Deaf Interpreter Curriculum

Module 6: DI/HI & DI/DI Interpreter Teams
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Unit Titles & Sequence

- Team Development
- DI/HI Teams–Roles, Functions & Processes
- Preparation–Pre- & Post-Conferencing
- DI/HI Team Practices
- DI/DI Team Practices
- Power & Politics in DI/HI Teams
Unit 1: Team Development

Key Questions

- What techniques and strategies foster team building?
- What factors affect the dynamics of team development in a given setting?
Group Dialogue

- Definition of team
- Composition of teams
- Types of teams
Teamwork: Personal Experiences

- What was the purpose of the team?
- Were there shared goals?
- Who decided how the team would function?
- What were the successes? Obstacles?
- Identify common threads in stories shared.
Unit 1: Team Development

Small Group Activity

- Definition of team
- Top five characteristics of effective teams
- Basic team development stages
- Benefits and drawbacks of working as a team
- Behaviors that support and hinder team effectiveness
Unit 1: Team Development

Full Group Agreement

- Definition of team
- Top five characteristics of effective teams
- Basic team development stages
- Benefits and drawbacks of working as a team
- Behaviors that support and hinder team effectiveness
Review *Team Interpreting as Collaboration & Interdependence*

- How should DI/HI and DI/DI teams be defined?
- How can DI/HI teams and DI/DI teams adopt the qualities and assets of collaboration and interdependence?
Unit 1: Team Development


- What are the most immediate improvements needed?
- How should RID address these? Should the NAD also be involved in this process? How?
- How can Deaf interpreters contribute to this process?
Unit 1: Team Development

 RID Standard Practice Papers, cont’d

- View NCIEC Panel Discussion on Use of a Certified Deaf Interpreter
- Engage in further group dialogue
Unit 2: DI/HI Teams–Roles, Functions & Processes

Key Questions

- What are key factors in developing strong working relationship with team interpreters?
- Why is it important to understand how hearing interpreters adjust their interpretations when working with Deaf interpreters?
- What should Deaf interpreters take into consideration in decision-making on feeds to and from hearing team interpreters?
Brainstorm & Discuss

☐ Where are Deaf interpreters/hearing interpreters typically employed?

☐ Where might Deaf interpreters be required?

☐ Where might Deaf interpreters be a necessity in consideration of Deaf interpreter needs?
Unit 2: DI/HI Teams–Roles, Functions & Processes

Skills for Effective Teaming

- Aptitude for independent & interdependent collaboration
- Ability to make connections & build synergy within team/s
- Language and cultural mediation skills
- Stamina
- Mental agility
- Tolerance for ambiguity
- Tolerance for diverse situations
- Maturity
- Personality traits that indicate successful work with a wide variety of people
Unit 2: DI/HI Teams—Roles, Functions & Processes

View GURIEC Learning Community Series—Deaf/Hearing Interpreting Teams

- What adjustments do hearing “feed” interpreters make when working in DI/HI teams? Give examples.
- How is Ressler’s research on DI/HI teams useful to interpreters-in-training?
Small Group Activity

- Feed—stands behind consumer, describes procedure
- Interpreter—provides simultaneous interpretation, paraphrasing (not mirroring)
- Consumer—faces interpreter
- Observer—watches, takes notes
- Debrief after each exercise and switch participant roles
Debrief: Discussion Points

☐ Was the interpretation accurate? Did what was understood match with what was originally said?

☐ Did the feed adapt signing to accommodate the interpreter’s needs? How?

☐ Did the interpreter provide an interpretation or a mirror rendition or some of each? What did the observer see?

☐ When mirroring occurred, what may have caused that to happen?

☐ What would the feed and the interpreter do differently next time?
Unit 2: DI/HI Teams–Roles, Functions & Processes

Debrief: Full Group Dialogue

☐ What did you learn regarding team processes?
☐ What worked well? What did not?
☐ If you prepared in advance, what specifically did you do?
☐ Did the feed-interpreter teams collaborate on their work?
Unit 2: DI/HI Teams–Roles, Functions & Processes

View GURIEC Learning Community Series–Deaf/Hearing Interpreting Team Expert Panelists

- Identify potential supports and barriers to effective teaming
- Describe strategies for effectively pre-conference as a team before the interpreting task begins
- Discuss team approaches to interpreting vs. mirroring
Unit 2: DI/HI Teams–Roles, Functions & Processes

GURIEC Deaf/Hearing Interpreting Team
Expert Panelists, cont’d

☐ How open are you to feedback?
  ☐ From Deaf interpreters?
  ☐ From hearing interpreters?

☐ Give examples from the panel on ways to create a safe environment and build trust between DI/HI team members
Unit 2: DI/HI Teams–Roles, Functions & Processes

Small Group Activity: Strategies for Successful DI/HI Teams

- Discuss how you envision Deaf and hearing interpreters working together as a team
- Agree on key points
- Design a creative and informative poster containing your group’s key points
- Present on behalf of each small group
- Agree on key strategies for successful DI/HI team efforts
Unit 2: DI/HI Teams–Roles, Functions & Processes

Research & Share Findings

☐ Interview a DI/HI team or watch DI/HI team efforts via video

☐ Prepare vlog or written summary:
  ☐ Key concepts learned
  ☐ Assessment of team processes, techniques, and aptitudes
  ☐ Skills required for effective teamwork
Unit 3: Preparation—Pre- & Post-Conferencing

Key Questions

☐ How does pre-conferencing set the stage for interpreting assignments?

☐ What information needs to be shared during pre-conferences?

☐ What pitfalls can be avoided by making a plan ahead of time?

☐ How can Deaf interpreters make the most of a post-conference session?
Unit 3: Preparation—Pre- & Post-Conferencing

Review NCIEC Toward Effective Practice: Competencies of the Deaf Interpreter

- Identify specific references to team preparation and agreements made
Unit 3: Preparation—Pre- & Post-Conferencing

View GURIEC Deaf Interpreting Series—Team Strategies: Pre-Conference

☐ Pre-Conference Worksheet Analysis
  ☐ Identify which skills, techniques and strategies were discussed and not discussed
  ☐ Make note of preparation factors and agreements made or not made
Unit 3: Preparation–Pre- & Post-Conferencing

View GURIEC DI Series–Team Strategies: Pre-Conference, cont’d

- Language use and power issues
- Techniques/strategies for routine and complex situations
- Adaptations to change course as needed
- Use of consecutive and/or simultaneous interpretation, as needed
- Management of potential breakdowns
Unit 3: Preparation–Pre- & Post-Conferencing

View GURIEC DI Series–Team Strategies: Interpreting in a Mental Health Setting

- Consumer Meeting Worksheet Analysis
  - Language use and power issues
  - Techniques/strategies for routine and complex situations
  - Adaptations to change course as needed
  - Use of consecutive and/or simultaneous interpretation, as needed
  - Management of potential breakdowns
Unit 3: Preparation–Pre- & Post-Conferencing

View GURIEC DI Series–Team Strategies: Post-Conference

- Post-Conference Worksheet Analysis
  - Team usage of interpreting models to assess the success of their work, identify effective teaming techniques, and prepare for assignment continuation
Unit 3: Preparation–Pre- & Post-Conferencing

View vignettes in *NCIEC Interpreting in Spanish-Influenced Settings*

- What pre-conference agreements were made?
- What was communicated in consumer meetings?
- How did the interpreters analyze their post-assignment performance?
- What issues did the interpreters raise in the follow-up interviews? How could those issues be avoided?
- What were the complexities in this trilingual environment?
Unit 4: DI/HI Team Practices

Case Study: Inquiry Discourse

- Taking a medical history
- Conducting a college interview
- Applying for unemployment benefits
Unit 4: DI/HI Team Practices

Case Study: Narrative Discourse

- Day on the campaign trail with a candidate
- Trip to Alaska
- Journey to becoming an interpreter
Case Study: Procedural Text

- How to fix a dripping faucet
- How to design and plant a garden
- How to do math problems
Unit 4: DI/HI Team Practices

Case Study: Expository Discourse

- Passage of the Civil Rights Bill of 1964
- Healthcare disparities in the U.S.
- Rise of China as a global economic power
Case Study: Persuasive/Argumentative Discourse

- Community meeting to argue for recycling programs
- Lobbying effort for funding of services for the DeafBlind community
- Advantages of Deaf seniors’ participation in a yoga program
Group Dialogue: Two+ DI/HI Teams

☐ Rationale and settings where more than one DI/HI team, such as two or three teams, can occur, may be required, or are a necessity in consideration of the needs of consumers

☐ Existing team models and how they may apply or may be adapted to more than one DI/HI team

☐ Practices for more than one DI/HI team

☐ Consumers who would require more than one DI/HI team

☐ Requisite skills for effective teaming for all DI/HI team members
Key Questions

☐ How do models of interpreting apply to the conjoint process of DI/DI team interpreting?

☐ What techniques and strategies are needed to recognize and manage breakdowns in the team process?

☐ What techniques and cues can DI/DI team members use to create synergy within the team?

☐ How can Deaf interpreters advocate for DI/DI teams to a variety of stakeholders (e.g., hearing interpreters, agencies, Deaf consumers?)
Small Group Activity

- How do DI/DI team dynamics differ from DI/Hi team dynamics?
- What issues may arise that are unique to DI/DI teams?
- How do DI/DI teams work through challenges within the team?

Record small group consensus on poster paper and share/discuss with full group
Unit 5: DI/DI Team Practices

Group Dialogue: DI/DI Teams

- Rationale and settings where DI/DI teams may be required, or are a necessity in consideration of the needs of consumers
- Existing team models and how they may apply or may be adapted to DI/DI teams
- Practices for more than one DI/DI team
- Consumers who would benefit from a DI/DI team
- Requisite skills for effective teaming by DI/DI team members
Small Group Activity

☐ DI/DI team practice with two observers who provide assessment/feedback

☐ Use one of three scenarios:
  ☐ Tactile communication
  ☐ Sight/text translation
  ☐ Platform interpreting

☐ Debrief—teamwork & processes

☐ Switch participant roles
Key Questions

☐ What are the advantages and disadvantages of working with Deaf interpreters from hearing interpreters’ point of view?

☐ What power dynamics might arise in Deaf/hearing interpreter relationships?

☐ How can Deaf interpreters effectively make the case for teaming with Deaf interpreters?

☐ How can interpreting education programs create a welcoming climate for Deaf and hearing interpreters?
Unit 6: Power & Politics in DI/HI Teams

Research & Share Findings

- The Benefits of Deaf Interpreters
- Team Me Up? CDI
- Interpreters: Gatekeepers for the Deaf Interpreter Community
- Who Needs a Deaf interpreter? I Do!
- Deaf Interpreters: The State of Inclusion
- Are Hearing Interpreters Responsible to Pave the Way for Deaf Interpreters?
- Interpreting Without a Deaf interpreter is an RID CPC Violation

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Unit 6: Power & Politics in DI/HI Teams

Group Dialogue

- What are the main points of each of these feature articles and vlogs?
- What are the various attitudes described in these articles/vlogs?
- Why might some hearing interpreters resist teaming with Deaf interpreters?
- How can attitudes be changed?
Unit 6: Power & Politics in DI/HI Teams

View ASL videos in *NCIEC Teaching Modules for the Classroom: DI/HI Teams—Making the Case for a DI/HI Team*

- Explain (or develop a plan for) how Deaf interpreters can share this information with hearing interpreters and Deaf community members
- Develop justifications for DI/HI teams to both hearing interpreters and hiring entities
Unit 6: Power & Politics in DI/HI Teams

Interview & Share Findings

- Why do DI/HI teams choose to work together?
- How did they improve their teamwork over time?
- What power dynamics did they deal with? How did these impact their decision-making, and how did they recognize and resolve these?
- How did audism, if any, impact their work?
- What would they like to share with other interpreters on team work?
- What justifications did they use to promote hiring of DI/HI teams?
Research & Share Findings

☐ Interview stakeholders (Deaf, DeafBlind, hearing)
  ☐ What are the benefits – and – challenges to working with Deaf interpreters?

☐ Create vlogs
  ☐ Explain benefits of working with Deaf interpreters outweigh challenges
  ☐ Provide tips on advocating for, hiring, and working with Deaf interpreters
Unit 6: Power & Politics in DI/HI Teams

Group Dialogue

- Share Interpreter Education Program experience/s (student,, lecturer, trainer, etc.)
- Learning together: Deaf & hearing IEP students & interpreters—advantages and challenges
- Benefits of Deaf students and professionals to IEPs and other students
- Strategies for greater IEP acceptance of Deaf students, educators, trainers, researchers, etc.
- Deaf involvement and collaboration with hearing counterparts