**Appendix A**

**Interview Protocol for Deaf Formerly Mainstreamed Students**

**Background**

1. Tell me about your family?
2. How would you describe where you grew up (town/community)?
3. How and why was it decided that you would attend a mainstream school? How old were you?
4. How was your family involved in your education?
5. Tell me about your mainstream school: how many students were in the school, your grade, on average, how many students were in your classes?

**Prior to Start of School & During School**

1. How did you feel about attending a mainstream school?
2. How did you identify at that age? D/deaf etc?
3. Did you see the school, and/or meet the faculty, educational team before starting school?
4. What type of training/orientation did the faculty receive, if any that you know of, on Deaf culture/Deaf education? What would you have wanted them to know?
5. When did you meet the classroom teacher and other members of the educational team?
6. What support services did you have? How did you feel about having support services, an interpreter?
7. When did you meet the interpreter? What were your initial impressions of the interpreter? Why do you think you had these initial impressions?
8. What expectations did you have of the interpreter? Did you communicate those expectations early on? How so?
9. How would you describe your rapport with the interpreter?
10. How would you describe your rapport with teachers/staff?
11. How would you describe yourself as a student?
12. How did it feel to use the interpreter in class? How do you think having the interpreter in the classroom impacted your educational experience?
13. How would you describe your rapport and interactions with peers, the classroom teacher, and the interpreter? Did this change over the time that you were in the schools? How ? Why do you think that this was the case?
14. How were the academics at your school? Which courses did you find most challenging and why? Which did you find to be the easiest and why? How did using an interpreter aid or hinder your performance in these classes?

**Outside of Class/After Class**

1. If you had a problem, concern, issue, how was that handled? Where did you turn for help/guidance about it? Did this change over the course of your time in the school? Was there an avenue to express concern and/or report what worked well?
2. How often would you check in with the interpreter (ask for feedback/give feedback)? Did this change over time? How did that type of conversation go?
3. How was the social scene at school? Did it revolve around school organized activites, sports, or parties, etc?

**General Reflections**

1. What does inclusion mean to you?
2. Would you describe your school as inclusive? Why/Why not? What would have made it more inclusive?
3. What was your favorite/least favorite class? Why? Who was your favorite/least favorite teacher? Why?
4. Tell me about a time you really appreciated having the use of interpreting services. Why was it beneficial?
5. Tell me about a time you didn’t want to use interpreting services. Why didn’t you want them there?
6. How do you negotiate issues of cultural mediation in the classroom?
7. What did you like/dislike about the interpreter?
8. What qualities would you have liked to see in the interpreter?
9. What makes a good educational interpreter?
10. What is your overall impression of the mainstream setting? What did you like the most? What did you like the least?
11. How did you learn the things you needed to learn in the mainstream?
12. How do you identify now—D/deaf? How did your educational experience influence your identity?
13. Is there anything else you’d like to add about your mainstream experience?

## Appendix B

**Interview Protocol for Interpreters**

**Background**

1. How long have you been interpreting and how did you get into the field?
2. What training did you have?
3. How did you get into educational interpreting?
4. How long have you been in educational interpreting?
5. How would you describe yourself as an interpreter?
6. Do you hold any interpreting degrees/certifications?
7. How do you feel you fit within/among the Deaf community—insider/outsider, advocate, ally, helper etc.?

**General Reflections**

1. What does inclusion mean to you?
2. Of the schools you have worked in, tell me which was most inclusive and why? Least inclusive and why?
3. In terms of the social scene, how would you describe the mainstream environment for deaf students?
4. Tell me about the best/worst classroom you worked in. What made it so? What type of prep work was requested/afforded? What did prep look like?
5. Tell me about your best interpreting K-12 experience. Why was is it the best?
6. Tell me about your worst interpreting K-12 experience. Why was it so bad?
7. How do you negotiate issues of cultural mediation through educational interpreting?
8. Did you feel you were a member of the educational team? Why or why not?
9. What makes for a good rapport between interpreter and student and interpreter and other members of the educational team?
10. What skills/qualities do you feel a K-12 educational interpreter should possess? Why?
11. What makes a good educational interpreter?
12. What is your overall impression of the mainstream setting? What did you like the most? What did you like the least? If there are specific things that you think need to be changed, what would they be? Do you think this will happen? Why or why not?
13. How did you learn the things you needed to learn in the mainstream?

**Pre-Interpreting**

Prior to start of class/Prep

1. As an educational interpreter, were you hired by a district? Or, was it contracted through an agency and/or third party?
2. What type of prep, preliminary information, and/or orientation did you receive for or about the school, faculty, and or the DHH student prior to the first day of school?
3. What types of classes, typically, are you scheduled to interpret for?
4. Who was a part of the educational team and when did you first meet them?
5. What was that first meeting between you and the rest of the educational team like?
6. How would you describe your rapport and interactions among other members of the team?
7. When did you first meet the DHH student?
8. What was that first meeting like?
9. How would describe your rapport and interactions with the DHH student?
10. How do you prep with other members of the team? How often?
11. How do you prep for the day\lesson\unit? How often?
12. How do you prep/confer with the DHH student?

**While Interpreting**

**In the Classroom**

1. How do you think your presence in the classroom impacted the deaf student? Their experience with academics, friends, inclusion, etc?
2. (Follow up to 22) How long, on average, does it take for everyone to stop starring at the interpreter? How is this handled?  How do you see your role as impacting the student’s position in the classroom and school?
3. How would you describe your typical school day schedule?
4. How would you describe your rapport and interactions with the DHH student, the classroom teacher, the other students?
5. When prep was off/not helpful, and/or the plan went array/plan B, how do you typically respond? How do you work with the classroom teacher and DHH student at those times?
6. What is your process management like?
7. How was turn taking, class discussion, question/answer sessions, partner/group work, distractions, side conversations and comments handled?
8. How was inattentiveness, or behavior addressed?
9. When the source message or target message was not understood and/or misunderstood, how was that handled?
10. If you were aware of a problem the DHH student was having, how was that handled?

**Post-Interpreting**

**Reflect**

1. How often would you check in with the DHH student (ask for feedback/give feedback)?
2. How did that type of conversation go?
3. How would you work to apply the feedback?
4. How often would you check in with the classroom teacher (feedback give/receive)?
5. How did that type of conversation go?
6. How would you work to apply the feedback?
7. How did you approach any issues or potential problems with the DHH student?
8. How did you approach any issues or potential problems with the classroom teacher?
9. How did you approach any issues or potential problems with other members of the educational team?
10. What type of contact did you have with the team, including parents?

## Appendix C

**Interview Protocol for Focus Groups**

**Interpreters**

1. How would you describe yourself as an interpreter?
2. Tell me about the most rewarding assignment as a K-12 interpreter? The least rewarding?
3. How do you balance between days/assignments where you feel useful and fulfilled and other times where you are back up/supporting/not being used/challenged?
4. How do you find that balance of being an adult on the team, yet allowing the student to have off days like their hearing peers?
5. Think back to times where you felt you had the ability to make decisions and were trusted to do so? What about the times you felt you weren’t able to make decisions? And/or the decisions were challenged?
6. As the interpreter, how would you describe your role in showing students how to use the interpreter effectively? How do you work with them so they work better with you? Talking to you? Feedback? Needs? Logistics?
7. How did you work with so many different staff/faculty members? How did you learn to do that?
8. How did having multiple deaf students and interpreters in the district impact the environment?
9. How do you feel faculty and students perceived you?

**Deaf Individuals**

1. Tell me about a time you were happy to have an interpreter present?
2. Tell me about a time you were not happy to have an interpreter present?
3. How did you learn how to most effectively work with and use the interpreter?
4. How did you identify in school? Did the perceptions of others at school play a part in that identification?
5. How did the mainstream setting prepare you for working in/with the hearing world (i.e. requesting services/finances/identifying/passing?)