

**Case Study 2 – School Bullying:**

<b>Interpreter Request:</b>	<ul style="list-style-type: none"> <li>• ASL interpreter requested for school meeting with principal</li> <li>• Time: one hour</li> <li>• Situation: Meeting with principal to discuss possible bullying</li> <li>• Consumer: Deaf student</li> </ul>
<b>More Information about Situation:</b>	<ul style="list-style-type: none"> <li>• Principal &amp; Recess Supervisor questioning Deaf student about what he may have seen occur on playground during recess.</li> <li>• Another hearing student is accused of bullying</li> <li>• Deaf consumer is a witness, not a participant</li> <li>• Deaf student’s account of event will effect other students’ education</li> <li>• Possible suspension, expulsion, loss of privileges, etc.</li> <li>• Emotional discussion</li> </ul>
<b>More Information about Consumer:</b>	<ul style="list-style-type: none"> <li>• Consumers have experience working with this student &amp; educational interpreters</li> <li>• Interpreter has limited experience with educational interpreting, but mainly works in the community</li> <li>• Consumer is 4<sup>th</sup> grade (9 years old)</li> <li>• Consumer attends local public elementary school as a mainstreamed student with a regular educational interpreter who is not present.</li> <li>• Deaf consumer appears to be intellectually and physically competent.</li> <li>• Hearing consumers (2) are principal and recess supervisor</li> <li>• Hearing consumers questioning Deaf consumer</li> </ul>
<b>Demands for Educating Consumers:</b>	<ul style="list-style-type: none"> <li>• Hearing interpreter recognizes that the Deaf student is visibly upset and trying hard to get their story across.</li> <li>• The school district has offered to provide a team interpreter from another school, if needed.</li> </ul>
<b>Demands regarding Advocating for DI:</b>	<ul style="list-style-type: none"> <li>• Deaf student prefer watch HI</li> <li>• School system cannot afford pay DI/HI</li> <li>• Principal and Recess Supervisor feel that Deaf student don’t need or require to have DI</li> <li>• Deaf student do not understand why does s/he need to have DI</li> </ul>