may involve additional content-related directions, assistance, and support. Participants in this study also had the opportunity to define what interpreting and tutoring means to them individually; participants' definitions did not always align with the working definitions of this study, which again underscores the ambiguities that surround these roles.

In Humphrey's (2015) research, which drew from Dean and Pollard (2013), she wrote that "role strain is defined as a situation or event involving multiple, conflicting responsibilities, unexpected situational requirements, and/or ethical dilemmas and also including varying levels of resource availability. This can also be referred to as role conflict" (Humphrey, 2015, p. 9). Humphrey highlighted that due to the youth of the sign language interpreting field, some decisions about role are not determined by professional standards, but rather by hiring entities, like school districts.

Secondary educational interpreters perform significant work in what can be challenging circumstances. The following chapter will further outline the realities of K-12 educational interpreting as well as some relevant research on this topic. What we find is the challenges today are similar to the challenges of K-12 educational interpreting decades ago.

CHAPTER TWO: REVIEW OF LITERATURE

In this literature review the focus will be on scholarship surrounding K-12 educational interpreting. The *Standard Practice Paper: An Overview of K-12 Educational Interpreting* calls interpreters a "critical part to the educational day for children who are deaf and hard of hearing" (RID, 2010, p. 1). This document sets qualifications that interpreters must have to be capable of interpreting and outlines how to serve all their consumers including students and colleagues. Unfortunately, as some researchers have noted, even with a best-case scenario of a qualified interpreter, there are still limitations to educational access provided through an interpreted education as opposed to direct instruction. An interpreted education is the type of education many deaf and hard of hearing students are receiving; it may not be truly inclusive and is not the equivalent of direct instruction (see, for example, Cawthon, Leppo, & Pepnet2, 2013; Jones, Clark, & Soltz, 1997; Shick, Williams, & Kupermintz, 2005). One reason to consider the challenges and limitations of the meaning transfer part of interpreters' work is that it may affect the types of dual roles K-12 educational interpreters are tasked with. Shick et al. (2005) pointed out that interpreters alone cannot provide accessibility in a mainstream education. Do stakeholders in mainstream deaf education hold this perceived expectation? Is an expectation for interpreters to single handedly provide accessibility a partial cause of practices of indistinct dual roles? These are more questions that need to be addressed.

There are numerous challenges inherent to meaning transfer in a K-12 classroom, including jargon and discussion-driven lessons, in which the processing time (or the time the interpreter uses to take in the source message, English, find the meaning of the message, and reproduce it in the target language, American Sign Language) required for an accurate interpretation precludes the active participation of deaf or hard of hearing students (Stewart & Kluwin, 1996, p. 32). Shick et al. (2005) stated, "clearly, educational interpreters have difficulty with those aspects of the classroom content that are essential for development and academic learning" (p. 12) and added that in a nation that purports that no child will be left behind, "clearly, many deaf/hoh [hard of hearing] students are being left behind" (p. 17).

Ten years later Marschark et al. (2015) reported that deaf and hard of hearing students often enter school without language fluency, have limited access in school due to service providers' struggles, and have a longstanding pattern of academic underperformance. Clearly, many factors are beyond an interpreter's control in the educational setting; interpreters cannot alleviate all of these factors by providing linguistic access, and they may actually contribute to the problems by providing incomplete or inaccurate interpretations.

Even when interpretations are timely, accurate, and complete, there is a possibility that the student will have processing complications. A literature review by Stewart and Kluwin (1996) highlighted the lack of research on how students with hearing loss receive and process interpretations, stating "Administrators and teachers in general education often make the false assumption that deaf students fully comprehend the information being conveyed by interpreters" (p. 32). Do interpreters also make this assumption? Or is

the interpreters' recognition of the students' lacking comprehension an impetus for tutoring? There is a need for more research on how effective an interpreted education is for deaf and hard of hearing students and what additional supports students need to be successful. It may not be possible to isolate these findings from the causes of ambiguous dual roles in secondary educational interpreting.

Unfortunately, not every deaf or hard of hearing student who uses sign language to communicate receives a credentialed interpreter who is qualified and capable of producing complete, accurate, and timely interpretations. The *Standard Practice Paper: An Overview of K-12 Educational Interpreting* calls for interpreters to have credentials from either EIPA or NAD-RID such as the NIC, in addition to academic knowledge, knowledge of students, and continuing professional development (RID, 2010). When a student has an interpreter with the minimum requirements, this does not equate to the student having access to 100% of the message.

One test of interpreter qualifications, the EIPA, has five levels—one being the lowest and five being the highest. A 3.5 is considered a "minimal level" (Shick, 2007, p. 3). An EIPA level 4 interpreter is described as "able to convey much of the classroom content but may have difficulty with complex topics or rapid turn taking" (Shick, n.d.). Consider the complex topics and rapid turn taking that occur in most high school classrooms, and then consider the potential effectiveness of an EIPA level 4 (or below) interpreter. Of the NIC certification, RID wrote, "Candidates earn NIC Certification if they demonstrate professional knowledge and skills that meet or exceed the minimum professional standards necessary to perform in a broad range of interpretation and transliteration assignments" (RID, n.d.). Whether certification demonstrates an

interpreter's ability to interpret in a secondary educational setting is not clear. This discussion is not intended to disparage working educational interpreters, but to reflect on the demands of the job we face every day and the reality is that an interpreted education is not equivalent to a direct education (Stewart & Kluwin, 1996).

While many states have policies and requirements for educational interpreters, there is no national requirement for educational interpreter qualifications, and the body of research on K-12 educational interpreters underscores how many currently working interpreters fall far short of meeting minimum qualifications (Antia & Kreimeyer, 2001; Cawthon et al., 2013; Jones et al., 1997; Marschark et al., 2015). Even more egregious, after fully appreciating the challenges of interpretation in the school system, it was not unheard of to have individuals with no knowledge of sign language being hired as interpreters and becoming a deaf and hard of hearing student's only related service provider (Antia & Kreimeyer, 2001). Hopefully, as time passes since the beginning of mainstreaming of deaf and hard of hearing students, this will happen less frequently.

Having qualified interpreters is essential in offering accessibility and true inclusion for deaf and hard of hearing students who use sign language to communicate and who are mainstreamed. Shick et al. (2005), who wrote the largest study in this literature review, looked at a sample of 2,091 K-12 educational interpreters and showed that only 38% of these interpreters met a minimum standard of an EIPA level 3.5 (p. 11). The grim reality is that, at the time of Shick et al.'s study, most students were receiving an incomplete education through under qualified interpreters.

There was a more recent survey of 1,350 service providers and administrators; a subset of this study was signed language interpreters of whom the survey asked if they

followed best practices (Cawthon et al., 2013). When looking at the consistency and quality of signed language interpreters, participants reported that the secondary school setting had the lowest percentage (81%), as compared to an agency setting (91%), postsecondary setting (92%), and multiple settings (93%). These are professionals self-reporting on their work and rating an average of the services they are providing as "sometimes" of high quality (Cawthon et al., 2013, p. 445). This number is not generalizable to all service providers nationwide, because the pool of people who chose to respond to and complete the survey may be very different than the complete population of service providers. This percentage could be lower, and there is much room for improvement.

With the serious implications of limitations in an interpreted education and insufficient qualifications of numerous K-12 educational interpreters, it is evident that K-12 educational interpreters have countless challenges in their daily work with the task of interpretation alone. Many of the factors (such as teachers' lesson plans and resources) impacting an interpreter's work are outside of an interpreter's control and purview. This examination of the efficacy of deaf education provides a context for the remainder of this literature review, and for the topic of this project: the causes of ambiguous dual roles in secondary educational interpreting.

Recommended Best Practice: Distinct Dual Roles

Pöchhacker (2016) used the definition of role "as a set of more or less normative behavioral expectations associated with a 'social position'" (p. 168). He continued by describing the impact of the professionalization of interpreting on the role of interpreters and outlining numerous metaphors the profession has used for role constructs. Key

differences in these constructs include the amount of decision latitude (Dean & Pollard, 2001) the interpreter retains for themselves in their work or the amount of decision latitude they relinquish to their consumers (i.e., all the other participants in a communicative event). Interpreter role and role conflict have been important ongoing topics of research for community interpreters (Pöchhacker, 2016).

The *Standard Practice Paper: An Overview of K-12 Educational Interpreting* lists five examples of non-interpreting duties:

- Presenting in-service training to classroom/school personnel about the roles and responsibilities of the interpreter and/or deaf/hard of hearing related issues.

- Working with teachers/staff toward the goal of increasing interaction between deaf or hard of hearing students and their peers.

- Providing academic support, such as tutoring the deaf or hard of hearing student, as outlined in the IEP and under the guidance of a certified teacher

- Providing sign language support to classmates of the student who is deaf or hard of hearing.

- Providing information or referral regarding Deaf community resources. (RID, 2010, p. 3)

It is essential to note the *Standard Practice Paper: An Overview of K-12 Educational Interpreting* also stipulates that the non-interpreting duties are limited to occurring asynchronously with interpreting (RID, 2010, p. 3). This directive operates under the framework that it is possible to distil one function from the other, that there is a line that can delineate when one is no longer interpreting but has begun tutoring. If interpreters are to "assess consumer needs and the interpreting situation before and during the assignment

and make adjustments as needed" (RID, 2005, p. 3), what types of adjustments are in keeping with the spirit of this document? Do functions of explanation fall under the purview of interpreters? When do explanations become tutoring?

The *EIPA Guidelines of Professional Conduct for Educational Interpreters* makes it clear that while interpreters will have numerous roles including non-interpreting ones, there needs to be clarity as to which role they are performing at which time. For example, interpreters can either participate in or interpret an IEP meeting but these two roles should not occur synchronously (Shick, 2007). In a section of the guidelines devoted to tutoring, Shick (2007) warned of the challenges that the student and interpreter may have in separating the two roles of interpreting and tutoring; they need to be two distinct roles (pp. 8-9). Shick then outlines five guidelines for K-12 educational interpreters who are asked to take on the secondary role of tutoring. This includes the guideline that tutoring should not interfere with interpreting, and that it is the interpreter's responsibility to let the student know when he or she is tutoring instead of interpreting.

When researching the role of the interpreter, it is essential to consider multiple stakeholder perspectives. Oliva and Risser Lytle (2013) researched deaf and hard of hearing graduates from mainstream programs; these individuals offer the perspective of students who had an interpreted education. The deaf and hard of hearing research participants reported interpreters performing multiple roles such as "tutors, assistant teachers, and therapists, as well as friends" (p. 72). One of their participants said, "When I think of my experiences being alone in the mainstream, I think of my interpreter. She helped me tremendously!" (p. 72). Oliva and Risser Lytle questioned the effects of K-12 educational interpreters filling roles outside of interpreting. One of their participants said

"she had a 'love/hate relationship' with her interpreters" (p. 83). A theme found in their research was the importance of teachers making connections directly with students. Some participants thought positively about classes in which K-12 educational interpreters were not as necessary, such as art or shop class, when interactions could occur directly between the student and their teachers and peers. Oliva and Risser Lytle asserted that "interpreters are supposed to make connections happen between deaf and hearing people. They are not supposed to *be* the primary connection" (p. 83).

Davino (1985) wrote when students are young, the K-12 educational interpreter has greater responsibilities and how as the student advances through school the student's responsibilities grow and the K-12 educational interpreter's responsibilities diminish.
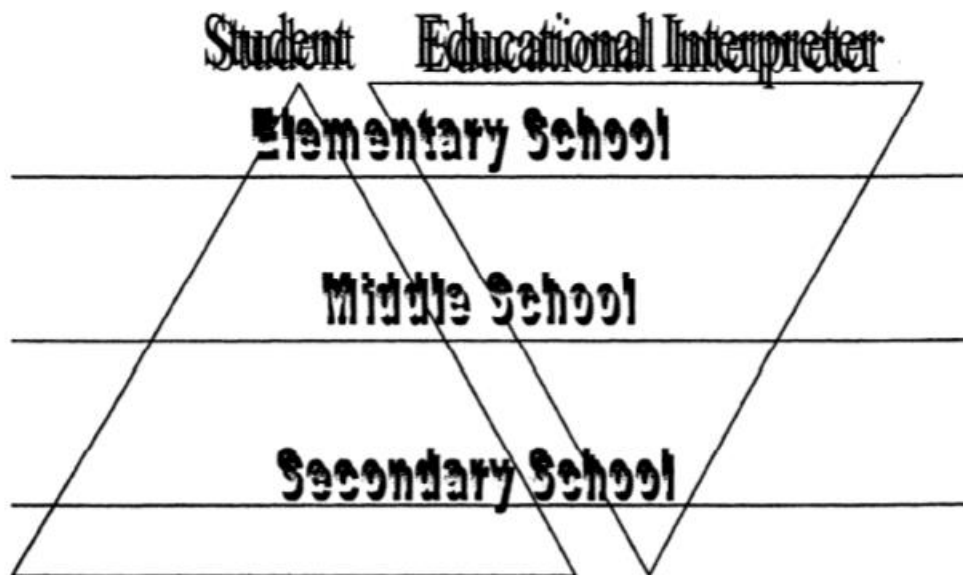
Figure 1. Inverted Triangles of Responsibility (Davino, 1985, p. 113)

This is described by the inverted triangles of responsibility; a model that is widely attributed to Davino (1985, p. 113). Davino's work clearly delineates responsibilities of students, K-12 educational interpreters, mainstream teachers, and teachers of the deaf; the

K-12 educational interpreter's role is defined with respect to responsibilities of all of the

stakeholders. One of the responsibilities he lists of the K-12 educational interpreter is to

"refer student questions to the teacher. Nurture and promote independence" (p. 120). The

philosophy of K-12 educational interpreter responsibilities being less when working with

secondary students as opposed to primary students is why this study has been designed to

research secondary educational interpreters. While this research will focus on secondary

educational interpreters, the data analysis may inform interpreters working in all levels of

K-12 educational interpreting. The remainder of this literature review will provide

evidence that these best practices are not being practiced.

Best Practice Deviations: Indistinct Dual Roles

In their literature review on K-12 educational interpreting, which examined 15

different school district's guidelines for their educational interpreters, Stewart and

Kluwin (1996) found "additional responsibilities required of interpreters working in

school programs" (p. 29) as one of three main areas of concern. Their study "point[s] to a

need to improve the professionalism of educational interpreters through precise role

definition…The urgency of this need is highlighted by an overall shortage of qualified

interpreters working in schools" (p. 29). Stewart and Kluwin also insisted upon the need

for theoretical research into the effects of non-interpreting duties of K-12 educational

interpreters.

The theme of ambiguous roles is unmistakable in the literature on K-12

educational interpreting. The other studies reviewed here will highlight the need for

clarity in dual roles for secondary educational interpreters. Literature concurs that K-12

educational interpreters have numerous roles and responsibilities, although the timing of

these non-interpreting duties is not clear, and there are disagreements about whether these non-interpreting duties enhance or detract from interpreting duties (Antia & Kreimeyer, 2001; Cawthon et al. 2013; Jones et al., 1997; Luckner & Muir, 2001; Siegel, 1995; Stewart & Kluwin, 1996; Winston, 1998).

Smith (2013) identified confusion regarding role to be pervasive in the field. She researched "what educational interpreters do and why" (p. 26) from the perspective of an interpreter educator. Her focus was on elementary settings, but there are contributions from her work that are applicable across grade levels. Smith (2010) stated, "One area of confusion is the distinction between the roles and responsibilities that should be taken on by interpreters in K-12 settings and those that should remain the roles and responsibilities of the classroom teacher or other members of the educational team" (p. 10). Smith highlighted limitations of interpreter education programs in preparing students for the realities of working in K-12 educational settings. In her research of educational interpreters she encountered challenges in coding and finding the distinction between what interpreters were doing and reasons why they were doing it when they interacted with students. Smith first created two categories of interpreting and beyond interpreting. In the beyond interpreting category, one code she used was "tutoring and helping" (p. 61). These categories were difficult to define, and she also used "directly interacting with students," which she found to be more useful. She researched K-12 educational interpreters' decisions as responses to the needs of the students. All of the participants in her study tutored and helped students when they were not interpreting. This was often following informal assessment during independent seat work or during a separate tutoring time. Smith used the term "augmentation" to the interpretation to refer to some of the

tutoring, helps and support employed by K-12 educational interpreters (p. 273) finding that "when interpreters determined that students needed additional support, they provided it willingly" (p. 273). A K-12 educational interpreter in Smith's research applied knowledge of state standards to the decision of interpreting or doing additional explanations in the moment (p. 267). Smith demonstrated how integral one-on-one tutoring sessions with the K-12 educational interpreter and deaf student were for developing literacy skills and meeting the student's unique academic needs. However, not all K-12 educational interpreters feel prepared to tutor; a participant in Smith's research who had eight years of experience expressed the need for specialized training in tutoring.

There seems to be differing opinions from everyone who has come in contact with K-12 educational interpreters—and among K-12 educational interpreters themselves— about the scope and delivery of their practice. Jones et al. (1997) researched K-12 educational interpreters. From the 222 respondents, 18 types of non-interpreting duties were listed as a part of their jobs. Jones et al. also suggested that "the range and scope of these [non-interpreting] duties call into question whether significant amounts of time are spent performing non-interpreting duties at the expense of interpreting responsibilities" (p. 263) and went on to state that some non-interpreting duties (including tutoring) are a "questionable practice" (p. 265).

Jones et al. (1997) also cautioned that the model that K-12 educational interpreters are using causes students to over-rely on interpreters. If interpreting becomes secondary to any non-interpreting duties, because of the incompatible nature of these duties, this will impact services students receive. For instance, students whose Individual

Education Plan (IEP) lists an interpreter as a related service provider as an accommodation to the mainstream classroom may only be getting this accommodation for part of the day and may only have true access to the classroom for a portion of each school day. Jones et al. (1997) added their voices to the call for research to bring clarity to the muddle of ambiguous roles that K-12 educational interpreters perform. While Jones et al.'s study is a powerful contribution to the understanding of the problem of ambiguous roles in K-12 educational interpreting, it does not explain why this is the case.

Interpreters are only one of the many stakeholders seeking to resolve problems in actual practices in interpreted education. This next study took a much wider qualitative look at interpreted education. Luckner and Muir (2001) used qualitative procedures to compile information on successful mainstreamed deaf students through observations in the classroom and interviews of parents, professionals, and students with a severe to profound hearing loss. One of the six themes parents credited students' success to was skilled and caring professionals. As one parent stated, "Interpreters have to wear so many different hats. I mean, they're the interpreter, teacher, tutor, friend, mom- I mean, you name it. And outside of the relationship that the [interpreter and student] have, they have to be a PR [public relations] person" (p. 438). It is worth noting that the parents' expectations of the K-12 educational interpreter is for fulfilling roles they likely have no training in and are not in keeping with the roles described in best practices for the field. Parents may know their child is receiving those services or may believe it is in the best interest of their child to receive non-interpreting services from the K-12 educational interpreter. In this study, there is no discussion of the potential conflict of interest between these roles of the K-12 educational interpreter. The original design of the

research did not include collecting data from K-12 educational interpreters, but they were added to the interview list when teachers cited K-12 educational interpreters as having information to contribute. Luckner and Muir (2001) reported from a teacher's perspective how important it is to have "skilled tutor/interpreters" (p. 441). The order in which these roles are listed is very telling.

Referencing best practice, the *EIPA Guidelines of Professional Conduct for Educational Interpreters* section on tutoring opens with the benefits of K-12 educational interpreters being able to tutor. The problem is when the incompatible roles of tutoring and interpreting are not clearly separated. Winston (1998) suggested that instead of focusing the discussion on the roles and responsibilities of K-12 educational signed language interpreters, focus should be put on the job title itself. If the de facto model in the school system today is of K-12 educational interpreters doing much of their work outside the scope of an interpretation, why are they still being called interpreters or interpreters/aides?

In a longitudinal case study of interpreted primary education in Arizona, tutoring was a non-interpreting duty that a K-12 educational interpreter and K-12 educational interpreter/aide performed before, during, or after interpreting the lesson (Antia & Kreimeyer, 2001). Antia & Kreimeyer (2001) state, "The finding that interpreters assume multiple roles within the elementary classroom is not surprising, and is well recognized within the field. The degree to which these roles are desirable is debated" (p. 363). These K-12 educational interpreters and K-12 educational interpreter/aides performed parallel teaching in the classroom during lessons; something which they were likely not trained to do. This study is indicative of what is occurring in schools across the nation: untrained or

unqualified K-12 educational interpreters or K-12 educational interpreter/aides are serving in multiple roles about which people on the same educational team have different perspectives (Antia & Kreimeyer, 2001, p. 363). For the purposes of this paper, as best practices have been defined, this additional duty being performed while interpreting contravenes best practices.

Some of the drawbacks of these services of dual roles were personnel, faculty, and administration having differing perspectives on non-interpreting duties, which contributed to contrasting expectations (Antia & Kreimeyer, 2001), disagreements among one another, less interaction between the student and the teacher, and more interaction between the student and the K-12 educational interpreter or the K-12 educational interpreter/aide.

There are concerns about the effects of K-12 educational interpreters performing dual roles on students' development of self-determination. When the K-12 educational interpreter offers non-interpreting services to students as they progress through grades this may cause an over-dependence on the interpreter and may impact the students' ability to advocate for themselves (Clark & Scheele, 2014). Self-advocacy is an essential skill for deaf and hard of hearing students to develop, and it needs to be taught (Luckner & Becker, 2013).

Further investigation into the effects of non-interpreting duties on interpersonal relationships among colleagues, the performance of students and secondary educational interpreters, and the amount of instructional time from a certified teacher all merit additional research. I researched only the causes of secondary educational interpreters taking on dual roles. My decision to research the cause is in hopes to have the greatest

impact on the root of the problem. I was not able to locate other studies that research the cause of secondary educational interpreters tutoring while interpreting.

Theoretical Constructs

Signed language interpreters are tasked with complex meaning transfer work, navigating between two languages, cultures, and modalities. This is fast-paced work that requires important split-second decisions on what part of messages to prioritize or even present. The profession of interpreting is not limited simply to meaning transfer work, but also includes a myriad of additional requirements of the job, or demands, and resources or options for meeting those demands with controls (Dean & Pollard, 2001). The language and meaning components of interpretation alone are complex, and layered with that, each type of setting in which interpreters work can present its own set of challenges. Research on the effects of these numerous demands, in a survey using the Job Content Questionnaire, shows video relay service (VRS) interpreters and K-12 educational interpreters endure more job demands and stress than community interpreters or staff interpreters (Dean & Pollard, 2010). Perhaps unique to the K-12 educational setting, interpreters often face numerous decisions regarding non-interpreting demands.

Dean and Pollard's Demand Control Schema (2013) is a framework for interpreters to use in engaging in reflective practice; it is a way to approach decision making regarding all of the demands one faces in daily work. Using DC-S, interpreters can categorize types of demands and consider all the controls (options for addressing the demands) they have to address them. Combined controls make up an interpreter's "decision latitude" (Dean & Pollard, 2001, p.1). An investigation of demands in secondary educational interpreting may reveal some of the causes of practices of

indistinct dual roles. Secondary educational interpreters may not realize the controls they have; secondary educational interpreters may not perceive that they have decision latitude.

Traditionally, role and responsibility are inseparable. Dean and Pollard (2013) highlighted how the field of signed language interpretation focuses on role and neglects responsibilities. Building on their work, if interpreters in secondary educational settings gave more attention to responsibilities, the roles would naturally be distilled from their current ambiguous forms. Do secondary educational interpreters feel they are responsible for students' academic access and/or success?

Ramirez-Loudenback (2015) researched interpreters' motivational values, and interestingly she found that both K-12 educational interpreters and VRS interpreters, along with community interpreters, have benevolence as their most prominent value type (p. 49). Benevolence is defined as "preservation and enhancement of the welfare of people with whom one is in frequent personal contact" (p. 36). Ramirez-Loudenback found post-secondary interpreters, medical interpreters, and legal interpreters all had self-direction as their leading value type (p. 49). This difference in value types based on setting, demonstrates that different personalities may be drawn to different work settings. Motivational values could affect K-12 educational interpreters' decisions about what responsibilities to take on and what roles they fill.

The current climate of K-12 educational interpreting is one of unparalleled role ambiguity and role conflict. Is this because of the prolonged engagement in a single setting, consumers being children or young adults, personalities of K-12 educational interpreters drawn to this setting, and/or dysfunction in the K-12 educational system

itself? While we know from literature that ambiguous dual roles are occurring in K-12 educational settings, no study isolates why K-12 educational interpreters are taking on dual roles.

A Lack of Progress

More than 30 years ago in 1985, Winston (1992) wrote of the importance of clearly defined roles in K-12 educational interpreting. More than 20 years ago Hayes (1992) wrote, "Although educational interpreters have been working in classrooms to some extent for the past 20 years, little has been written about their roles and responsibilities" (p. 5). Hayes cited Frishberg (1986) and Mertens (1991) who offered solutions to the ambiguous role dilemma. Hayes, in surveying and interviewing K-12 educational interpreters found that they did not understand their own roles and responsibilities in the classroom, so it is not surprising that their colleagues, administration, or students did not either. In my surveys I asked some of the same questions Hayes asked; I asked participants if they understand their role and if they perceive colleagues and students as understanding the role of the K-12 educational interpreter. This will allow for some comparisons between generations of K-12 educational interpreters, and it may be a way to measure any progress.

The lack of understanding of roles was unacceptable 20 years ago, but in a survey of all of the studies since Hayes (1992), none have shown improvement in clarity of roles and responsibilities in actual practice for K-12 educational interpreters. Because of a lack of qualification requirements for K-12 educational interpreters, a K-12 educational interpreter is not always knowledgeable enough to train colleagues or students about their own role (Shick, 2007). In a study of recent interpreter education program graduates'

preparedness for specialized settings, respondents cited role ambiguities as a prohibitive factor in seeking employment in the K-12 educational setting (Walker & Shaw, 2011).

This problem of role ambiguities, which has persisted in K-12 educational interpreting long after research demonstrated the need for action, is even more pressing today. This is why the focus of this study goes beyond the ambiguities and conflicts stemming from dual roles and responsibilities, and investigates their causes.

Conclusion

Like community interpreters, K-12 educational interpreters make decisions about their role. Some role decisions K-12 educational interpreters may make are for their consumers without consumer input; other role decisions may be made with consumer input, or by the consumer. Some decisions may be responses K-12 educational interpreters have to how they perceive their consumers' expectations. Many K-12 educational interpreter decisions involve a division of agency between interpreters and consumers. A key difference in community interpreters and K-12 educational interpreters is that in education, interpreters are working with children. School employees have agreements with their employer and job descriptions to consider in addition to directives from credentialing and certifying bodies, related legislation, and requests made directly from the consumer.

When secondary educational interpreters take on responsibilities in addition to interpreting with secondary students—who ideally, following Davino's model (1985), have already been experiencing greater independence, ownership of their education, and overall agency—secondary educational interpreters may be taking on agency that is not theirs, and taking from students. Secondary educational interpreters offering non-interpreting supports may be fostering over-dependency from students and becoming a

crutch. This is concerning as we consider students transitioning to postsecondary settings where interpreters will likely operate under very different models of interpreting.

Literature used in this review ranges from 30 years old to present day, and it definitively describes ambiguous roles in actual practice in K-12 educational interpreting. From the literature on the topic, there are general themes around areas that need improvement and further research; some of these are the themes addressed above. There was not a significant change in the themes addressed over the last 30 years of literature on K-12 educational interpreting; this in itself is quite telling. The second edition of one text, which touts being "the first comprehensive guide to educational interpreting" (Seal, 2004, back cover), was first printed in 1998, 23 years after Public Law 94-142 (1975). In the 17 years since the first edition of *Best Practices in Educational Interpreting* (Seal, 1998) was published, few books have been penned specifically for K-12 educational interpreters.

There is great overlap between every section and theme in this literature review; the interplay among all variables of a K-12 educational interpreter acting as a service provider for a deaf and hard of hearing student who uses sign language to communicate is significant. Jones et al. (1997) brought the crux of the conversation into focus by asserting that "without qualified interpreters who are allowed to focus on interpreting, however, many students needing interpreting services are not allowed real access to general education – and full inclusion is a myth" (p. 266). Deaf and hard of hearing students being educated in the regular education setting is a trend that has grown greatly over the last 50 years. While 80% of deaf and hard of hearing students used to be

educated in special settings, now 85% of deaf and hard of hearing students are being educated in regular education settings (Marschark et al., 2015).

Mainstreaming is the most prominent educational setting for deaf and hard of hearing students in America, and these students are underperforming (Shick, 2005). K-12 educational interpreters are assuming numerous non-interpreting duties. There is a great need for a clarity of K-12 educational interpreter roles that positions qualified interpreters to devote their faculties and energies to providing language access to education for deaf and hard of hearing students. In this research insights will be offered into decisions secondary educational interpreters are making that contribute to the ambiguity of roles in secondary educational interpreting.

CHAPTER THREE: METHODOLOGY

Theoretical Background

The survey was designed for mixed methods research; however the current study is focusing on the qualitative aspect. Much like Oliva and Risser Lytle (2014), I conducted qualitative research because "the simple telling of a personal narrative to interested, respectful, non-judgmental others leads to positive change within individuals" (p. 11). The use of open questions provided space for participants to share their experience and leverages the power of storytelling for an individual.

I hope that—as with Oliva and Risser Lytle's work—my work gave participants an opportunity to be heard. In this project, secondary educational interpreters shared their stories of the joys and struggles they face on a daily basis in classrooms all over America, and former secondary educational interpreters shared rationale for why they chose to leave secondary educational interpreting. Best practices dictates that secondary educational interpreters not perform dual roles simultaneously, yet for various reasons (e.g., job description, school expectations, student's needs, personal values) secondary educational interpreters are compelled to take on additional roles and juggle providing language access and instructional support. As Hesse-Biber (2014) stated, "An important goal of qualitative research is to get at multiple understandings" (p. 90). This research studies two main perspectives on tutoring while interpreting. The population being studied responded to the question, "Do you tutor while interpreting? Why or why not?"

Responses were coded and participants were divided into two subpopulations those who tutor while interpreting and those who do not.

Oliva and Risser Lytle's (2014) *Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren* is relevant to all stakeholders in deaf education. They wrote, "the experiences of deaf and hard of hearing students (both former and current) should inform educational policy, but often their voices are not sought" (p. 12). The same is true of secondary educational interpreters. Our voices are often not sought. In this research project, I am purposefully listening to the voices of current and former secondary educational interpreters.

Personal experience in the subject is not a liability in qualitative research, but rather, an asset. Like Oliva and Risser Lytle, my academic knowledge, personal history in the field, and passion for the topic informed the way I conducted the research. A strength of the methodology is that I am not an outsider to secondary educational interpreting. Hesse-Biber (2014, p. 63) wrote about the importance of researchers using empathy to connect with participants responses in qualitative research; I sought to do this in all stages of the research. In the message accompanying the invitation to participate in the study and in the informed consent page, I positioned myself as an empathetic researcher, a fellow secondary educational interpreter with 13 years of joys and struggles in the classroom. I also read and coded the responses from participants as someone familiar with the challenges my participants face in their work, and I also shared their responses as an empathetic researcher.

Design of the Investigation

My research question was: what are the causes of secondary educational interpreters performing dual roles of interpreting and tutoring synchronously? A secondary goal of my research was exploring role strain and attrition among secondary educational interpreters.

This study uses a qualitative methodology. Research participants were either current or former secondary educational interpreters. Data was collected through an online survey (see Appendix B). The survey consisted of five sections: (1) informed consent, (2) demographic information, (3) open-field questions, (4) Likert scale questions, and (5) an open space to share anything additional about the topic, and a thank you for participation.

The open-field questions were significant for not limiting participants in saying what they want to say. Section five was essential in the design of this study to offer participants a completely open space for sharing what else was important to them on the topic (Hale & Napier, 2013). I informed participants in the directions of the survey that every question did not need to be answered. The survey was piloted and significant changes were made to the open-field response questions to create more space for participants to share their experiences.

Population and Sample

The participants of this study consisted of adults, age 18 and above, who were either currently working or former secondary educational interpreters anywhere in the United States. This population represents the experts on actual practice of secondary educational interpreting. Through the coding process eight participants stood out through

their responses; they were given pseudonyms. Beth, Donna, Frances, Gina, and Hayley, who tutor while interpreting, share how they make decisions about how to define their roles and how they feel about their work. This thesis also presents the experiences and rationale of Amy, Cathy, and Evie, who do not tutor while interpreting.

It is of particular interest to consider the voices of interpreters like Amy, Cathy, Donna, Evie, Frances, and Hayley who have all left educational interpreting. Their stories may provide rich insight into why the current model of secondary educational interpreting may not be working. Individuals who are removed from a past reality may be able to be more honest in the stories they share than those who are presently experiencing it or trying to find the good and make good in their current reality (Oliva & Risser Lytle, p. 13). Some secondary educational interpreters changed careers; hearing these interpreters' reasons for changing career paths may offer insight into possible role strain or perceived lack of decision latitude.

Data Collection

Participants read the informed consent letter (see Appendix A) before being able to access the survey. Entering the survey served as participants' consent. Data was collected through an online survey (see Appendix B) using Google Forms. The survey opened on October 18, 2016 and was closed on November 2, 2016.

Links to the online survey were disseminated through avenues such as personal Facebook connections, interpreting-specific Facebook groups, interpreter e-mail groups, a posting on the NAIE (National Association of Interpreters in Education) website, and direct e-mailing. Direct e-mailing was done systematically: I e-mailed the survey to faculty of deaf education programs listed on a deaf education website, to executive board

members of RID, and to executive board members of RID affiliate chapters. These e-mails included an explanation of the research and a request for the message to be forwarded or shared. I also recruited participants through educational interpreting workshops. The link to the survey was shareable to encourage snowball sampling to recruit additional participants. Results were confidential, and participants could leave the survey at any time.

Data collected from the survey results was kept on a password-protected Google account and a password-protected personal computer. Confidentiality was maintained by the use of coding and a master list. Pseudonyms were assigned to participants who are directly quoted in this thesis.

Data Analysis Procedures

Data analysis is preparing the information collected to be organized into useful parts (Hesse-Biber, 2014). I began by reading the responses to all 10 of the open-field questions. Initial reading of the surveys drew me to several questions to study the responses in depth. Next, I coded participants' responses. Some of the participants' responses had numerous thoughts, rationale, and ideas shared in their response to a single question. After coding responses to select questions, some codes were quantified to analyze the prevalence of themes, and make comparisons. One of the ways the data was analyzed was by coding participants into two subsample groups: those who reported tutoring while interpreting and those who reported not tutoring while interpreting. These subsample groups (subpopulations) are referred to for the remainder of the paper as those who tutor while interpreting and those who do not tutor while interpreting, with the understanding that they were classified based on their self- reporting. I made numerous

comparisons between the two subsample groups to search for characteristics of each group which may be contributing causes to their role decisions.

Data Interpretation Procedures

Hesse-Biber (2014) stated that data analysis and interpretation are two stages of the project. The codes prepared in the analysis stage were interpreted into themes. In the interpretation stage, I looked for meaning to develop a theory from all of the pieces of information collected and analyzed. Findings offered valuable insight into the causes of dual roles and role strain in secondary educational interpreting. Findings were congruent with existing literature that demonstrates role ambiguities.

Limitations

A limitation of this study is that currently working secondary educational interpreters and former secondary educational interpreters provided written responses to the survey. This eliminated any opportunity for me to ask for clarification or elaboration on any response. Another limitation of this study is that it likely over-represents secondary educational interpreters who are active in professional interpreting organizations; this study is not representative of all persons working as secondary educational interpreters. As compared to a secondary educational interpreter who is not active in their professional organizations, a secondary educational interpreter who is active in their professional organizations may be more likely to have specialized education in interpreting, be credentialed, and definitely has more access to professional supports and a network of colleagues. An additional limitation in my research is the lack of unified definitions of key terms in the profession, such as interpreting and tutoring; this may contribute to some skewing, which I will discuss in the results section. The size

and composition of the sample is a limitation; it is a small sample that is not representative of all minority groups or demographic characteristics of secondary educational interpreters and former secondary educational interpreters. Quantities are characteristics of components that are explored in this study, but no statistical tests were run on the data. When percentages are shared I am not suggesting statistical significance; I am sharing attributes of subpopulations and participants in the study.

CHAPTER FOUR: RESULTS

Sixty-one surveys were returned; nine responses were removed from the study because participants answered "no" to both currently and formerly interpreting in secondary educational settings. One additional response was removed from the study; although the respondent checked "yes" to interpreting in secondary settings the respondent only referred to preschool and middle school settings in their responses. Fifty-one participants were included in this study.

Demographics

Of the 51 participants, 47 of the participants are female, three of the participants are male, and one participant did not respond with this demographic information. Two participants reported being Deaf parented. The largest age group of participants at 39% is 26-35 year olds (see Figure 2).

Age of research participants
■ 18-25   ■ 26-35   ■ 36-45   ■ 46-55   ■ 56-65   ■ blank
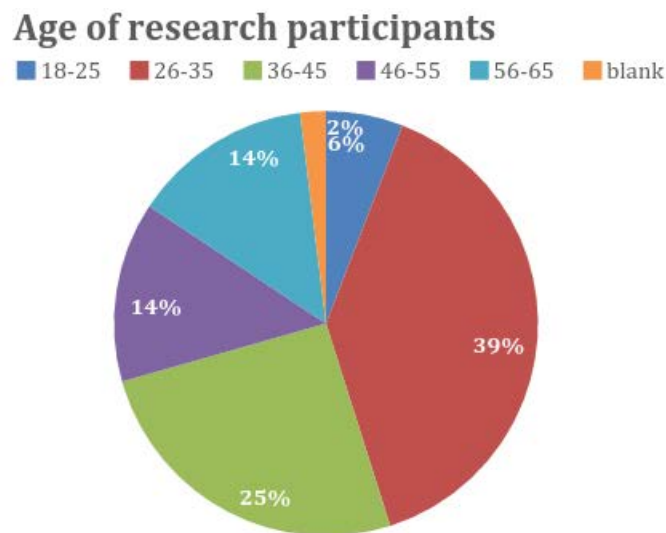
Figure 2. Age of Research Participants

The range of years of experience working in secondary educational interpreting was from 1 to 37 years of experience. This includes those who worked in this setting full time, part time, and on a substitute basis. Four of the participants limit their practice to only secondary educational interpreting, but 47 participants worked in additional settings. Participants reported educational attainment ranging from a high school diploma to doctoral level. The range of interpreting degrees held was from no degree to graduate degree.

Participants' Working Definitions of Tutoring and Interpreting

When coding participants' responses regarding why they do or do not tutor while interpreting, it became evident that there is a lack of clarity not only with roles performed but also with definitions of roles. What some participants in this study classified as tutoring could be defined as interpreting, such as not coding a term, but defining it through American Sign Language linguistic strategies; this is what Lawrence refers to in English-to-ASL interpreting as "expansion techniques" (Lawrence, 1994, p. 207). This illuminates how narrow or broad a secondary educational interpreter's definition of interpreting is may impact their practices or perception of their practices.

This also calls into question the classifications of those who do tutor while interpreting and those who do not tutor while interpreting for this research project. Some participants responded they do tutor while interpreting, but then explain their tutoring in the form of meaning transfer work. If, in my coding, I had overridden these responses the subpopulation of those who do not tutor while interpreting would have gained two and the subpopulation of those who do tutor while interpreting would have lost two. At the same time, one participant who self-reported as not tutoring while interpreting would be

switched into the other category due to their response demonstrating the interpreter tutors during "down time," which is when one could potentially also still be interpreting. However, I did not code any of these responses differently from how participants self-reported. This lack of standard definitions of interpreting and tutoring, both in the literature and among the participants of the study, is a limitation of the study. In addition to being a limitation of the study, it also may be a contributing factor to the causes of ambiguous dual roles.

When participants responded to the question, "Do you feel interpreting and tutoring can be two distinct roles? (If so how do you delineate one from the other? If not how are they one role?)," participants overwhelmingly responded they felt it could be two distinct roles as demonstrated in Figure 3.

Can interpreting and tutoring be two distinct roles?

■ yes ■ no ■ blank

8%

12%

80%
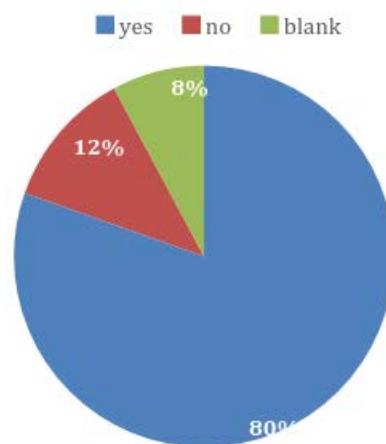
Figure 3. Can Interpreting and Tutoring Be Two Distinct Roles?

Some participants stated that the differences between interpreting and tutoring are demarcated by the origination of the message (i.e., from a third party or oneself). Common strategies participants shared for demarcating tutoring from interpreting ranged

from occurring in a different time, in a different physical location, or by different personnel. Another strategy shared was for the secondary educational interpreter to overtly label for the student what role they were performing as they moved in between roles in the same setting.

In response to the survey question "what does interpreting mean to you," there were numerous different responses, which I analyzed and assigned into categories of the process, characteristics of the message, interpreter factors and outcomes (see Appendix C for a list of the codes). Within these categories were themes of accessibility, equality (of messages and people), and comprehension. In the outcomes category, themes could be classified as primary interpreting roles as well as secondary interpreting roles. This would involve me superimposing my definitions onto the participants' responses, which is not the intent of this study. When I compared the division of categories between the two subpopulations, it is interesting to note that among the participants who do not tutor while interpreting the category, interpreting process, was 41% of the codes. In the subpopulation of participants who do tutor while interpreting, the process was 17% of the codes. The differences in the responses of these subpopulations should be explored further, because the difference may be indicative of the participants' knowledge, experience, awareness, and focus on the process aspect of interpreting work. The largest category for the subpopulation of participants who tutor while interpreting was characteristics of the message at 54%, as compared to the subpopulation of those who do not tutor while interpreting characteristics of the message was 20%. The interpreter factors category showed only a 2% difference between the two subpopulations with 11%

for participants who do not tutor while interpreting and 13% for participants who tutor while interpreting.

Responses to the survey question "what does tutoring mean to you" from each of the subpopulations may offer insights into factors that affect their decisions to tutor or not to tutor. Differences among the groups underscore role definition ambiguities and the variety of understandings with which individual secondary educational interpreters approach their work. Markedly absent from the definition of tutoring from the subpopulation who does not tutor while interpreting, is anything related with language issues (See Appendix D). This could indicate that these participants consider language-related exchanges between the interpreter and student to be a part of the interpreting domain and not that of the tutoring domain. The subpopulation who tutors while interpreting is less likely (one instance of this code) to consider tutoring teaching as compared to the subpopulation who does not tutor while interpreting (five instances of this code). Whereas there were two instances of codes of participants who tutor while teaching saying tutoring is not teaching, there were no instances of participants who do not tutor while interpreting saying tutoring is not teaching. Among the subpopulation of participants who do not tutor while interpreting there were more codes describing necessary characteristics of tutors such as specialized knowledge. Among the subpopulation of participants who tutor while interpreting, there were more instances of the code saying tutoring is to *ensure* comprehension than the subpopulation of participants who do not tutor while interpreting. Could this indicate these subpopulations feel different levels of responsibility to the comprehension of the interpreting work and might this be a cause of tutoring while interpreting? Both groups expressed tutoring being

on an as-needed basis. This demonstrates these participants positing that some secondary educational interpreters are qualified to make the assessment of when students need tutoring. Both groups also said tutoring is a post-teaching activity more prevalently than a pre-teaching activity.

Interestingly two participants mentioned an aspect of tutoring to be fixing mistakes from interpreting or misinterpretations. Both of these secondary educational interpreters have national interpreting credentials; one had two years of experience and the other had 25 years of experience. An interpreted education is not equivalent to a direct education, and the shortcomings inherent in an interpreted education may contribute to interpreters tutoring while interpreting.

On the other hand, Evie, who is an interpreter who does not tutor while interpreting stated:

> Well prepared, effective interpreting often precludes the need to tutor. When
> D/HH [deaf or hard of hearing] students know they have to pay attention in class,
> not wait for instruction to be spoon fed to them on[c]e outside of class, they do
> pay attention or they experience the same consequences as any other student
> whose attention wanders. If the instructional level is over their heads, a teacher of
> the deaf should provide specialized instruction as opposed to an interpreter
> tutoring.

Causes of Secondary Educational Interpreters Performing Dual Roles

Of the entire data set, as shown in Figure 4, when asked "Do you tutor while interpreting, why or why not?" 22 participants (including Beth, Donna, Frances, and Gina) said they did tutor while interpreting (some cited qualifiers of frequency in doing

so), 27 participants (including Amy, Cathy, and Evie) reported they do not tutor while

interpreting (with qualifiers of how expansion techniques are not tutoring), and two

participants did not answer this question.

Do you tutor while interpreting?
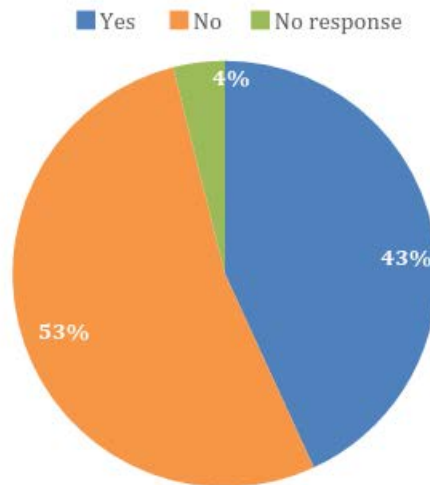
Figure 4. Do You Tutor While Interpreting?

The three males in the study all reported not tutoring while interpreting (See Table 1).

One Deaf-parented participant in the study reported not tutoring while interpreting, while

one Deaf-parented participant in the study reported they do tutor while interpreting.

Table 1

Demographics of Subpopulations

Factors	Tutor While Interpreting (n=22)	%	Do Not Tutor While Interpreting (n=27)	%
Female	22	100	23	85
Male	0	0	3	11
No gender given	0	0	1	4
CODA	1	5	1	4
Rural	4	18	5	19
Suburban	7	32	14	52
Urban	10	45	9	33

The two respective sub-populations were separated by credentials held by participants to ascertain if this has an effect on secondary educational interpreters' decisions to tutor while interpreting. Many participants hold multiple credentials, and participants were classified by those who hold an EIPA level (specific to the K-12 educational setting) and those who hold other interpreting credentials. If a participant held both, they were grouped with those who have an EIPA level. Figure 5 demonstrates the similarities between these two subpopulations.

Credentialing comparison between subpopulations

■ No credentials ■ EIPA ■ Other credentials

	No credentials	EIPA	Other credentials
Do tutor while interpreting	5%	68%	27%
Do not tutor while interpreting	4%	67%	29%
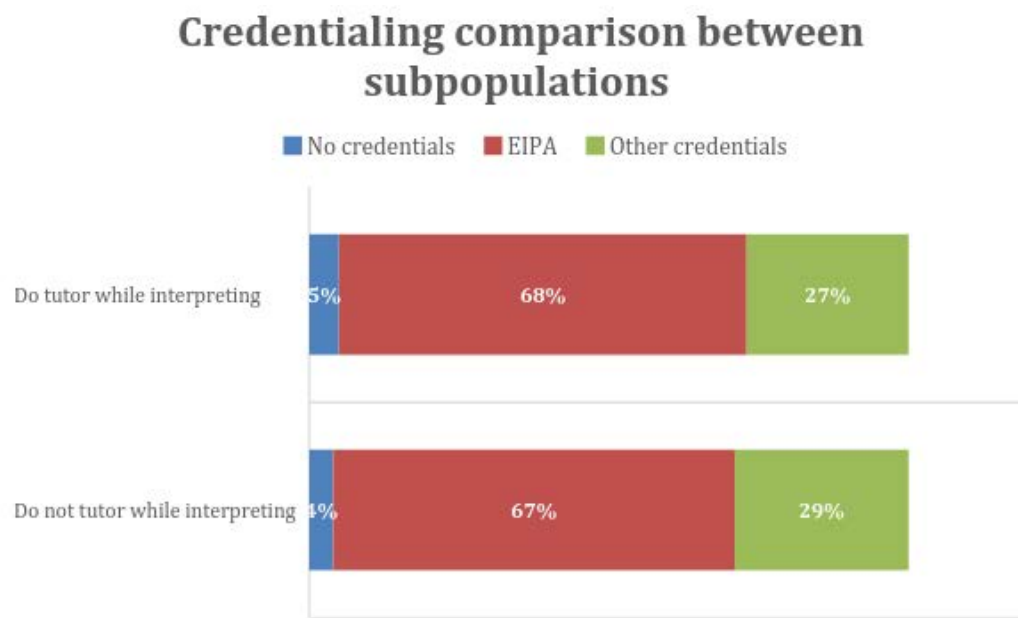
Figure 5. Credentialing Comparisons Between Subpopulations

I also compared the two subpopulations of those who tutor while interpreting and those who do not tutor while interpreting for the number of participants holding EIPA levels 3.9 and below versus 4.0 and above, and neither comparison showed a marked difference. Likewise, the subpopulations of those who do and do not tutor while interpreting were assessed based on their highest interpreting degree held (see Figures 6 and 7).

Figure 6. Interpreting Degrees Held by Those Who Tutor While Interpreting

Figure 7. Interpreting Degrees Held by Those Who Do Not Tutor While Interpreting

In comparing those who do tutor while interpreting and those who do not tutor while interpreting, the most common interpreting degree held for both groups is an undergraduate degree. The subpopulation who do tutor while interpreting had more participants without any degree in interpreting than those with an associate degree in

interpreting. The subpopulation of participants who do not tutor while interpreting had more participants with an associate degree in interpreting than people without a degree in interpreting. Both subpopulations have one participant with a graduate degree in interpreting. Participants in both subpopulations made references to levels of "comfort" or "discomfort" as contributing factors to their decisions to tutor while interpreting or not to tutor while interpreting.
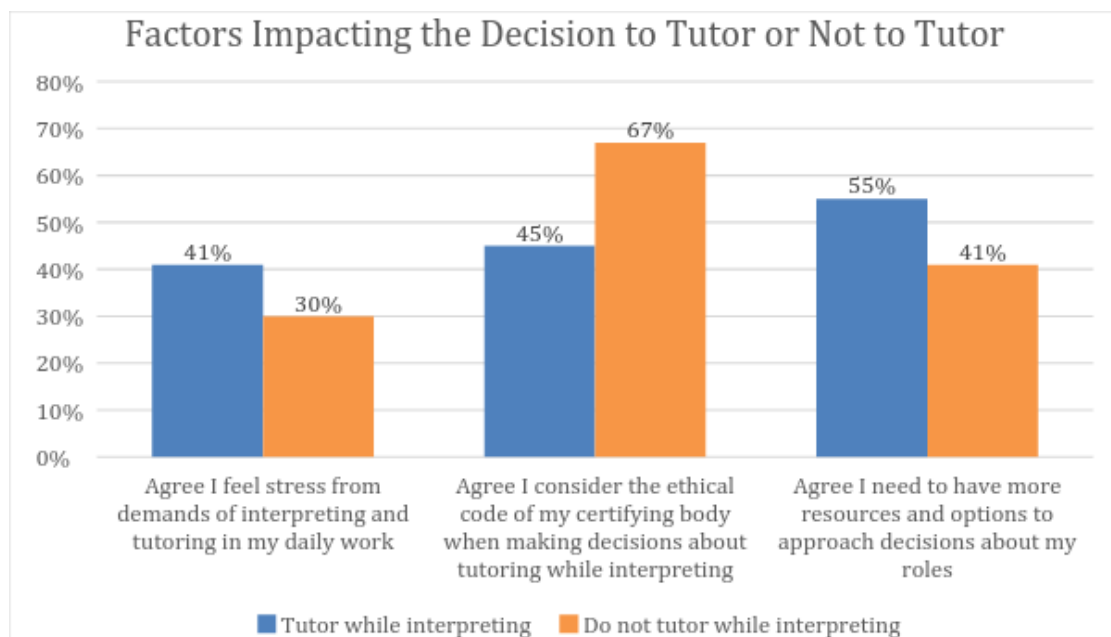
Figure 8. Factors Impacting the Decision to Tutor or Not to Tutor

I analyzed the two subpopulations' responses to Likert scale questions by removing those who answered they are neutral, grouping those who strongly agree and agree, and grouping those who strongly disagree and disagree. Next, I changed the totals to percentages from the total of each group. This analysis allows for an equitable comparison between the two groups. Figure 8 shows both subpopulations' responses to a few select questions. The subpopulation who do not tutor while interpreting were 22% more likely than those who do tutor while interpreting to consider their ethical code when

making decisions about tutoring while interpreting. It is significant that ethical codes are not a part of some participants' decision to provide tutoring services. In the section on role strain I will discuss how some participants feel their code of professional conduct is not applicable to the work they do in secondary settings, yet their certifying body may stipulate that their professional code is indeed applicable in all settings. The 22% difference between subpopulations' usage of an ethical code to inform their professional practice is a marked difference. The subpopulation who do not tutor while interpreting were 14% less likely to say they need more resources and options to approach decisions about their work and 11% less likely to feel stress from the demands of tutoring and interpreting in their daily work as compared to the subpopulation who does tutor while interpreting. Needing more resources and coping with existing stress may be factors that impact decisions to tutor or not to tutor. The two subpopulations were only 2% apart on agreeing they feel equipped with numerous options when faced with the demands of interpreting and tutoring, with those who do not tutor while interpreting agreeing at 52% and those who do tutor while interpreting agreeing at 50%.

I tutor while interpreting because of external factors

■ agree   ■ disagree

Do not tutor while interpreting	11%	59%
Tutor while interpreting	73%	9%
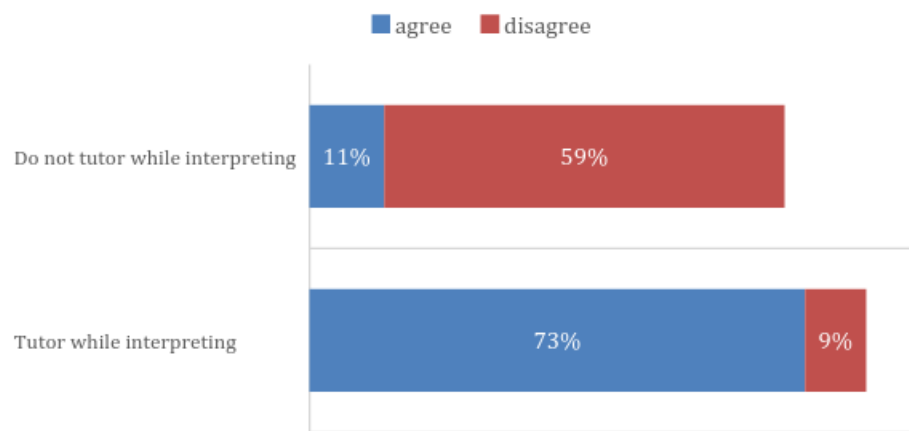
Figure 9. I Tutor While Interpreting Because of External Factors

Interpreters who do tutor while interpreting were more likely than interpreters who do not tutor while interpreting to tutor because of external factors. External factors ranked 6% higher as a rationale (See Figures 9 and 10) for these participants to tutor than internal factors. This will be discussed further in rationale for tutoring while interpreting as an exploration of reactive practices verses proactive practices. Are these participants who tutor while interpreting responding to their perception of salient factors of the context, do they have a predetermined role they have mapped out for themselves, or is there a combination of both practices?

I Tutor While Interpreting Because of Internal factors

■ agree ■ disagree

Do not tutor while interpreting	11%	59%
Tutor while interpreting	45%	27%
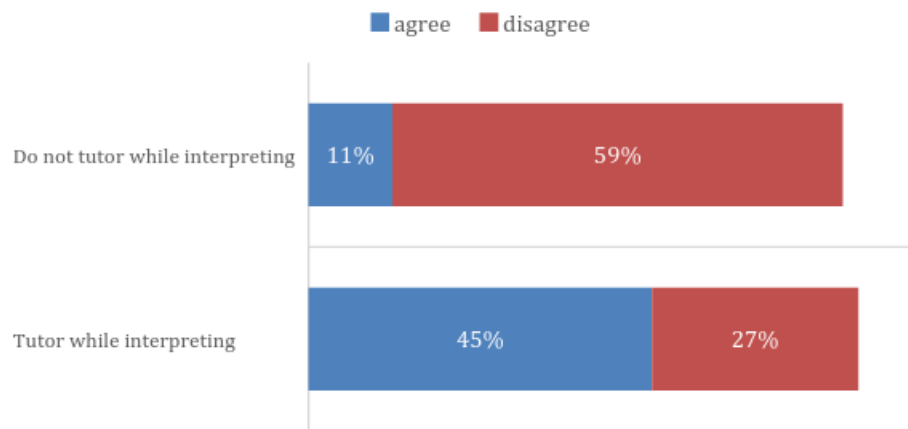
Figure 10. I Tutor While Interpreting Because of Internal Factors

Ramirez-Loundenback (2015) found that K-12 educational interpreters' greatest motivational value was benevolence. This differed from some other subpopulations of interpreters working in other settings. Aspects of benevolence as a motivational value include "the priority is to be of service, support, and help" (p. 66). This could indicate that a strong factor for secondary educational interpreters to tutor while interpreting would be internal factors. However, for participants in this study, perceptions of what is driving them showed external factors to be more of a driving force than internal factors.
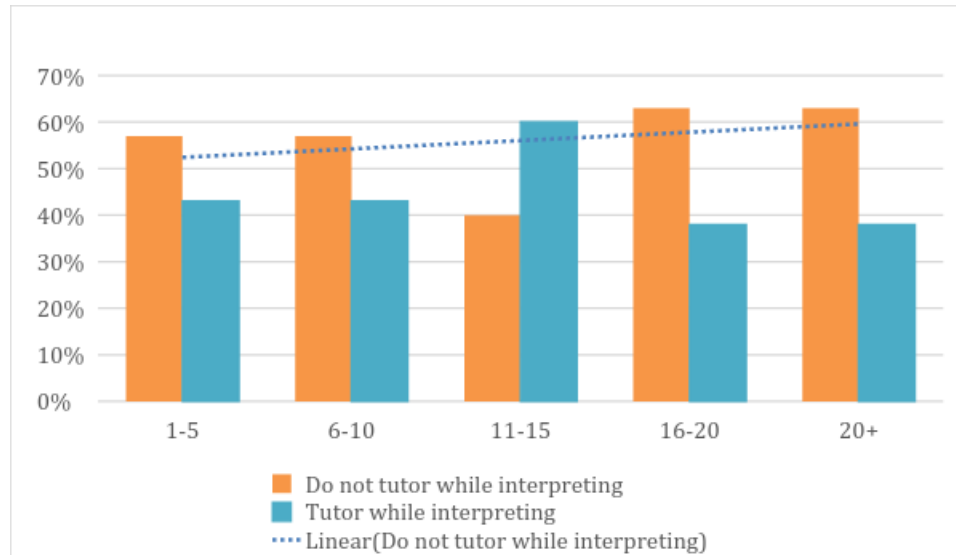
Figure 11. Comparison of Years of Experience of Subpopulations

Figure 11 uses percentages of participants in five-year ranges to compare the two subpopulations. The trend line shows a slight increase in incidence of not tutoring while interpreting over participants' tenure in secondary educational settings. The years 11-15 had the fewest number of participants; this is the only range with the results of subpopulations inverted.

The question in my survey that elicited information about secondary educational interpreters' job descriptions did not include information about the timing of the tutoring service or if there was a clear delineation of roles when tutoring is provided. The question simply inquired whether the employer requires participants to provide this service. The subpopulation of participants who tutor while interpreting had a higher percentage of participants who knew their job description required them to tutor at 64% (see Figure 12). In comparison, the subpopulation of participants who do not tutor while interpreting, had 41% of participants reporting that their job description requires them to tutor. This was opposite of what happened with the subpopulation of participants who do not tutor while

interpreting of whom 52% reported their job description does not require them to tutor, and of the subpopulation of participants who do tutor while interpreting, of whom 27% reported their job description does not require them to tutor. This means 27% of the participants in my study who do tutor while interpreting are not formally required to do so. Literature suggests that given the youth of the profession some decisions about role are not based on directives from professional organizations, but rather from hiring entities, school districts, or laws (Humphrey, 2015; Shick, 2007), which could contribute to a divergence between best practice and actual practice.

My Job Description Requires that I tutor

■ I Don't know ■ Yes ■ No

Do tutor while interpreting	9%	64%	27%
Do not tutor while interpreting	7%	41%	52%
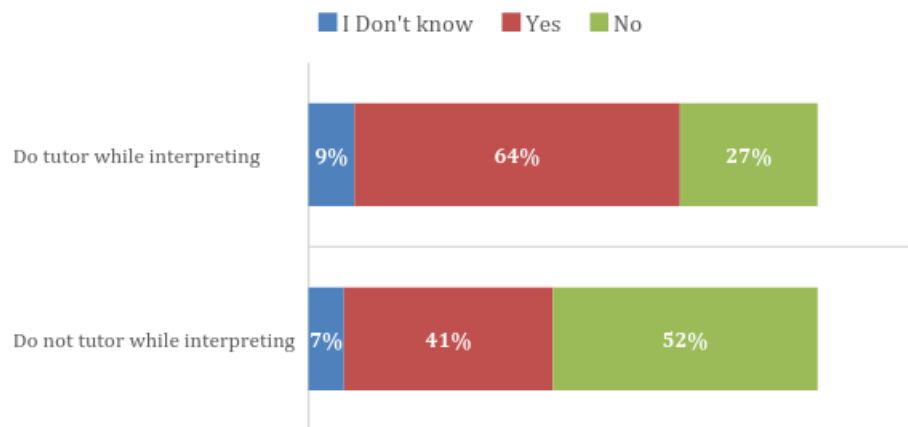
Figure 12. Subpopulations' Job Descriptions

Despite tutoring not being a formal requirement on a job description, participants in this study reported external factors being more of a factor in their decision than internal factors. This indicates the external factors were not necessarily a formal requirement but could be de facto practices based on participants' personal perceptions of the student's needs.

It is my expectation to provide access to the mainstream classroom alone

■ agree ■ disagree

Do not tutor while interpreting: 37 | 37

Do tutor while interpreting: 27 | 45
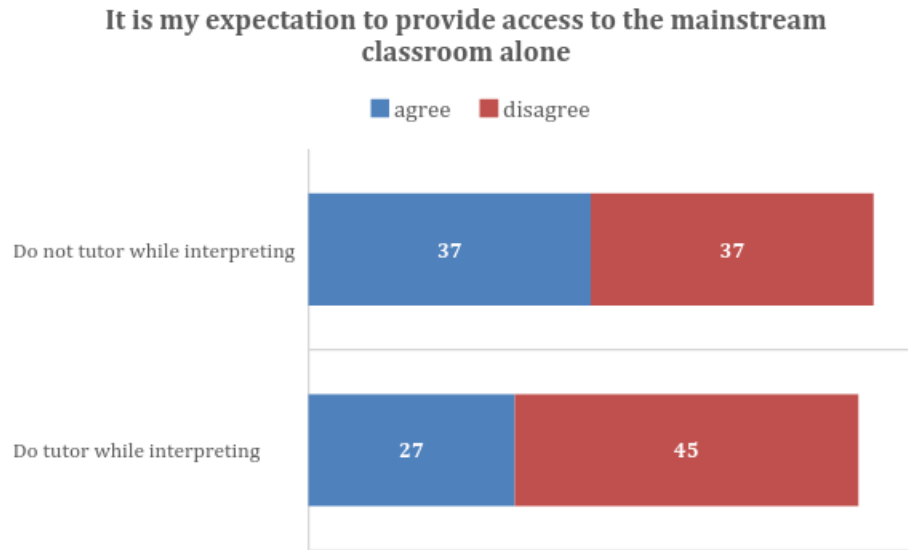
Figure 13. Subpopulations' Perspective on Who Provides Access

If secondary educational interpreters assume they are alone in providing access to the mainstream classroom for the deaf or hard of hearing student, which literature said cannot be effective (Shick, 2005), this assumption may impact their decisions to provide services in addition to interpretation for the student. I would have expected the subpopulation of those who do tutor while interpreting to agree with the statement more than the subpopulation of those who do not tutor while interpreting. If an interpreter feels they are the only person responsible for the student's access, they may be likely to do more than interpret. Interestingly, this was not the case with the participants in my study (see Figure 13); more interpreters who do not tutor while interpreting agreed that they expect to provide access to the classroom alone.

While both subpopulations feel they are responsible for the student's language access, 23% of the subpopulation who tutors while interpreting feels a greater responsibility in the student's success, as compared to only 7% of the subpopulation who does not tutor while interpreting, as shown in Figure 14.
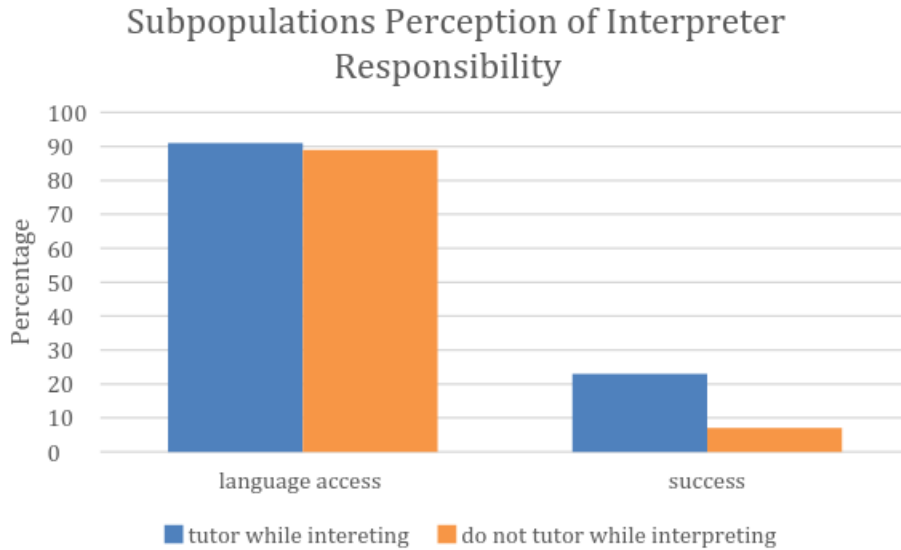
Figure 14. Subpopulations Perception of Interpreter Responsibility

Applying the framework of the "inverse triangles of educational interpreting"

(Davino, 1985, p. 115), finding that 43% of the participants in my study are tutoring

while they interpret in secondary settings is somewhat of a surprise. Would the

percentages of subpopulations look different among primary school interpreters? Davino

clearly expressed a goal of interpreting in secondary settings of preparing students to

transition to post-secondary settings and function independently. I would have predicted

the subpopulation of those who tutor while interpreting to be a smaller percentage. The

goal of this study is to look at actual practice. These findings demonstrate that the best

practice of clearly delineated roles as outlined in the literature review and the findings of

the study in regard to actual practice of ambiguous roles are indeed different. Ultimately,

as Winston (1985) stated, "The underlying goal of education is to help children learn how

to function as responsible, independent adults. Interpreters working in an educational

setting must be aware of this" (p. 117). Considerations of fostering student independence

are an important theme in the literature on K-12 educational interpreting. It is imperative

that we have more research on both the effects of tutoring by interpreters and the effects of tutoring while interpreting Participants in this study in both subpopulations also refer to considerations of fostering student independence. Can both practices of tutoring while interpreting and not tutoring while interpreting promote student self-determination?

Rationale for Tutoring While Interpreting

Participants shared numerous different rationales for tutoring while interpreting. Many participants included numerous rationales in a single response. More participants in this study agreed that external factors contributed to their decision to tutor than internal factors. Some of the rationales presented were a perception of participants that the deaf or hard of hearing student's education was lacking in some way, such as a perception of a teacher without the requisite skills to work with a deaf or hard of hearing student or a perception of a student who lacked the requisite skills to be successful in their class without additional supports. Under limitation of the student, participants stated that students may be behind their classmates, or may need extra supports, or may have an additional disability. In these situations, some of the participants in this study then unilaterally elected that they were the best option to remediate the situation by taking on non-interpreting responsibilities. In some responses, participants attributed shortcomings to the school system, perhaps overcrowding or unfounded expectations of colleagues and administrators as rationale for tutoring while interpreting. In these situations, some participants saw themselves as an adult in a situation where they perceive a child has unmet needs and they chose to offer services in addition to interpreting.

Beth is a secondary educational interpreter between ages 26-35. She has worked in educational interpreting for three years, and she also works in other interpreting

settings. She took the EIPA and achieved a score below 4.0. The most rewarding aspect of secondary educational interpreting for her is "watching the students grow and develop not only academically but in a multitude of other facets." When responding to the prompt, "Do you feel interpreting and tutoring can be two distinct roles?" Beth stated:

> They [the interpreting and tutoring roles] should be [distinct] but after years of *learned helplessness* [emphasis added] it is difficult for our students to depend less on interpreters in the secondary setting. It is hard to teach independence at this point because they have become so dependent and expectant of Interpreter involvement in assignments.

Beth chooses to tutor while interpreting.

The goal of the environment was expressed as a rationale for tutoring while interpreting; students are in school to learn, and sometimes this is supported through tutoring while interpreting. The dynamic of the student being a minor and the secondary educational interpreter being the adult in the situation was mentioned in conjunction with the goal of the environment.

Some participants, such as Beth, expressed the recognition that they are uniquely suited (e.g., knowledge of the student, relationship with student, knowledge of culture, knowledge of material from the student's other classes) to address students' questions or make connections for the students to their life experiences or other class material. This rationale is in keeping with some literature on the field that highlights advantages of the K-12 educational interpreter performing tutoring; however, the literature asserts the roles and responsibilities should be separate (Shick, 2007, p. 8) unlike this subpopulation. Beth wrote:

I tutor in the resource classroom where this is expected and appropriate. I try my best to direct questions/confusion to [the] classroom teacher when possible to maintain roles for our students. However, if the student is unwilling or unable to advocate for themselves in the mainstream setting, *I feel obligated* [emphasis added] to do more tutoring to ensure academic success. Also, sometimes the gen ed teacher is unable to use the students background/worldview to connect ideas and so because I am more aware of their capabilities, I am better able to scaffold on what they already know.

Other participants responded similarly to Beth, expressing that tutoring while interpreting may not be an elective choice of the participant but a response to external expectations, such as expectations of a deaf and hard of hearing teacher or a mainstream teacher.

"It depends" was also provided four times as a response to why participants tutor while interpreting. Unfortunately, with the limitations of using a survey as my data collection method, I was not able to ask what exactly it depends on. One participant stated she tutors while interpreting because there simply is no other time available to provide tutoring services. While it was not explicitly asked in this survey, it is worth noting that some participants shared that they not only provide tutoring services for deaf and hard of hearing students, but they also provide tutoring for other students in the class who are hearing.

Rationale for Not Tutoring While Interpreting

A prevalent theme expressed by participants who do not tutor while interpreting was tutoring would negatively impact their meaning transfer work, therefore interpreting takes precedence. Cognitive resources are finite and the two different tasks cannot occur

simultaneously. Another theme was acknowledging the responsibility of teaching

students how to work with community interpreters. Responses in this vein expressed

tutoring while interpreting in a high school setting would cause students to expect similar

services in post-secondary settings. Cathy, age 36-45, interpreted in secondary

educational settings for five and a half years, but she has since left. She has an

undergraduate degree in interpreting and national interpreting credentials. The most

rewarding part of Cathy's work in interpreting was "When there is a clean transfer of

information (aka a faithful, accurate interpretation) between educators and DHH [deaf or

hard of hearing] students, and as a result of that, the DHH student 'gets it' and can go

about their daily business of being a student." When asked if she felt interpreting and

tutoring can be two distinct roles Cathy responded:

> They ABSOLUTELY MUST be two distinct roles. An interpreter is theoretically
>
> a neutral* conduit for information (*with cultural mediation when needed), for
>
> communication with educators, other RSP's [related service providers], peers,
>
> extra-curriculars, and even for those possibly uncomfortable exchanges in the
>
> nurse's or principal's office. The interpreter might even be voicing for the DHH
>
> student at meetings so the adults (including parents!) can understand what the
>
> child is saying. The interpreter is already there all day every day, likely for more
>
> school hours than any other adult. They are plenty busy. Someone else, who is
>
> specifically qualified for the task, needs to be engaged to do the tutoring. The
>
> interpreter can interpret the sessions if they don't sign. The interpreter needs to
>
> remain that neutral communication facilitator (for all the above interactions, and
>
> then some!). Not become the tutor or aide who is now putting more academic

pressure on the child and blurring the roles. Further, as described above, part of

our responsibility is to educate DHH students and others on effective use of

interpreting services. Direct tutoring by the interpreter is not an effective use of

interpreting services.

Cathy implies that taking on a tutoring role will diminish the neutrality of a secondary

educational interpreter—neutrality that was necessary for carrying out her interpreting

work at the school. As someone who works in a school, I can see a student being more

reticent to give me eye contact and attention while I am interpreting, if I was recently

providing unsolicited instruction, reminders, or direction during tutoring about any aspect

of the work. Unfortunately, a student's decision to "check out" from me impacts not only

me and how I can accomplish my work, but also all of the other participants in the

communicative event. At the end of her survey, when asked if there was anything else

she would like to share about the topic of dual roles, Cathy wrote about how secondary

educational interpreters performing dual roles have the potential to embarrass students; it

is one thing to have an interpreter for communication access, but another if that

interpreter is seen helping a student on their work in a secondary setting. Concerns

regarding ambiguous dual roles is not limited to one of accessibility and academics, but it

may also have implications on secondary students' socialization.

Role boundaries were cited as a rationale for not engaging in tutoring while

interpreting. This was expressed both as a personal recognition of boundaries and as an

external definition of role. In relationship to the role boundaries of the secondary

educational interpreter, another response was choosing to not tutor while interpreting

shows respect to the role of the teacher.

Evie was a secondary educational interpreter. She is age 55-65 and worked for 25 years in educational interpreting as well as numerous other settings. Evie was an interpreter coordinator/supervisor. The most rewarding aspect of secondary educational interpreting for Evie was "making challenging instruction accessible to D/HH students." She has a graduate degree in education and national interpreting credentials. Her response to why she did not tutor while interpreting was:

> This usurps the teachers' roles and responsibilities and interferes with their ability to know students' strengths and weaknesses. When interpreters tutor routinely it interferes with students' making use of existing school resources and isolates them from others. It often results in a "bandage" approach to educational deficits and may extend inappropriate school placements instead of letting all team members know the students' actual instructional levels.

Evie's response adds rationale to not tutoring while interpreting by sharing that tutoring while interpreting may exacerbate inappropriate academic placement and prohibit students from having access to all the team members knowing their instructional levels. This may imply that tutoring while interpreting may even be prohibitive toward students accessing all the other services they might be offered if the whole IEP team was fully aware of all their needs.

Another factor participants cited for not tutoring while interpreting was that they have no training in tutoring. Several participants in other sections of the survey wrote they would like training in tutoring, or training in the role of the interpreter. Student age also was a contributing factor to participants' decisions to not tutor while interpreting, as they stated they may do it for younger students, but not in the high school setting.

Rewarding Aspect of Work

Participants' responses to the most rewarding aspect of their work revealed some differences in characteristics between the subpopulations of those who tutor while interpreting and those who do not tutor while interpreting. All of the responses of both subpopulations to the open response question "what is the most rewarding aspect of your work in secondary educational interpreting" were coded. While "Aha moments" and "student learning" may seem like they should be coded the same (because an "aha moment" signifies learning), they are separated here into the respective categories of student success and student development because all of the responses citing an "aha moment" had unique characteristics of this light bulb or "aha moment" being a unique moment in time, like celebrating a win and not routine learning, which is ongoing.

When reviewing the responses from the subpopulation of interpreters who do tutor while interpreting (See Table 2), it is clear that the most rewarding aspect of their work (64.8 %) is development of the student they are working with. There are many facets to this development including academics, maturity, socialization, and others. Student access is tied for the lowest ranking category with the relationships category at 8.1%. Student access is a category seen in the responses of both subpopulations; however, it is more prevalent in the group of those who do not tutor while interpreting with it being 26 % of their responses.

Table 2

Most Rewarding Aspect of Work for Those Who Tutor While Interpreting

Categories	Detailed descriptors of codes with totals		Total %
Student	Student growth	16.2 %	64.8%

development	Student learning	27%	
	Student socialization	5.4%	
	Student mature	5.4%	
	Student preparing for adult life	2.7%	
	Student becoming independent	5.4%	
	Student Cultural Development	2.7%	
Student Success	"aha moments"	8.1%	18.1%
	Student success	10.8%	
Relationships	Relationships with students and staff	2.7%	8.1%
	Relationships with students	5.4%	
Student access	Able to participate	5.4%	8.1%
	Equality	2.7%	

=99.1% (due to rounding)

The responses from the subpopulation who do not tutor while interpreting contained themes that were not present in the subpopulation who do tutor while interpreting; one notable theme was that of interpretation (see Table 3). A rewarding aspect of the work for these interpreters is producing quality interpretations that the interpreters are prepared for and which provide students with autonomy and equality without the interpreter obstructing any of the students' processes.

Table 3

Most Rewarding Aspect of Work for Those Who Do Not Tutor While Interpreting

Categories	Detailed descriptors of codes with totals		Total %
Student access	Able to participate	11.1%	26%
	Accessibility	1.9%	
	Equal access	13%	
Student Success	"aha moments"	5.6%	20.5%
	Student success	11.1%	
	Equal performance to peers	1.9%	
	Above performance to peers	1.9%	
Student development	Student growth	1.9%	18.7%
	Student learning	1.9%	
	Student understanding	3.7%	
	Student socialization	5.6%	
	Student preparing for adult life	3.7%	
	Teaching students to use interpreter	1.9%	
Interpretation	Quality interpretation	11.1%	16.8%
	Invisible or accepted interpreter	1.9%	
	Giving student autonomy	1.9%	

	Interpreter prep work	1.9%	
Relationships	Relationships with students and staff	1.9%	7.6%
	Relationships with students	1.9%	
	Trust with student	1.9%	
	Friendships with staff	1.9%	
Student characteristics	Enjoy the age group	1.9%	5.7%
	Quality kid	1.9%	
	Student motivation	1.9%	
Additional services	Best way to communicate or teach	1.9%	3.8%
	Supporting students	1.9%	
Interpreter	Interpreter learning	1.9%	1.9%

=101% (due to rounding)
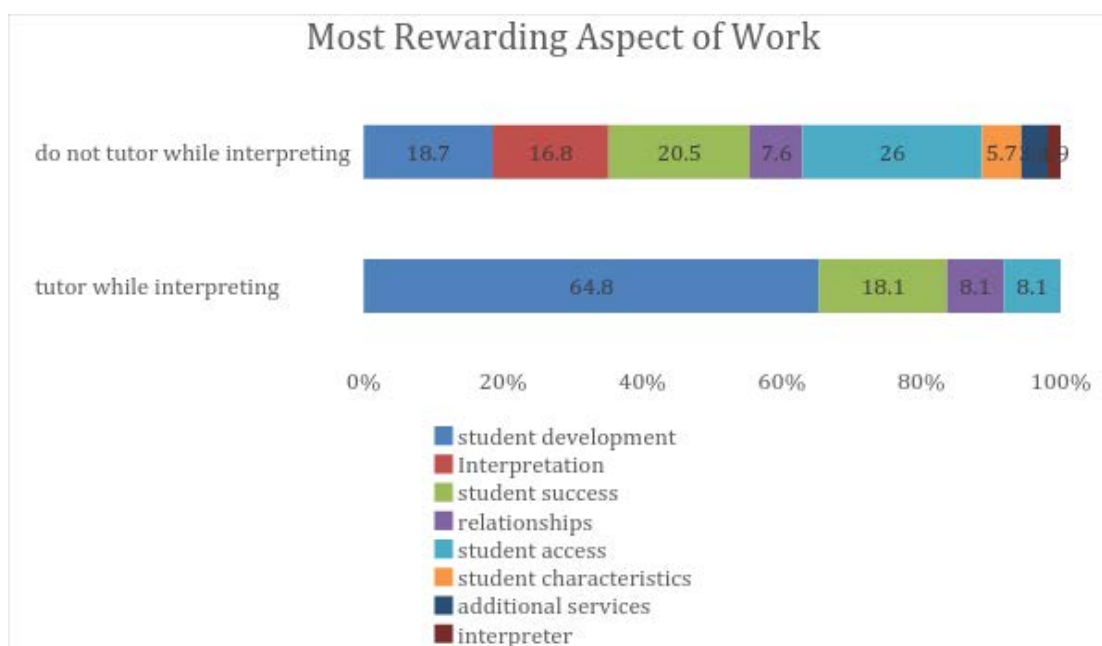
Figure 15. Comparison of Subpopulations Most Rewarding Aspect of Work

These results (Figure 15) speak to interpreters' values as they approach decision making in their daily work.

Role Strain

In this section, I will report on the restrictions of secondary educational interpreter's work, role conflicts they experience, stressors they shared, and rationale for leaving not only secondary educational interpreting, but completely leaving K-12

educational interpreting. Restrictions of the work of secondary educational interpreters are compounded by opposing expectations and lack of perceived controls and/or decision latitude.

One factor providing boundaries for the job is the *Code of Professional Conduct* (CPC) (RID, 2005). A few participants in the study feel that the CPC is not useful for educational interpreters. One participant wrote the "Code of Conduct does not necessarily fit the needs of a classroom interpreter. Our role is different than community interpreters." This response is congruent with the responses gathered in a different portion of the survey. A remarkable 32% of the subpopulation who tutors while interpreting disagreed with the question, "I consider the ethical code of my certifying body when making decisions about tutoring when interpreting," while 22% of the subpopulation who does not tutor while interpreting also disagrees with that statement. The perspective of one of the certifying bodies is different; RID states "This Code of Professional Conduct is sufficient to encompass interpreter roles and responsibilities in every type of situation (e.g., educational, legal, medical). A separate code for each area of interpreting is neither necessary nor advisable" (RID, 2005, p. 1). These different perspectives demonstrate factors that contribute to role strain due to opposing perspectives (Dean & Pollard, 2001, p. 3).

In addition to working under dictates from the CPC, secondary educational interpreters also operate under school district policies and job titles, some of which they feel are not sufficient for what they do. Interpreters are interpreting content that is from state standards and that may be included on standardized testing. Participants noted that any variety of testing is a stressor. Tests in written English that may need interpreting

require decisions to be made about how to deal with specific vocabulary on tests. One participant also shared expectations of the deaf education teacher for them to assist with tutoring on tests. Some participants shared that they feel they work under expectations of both mainstream and deaf education teachers. When listing responsibilities in addition to interpreting and tutoring, a number of participants shared the stress of being given responsibilities in areas where they do not have any real authority, such as monitoring behavior. This distinction some participants made of not having authority in concerns of behavior is of note because by virtue of some of the participants' engagement in tutoring, they are assuming authority in tutoring.

Another restriction of the job for many participants is a lack of specialized training. Some participants reported training in interpreter education did not sufficiently prepare them for the realities and demands of the setting. One of the participants who reported this held an associate degree in interpreting and has already taken four or more classes on educational interpreting. Numerous participants shared the need for training on tutoring.

Frances is a former secondary educational interpreter. She is between 56-65 years old. The most rewarding aspect of secondary educational interpreting for her was "seeing the student participating in the classroom discussions and they get the concepts being taught and discussed." With 30 years of interpreting experience, Frances feels that "more paid training is needed for educational interpreters to assist them in knowing what is appropriate and what is not...they need to have more tools given to them to know how to ethically make these decisions."

There are numerous stressors on secondary educational interpreters. One is the perception that they believe others hold about them. Some participants in this survey shared that they feel looked down upon, not only from community interpreters, but also from fellow secondary educational interpreters who work under a different philosophy than they do.

Another stressor is concerns that others do not look at your role the same way that you do. Figure 16 shows what percentages of the 51 participants in the study feel that others understand their role. Figure 16 shows both the percentages of those who agree that others understand their role and those who disagree that others understand their role. Percentages do not add up to 100 for two reasons; participants could leave responses blank and those who selected a neutral response who do not agree or disagree were not included in this chart. Only 43% of participants in this study felt that their colleagues understand their role as an interpreter. A sobering 25% of participants disagreed that students understand their role as interpreter. This is a study of interpreters who work with secondary students. What might this number be for interpreters working with students in lower grades? The respondents to this question are a combination of those who work full time, part time, or substitute. While some participants in this study offered this information, this study did not ask if they are full time, part time, or substitute. The percentages may look different if only full time interpreters were included.

Entire Population Risk For Role Strain
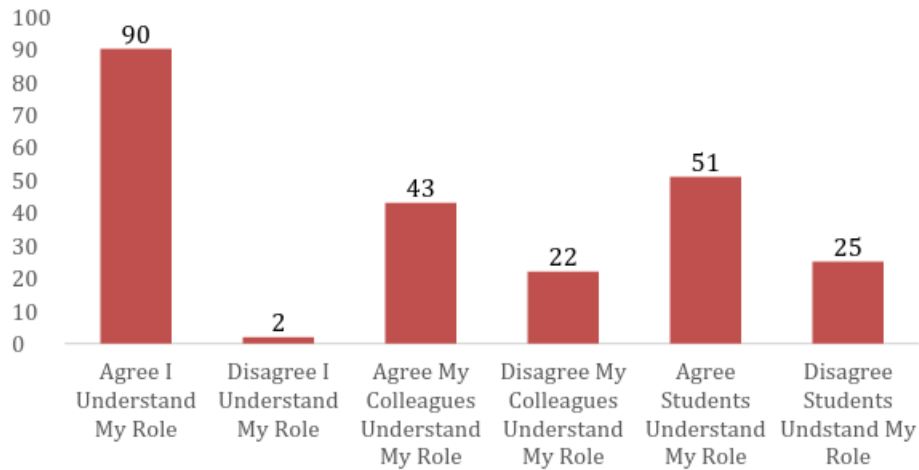
Figure 16. Entire Population Risk for Role Strain

The findings are in keeping with other research in the field. Walker and Shaw (2011) found that participants in their study:

were extremely vocal about confounding issues that are naturally part of current work in K-12 settings. One Participant summarized resistance to K-12 interpreting by stating '…there is so much lack of understanding of the other professionals and the role of the K-12 interpreter is not respected'. (p. 104)

Hayes's (1992) findings were that 40% of interpreters felt that colleagues did not understand their role. Even longer ago, Winston (1985) wrote: "As long as everyone is aware of the roles and the boundaries of each role, the interpreter can easily function in this setting" (p. 28). Sadly, there is still a great deal of confusion about the role of the interpreter.

In an exploration of the effects of dual roles on perceptions of role comprehension, and ultimately conditions for role strain, I ran the same analysis on the subpopulation of interpreters who do tutor while interpreting and the subpopulation of

interpreters who do not tutor while interpreting. Both groups had only one person each who disagreed to understanding their own role. Among the subpopulation of participants who do tutor while interpreting, 95% of participants agreed that they understand their role, while in the subpopulation of participants who do not tutor while interpreting, 89% agree they understand their role. Figure 17 shows that among the participants in my study, those who do not tutor while interpreting as compared to those who do tutor while interpreting have a higher percentage of interpreters who feel colleagues (52% to 36%) and students (61% to 41%) understand what they do.
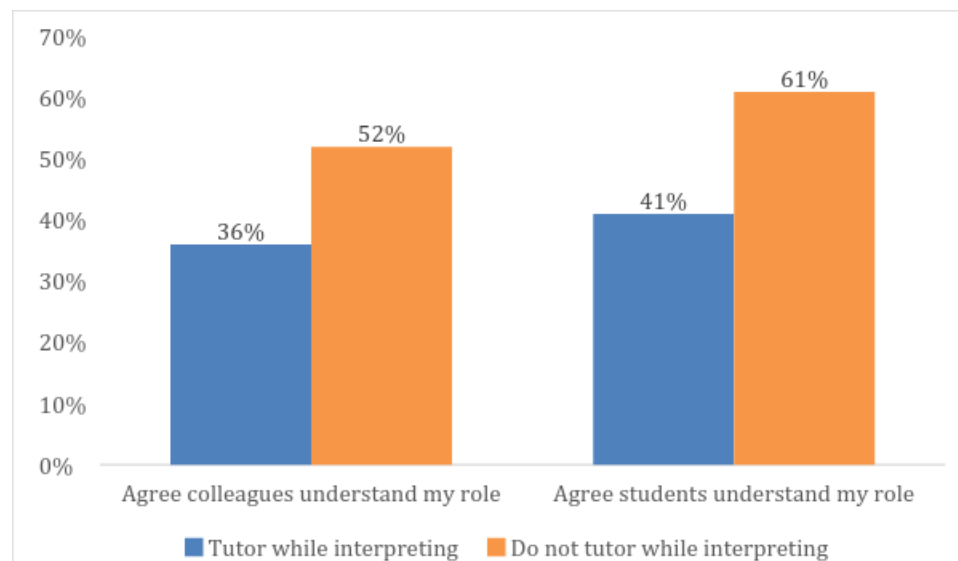
Figure 17. Comparison of Subpopulations' Perception of Others' Understanding of Role

Not included in figure 17 is a representation of those who tutor while interpreting have a higher percentage of interpreters who disagree that colleagues and students understand their role.

When asked directly if participants felt stress from the demands of interpreting and tutoring in their daily work, of the subpopulation who tutors while interpreting, an alarming 41% of participants agree they feel stress; of the subpopulation who do not tutor

while interpreting, 30% of participants agree they feel this stress (shown in Figure 8).

When comparing the two subpopulations on the three factors just mentioned, the

perception of colleagues and students understanding their role and stress when meeting

the demands of the job, it appears that participants who tutor while interpreting may be at

greater risk for role strain.

A tremendous stressor is the weight of decision-making regarding roles and

responsibilities. Amy, age 26-35, was a secondary educational interpreter with national

interpreting credentials, who only worked in this setting for two years. Amy wrote, "By

far the most rewarding aspect of my work in an educational interpreting setting was

developing a relationship with my student and watching him grow and succeed. I lived

for lightbulb moments, where I saw the understanding bloom on his face." While she was

in secondary education, Amy said she did not tutor while interpreting, but "I made

decisions on both ends of the spectrum, which I constantly wrestled with ethically." She

explains more about the reasons why she did not stay in educational interpreting:

> I found the educational environment both *stimulating and stifling* [emphasis
>
> added]. I was constantly aware of my role and negotiating boundaries and duties,
>
> which was stressful. It was also difficult to be alone in my job without anyone
>
> who understood precisely what I did. Finding outside support from other
>
> interpreters was crucial. It made all the difference in the world that I had a good
>
> rapport with both my student and most of the staff I worked with. Further, I am a
>
> total nerd and love knowledge, so that part of the job was really fun for me.
>
> Ultimately, I decided not to look for another educational interpreting position

because I wanted some time to decompress from the strictures of that environment and be more in control of my schedule.

Both subpopulations experience role strain. Gina is an educational interpreter in her mid-twenties who has been working for four years. The most rewarding aspect of work for her is "watching students grow in their learning and become independent, watching students find their cultural identity." She tutors while interpreting. Gina is "contemplating leaving educational interpreting due to the *high stress* [emphasis added] and lack of efficient support as a member of the educational team and provider from the staff, as well as monetary support in the field from the employers." Frances wrote, "Absolutely [I tutor while interpreting]. ... But *it comes with a cost and weighs heavy on the interpreter* [emphasis added]."

Beth, who tutors while interpreting, when sharing about addressing all of her job responsibilities said, "It is *extremely difficult* [emphasis added] to maintain boundaries while simultaneously providing the support and advocacy our high-risk students need. *A lot of vicarious trauma with not enough time allotted for self-care* [emphasis added]." When she went on to explain why she does tutor while interpreting she talked about "feeling obligated." Ultimately Beth "left originally because we were treated as paraprofessional *without proper training, underappreciated, underpaid, and unable to affect the system* [emphasis added] our students were oppressed by."

Donna is a former secondary educational interpreter who tutored while interpreting. She is between ages 36-45, with 17 years of experience in interpreting. The most rewarding part of secondary educational interpreting for her was "giving equal

opportunity to Deaf kids in the classroom and I LOVE seeing them connect with peers."

Donna wrote,

in HS I try to place the responsibility on the student while still connecting with them relationally (as appropriate and as I see fit). *It stresses me out* [emphasis added] when the student is not responsive (either they don't care, or aren't understanding the information, or are "spacing out"). I want them to "get it" and it is hard sometimes to discern why they don't get it sometimes (is it my fault or the teachers' or the students'??).

It would be interesting to know how Donna determines what is fit. Donna describes her feelings and emotions when addressing her responsibilities in the mainstream classroom as feeling "anxious trying to figure out what my role is. It is most BRUTAL when the teacher is not doing a good job and all I can do is interpret but I want to do more but wrestle with where the line is." Donna has a B.S. degree in psychology, no coursework specific to educational interpreting, and two classes in child development or education. It would be interesting to know how Donna determines when the teacher is not doing a good job; this may offer a more complete picture of the decision making process.

Participants' responses to the open-field question, "How are your responsibilities in conflict or concert with each other?" were interesting. Donna said,

The responsibilities are most in concert when the teacher does a great job, the student is responsible, and I have prepped in way that the message is produced and understood. Responsibilities are in conflict when one of these pieces are not working (teacher, student, or me)—all it takes is one and *I find myself in conflict with my role* [emphasis added].

Amy's response to this question revealed that maintaining her role was something

that required intentionality in planning and persistence in maintaining:

I tried very hard to avoid situations in which I would be performing dual roles.

The one K-12 job I recently completed (student graduated!) was my first, and I

had a very strict interpretation of my role when I began. This was both because of

my responsibility to my student, and my desire to set an appropriate precedent for

any d/Deaf students and interpreters all parties would interact with in the future.

Most teachers understood and respected my role, which was a relief. After

establishing my role early each semester, I felt comfortable reminding teachers

when something they requested presented me with dual or conflicting roles. I feel

like most teachers are just clueless and forgetful about who interpreters are and

what we do, so sometimes their brains just recognize you as an adult human and

therefore ally to them and their goals in the classroom. A gentle reminder goes a

long way. Fortunately, I had the complete support of my district on this as well,

which I know is not the case for all educational interpreters. I was subcontracted

with the district and was not technically staff, which I feel made it somewhat

easier to draw and stick to boundaries I was comfortable with.

Amy shows that she framed her daily decisions as those that set precedents. She wrote

that her work with interpersonal skills was necessary for maintaining her role, inter-

collegial respect, as well as system-level support.

Hayley is a former secondary educational interpreter age 25-36 who identified the

most rewarding part of the job as her relationship with the students and being able to

witness their growth. She would tutor while interpreting, and she wrote while she felt her

job responsibilities were not in conflict she felt her job title "doesn't encompass what I really do."

While the question of responsibilities being in "concert or conflict" asks for people to share their perspective on aspects of the congruence or incongruence of their work, two other themes were noted in the coding of the data. One was a referencing back to best practices of the RID CPC (2005) or EIPA guidelines (Shick, 2007), and the second was concerns about interpersonal divergent expectations between interpreters and teachers. This concern about differing expectations came up in other responses as well when participants shared concern about colleagues' different approaches to their work, or administration's lack of understanding or appreciation.

Another survey question that garnered responses regarding role strain was, "If you have left secondary educational interpreting, please share factors that were a part of your decision." Participants cited practical voluntary reasons such as low income, changing life circumstances, career moves, and involuntary reasons such as either district annual grade-level reassignment or the elimination of the position or program. Thirteen of the former educational interpreters in this study left for reasons related to role strain. Cathy shared that she left K-12 secondary educational interpreting for three specific reasons:

1. Lack of organizational support at the district level (Special Ed department.) 2. Lack of professionalism among interpreter peers (low level of respect for professional development or professional credentials or even outright hostility to those interested in such pursuits). 3. Disillusionment with low-quality education in my district (and state) with no ability to effect positive change.

Responses were stories of irreconcilable differences between administration and the interpreter, stories of incongruent expectations, stories of interpersonal conflicts, stories of burn out, and stories of disappointment in a system that is failing students.

Role strain is significant to recognize in our field because of the impact it can have on the work we do. The stories of feelings of futility and inability to effect change, which came from former working interpreters as well as a former interpreter coordinator/supervisor, are alarming. There is a great need for qualified educational interpreters; attention needs to be given to the reasons why interpreters are leaving secondary educational settings.

CHAPTER FIVE: CONCLUSION

Dual Roles

Signing deaf and hard of hearing students who are being educated in mainstream classrooms will work with a secondary educational interpreter who tutors while they interpret or a secondary educational interpreter who does not tutor while interpreting. The actual practices of secondary educational interpreters are not uniform. In this study, 43% of participants tutor while interpreting, and 53% of participants do not tutor while interpreting. This is not a percentage of how many participants tutor at all; this study is focused on the timing of the tutoring and ambiguity of roles and whether the tutoring is done while the secondary educational interpreter is also interpreting. This decision to tutor while interpreting may be interpreter-dependent based on the secondary educational interpreter's perceptions of the context. Oliva and Risser Lytle (2014) demonstrated that there can be variability in preferences of students, and this study demonstrates that among the participants in my survey, interpreters have variability in practices. The timing of this non-interpreting responsibility likely has effects on students, and these effects (from both tutoring while interpreting and not tutoring while interpreting) need further research.

The topic of secondary educational interpreters tutoring while interpreting is a complex topic. Research shows defining when interpreting has stopped and tutoring has begun is not always distinct. The lack of unified definitions of key terms in the profession, such as interpreting and tutoring may be a cause of the lack of delineation between roles.

When analyzing the results of my survey to find characteristics of secondary educational interpreters influencing their decision to tutor while interpreting, a strong pattern found was similarities between the two subpopulations. While there were some differences in demographic factors between the subpopulations such as age, years of experience, formal interpreting education, and credentialing, these do not appear to be the determining factors for whether or not a secondary educational interpreter would engage in tutoring while interpreting. It is not clear how much these characteristics factor into the decisions. The profile of secondary educational interpreters who choose to tutor while interpreting and those who choose not to tutor while interpreting are remarkably similar. In both populations, there are secondary educational interpreters with extensive experience and secondary educational interpreters new to the field, secondary educational interpreters in their 20s and secondary educational interpreters in their 60s, secondary educational interpreters working in rural schools and secondary educational interpreters working in urban schools, secondary educational interpreters with advanced degrees in interpreting and secondary educational interpreters without any degree in interpreting, secondary educational interpreters who are deaf parented and secondary educational interpreters who are not deaf parented, currently working secondary educational interpreters and former secondary educational interpreters. The only demographic factor that is not present in both subpopulations was gender. All of the males in this study stated they do not tutor while interpreting, but because of the small number of participants this cannot be generalized to the profession. Further research is merited.

With both subpopulations exhibiting many of the same characteristics, it is fascinating to see how differently they practice interpreting. This study demonstrates that

there are two subpopulations of secondary educational interpreters very similar in composition yet very different operationally. Secondary educational interpreters are divided on the timing of tutoring deaf and hard of hearing secondary students. Two interpreters in this study left the question about tutoring while interpreting blank; this could indicate that there is a third group who are undecided about how to provide services to secondary deaf and hard of hearing students, or perhaps that there were other factors, related to the survey, for these two participants leaving this question blank.

With the comparable profiles of secondary educational interpreters in each subpopulation, it appears that the decision to tutor while interpreting is interpreter dependent. Some of the participants in this study revealed that they set their own policy in this area. One of the ways the decision to tutor while interpreting is interpreter dependent is the interpreter's response to contextual factors; their decisions are reactive to their perceptions of multiple factors in the situation such as the teachers and students. Other participants indicated that their decision to tutor while interpreting is under a directive or perceived expectations from others. Still others share that they come to the mainstream classroom with a prescriptive plan in place of what responsibilities they will take on and how they define their role.

We know that there are limitations to an interpreted education; it simply is not equivalent to a direct education (Shick et al., 2005). Again, secondary educational interpreters' individual responses to the inadequacies of an interpreted education may be to personally offer some remediation to the situation by way of tutoring while interpreting. A related rationale participants shared for tutoring while interpreting was to fix or make up for any mistakes in the original interpretation.

In this study secondary educational interpreters who do not tutor while interpreting are 22% more likely than secondary educational interpreters who do tutor while interpreting to consult the code of ethics of their credentialing body when making decisions about tutoring. Application of codes of conduct may be a significant factor in this decision. Both subpopulations' statements about the most rewarding aspect of their work showed commonalities; interpreters in general want good things for students. They want students to have access, to succeed, to celebrate "aha moments," but how the secondary educational interpreters in each subpopulation work toward these ends varied widely.

Forty-three percent of participants in this study tutor while interpreting, yet most of them are called interpreters. Of the subpopulation who tutor while they interpret, only 1 of the 22 participants reported "tutor" anywhere in their job title, and that person said they are an "interpreter/tutor." These are also the participants in the subpopulation that feel more misunderstood by colleagues and students. Perhaps part of the confusion stems from the title. Would entertaining reclassifying these school employees under a different name be an option the profession should consider? Winston (1998) said, "I suggest that the confusion lies in the title, Educational Interpreter, and not in applying the Code of Ethics" (p. 28), and a participant in this research (in 2016) wrote she feels her title does not encompass what she does. In this example and other ways, secondary educational interpreters are experiencing the same concerns that have been part of K-12 educational interpreting for decades.

Role Strain

Secondary educational interpreters who participated in this study seem to face role strain in their work. As a group, only one third of the participants would agree that their colleagues understand their role. About half of the group agrees that students understand their role. Many interpreters share feelings of obligation or external expectations of them, which may impact their decision-making regarding interpreting practices and tutoring practices. Numerous secondary educational interpreters in this study feel that they are ill-prepared for the realities of their work or that they need additional training for responsibilities in addition to interpreting that they have to take on. All of the above are factors that contribute to role strain (Dean & Pollard, 2001).

The reasons that secondary educational interpreters chose to leave secondary educational interpreting are in keeping with the concerns and issues identified in the literature review. While some former secondary educational interpreters cited reasons for leaving the setting such as monetary compensation or district placement reassignment, there were 13 former secondary educational interpreters who cited reasons for leaving the setting as factors contributing to role strain. These factors took the forms of many different stressors: perceived outside pejorative view of the work, perceived misunderstanding of their role, insufficient training, and difficult decisions to make.

Secondary educational interpreters, all members of the IEP team, interpreter educators, and legislators all need to understand the causes of role strain for working secondary educational interpreters. There is already a shortage of qualified educational interpreters in schools and it could get worse if role strain is not improved. This could be done by changing expectations of interpreters, changing job titles, changing job

descriptions, providing secondary educational interpreters additional controls to meet the extra demands contributing to role strain, or any combination of the aforementioned.

Further Research

This study is a modest introductory exploration into the causes of secondary educational interpreters performing the dual roles of tutoring and interpreting. A recommendation for further study is to repeat this work with larger numbers of participants and sampling that would meet parameters of an empirical study. While this study offers insights into the realities of 51 current and former secondary educational interpreters, it cannot be generalized to all secondary educational interpreters.

In an examination of the causes of secondary educational interpreters tutoring while interpreting it is important to consider secondary educational interpreters' educations. In this study both subpopulations of those who tutor while interpreting and those who do not tutor while interpreting included participants who do not have a degree in interpreting and participants who have degrees in interpreting. Both subpopulations included participants who took one or more formal classes in educational interpreting and or child development and education and participants who did not. Given this information, further research could explore what those educations looked like. This study could not identify a difference in patterns of practice between secondary educational interpreters with or without formal academic coursework in interpreting. Are interpreter education programs teaching hard skills for meaning transfer work and knowledge and skills to prepare interpreters for professional practice in the "indeterminate zones of practice" (Schön, 1987, p. 6)? This study shows there is a difference between what the two subpopulations of secondary educational interpreters consider their domains of practice.

What are professional practice interpreting program outcomes, are they being achieved, and if so why does the secondary educational interpreting workforce have two subpopulations that practice so differently?

Further research could investigate to what types of jobs, additional education, or professional preparation former secondary educational interpreters have gravitated. Are interpreters leaving secondary educational interpreting to work in jobs with a greater decision latitude such as teaching? How many interpreters leave the role but stay in the setting? Are secondary educational interpreters leaving K-12 education to take interpreting positions elsewhere with fewer additional roles to meaning transfer work?

Further research could focus on characteristics of secondary educational interpreters and former secondary educational interpreters per geographic area. This study considered research participants who engage in tutoring while interpreting by rural, suburban, and urban secondary settings, but it did not explore regional trends. Geographic information may impact interpreter practices as well as system level and individual student information. Because of the possibility of decisions about tutoring being influenced by a secondary educational interpreter's perception of context, it is important to do more in depth study of characteristics of students, characteristics of the students' IEP teachers, and characteristics of the students' mainstream teachers, as these stakeholders are all a part of the context which may impact tutoring decisions.

Participants in this study shared numerous rationales for not performing dual roles synchronously and for maintaining a singular role in secondary classrooms. Further investigation into secondary educational interpreters' strategies in role delineation could benefit the field as a whole. Some participants in this research study expressed valuing

providing students with space for autonomy and opportunities for self-advocacy. Some secondary educational interpreters shared their values in the importance of teaching students how to use interpreters in preparation for their transition to postsecondary settings. Future research should include studies on the effects of secondary educational interpreters performing ambiguous dual roles on student autonomy. Future research should also include studies on the effects of secondary educational interpreters not tutoring while interpreting and if there are impacts from this practice on student academic achievement.

Secondary educational interpreters are only one component in a system that seeks to provide students with educational opportunities that will equip them to be successful in postsecondary settings. The meaning transfer work we do is essential for deaf and hard of hearing students' participation in their education. Secondary educational interpreters are likely the only person in the setting who can interpret. It is essential that our decisions to take on additional responsibilities to meaning transfer work are done intentionally based on research and aligned with our primary purpose and not based solely on personal perception of the context. Currently, we do not have all the research necessary to make holistic evidenced-based practice decisions. I hope my work with this research contributes to current research and initiates much needed work to follow.

The pattern that education of deaf and hard of hearing students has followed over the last 40 years is unacceptable. The lack of clarity around K-12 educational interpreting roles was a theme in the literature from the early times of the mainstreaming practice and continues today. This research project offers insights into the decisions secondary educational interpreters are making that contribute to the ambiguity of roles in secondary

educational interpreting. Based on their perceptions of needs, some secondary educational interpreters are choosing to provide tutoring services while interpreting. These secondary educational interpreters may or may not have any training in tutoring, and tutoring may or may not be required in their job description. Clarity of the roles and responsibilities of the secondary educational interpreter is needed to position qualified secondary educational interpreters the opportunity to devote their faculties and energies to fulfilling their primary responsibility well: that of providing language access to education for deaf and hard of hearing secondary students. Secondary educational interpreters who choose to approach their practice informed by research and striving to fulfill their primary purpose can impact change in the patterns of deaf education.

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APPENDIX A: CONSENT FORM

Dear Colleague,

I am a master's degree student at Western Oregon University in Interpreting Studies under the supervision of Dr. Elisa Maroney. I am conducting a research study seeking to understand the causes of practices of dual roles (interpreting and tutoring) among secondary educational signed language interpreters and the effects of role strain.

As a fellow K-12 educational interpreter, I have known the joys and struggles of providing access in the classroom, but in 13 years have rarely had the opportunity to share my experiences, which is one reason why I am excited to offer this opportunity to you; you have experiences and expertise that only you can share! I am inviting your participation in this study, which will involve taking an online survey that can be accessed directly through this link: https://goo.gl/forms/doGIaLRO7a0hCCd62. Participation in the survey will serve as your consent. The survey will take approximately 25 minutes. At the conclusion of the survey you will be invited to submit your e-mail address if you are willing to be contacted for a follow up interview which would be recorded.

The only foreseeable risks to your participation is discomfort in being asked to think about and respond to questions about what may cause you stress in your job. If you are experiencing discomfort at any time please withdraw from the survey. Your participation in any portion of this study is voluntary. There is no penalty if you choose not to participate or to withdraw from the study at any time. If you choose to withdraw from the study, all data collected from you will be destroyed through deletion of files. You must be 18 or older to participate in this study, and a current or former secondary educational signed language interpreter. A characteristic of our field may be a perceived lack of decision latitude; there is a possible benefit to participating in this survey from having the opportunity to share your thoughts.

The online survey is anonymous unless you choose to leave your name and e-mail address for a possible follow up interview. Your responses to the survey and interview (should you choose to make yourself available for an interview) will be confidential. I will remove any personal identifiers in coding in order to maintain your confidentiality. The results of this study will be used in my master's thesis, and may be used in reports, presentations, or publications but your name will not be known/used.

If you have any questions concerning the research study, please contact Rhoda Smietanski by phone at (918) 798-7064 (voice or text) or via email at: rsmietanski15@mail.wou.edu or my graduate advisor Dr. Elisa Maroney (503) 838-8735 at maronee@wou.edu. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Institutional Review Board at (503) 838-9200 or irb@wou.edu.

Thank you,

Rhoda Smietanski
Master's student, College of Education, Western Oregon University

Part 1 Informed consent

(See separate PDF, "interpreter informed consent")

Part 2 Demographics:

1. What is your job title? _____

2. Do you interpret in a secondary school?
    a. Yes
    b. No

3. Are you a former secondary educational interpreter?
    1. Yes
    2. No

4. What is your gender? _____

5. Please indicate your age
    a. 18-25
    b. 26-35
    c. 36-45
    d. 46-55
    e. 56-65
    f. Over 6

6. How many years experience do you have in educational interpreting? _____

7. In what other settings do you also interpret (check all that apply)?
    a. None
    b. Postsecondary education
    c. Religious
    d. Medical
    e. Mental Health
    f. legal
    g. VRS
    h. Performing Arts
    i. Other, Community setting, please specify: _____

8. Are you d/Deaf parented?
    a. Yes
    b. No

9. What is your highest level of education attained?

    _____

10. What **interpreting** degree do you hold?
    a. None
    b. Associates
    c. Bachelor
    d. Masters
    e. PhD

11. How many classes specifically in **educational interpreting** did you take in your degree?
    a. None
    b. One
    c. Two
    d. Three
    e. Four or more

12. How many classes in **child development or education** have you taken?
    a. None
    b. One
    c. Two
    d. Three
    e. Four or more

13. What interpreting certification/credentials do you hold? (check all that apply)
    a. NAD and/or RID
    b. EIPA level 4.0 or above
    c. BEI
    d. State credentials
    e. EIPA 3.9 or below
    f. None

14. Do you work in a rural, suburban, or urban setting?
    a. Rural
    b. Suburban
    c. Urban

Part three (open ended questions)

Directions:

When responding to the following questions please respond in consideration to the work you do in the regular education classroom (not a resource room or self-contained classroom).

Know that you do not need to answer every single question.

Former secondary educational interpreters please note that despite questions being written in present tense, they are also meant for you.

Very different conversations take place in the halls at interpreting conferences, in the halls of schools, and over a cup of coffee or tea with trusted friends and colleagues. While I cannot pour you a warm drink through this computer screen, I would like to encourage you to consider this a conversation with a trusted fellow educational interpreter about the realities of your experience, in your work, of which you are the expert.

1. What is the most rewarding aspect of your work in secondary educational interpreting?

2. What do you feel your responsibilities are in the mainstream classroom? (Feel free to explore how your feelings have changed or remained the same throughout your time in educational interpreting)

3. Describe your feelings and emotions when addressing the above responsibilities?

4. How are your responsibilities in conflict or concert with each other?

5. What does interpreting mean to you?

6. What does tutoring mean to you?

7. Do you feel interpreting and tutoring can be two distinct roles? (If so how do you delineate one from the other? If not how are they one role?)

8. Do you tutor while interpreting? Why or why not?

9. If you have left secondary educational interpreting, please share factors that were a part of your decision (if you are currently a secondary educational interpreter please leave this question blank).

(After part four is opened participants cannot return to part three)

Part four Quantitative portion

1. I tutor while interpreting because of external factors

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

2. I tutor while interpreting because of internal factors

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

3. I feel equipped with numerous options when faced with demands of interpreting and tutoring

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

4. I feel stress from demands of interpreting and tutoring in my daily work

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

5. I need to have more resources and options to approach decisions about my roles

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

6. I consider the ethical code of my certifying body when making decisions about tutoring while interpreting

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

7. My job description requires that I tutor

　　　Yes　　　　　no　　　don't know

8. I have advocated against the practice of tutoring while interpreting with my colleagues.

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

9. I have support in advocating against the practice of tutoring while interpreting with my colleagues.

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

10. I have advocated for the practice of tutoring while interpreting with my colleagues.

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

11. I have support in advocating for the practice of tutoring while interpreting with my colleagues.

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

12. I have training in tutoring.

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

13. I understand my role as a secondary interpreter

　　　1 strongly agree -2　　-3　　-4　　-5 strongly disagree

14. My colleagues understand my role as a secondary interpreter

1 strongly agree -2   -3   -4   -5 strongly disagree

15. The students understand my role as a secondary interpreter.

1 strongly agree -2   -3   -4   -5 strongly disagree

16. I would rate my work in terms of quality and consistency

1 excellent   -2   -3   -4   -5   poor

17. It is my expectation to provide accessibility to the mainstream classroom alone.

1 strongly agree -2   -3   -4   -5 strongly disagree

18. The deaf or hard of hearing students language access in the classroom is my responsibility

1 strongly agree -2   -3   -4   -5 strongly disagree

19. The deaf or hard of hearing student's success in the classroom is my responsibility

1 strongly agree -2   -3   -4   -5 strongly disagree

20. What percentage of time do you work in each capacity? (percentages must add up to 100)
   Interpreting _____
   Tutoring_____
   Other_____

Part five

Is there anything else you would like to share about the topic of interpreting and tutoring in secondary educational interpreting?_____

Would you agree to a follow up interview? By entering your e-mail address you are consenting to do so:

Thank you for the gift of your time and experience; thank you for sharing your stories with me!

APPENDIX C: CODES FOR DEFINITION OF INTERPRETING

Table 4

Subpopulation Who Tutors While Interpreting Definition of Interpreting

Categories	Detailed descriptors of codes with totals		Total %
The Process	Facilitate communication	1	17%
	Bridge language and culture	3	
Characteristics of the message	Access clear	1	54%
	Access to everything	3	
	Equal access	5	
	Other's words	2	
	Message accuracy	2	
Interpreter Factors	Language model	1	13%
	Human model	1	
	Everything to educate	1	
Outcomes	Advocate for physical needs support communication	1	17%
	Promote equality	1	
	Personal creative process	1	
	Promote student success	1	

Table 5

Subpopulation Who Does Not Tutor While Interpreting Definition of Interpreting

Categories	Detailed descriptors of codes with totals		Total %
The Process	Bridge	3	41 %
	Meaning transfer	5	
	Facilitate communication	6	
	Changing languages	1	
	Change modalities	2	
	Cultural mediation	1	
Characteristics of the message	Holistic message	1	20%
	Holistic meaning	1	
	Visual, show not tell	1	
	Involving visual aides	1	
	Match consumer	1	
	Faithful meaning transfer	1	
	Equal message	3	
Interpreter factors	Interpreter unbiased, unfiltered	1	11%
	Interpreter involved communication	1	
	Interpreter not involved	1	
	Interpreter not in the way	1	
	Pleasurable job	1	
Outcomes	Provide access	3	27%
	Equal access	3	
	Consumer autonomy	1	
	Consumer comprehension	1	
	Accessibility to teacher	1	
	Social justice	1	
	Help student communicate	1	
	Equal effect of message	1	

Table 6

Subpopulation Who Tutor While Interpreting Definition of Tutoring

Detailed descriptors of codes	Count of instances of codes
As needed assistance/review	4
As needed explanation	1
Expand on content	2
Content in depth	1
Content assistance	2
Content reinforcement	1
Problem/work assistance	4
Discuss main points	1
Bridge comprehension gaps	2
Support student understanding of teacher expectations	1
Pre teaching content	2
Pre teaching vocabulary	1
Post teaching explanation/assistance	5
Student's pace	1
Student customized access	2
Discuss Sign usage	1
Support English vocabulary acquisition	1
Sight translation	1
Ensure comprehension	6
Support comprehension	2
Aligns with teacher goals	1
Teaching	1
Not teaching	2
Outside classroom	1
One on one or small group	2
Interpreter knowledge supports student	2
Employ visual aids	1
Step by step	1
Utilizes teacher materials	1
Teacher supervised	1
Doesn't give answers	1
After school paid time	1
Continuation of interpretation	1

Table 7

Subpopulation Who Do Not Tutor While Interpreting Definition of Tutoring

Detailed descriptors of codes	Count of instances of codes
Mitigate student need to admit confusion or ask questions	1
Answer questions	1
Skill practice for improvement	2
As needed assistance	2
As needed time with student	3
Expand on content	2
Content in depth	3
Content reinforcement	2
Content clarification	2
Problem/work assistance	2
Bridge comprehension gaps	1
Remediate for gaps in information due to hearing loss	1
Pre teaching content	1
Post teaching explanation/assistance	6
Student's pace	2
Student customized	2
Ensure comprehension	3
Support comprehension	5
Teaching	5
Requires specific content knowledge	1
Requires qualifications	1
Outside classroom	1
One on one or small group	5
Interpreter voice/hands	2
Interpreter knowledge supports student	3
Not giving the answers	1
Levels the experience between deaf and hard of hearing students and hearing students	1
Step by step	1
Making implicit explicit	1
Loss of speaker's style	1
Repetition	1

Support interaction between teacher and student	1
Different presentation than original lesson	1
Goal is retention and academic achievement	1
Teacher supervised	1
Not supervised by teacher	1
Opportunity to diagnose secondary disabilities	1
Services Beyond that of interpreting	1
Make up for effects of interpretation / fix interpretation	2
NOT my job	1