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# Practitioner-Informed Framework for Reflective Practice Instruction



# A Practitioner-Informed Framework for Reflective Practice Instruction

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# Introductions

# Lead Researchers

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# Building the Framework

# Interpreting is Social Justice

"[the work of interpreters] concerns **correcting levels of inequality by providing access**"

(Roy et al., 2018, p. 117)

# Injustices are Hard to See

“cultural and language hegemonies make it **difficult for individuals […] to see systematic injustices**"

(Coyne & Hill, 2022, p. 385)

# Goal of Interpreter Education

Provide students tools, skills, knowledge & resources to see and address the systematic injustices in partnership with deaf community members while providing access.

# Transformational Learning

**Process of becoming** - how to **act like a professional**, meet **expectations of skill**, **knowledge**, and **attitude**, develop ethical decision making skills, and **critically examine** their work.

# We Believe

Transformational learning can happen through Reflective Practice

# Reflective Practice is…

a **process** concerning a **particular object** [...] and in **view of achieving a particular goal**, or rationale.

(Collin et al., 2013, p. 105)

# Reflective Practice is…

Reflection-on-action (ROA)

Reflection-in-action (RIA)

(Schön, 1987, 1992)

# Reflective Practice is…

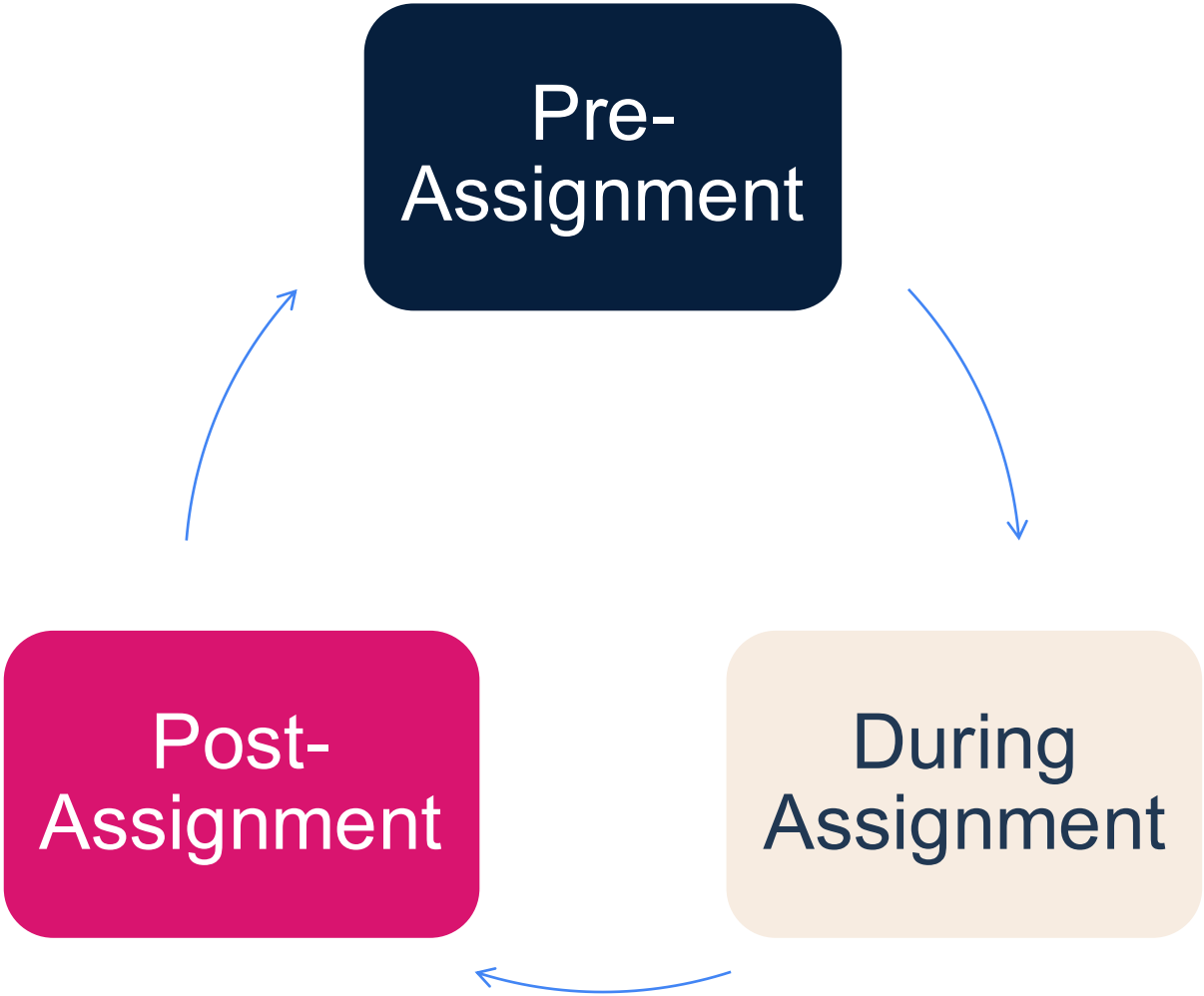
Reflection-on-action (ROA)

Reflection-in-action (RIA)



Knowing-in-action

(Schön, 1987, 1992)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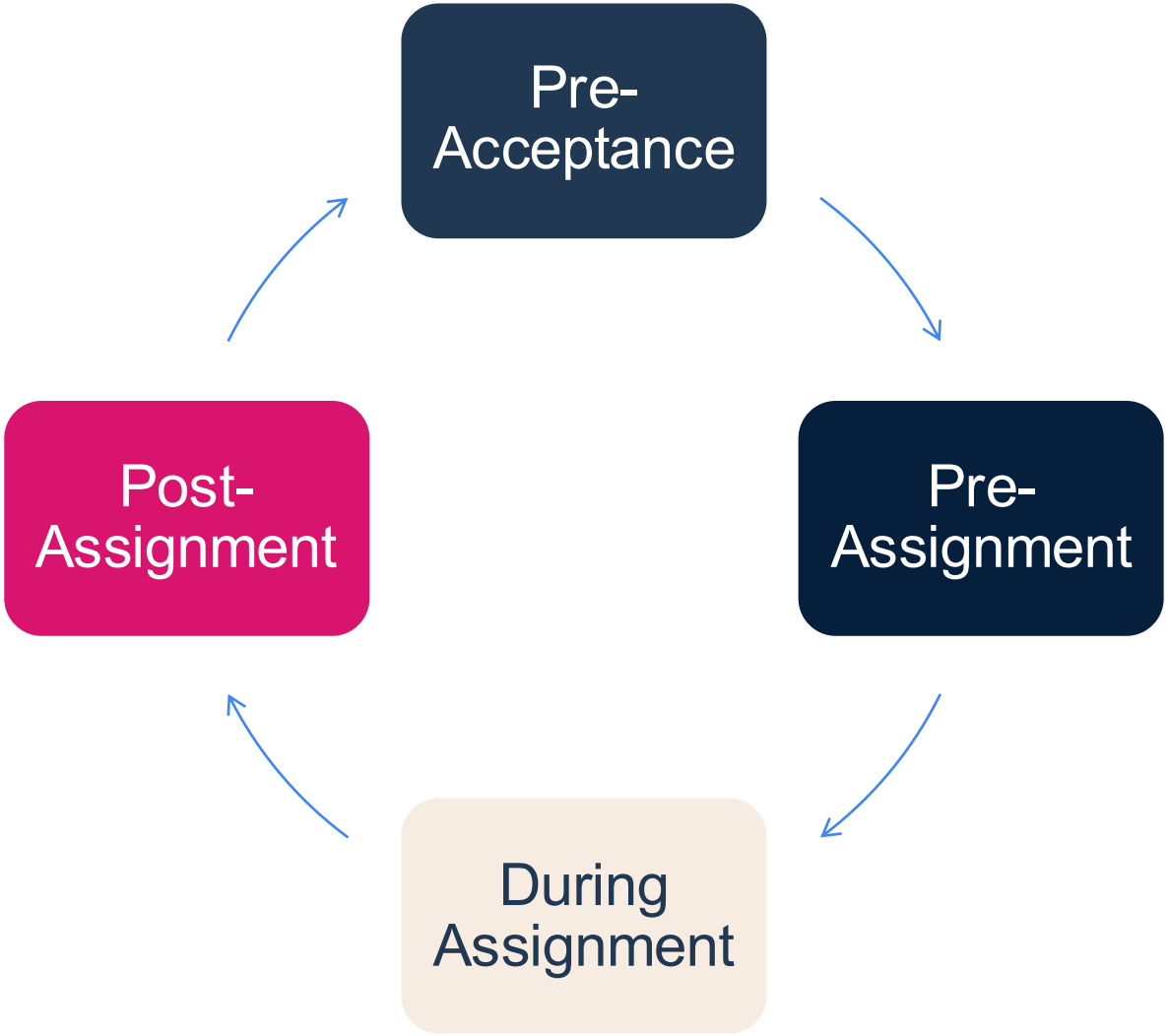
Pre-
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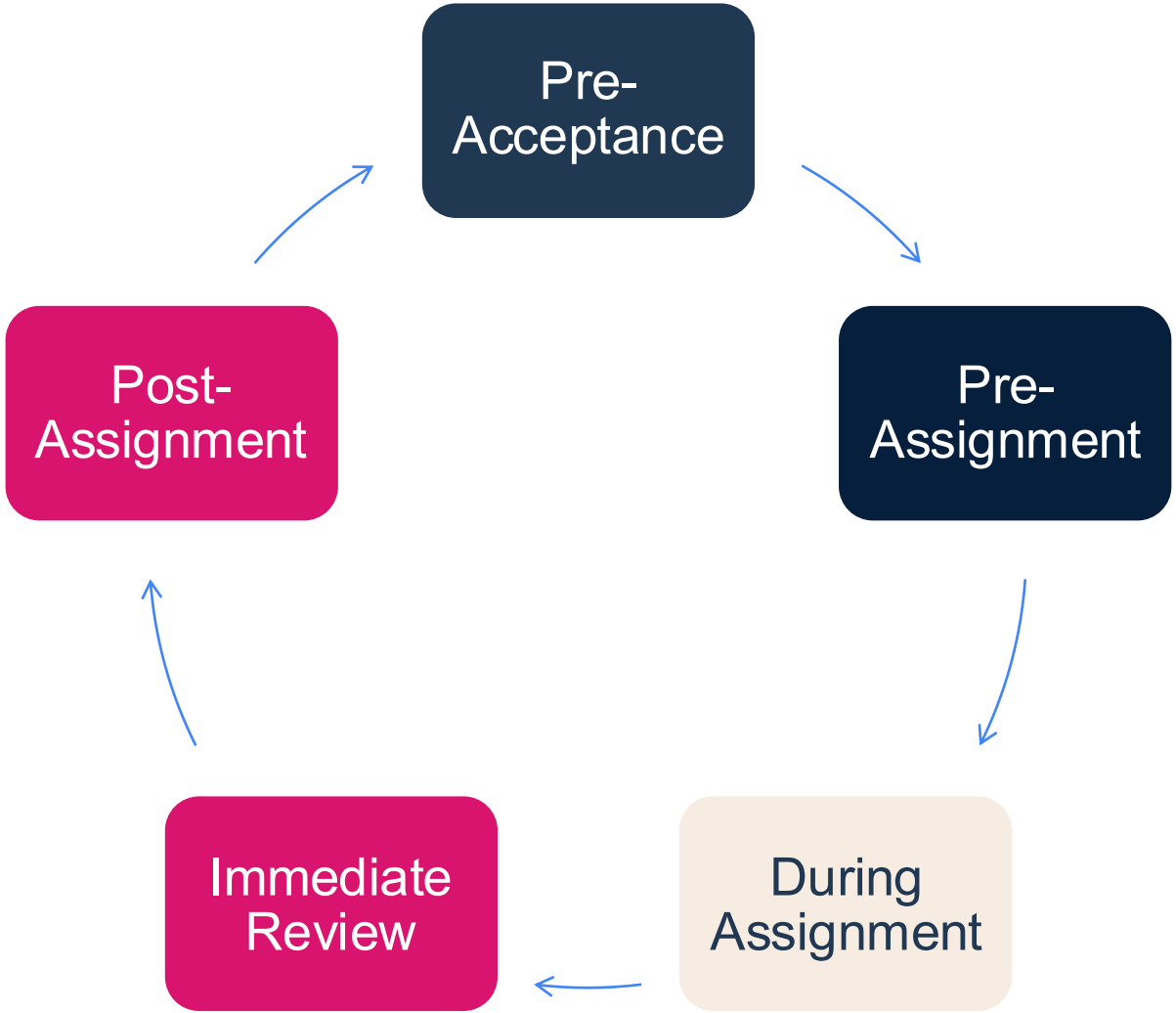
# Our Prior Work

# Systematic Instruction

"…carries over into professional practice. […] learning extends beyond course-based performance"

(Hale & Stevens, 2026)


Pre-Acceptance
Pre-Assignment
During Assignment
Immediate Review
Post-Assignment

# Research Aim

# Return to Roots to Shape Instruction

**Investigate how interpreters develop and engage** with reflective practices **so we can further refine our instructional practices**.

# Methods

# Semi-structured Interviews

21 interpreters

Avg. Age: 35.7 (21 to 65)

Avg. Experience: 13.9 (1 to 35)

Gender: 81% female; 19% other

# Participants Credentials

| | |
|---|---|
| National/QAST V/V | 15 (71.4%) |
| QAST IV/IV | 2 (9.5%) |
| QAST III/III | 2 (9.5%) |
| Unreported | 2 (9.5%) |

# Participants Education

| Education | Number | % |
|---|---|---|
| Associate's | 4 | 19 |
| Bachelor's | 8 | 38.1 |
| Master's | 7 | 33.3 |
| Doctorate | 2 | 9.5 |

# Findings

# Changes over Time

# Change over Time

Focus on Negative → Balanced

Excessive → Natural, RIA

# Engagement with Reflective Practices at Specific Timing

# Pre-Acceptance

# Consider

1. Do I have the knowledge & skills?
2. Can I handle this emotionally?
3. Do I have biases that could impact?
4. Am I good fit for the participants?
5. Am I qualified?

# Pre-Assignment

# Prepare

1. Schema using prior experience
2. Who are participants? Relationships?
3. Content & Vocabulary
4. Logistics (address, parking, etc.)
5. Well being (relaxation, affirmations)

# During Assignment

# Monitor to

1. Correct errors
2. Adapt to context, cultural, individual
3. Assure understanding via
    Backchanneling; Vibe checks
4. Check-in with Team

# Immediately After Assignment

# Check-in w/ Themselves & Others

1. Debriefing with team
2. Ask Deaf person for feedback
3. Assess: what went well/wrong
4. Consider why and alternative options
5. Decide if need more follow-up
6. Self-Care (break, hike, chat)

# Post Assignment / Retrospective

# Act for Future Improvement

1. Journal (written, audio, video)
2. Seek advice from peers / mentors
3. Deliberate practice
4. Continuing deeper reflection about why choices were made

# Discussion

# Key Findings

1. Each point of the reflection cycle differs
2. Use different approaches
3. Practices shift over time
4. Neg/Excessive → Natural, Balanced

# Recommendations for Teaching

# Infuse Variety of Activities

1. Provide strategies at all 5 stages
2. Identify usefulness of each

# Scaffold Independence

1. Modeling
2. Guided practice
3. Independent practice
4. Decide which to use when

# Support Autonomy

1. Identify personally effective strategies
2. Brainstorm alternative strategies
3. Allow students to decide which to use

# Sample Activities

# Asset Inventory

# Goal - Decide if Will Accept

1. Am I qualified (skills, knowledge)?
2. Am I the right person for the job?
3. Decide based on asset inventory compared to job demands.

(Dean & Pollard, 2013)

# Asset Inventory

1. Social Identities
2. Knowledge
3. Skills
4. Experiences
5. Interests …

# Asset Inventory

1. Social Identities
2. Knowledge
3. Skills
4. Experiences
5. Interests …

A running *Everything* list about “me”

# Social Identities Inventory

1. Identify

2. Understand thoughts & feelings

# Guided Preparation

# Goal - Build Control Resources

-What pre-assignment controls are available,  viable, need to be developed?

-Demand identification & control development

# Build Control Resources

1. Group brainstorming
2. Questions to guide thinking
3. Guided preparation prompts
4. Use of various materials (i.e., scripts)

# Guided Preparation w/ Script

1. Group brainstorming

2.Prompt guide individual preparation process

# Monitor & Clarify

# Goal Monitor Effectiveness

Natural language backchannelling & attention to backchannelling

Develop natural confirmation & clarification strategies

# Build Monitoring & Clarification

1. Notice clarification strategies in mono-lingual interactions
2. Practice clarification strategies
3. Notice strategies in interpreted interactions.

# Identification of Backchanneling

Recorded Interpreted Interaction

1. Identify samples together
2. Identify additional independently
3. Repetition

# Quick Check-in

# Goal Quick Assessment

1. What worked?
2. What needs follow up?
3. What conversations do I need to have?
4. Recognize patterns of success & areas for development

# Quick Assessment

-What needs additional attention?

-What follow-up is needed?

# Immediate Review Check-in

1. Emotional Clearing
2. Noticing patterns (without video)
3. Providing options for next steps

# Follow-up Activities

# Goal - Improve Future Practice

1. Consider areas of strength, growth, and their impact
2. Consider feedback from others
3. Engage in formal / informal case conferencing
4. Guided Reflective Practice (Greenberger, 2020)

# Reflective Practice

As a process [...] concerning a particular object [...] and in view of achieving a particular goal, or rationale.

(Collin et al., 2013, p. 105)



# Structured Supervision with Working Professionals

Supports transformation from student to professional ways of thinking and being.

# Connect with Us

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# Connect with Us

## CEUs

## Slides

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