



Deaf Interpreter Curriculum

2015 Digital Edition



NCIEC

National Consortium of Interpreter Education Centers



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Dedication

*For Marie Jean Philip
who interpreted the world for
so many of us*



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Preface



Preface

In 2010, the National Consortium of Interpreter Education Centers (NCIEC) published *Toward Effective Practice: Competencies of the Deaf Interpreter*, a landmark study of Deaf interpreter practice. This study was based on national surveys and focus groups of Deaf interpreters and interpreter educators. At that time, we hoped that this work could lead us in the direction of a curriculum that would address the dearth of specialized training opportunities for Deaf interpreters.

We now offer the *NCIEC Deaf Interpreter Curriculum* as a starting point, the first step on an exciting and relevant new path. This curriculum represents an important beginning of a new conversation about how we can prepare Deaf interpreters to carry out their unique work, foster the advancement of Deaf interpreters, and contribute in important ways to their ongoing professional development.

No one has ever attempted this effort. There is a conspicuously small body of research in the field of Deaf interpreter practice. Even so, we tried to capture what experienced Deaf interpreters intuitively know and have done marvelously well in the most difficult situations and with the most challenging and diverse consumers. To accomplish this, we brought together teams of experienced interpreter practitioners and educators. We asked them to articulate what they know and have done, and then we moved beyond this to frame a curriculum to address the unique Deaf interpreter competencies already identified.

Many individuals worked hard to make this curriculum possible, and we owe them our deepest gratitude. We wish to acknowledge these individuals:

- The original twelve people who began this exploration at the *NCIEC 2006 Critical Issues Forum*: Dr. Patrick Boudreault, Janis Cole, Jan DeLap, Dr. Eileen Forestal, Carole Lazorisak, Terry Malcolm, Mark Morales, Priscilla Moyers, Cynthia Napier, Sharon Neumann Solow, Deborah Peterson, and Stacey Storme.
- Eight people who continued the work of developing the *NCIEC Deaf Interpreter Competencies* document: Jimmy Beldon, Dr. Patrick Boudreault, Dr. Steven Collins, Dr. Eileen Forestal, Carole Lazorisak, Priscilla Moyers, Cynthia Napier, and Deborah Peterson.



Preface

- Seven people who contributed their past work and brought new ideas to this curriculum: Jimmy Beldon, Stephanie Clark, Dr. Eileen Forestal, Dr. Christopher Kurz, Jim Lipsky, Cynthia Napier, and Dr. Rico Peterson.
- Twelve *Train the Trainer* participants who provided beta version feedback and contributed to the final curriculum: Jennifer Briggs, Bradley Dale, Rosemary Diaz, Kirsi Grigg, Ann Horn, Trenton Marsh, Rayni Plaster, Jeff Pollock, Keven Poore, Brenda Schertz, Jacqueline Schertz, and Christopher Tester.
- Our technical team: Nancy Bloch, consultant, Touchpoint Group; Doug Bowen-Bailey, videographer; Nancy Creighton, creative designer, Purple Swirl Arts; and Cynthia Napier, NCIEC Deaf interpreter team member and liaison.

We welcome the partnership of Deaf interpreter practitioners, researchers, and educators in further expanding and improving this groundbreaking curriculum, through the sharing of input, ideas, and recommendations.

Cathy Cogen, Director
National Interpreter Education Center at Northeastern University

Diana Doucette, Director
Regional Interpreter Education Center at Northeastern University

Lillian Garcia Peterkin, Communication & Outreach Coordinator
National Interpreter Education Center at Northeastern University

September 2014

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Introduction



Overview

Starting in 2010, NURIEC Director Diana Doucette, NIEC Director Cathy Cogen, and NIEC Communication and Outreach Coordinator Lillian Garcia Peterkin, led the development of the *NCIEC Deaf Interpreter Curriculum*. They collaborated with a team of six Deaf interpreter practitioners, educators, and curriculum specialists to establish the intended scope and outcomes of the curriculum to create developmentally structured learning experiences and measurable outcomes. The team piloted the curriculum over a one-year period in the Massachusetts-based *Road to Deaf Interpreting* (RDI) program and refined curriculum elements based on feedback received. The 2014 train-the-trainer session further tested and expanded upon the curriculum structure, content, and resources.

The NCIEC is grateful for the contributions of so many who collaborated on the development of the curriculum.

Structure

The heart of the *NCIEC Deaf Interpreter Curriculum* consists of six modules arranged in sequential order, with appendices that include the Deaf interpreter competencies, worksheets, rubrics, presentation slides, and a glossary. Also included is a comprehensive listing of resources – most of which are cited in the curriculum, some with hyperlinks to videos and related materials of use to Deaf interpreter education.

The curriculum focuses on training of Deaf interpreters to work in the community; it does not address high-level conference work and interpreting in legal settings. The NCIEC has created an in-depth, specialized curriculum and training program to prepare Deaf interpreters for assignments in the court system.

Module 1: Deaf Interpreters—Past, Present and Future

This module covers the fundamentals of Deaf interpreter practice. We look at its origins and how it has evolved over time. Learners gain an

Introduction



Introduction

overview of the foundational skills and knowledge required of Deaf interpreters. The role of the Deaf community and interpreters in the future growth of the field and improving communication access is also explored. Learners also reflect on how their personal and formative experiences impact their potential as Deaf interpreters.

Module 2: Ethnic and Cultural Diversity Within the Deaf Community

This module covers ethnic and cultural diversity within the American Deaf community—specifically, Deaf people of color. Learners explore how biases and stereotypes form, do self-analysis, and consider how they may impact their work as Deaf interpreters. Learners also research a variety of organizations representing Deaf ethnic and cultural groups, further developing their individual resources.

Module 3: Consumer Assessment—Identifying Culture, Language & Communication Style

This module covers the wide variety of languages and communication styles, education levels, physical characteristics, cognitive abilities, and sociolinguistic factors among the consumers with whom Deaf interpreters work. Learners practice strategies for recognizing consumer characteristics that may influence Deaf interpreter practice.

Module 4: Ethical Considerations and Challenges for Deaf Interpreters

This module covers ethical considerations and challenges for decision-making by Deaf interpreters. Learners examine the Code of Professional Conduct set forth by the National Association of the Deaf and the Registry of Interpreters for the Deaf and how it fosters ethical decision-making in various situations and settings. Learners also explore how the history of RID and NAD Code of Ethics influenced the field of Deaf interpreting.

Module 5: Interpreting Theory and Practice for Deaf Interpreters

This module applies theoretical models of interpretation to the work of Deaf interpreters. Learners explore the theory and practice of consecutive interpreting, simultaneous interpreting, and sight translation. Learners also engage in observation and role-play activities

whereby they gain experience with a variety of approaches and discourse styles.

Module 6: Deaf/Hearing and Deaf/Deaf Interpreter Teams

This module covers the rationale, theories, and practices of Deaf/Hearing and Deaf/Deaf interpreter teams. Learners engage in dialogue on justification for teaming and the critical roles and contributions of team members in achieving full communication access. Learners also explore and practice effective teaming strategies.

Terminology

Throughout the curriculum, the terms *Deaf* and *DeafBlind* are used. *Deaf* includes people who are deaf, hard of hearing, or late deafened; *DeafBlind* includes Deaf people who are blind or have varying degrees of vision.

In general, use of the “D” for *Deaf* signifies a person who is culturally Deaf. This term is used in this curriculum to indicate that Deaf and DeafBlind people live in a dominant culture that assumes people primarily communicate via spoken language.

Deaf and DeafBlind people are part of a minority who seek communication access, and may at times require Deaf interpreters to gain access.



Introduction





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Introduction

NCIEC Mission

The mission of the National Consortium of Interpreter Education Centers is to connect and collaborate with diverse stakeholders to create excellence in interpreting.



Black and white photos shown throughout this book were taken by Jimmy Beldon during the Train the Trainers Session held June 16-20, 2014 in Brooklyn, MI. We are grateful to the participants for their work and for allowing us to videotape and photograph them during the session. Back row (L-R): Eileen Forestal, Cynthia Napier, Stephanie Clark, Christopher Tester, Kevin Poore, Ann Horn, Rayni Plaster, Trenton Marsh, and Jeff Pollock. Front row (L-R): Jimmy Beldon, Kirsi Grigg, Bradley Dale, Jennifer Briggs, Jacqueline Schertz, Brenda Schertz, Carole Lazorisak, Lillian Garcia Peterkin, and Rosemary Diaz. Behind the camera is Doug Bowen-Bailey (right), videographer.



Guidelines



Overview

Being native users of American Sign Language enables Deaf interpreters to provide interpretations that are more comprehensible to native users (McDermid, 2010). Interpretation effectiveness increases with both experience and training.

Deaf interpreter educators, practitioners, and researchers created the *NCIEC Deaf Interpreter Curriculum* as a means of preparing Deaf interpreters for the roles and responsibilities required of them as interpreting professionals. Curriculum usage requires a pedagogical approach that involves hands-on, role-play, and team activities to enhance coursework (Forestal, 2005). This curriculum also encourages and supports full participation by native users of ASL involved in Deaf interpreter practice.

Guidelines

Qualifications & Approach

Trainers using this curriculum must be **active** Deaf interpreters with a minimum of 500 hours of interpreting within the last five years. Trainers must also be fluent users of ASL with knowledge of and experience with interpreting processes, ethics, ASL linguistics, gestural communication, use of props, Deaf culture, interpreting theory and the role of the interpreter (Boudreault, 2005). The authors of this curriculum have designed units of learning that address these areas.

Our approach to training Deaf interpreters incorporates curricular activities that are culturally appropriate for Deaf learners. We recognize that not all learners are the same and strongly encourage trainers to assess and adapt to the learning styles of individual students so they can benefit the most from this curriculum.

Curriculum Usage

The *NCIEC Deaf Interpreter Curriculum* is applicable for use in Interpreter Education Programs at colleges and universities, in community-based workshops, share shops, and other short-term venues, as well as online presentations. In these instances, individual modules may be used. In these instances, individual modules may be used. Whatever the venue,



Guidelines

we **strongly** recommend the use of this curriculum in the sequence in which it currently appears.

In the first module, learners will examine the history of Deaf interpreting and its significance in the interpreting profession as a whole. Each module, in sequence, builds on the previous module and is designed to create a foundation that will increase the competencies of learners as Deaf interpreting professionals. Therefore, trainers are strongly encouraged to follow the sequence presented in this curriculum.

Learning Opportunities

Experiential learning opportunities are an essential component of all interpreter education programs. Trainers are encouraged to build in opportunities for learner observation and supervised practicum experiences appropriate to the academic or community-based educational setting in which the *NCIEC Deaf Interpreter Curriculum* is being used.

Trainer Qualifications

Training on use of the *NCIEC Deaf Interpreter Curriculum*, with its focus on competencies required for successful Deaf interpreter practice, must be led by qualified Deaf individuals who have first-hand knowledge and experience in the challenges, frustrations, and issues faced by aspiring, working, and experienced Deaf interpreters.

In addition to being active as Deaf interpreters, trainers must have:

- Native fluency in American Sign Language
- Comprehensive knowledge of Deaf culture and ongoing exposure to the Deaf and DeafBlind communities
- Extensive knowledge and skills in Deaf interpreter practice
- Ability to translate written English contents into ASL
- National or state credentials
- 500+ hours of interpreting experience within the past five years
- Five+ years of academic or community-based teaching experience
- Bachelor's degree or higher

Teaching Environment

Each module in the *NCIEC Deaf Interpreter Curriculum* is applicable for use in one-on-one or group settings. Required materials and equipment, in addition to the curriculum, include:

- Laptop or computer
- Flash drive
- Internet access
- LCD projector
- DVD player
- Video camera and tripod
- Written (hard copy) and electronic materials
- Flipchart easel/s, paper pads, and markers
- Supplemental materials at trainer's discretion



Guidelines

Language & Content

The *NCIEC Deaf Interpreter Curriculum* addresses, with each sequential module, complex topics of relevance to Deaf interpreter practice. Hands-on activities, including role-play, case studies, small-group exercises, individual assignments, and so forth, are designed with the intent of providing trainers a variety of options for participant engagement. Trainers may contract or expand on activities to suit the available timeframe of the training program.

In general, the modules are conceived for implementation in classes of Deaf interpreters-in-training. However, portions of the content, particularly on Deaf interpreter/hearing interpreter (DI/HI) teamwork, may best be addressed in mixed groups with the inclusion of **advanced** hearing interpreting students.

Given the dearth of training materials for Deaf interpreter education, trainers are asked to obtain the permission of participants to record some activities for future curriculum expansion and sharing with other *NCIEC Deaf Interpreter Curriculum* trainers. The next section of this curriculum includes a NCIEC Release Form. Trainers are expected to share new or modified material and completed release forms with the NCIEC in a timely manner.

The curriculum contains hyperlinks to print and video material for use in instruction. Additional video material is available in DVD format. Trainers are also encouraged to make substantial use of the resources listed in the Curriculum, especially the following:

- *NCIEC Deaf Interpreter Institute Annotated Bibliography*
- *NCIEC Deaf Interpreters at Work: Mock Trial*
- *NCIEC Deaf Interpreting: Team Strategies*



Guidelines

- *NCIEC Deaf Interpreting: Team Strategies for Working in a Mental Health Setting*
- *NCIEC Examples of a Deaf Interpreter's Work*
- *NCIEC Interpreting in Vocational Rehabilitation Settings*
- *NCIEC Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English)*
- *NCIEC Teaching Modules for the Classroom: DeafBlind Interpreting, Deaf/Hearing Interpreter Teams and Faces of the Deaf Consumer*

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Release Form



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Activity Location _____



Deaf Interpreters— Past, Present & Future



Overview of Module & Related Units

Module 1

Overview

This module covers the fundamentals of Deaf interpreter practice. We look at its origins and how it has evolved over time. Learners gain an overview of the foundational skills and knowledge required of Deaf interpreters. The role of the Deaf community and interpreters in the future growth of the field and improving communication access is also explored. Learners also reflect on how their personal and formative experiences impact their potential as Deaf interpreters.

Purpose

Learners develop a greater understanding of the work of Deaf interpreters by analyzing the rise of Deaf interpreter practice and how current trends in the field may impact future practice. Through lectures, in-class activities and external assignments, learners examine the history of Deaf interpreter practice, the foundational skills and knowledge Deaf interpreters require, interpreting service models, methods of interpreting, the effects of oppression on Deaf interpreter practice, and comparative roles of Deaf interpreter and advocate.

Competencies

- 1.0 Foundational Competencies (1.1, 1.2, 1.3, 1.4)
- 2.0 Language, Culture & Communication Competencies (2.1, 2.2, 2.3)
- 4.0 Interpreting Practice Competencies (4.8)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4, 5.5)



Module 1

Objectives

Upon completion of this module, learners will:

1. Describe important milestones in the history of Deaf interpreter practice, the evolving role of Deaf interpreters, and how Deaf and DeafBlind individuals currently benefit from the work of Deaf interpreters.
2. Identify at least two life experiences that strengthened their ability to function effectively as Deaf interpreters.
3. Identify personal and professional strengths and create a plan to address areas of needed improvement in language, culture, and communication competencies.
4. Identify at least two historical milestones and at least two current interpreting service and process models.
5. Describe how personal experiences of discrimination, oppression, and frustration with the lack of access to communication and information may help or challenge Deaf interpreters.
6. Distinguish the roles and responsibilities of Deaf interpreters vs. those of advocates.

Prior Knowledge & Skills

- Native or near-native fluency in American Sign Language
- Experience with Deaf and DeafBlind consumers of diverse skills and backgrounds

Approach & Sequence

The five units in this module taught in sequence (recommended) include readings, videos, presentation slides, and activities involving in-class exercises and open dialogue. These enable trainers to support learners in understanding essential concepts for effective Deaf interpreter practice, supplemented by resources assigned in advance as well as homework assignments.

Unit 1: Historical Evolution of Deaf Interpreter Practice

Unit 2: Foundational, Language, Culture & Communication Competencies

Unit 3: Interpreting Service Models & Methods of Interpreting

Unit 4: Language, Culture, Oppression & the Deaf-World Community

Unit 5: Deaf Interpreter or Deaf Advocate?

Unit 1: Historical Evolution of Deaf Interpreter Practice



Module 1 Unit 1

Purpose

Learners recognize the emergence of and changes to Deaf interpreter practice and gain a greater understanding of societal needs for Deaf interpreters. Through lectures, in-class activities, and external assignments, learners examine the history of Deaf interpreter practice.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.1, 2.2, 2.3)
- 5.0 Professional Development Competencies (5.5)

Objectives

Upon completion of this unit, learners will:

1. Describe at least two important milestones in the history of Deaf interpreter practice.
2. Explain the role of Deaf interpreters.
3. List at least two reasons Deaf and DeafBlind people may benefit from Deaf interpreters.

Key Questions

1. What knowledge and skills are required of Deaf interpreters?
2. Why do Deaf interpreters need a specialized curriculum in addition to generic curricula offered in traditional interpreter training programs?
3. In what situations are Deaf interpreters needed or beneficial?
4. How can we improve societal perspectives on Deaf interpreters?

Activity 1

Read and discuss concepts presented in *Relay Interpreting in the '90's* (Bienvenu & Colonomos, 1992):

1. When was the Reverse Skills Certificate (RSC) awarded by RID?
2. What was the primary purpose of the RSC?
3. When did Deaf individuals begin interpreting? In what settings?
4. Why did RID suspend the RSC in 1986?



Module 1

Unit 1

5. What is the RID Deaf Caucus? What was their particular focus in 1987?
6. What was the relay interpreting process? What phrase is currently used instead of relay interpreting?
7. Who uses Deaf interpreters today? In what settings?

View and discuss the videos below:

1. Defining the Work of Deaf Interpreters and Hearing Interpreters in *Teaching Modules for the Classroom–Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013)
2. A Brief History of Certification in the U.S. in *Teaching Modules for the Classroom–Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013)
3. *The Benefits of Deaf Interpreters* (ASLized, 2014)

Activity 2

Review and discuss concepts in *Certified Deaf Interpreter–WHY?* (Egnatovich, 2008):

1. Why are some hearing interpreters hesitant to work with Deaf interpreters?
2. How can we best address the hesitancy of hearing interpreters to work with Deaf interpreters?
3. According to Egnatovich, what are the five reasons for using a Deaf/hearing interpreter team? Explain and give examples for each reason?
4. Describe the consumers with whom Deaf interpreters typically work.
5. Describe others who may benefit from the services of Deaf interpreters.
6. What type of specialized training would benefit prospective and working Deaf interpreters? Explain for both groups.
7. In what situations have you used, or felt you should have used, a Deaf interpreter? Explain.

Activity 3

View and discuss *2007 National Deaf Interpreter Survey: Work Settings* (NCIEC, 2012):

1. Why do you think a high percentage of Deaf interpreters work in social services and healthcare?
2. Sixteen percent of survey respondents reported working in educational settings. What kinds of work might they be doing?



3. What surprises you about the reported statistics on Deaf interpreter work settings?



Activity 4

Read and discuss *Standard Practice Paper: Use of a Certified Deaf Interpreter* (RID, 1997). View *Introduction* followed by *Perspectives on the 1997 RID CDI Standard Practice Paper: Panel Discussion* (NCIEC, 2014):

1. What other functions do Deaf interpreters serve beyond those listed in the SPP?
2. How does the SPP advocate for working with Deaf interpreters? Explain.
3. What improvements can be made to the SPP? What specific things would you add?
4. What new vocabulary or terms were brought up in this activity?

Module 1

Unit 1

Activity 5

Read and discuss *The History and Professionalization of Interpreting in So You Want to Be an Interpreter* (Humphrey & Alcorn, 2007). Specifically, in what ways can we further the professionalization of Deaf interpreters?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

ASLized. (August 10, 2014). *The benefits of Deaf interpreters*. [Video]. Retrieved from <http://www.deafvideo.tv/235079> and <https://www.youtube.com/watch?v=Ec8LjnVuJx8&list=UU0jdsYSKy1VNHkKw79mw0RsA>

Bienvenu, M., & Colonomos, B. (1992). Relay interpreting in the 90s. In L. Swabey (Ed.), *The challenge of the 90s: New standards in interpreter education* (pp. 69-80). United States: Conference of Interpreter Trainers. Also retrieved from <http://www.diinstitute.org/wp-content/uploads/2012/07/Bienvenu.pdf>



Module 1

Unit 1

Carty, B., Macready, S. & Sayers, E.E. (2009). A grave and gracious woman: Deaf people and signed language in colonial New England in *Sign Language Studies*, 9(3), pp. 297-323. [Curriculum Resource]

Egnatovitch, R. (1999). Certified Deaf interpreter–WHY? Registry of Interpreters for the Deaf, *RID VIEWS*, 16 (10). Also retrieved from <http://www.diinstitute.org/wp-content/uploads/2012/07/Egnatovitch.pdf>

Forestal, E. (2005). The emerging professionals: Deaf interpreters and their views and experiences on training. In M. Marschark, R. Peterson, & E.A. Winston (Eds.), *Sign language interpreting and interpreter education: Directions for research and practice* (pp. 235-258). New York, NY: Oxford University Press. [Curriculum Resource]

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting* (4th ed.). Everett, WA: H&H Publishing Co., Inc.

National Consortium of Interpreter Education Centers. (2014). *Perspectives on the 1997 RID CDI standard practice paper: Introduction and panel discussion*. [Videos]. Retrieved from <https://vimeo.com/104121344> and <https://vimeo.com/104121341>

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Deaf interpreter/hearing interpreter teams*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Unit 1.2.1–Defining the work of Deaf interpreters and hearing interpreters. [ASL Translation, Segment 1.1]. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/56a13b13-b824-446b-b7ab-344c385f2927/>
- Unit 1.2.2–Brief history of certification in the U.S. [ASL Translation, Segment 1.2] Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/3bbb27bc-93d4-4ab8-8b2c-3855e6e442e9/>

National Consortium of Interpreter Education Centers. (2012). *2007 National Deaf interpreter survey: Work settings*. [Includes video clip]. Retrieved from <http://www.diinstitute.org/study-results-2/2007-national-di-survey/work-settings/>

Registry of Interpreters for the Deaf (1997). *Standard practice paper: Use of a certified Deaf interpreter*. Retrieved from http://rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/CDISPP.pdf

Unit 2: Foundational, Language, Culture & Communication Competencies



Purpose

Learners analyze the impact of formative experiences on the development of foundational competencies essential to Deaf interpreter practice. Through lectures, in-class activities, and external assignments, learners identify how foundational competencies support the development of unique Deaf interpreter knowledge and skill sets.

Module 1 Unit 2

Competencies

- 1.0 Foundational Competencies (1.1, 1.2)
- 2.0 Language, Culture & Communication Competencies (2.1, 2.2, 2.3)
- 3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3, 3.4)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3)

Objectives

Upon completion of this unit, learners will:

1. Identify personal and professional strengths, including areas of needed improvement as prospective or working Deaf interpreters.
2. Develop an action plan to improve in areas of language, culture, and communication.

Key Questions

1. How do Deaf interpreters assess and use their personal formative experiences to learn about themselves?
2. How do the foundational competencies uniquely prepare individuals to work as Deaf interpreters?
3. What Deaf interpreter skill sets are supported by the foundational competencies?

Activity 1

The goal of this activity is to have learners identify and discuss collectivist and individualist tendencies, which lays the foundation for Activity 2 where learners examine their degree of acculturation.



Module 1

Unit 2

Have learners individually brainstorm the values and behaviors of Deaf, Coda and hearing people, writing each of these on large strips of paper and scatter these on the table. Next, have learners collectively review and agree where each strip should go, either in the Deaf/Coda or in the hearing category. Discuss collectivist (Deaf/Coda) and individualist (hearing) tendencies.

Activity 2

Discuss how Deaf interpreters and Codas act as cultural bridges. Have learners investigate the term “acculturation” and share their individual viewpoints by posting a vlog for classroom dialogue.

DID YOU KNOW?

*The acculturation continuum below is gleaned from *Reading Between the Signs* (Mindess, 2014), presentation materials by Stephanie Clark (Road to Deaf Interpreting Training Series), as well as visual adaptations by Trenton Marsh (NCIEC Deaf Interpreter Curriculum Train the Trainers Session, 2014).*

Activity 3

Using the continuum below, discuss how collectivist and individualist tendencies relate to acculturation. Guide learners in determining degrees of acculturation as explained in *Reading Between the Signs* (Mindess, 2014):

1. Where, in general, do Deaf interpreters fit on the continuum?
2. Is it possible to be an effective Deaf interpreter with individualist tendencies? Why or why not?
3. Where do you fit on the continuum?
4. Can Deaf-centered or hearing-centered acculturation be increased? Why or why not?



Activity 4

Read *The Importance of Communication and The Challenge of Mediating ASL and English* in *So You Want to be an Interpreter?* (Humphrey & Alcorn, 2007) and discuss key points through in-class or online dialogue.

Review and discuss the concepts below in *Relay Interpreting in the '90's* (Bienvenu & Colonomos, 1992):

1. What are the four skills necessary for the relay interpreter?
2. Why is it important to examine and recognize our own biases?
3. Give examples of linguistic skills required for Deaf interpreters.
4. Define the elements of fluent communicators. Provide examples.
5. Why is it important to be comfortable in a variety of bilingual and bicultural settings? Provide examples.
6. Why is it important for Deaf interpreters to understand the following concepts for interpreter practice?
 - Minority group dynamics
 - Oppression
 - Language acquisition
 - Interpreting process/es
 - Team interpreting
7. In what situations are Deaf interpreters necessary?

View and discuss What It Takes to be a Deaf Interpreter and How Deaf Interpreter/Hearing Interpreter Teams Form in *Teaching Modules for the Classroom: Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013).

Activity 5

Review and discuss Foundational Competencies in *Toward Effective Practice: Competencies of the Deaf Interpreter* (NCIEC, 2010). See also *Deaf Interpreter Competencies* in Appendix A.

1. What is your exposure to ASL and/or other signed languages?
2. Reflect on and describe your past experiences dealing with various communication forms used by Deaf people (e.g., family, friends, colleagues, community members).
3. How have early experiences of interpreting for your family, friends, and colleagues influenced you as a Deaf interpreter? Provide examples.
4. Think back to your personal experiences of challenges you faced in comprehending situations, interpreters, and various communication styles. Why are these of critical importance?
5. Discuss your own personal experiences of discrimination, oppression, and frustration with lack of access to communication and information. How have or would these impact you as a Deaf interpreter?



Module 1

Unit 2



Module 1

Unit 2

Activity 6

Review and discuss language, culture, and communication competencies required of Deaf interpreters, including specialized training and professional development requirements in *Toward Effective Practice: Competencies of the Deaf Interpreter* (NCIEC, 2010). See also *Deaf Interpreter Competencies* in Appendix A:

1. Evaluate your language competencies using *Deaf Interpreter Competencies* in Appendix A. What are your strengths? What are your challenges? What improvements are needed? Specifically, what improvements can you make to become native-like?
2. Do you have fluency in additional signed language/s? Explain.
3. Do you have spontaneous use of pragmatic and sociolinguistic features of ASL?
4. Do you have adeptness and flexibility in working across a range of registers, genres, and variations of ASL related to Deaf and DeafBlind consumers' ages, genders, and ethnicities? If not, how would you develop such adeptness and flexibility?

Activity 7

For language assessment, review and discuss categories and definitions using the rubrics for *American Sign Language*, *Home Signs*, and *Visual Gestural Communication* in Appendix C.

1. Show trainer-selected video of a Deaf signer to the class. Using the three rubrics, have learners assess the signer's language skills.
2. Engage learners in group dialogue on findings of their individual assessments.
3. As a homework assignment, have learners create three separate videos sharing their experiences growing up and upload them to a video sharing website (e.g., YouTube, Vimeo). Working in pairs, learners can use the rubrics to assess their own and their partner's language skills.
4. Through in-class dialogue, have learners discuss and share findings of their skills assessments of their ASL, visual gestural communication, and home signs usage.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions

3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable



Resources

Bienvenu, M., & Colonomos, B. (1992). Relay interpreting in the 90s. In L. Swabey (Ed.), *The challenge of the 90s: New standards in interpreter education* (pp. 69-80). United States: Conference of Interpreter Trainers. Also retrieved from <http://www.diinstitute.org/wp-content/uploads/2012/07/Bienvenu.pdf>

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting (4th ed.)*. Everett, WA: H&H Publishing Co., Inc.

Kegl, J., McKinley, F., & Reynolds, D. (2005). *The role of Deaf interpreters: Lessons from the past and a vision for the future*. *Interpres*, 18(4), 16-18. [Curriculum Resource]

Mindess, A. (2014). *Reading between the signs: Intercultural communication for sign language interpreters (3rd edition)*. Yarmouth, ME: Intercultural Press.

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—Deaf interpreter/hearing interpreter teams*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Unit 1.3– What it takes to be a Deaf interpreter and How Deaf interpreter/hearing interpreter teams form. [ASL translations]. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/c4eb38f5-392c-44d7-9bd4-7fb363e97e0f>

National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter*. Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

Road to Deaf interpreting. (2009). *Road to Deaf interpreting training series*. Retrieved from <http://roadtodeafinterpreting.webs.com/> [Curriculum Resource]

Module 1

Unit 2



Module 1

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ASLized. (August 10, 2014). *The benefits of Deaf interpreters*. Retrieved from <http://www.deafvideo.tv/235079>



National Consortium of Interpreter Education Centers. (2012). *2007 National Deaf interpreter survey: Work settings*. [Includes video clip]. Retrieved from <http://www.diinstitute.org/study-results-2/2007-national-di-survey/work-settings/>

Unit 3: Interpreting Service Models & Methods of Interpreting



Module 1 Unit 3

Purpose

Learners become familiar with interpreting service models and methods of interpreting. Through lectures, in-class activities, and external assignments, learners examine the evolution of interpreting service models and how Deaf interpreters employ the various methods of interpreting.

Competencies

5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Describe the evolution of interpreting using the various service models.
2. Describe the various methods of interpreting.

Key Questions

1. Which interpreting service model/s best reflect the work of Deaf interpreters? In which situations?
2. Which method/s of interpreting do Deaf interpreters tend to use? In which situations?
3. How do we apply the terms interpreting, transliterating, and translation to the work of Deaf interpreters?

Activity 1

Read and discuss the resources below:

1. How We Approach Our Work in *So You Want to be an Interpreter?* (Humphrey and Alcorn, 2007)
2. *Integrating the Interpreting Service Models* (Bar-Tzur, 1999)
3. *Culture Brokers, Advocates, or Conduits: Pedagogical Considerations for Deaf Interpreter Education* (McDermid, 2010)

Review and discuss interpreting service models:

1. Helper
2. Conduit/machine



3. Language facilitator
4. Bilingual-bicultural mediator
5. Ally

Encourage learners to think of interpreters they have observed. Identify service models used and discuss perspectives on their work. Also, create a series of role-plays in which learners can “try their hands” at the various service models. Discuss.

Module 1

Unit 3

TRAINER NOTE

Interpreting in Vocational Rehabilitation Settings (NCIEC, 2013) can be used as stimulus for this activity. Trainers can select appropriate videos for class use.

Activity 2

Review, view, and discuss *Focus Group Results: Deaf Interpreting Processes* (NCIEC, 2012) on Deaf interpreters’ use of simultaneous and consecutive methods, and mental processes, as described by Deaf interpreters.

TRAINER NOTE

Activity 2 can introduce the concept of simultaneous and consecutive methods. Trainers can model these methods and give learners opportunities for practice.

Activity 3

Review, view, and discuss interpreting processes, e.g., *Interpreting in Vocational Rehabilitation Settings* (NCIEC, 2013), as follows:

1. Interpretation
2. Transliteration (also known as intra-lingual interpretation)
3. Sight Translation (also known as text translation)
4. Mirroring (platform interpreting)

DID YOU KNOW?

The term “mirroring” does not adequately describe the work of Deaf interpreters when interpreting remarks by audience members. More dialogue is needed to develop terminology that includes the act of processing information from a signed language user into a precise or parallel rendition.

Have learners practice each process through role-plays using interpretation, transliteration, and sight translation, and discuss applications of each. Differentiate between mirroring and platform interpreting.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Bar-Tzur, D. (1999). *Integrating the interpreting service models*. Retrieved from <http://www.theinterpretersfriend.org/misc/models.html>

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting (4th ed.)*. Everett, WA: H&H Publishing Co., Inc.

McDermid, C. (2010). Culture brokers, advocates, or conduits: Pedagogical considerations for Deaf interpreter education. *International Journal of Interpreter Education*, 76-101. Also retrieved from http://www.diinstitute.org/wp-content/uploads/2014/01/pp_76-101_McDermid_Vol22.pdf

National Consortium of Interpreter Education Centers. (2012). *Focus group results: Deaf interpreting processes*. [Includes video clip]. Retrieved from <http://www.diinstitute.org/study-results-2/focus-groups/deaf-interpreters/deaf-interpreting-processes/>

National Consortium of Interpreter Education Centers. (2012). *Interpreting in vocational rehabilitation settings*. [DVD series, six-pack]. Boston, MA: NCIEC.



Module 1

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National Consortium of Interpreter Education Centers. (2012). *Focus group results: Deaf interpreting processes*. [Includes video clip]. Retrieved from <http://www.diinstitute.org/study-results-2/focus-groups/deaf-interpreters/deaf-interpreting-processes/>



Jarashow, B. (2011). *Journey into the Deaf world*. [Video]. Retrieved from <http://www.youtube.com/watch?v=93RxomTzcws>

Unit 4: Language, Culture, Oppression & the Deaf-World Community



Module 1

Unit 4

Purpose

Learners examine personal experiences of discrimination, oppression, and frustration with lack of communication access, which are often part of the Deaf interpreters' formative experiences. Through lectures, in-class activities, and external assignments, learners study in depth how these experiences impact the work of Deaf interpreters.

Competencies

- 1.0 Foundational Competencies (1.2, 1.3, 1.4)
- 2.0 Language, Culture & Communication Competencies (2.3)
- 5.0 Professional Development Competencies (5.1, 5.2)

Objective

Upon completion of this unit, learners will give specific examples of how personal experiences often shared in common with consumers (e.g., discrimination, oppression, and lack of access to communication) can enhance or detract from the effectiveness of the Deaf interpreter's work.

Key Questions

1. What does it mean as a Deaf person to be a member of an oppressed minority?
2. Why are Deaf people considered an oppressed minority?
3. What are stigmatizing and stereotyping and how do they affect oppressed minorities?
4. How can oppression affect the work of Deaf interpreters?

Activity 1

Review, view, and discuss trainer-selected publications and videos below, covering challenges related to communication, interpreters and comprehending situations as a Deaf individual:

1. *Characteristics of Oppressed and Oppressor Peoples in Interpreting* (Baker-Shenk, 1986)
2. *The Sociolinguistics of the Deaf Communities* (Lucas, 1995)



3. *Dysconscious Audism: A Theoretical Proposition* (Gertz, 2008)
4. *NCHDHH: Are You a Victim of White Privilege, Hearing Privilege, or Both?* (Gallaudet, 2007)
5. *Redefining D-E-A-F* (Commerson, 2008)
6. *Journey into the Deaf World* (Jarashow, 2011)

Activity 2

Module 1 Unit 4

Engage learners in discussion about their own experiences of stigma and stereotyping. This allows learners the opportunity for introspection regarding their views of those with whom they interact. Consider the following:

1. Have you ever experienced stigmatization or stereotyping? Explain.
2. Have you ever unknowingly oppressed others? Discuss.
3. How do you define disabled, Deaf and Deaf gain? How are these terms viewed by others?
4. How do your and others' views influence Deaf interpreter effectiveness and practice? Discuss.
5. Do you like hearing people? What are your relationships with hearing people? Hearing interpreters?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable.

Resources

Baker-Shenk, C. (1986). Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. In M. McIntire (Ed.), *Interpreting: The art of cross cultural mediation. Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf* (pp. 43-54). Silver Spring, MD: RID Publications.

Commerson, R. (2008). *Redefining D-E-A-F*. [Video]. Master's thesis. Washington, DC: Gallaudet University. Retrieved from <http://www.youtube.com/watch?v=JH0n342f9IA&list=PL0E80FFAC6FA77C76>

Gallaudet University. (2007). *NCHDHH: Are you a victim of white privilege, hearing privilege, or both?* [Video, 53:50-58:43]. Retrieved from <http://videocatalog.gallaudet.edu/?video=16649>

Gertz, G. (2008). Dysconscious audism: A theoretical proposition. In Bauman, H-D.L. (Ed.), *Open your Eyes: Deaf studies talking*. (pp. 219-234). Washington, DC: Gallaudet University Press.

Jarashow, B. (2011). *Journey into the Deaf world*. [Video]. Retrieved from <http://www.youtube.com/watch?v=93RxomTzcws>

Lucas, C. (Ed.). (1995). *The sociolinguistics of the Deaf communities*. Washington, D.C.: Gallaudet University Press.

National Consortium of Interpreter Education Centers. (2014). *Oppression: Introduction and panel discussion*. [Videos]. Retrieved from <https://vimeo.com/104122969> and <https://vimeo.com/104121343> respectively.

- Experiences with oppression: IEP session by Clark S. [Video]. Retrieved from <https://vimeo.com/104093026>
- Experiences with oppression: Courtroom process by Tester, C. [Video]. Retrieved from <https://vimeo.com/104093027>



Module 1

Unit 4



National Consortium of Interpreter Education Centers. (2014). *Experiences with oppression: IEP session by Clark S.* Retrieved from <https://vimeo.com/104093026>



National Consortium of Interpreter Education Centers. (2014). *Experiences with oppression: Courtroom process by Tester, C.* Retrieved from <https://vimeo.com/104093027>



Module 1

Unit 4



National Consortium of Interpreter Education Centers.
(2014). *Oppression: Introduction and panel discussion*.
[Videos]. Retrieved from <https://vimeo.com/104122969> and
<https://vimeo.com/104121343> respectively.



Oppression: Introduction by Clark, S.; Panel discussion by (L-R) Tester, C., Diaz, R., Schertz, J., Napier, C., and Forestal, E.

Unit 5: Deaf Interpreter or Advocate?



Module 1

Unit 5

Purpose

Learners gain a greater understanding of the differences in roles and responsibilities of Deaf interpreters and advocates. Through lectures, in-class activities, and external assignments, learners clarify their own thinking about their current roles in the Deaf and DeafBlind communities and their future roles as Deaf interpreters.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3)
- 4.0 Interpreting Practice Competencies (4.8)

Objectives

Upon completion of this unit, learners will:

1. Differentiate the roles and responsibilities of Deaf interpreters vs. those of advocates.
2. Analyze their strengths and decide whether they prefer to work in an interpreter role or an advocate role.
3. Describe appropriate advocacy functions within the roles and responsibilities of Deaf interpreters to ensure communication access.

Key Questions

1. What is advocacy?
2. Does the work scope of Deaf interpreters include advocacy for Deaf and DeafBlind consumers?
3. What are similarities and differences in roles and responsibilities between Deaf interpreters and advocates?
4. Which role are you more likely to take on, Deaf interpreter or advocate?

Activity 1

Prior to in-class dialogue, have learners review the following:

1. Advocating for Yourself and Others in *Deaf Self-Advocacy Training Curriculum Toolkit* (NCIEC, 2012)
2. *Use of a Certified Deaf Interpreter* (RID, 1997)
3. *Professional Sign Language interpreting* (RID, 2007)



Module 1

Unit 5

Discuss the concept of advocacy and how this impacts Deaf interpreters.

1. What is advocacy?
2. Is advocacy part of the Deaf interpreter's work?
3. Do you want to be a Deaf interpreter or an advocate?
4. The Deaf and DeafBlind communities are small. What other roles do you have as a professional or as a community member (e.g., in organizations, clubs, or agencies)? How might your role/s affect your work as a Deaf interpreter?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

National Consortium of Interpreter Education Centers. (2012). *Advocating for yourself and others. In Deaf self advocacy training curriculum toolkit (2nd edition), Trainer version*. Boston, MA: NCIEC.

Registry of Interpreters for the Deaf (1997). *Standard practice paper: Multiple roles of in interpreting*. Retrieved from http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Multiple_Roles_SPP.pdf [Curriculum Resource]

Registry of Interpreters for the Deaf (2007). *Standard practice paper: Professional sign language interpreting*. Retrieved from [http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Professional_Sign_Language_Interpreter_SPP\(1\).pdf](http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Professional_Sign_Language_Interpreter_SPP(1).pdf)

Registry of Interpreters for the Deaf (1997). *Standard practice paper: Use of a certified Deaf interpreter*. Retrieved from http://rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/CDISPP.pdf

Ethnic & Cultural Diversity within the Deaf Community



Module 2

Overview of Module & Related Units

Overview

This module covers ethnic and cultural diversity within the American Deaf community, specifically, Deaf people of color. Learners explore how biases and stereotypes form, do self-analysis, and consider how these factors may impact their work as Deaf interpreters. Learners also research a variety of organizations representing Deaf ethnic and cultural groups, further developing their individual resources.

TRAINER NOTE

This module focuses on the unique considerations of working with ethnically diverse people, including the traditions, beliefs, and cultural mores they share. It does not address other cultures (e.g., DeafBlind, LGBT, and senior communities).

Purpose

Learners develop a greater understanding of ethnic and cultural diversity within the American Deaf community. Through lectures, in-class activities, and external assignments, learners examine how biases and stereotypes develop, their impact on work with Deaf people of various ethnicities, and strategies for effective interaction with Deaf people of color.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.2, 2.3, 2.4, 2.6.1, 2.6.4)
- 3.0 Consumer Assessment Competencies (3.2, 3.4)
- 4.0 Interpreting Practice Competencies (4.5.3, 4.5.4)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)



Module 2

Objectives

Upon completion of this module, learners will:

1. Recognize and negotiate cultural behaviors, values, mores, and discourse features and styles for effective communication.
2. Identify organizations that support Deaf people of color.
3. Recognize existing stereotypes and biases.
4. Recognize individual stereotypes and biases.
5. Work effectively with Deaf people of color.

Prior Knowledge & Skills

Module 1: Deaf Interpreters–Past, Present & Future

Approach & Sequence

The five units in this module taught in sequence (recommended) include readings, videos, presentation slides, and activities involving in-class exercises and open dialogue. These enable trainers to support learners in understanding essential concepts for effective Deaf interpreter practice, supplemented by resources assigned in advance as well as homework assignments.

Unit 1: Ethnic & Cultural Diversity

Unit 2: Examining Cultural Differences

Unit 3: Examining Bias & Stereotyping

Unit 4: Immigrants & Refugees

Unit 5: Knowledge & Skills Needed as a Deaf Interpreter



National Consortium of Interpreter Education Centers
(2014). *Reflections on cultural & religious diversity* by Peterkin,
L.G. Retrieved from <https://vimeo.com/104122971>

Unit 1: Ethnic & Cultural Diversity



Purpose

This unit enables learners to identify and examine ethnic and cultural diversity within the American Deaf community. Through lectures, in-class activities and external assignments, learners study organizations supporting Deaf people of color.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3)
- 3.0 Consumer Assessment Competencies (3.4)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Describe at least three ethnically and culturally diverse groups that exist in the American Deaf community.
2. Identify at least two current challenges that Deaf people of color face in their communities.
3. Name at least three key national organizations serving Deaf people of color.

Key Questions

1. How do organizations established to support Deaf people of color address the needs of the people they serve? In what ways can they more fully support the people they serve?
2. What can organizations established to support Deaf people of color do to support the work of Deaf interpreters?
3. In what ways can Deaf interpreters, who are not themselves people of color, benefit from joining organizations such as NBDA and NCHDHH and learning more about these cultures?
4. Is it possible for individuals to not have any stereotypes and biases?

Activity 1

Review Exploring Students' Personal Cultures in *Deaf Plus: A Multicultural Perspective* (Christensen, 2000). Engage learners in dialogue, as follows:

1. What ethnic cultures exist within the Deaf community?
2. What organizations exist to support Deaf people of color?

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3. How do these organizations address issues unique to immigrants and refugees?
4. To what ethnic group(s) do you belong?
5. What are your experiences as a Deaf person of color, if applicable?
6. Have you worked with Deaf people whose ethnicity is different from yours? If yes, based on your experiences, what insights can you share that would be helpful to Deaf interpreters who may work with Deaf people of color?

DID YOU KNOW?

The term “Deaf Plus” may be used to describe a person who is Deaf in addition to having significant medical, physical, emotional, educational, or social challenges.

Activity 2

Assign learners the Organization Comparative Analysis Worksheet in Appendix B to research three of the organizations listed below that support ethnically diverse groups within the Deaf community:

- Mano a Mano
- National Alliance of Black Interpreters
- National Asian Deaf Congress
- National Association of the Deaf
- National Black Deaf Advocates
- National Council of Hispano Deaf and Hard of Hearing
- Registry of Interpreters for the Deaf
- Sacred Circle

This activity enables learners to discover the purpose of these organizations, the services they provide, ways they support Deaf interpreters, and considerations for Deaf interpreters when offered interpreting assignments by one of these organizations.

Engage learners in dialogue on the value of engaging in professional development activities through these and related organizations, including interaction with colleagues and other professionals.

Encourage learners to participate in professional learning communities of Deaf interpreters and to keep abreast of current trends in interpretation, linguistics, cultural studies, and research, as well as stay current in trends in other subject areas (e.g., medical and legal).

Assessment

Formative evaluation:

1. Analysis of readings and videos as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments as applicable

Resources

Christensen, K. (2000). Exploring students' personal cultures. In *Deaf plus: A multicultural perspective* (pp. 221-223). San Diego, CA: DawnSignPress.

Mano a Mano. (n.d.) *Mano a Mano*. Retrieved from <http://www.manoamano-unidos.org/>

National Alliance of Black Deaf Interpreters. (2008). *National Alliance of Black Interpreters*. Retrieved from <http://naobi2.org/>

National Asian Deaf Congress. (2012). *National Asian Deaf Congress*. Retrieved from <https://www.facebook.com/pages/National-Asian-Deaf-Congress/250399135044358>

National Association of the Deaf. (2013). *National Association of the Deaf*. Retrieved from <http://nad.org/>

National Black Deaf Advocates. (2013). *National Black Deaf Advocates*. Retrieved from <http://www.nbda.org/>

National Council of Hispano Deaf and Hard of Hearing. (n.d.). *National Council of Hispano Deaf and Hard of Hearing*. Retrieved from <http://www.nchdhh.org/>

Registry of Interpreters for the Deaf. (2014). *Registry of Interpreters for the Deaf*. Retrieved from <http://www.rid.org/>

Sacred Circle. (2010). *Sacred Circle*. Retrieved from <http://www.deafnative.com>



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National Consortium of Interpreter Education Centers.
(2014). *Reflections on cultural & religious diversity* by Napier, C.
Retrieved from <https://vimeo.com/104047057>



National Consortium of Interpreter Education Centers.
(2014). *Reflections on cultural & religious diversity* by
Forestal, E. Retrieved from <https://vimeo.com/104121347>

Unit 2: Examining Cultural Differences



Module 2 Unit 2

Purpose

This unit enables learners to examine how cultural differences can influence and challenge personal beliefs and behaviors. Through lectures, in-class activities, and external assignments, learners identify challenges and strategies to work effectively with consumers from multiple cultures.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.2, 2.3, 2.4, 2.6.1, 2.6.4)
- 3.0 Consumer Assessment Competencies (3.2, 3.4)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Describe two to three personal experiences interacting with people from other cultures.
2. List four ways to maintain respect for other cultures.
3. Describe at least two challenges working with individuals whose cultures are different from theirs.

Key Questions

1. Why is it important for Deaf interpreters understand their culture before working with people of different cultures?
2. What challenges may be present for Deaf interpreters when working outside of their culture?
3. In what ways can Deaf interpreters demonstrate respect for the beliefs and mores of consumers of ethnicities or cultures that are different from theirs?
4. Why is it important for Deaf interpreters to understand minority group dynamics and the impact of oppression on the Deaf community in general? Deaf people of color?



TRAINER NOTE

It is important for learners to understand and engage in open dialogue when discussing differences in cultural values, expectations, and behaviors.

Module 2

Unit 2

Activity 1

Lead learners in continued analysis of and discussion on Exploring Students' Personal Cultures in *Deaf Plus: A Multicultural Perspective* (Christensen, 2000), using the following as a guide:

1. Linguistic Behaviors
 - Give examples of accent, dialect and sign choice. For example, Southern Black Deaf people have accents; their signs may also include some borrowed from African American vernacular.
 - For additional study, have learners review Lexical Variation in *The Hidden Treasure of Black ASL* (McCaskill et al., 2011).
2. Nonverbal Behaviors
 - Give examples of facial expression, gestures, use of space, and eye contact. Ask learners to offer examples.
3. Temporal Orientation
 - Give examples of Deaf vs. Hearing time, Black vs. White time. Ask learners to offer examples.
4. Thinking and Cognitive Processes
 - Show the presentation slide depicting three people and a life raft, with one person stepping out of the raft (see Module 2 presentation slides in Appendix F).
 - Ask learners to share their initial reactions; explain that there is to be no filtering, no screening, and no analysis of thoughts during this process.
 - Engage learners in dialogue, explaining that this image could represent a corporate executive telling his or her employees to either "swim for it" or wait for rescue/arrival of a ship.
5. Religious/Spiritual Affiliation
 - Explain how beliefs, rituals, and traditions can influence decisions within an interpreting situation. Ask learners to offer examples.
6. Observances
 - Discuss how one's experiences with celebrations, holidays, and ceremonies can influence decisions and actions within an

interpreting situation, using Native American Powwow and Asian Funeral video clips (NMIP, 2000). Ask learners to offer examples.

7. Dominant Ethnic Identity
 - Explain how self-identification, national origin/affiliation, and ethnic density can influence decisions and actions within interpreting situations, using the above two video resources (NMIP, 2000). Ask learners to offer examples.
8. Decision-Making/Action-Taking Attitude
 - Discuss how individualistic attitudes (Western cultures) and collective/consensual attitudes (non-Western cultures) can influence decisions and actions within an interpreting situation. Ask learners to offer examples.

Select one of the above sections and engage learners in dialogue:

1. How does what you've learned relate to your culture?
2. How can this information relate to another culture?
3. Why is this information important for interpreters?
4. How does this information help you as a Deaf interpreter?

Activity 2

Have learners review the five Case Study worksheets adapted from *Deaf Plus: A Multicultural Perspective* (Christensen, 2000). Introduce the *Demand Control Schema* (Dean & Pollard, 2013):

Demands:

1. *Environmental*—Setting or assignment-specific, e.g., physical surroundings, seating, terminology
2. *Interpersonal*—Consumer and interpreter dynamics, e.g., hearing consumer/deaf consumer, hearing consumer/interpreter
3. *Para-linguistic*—Expressive skills of consumers, e.g. pace, volume, signing style, accents
4. *Intrapersonal*—Interpreter-specific, e.g., feelings or concerns about safety, performance, liability

TRAINER NOTE

The acronym EIPI summarizes the above demands (challenges), as outlined in the Demand Control Schema (Dean & Pollard, 2013).



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Controls:

1. *Pre-assignment*—Education, experience, assignment preparation
2. *Assignment*—Acknowledgements, self-talk, RID Code of Professional Conduct, interpreting models
3. *Post-assignment*—Supervision, debriefing, follow-up

Using the *Demand Control Schema* (Dean & Pollard, 2013) as a guide, have learners develop a strategy for working with one of the consumers from the five Case Study worksheets in Appendix B. Guide learners in analyzing demands that may arise when working with the consumer. What controls do they need to work successfully with the consumer?

Engage learners in dialogue as follows:

1. Explain challenges and how different behaviors may affect an interpreted interaction.
2. Describe barriers to communication or an interpersonal conflict that can arise.
3. Identify possible ways to reduce communication barriers and manage interpersonal conflicts.

Activity 3

Have learners view *From the Deaf Multicultural Perspective* (NMIP, 2000), then write or share what they learned about the presenters.

Include dialogue on working with interpreters who do not share the same culture. Using the *Demand Control Schema* (Dean & Pollard, 2013) as a guide, discuss:

1. What demands did the interpreter face in each of the assignments?
2. What controls could they have used?
3. What did you learn from this activity?
4. How does this activity help you in deciding whether or not to accept an assignment?
5. Have you or someone you know had a similar experience? If yes, what lessons can you use to interpret more effectively?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions

3. Active participation during in-class activities, including role-play and group exercises, as applicable
4. Delivery of written and video assignments, as applicable



Resources

Christensen, K. (2000). Exploring students' personal cultures. In *Deaf plus: A multicultural perspective* (pp. 221-223). San Diego, CA: DawnSignPress.

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>

Dean, R. & Pollard, R. (n.d.). *Introduction to demand control theory*. [Videos]. Retrieved from <http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos/>

McCaskill, C., Lucas, C., Bayley, R., & Hill, J. (2011). *The hidden treasure of Black ASL: Its history and structure*. Washington, DC: Gallaudet University Press. See also <http://blackaslproject.gallaudet.edu/BlackASLProject/Welcome.html>

National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*. [ASL with English voiceover]. El Paso, TX: El Paso Community College. Retrieved from {pending}. Instructional supplement retrieved from {pending}. *This curriculum contains resources from The National Clearinghouse of Rehabilitation Training Materials (NCRTM)*. At this writing (February 2015), the NCRTM website is offline for restructuring by the U.S. Department of Education.



National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*.

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National Consortium of Interpreter Education Centers.
(2014). *Reflections on cultural & religious diversity* by Beldon, J.
Retrieved from <http://vimeo.com/104121348>



National Consortium of Interpreter Education Centers.
(2014). *Reflections on cultural & religious diversity* by Peterkin,
L.G. Retrieved from <https://vimeo.com/104122971>

Unit 3: Examining Bias & Stereotyping



Module 2

Unit 3

Purpose

This unit enables learners to examine their personal biases and stereotypes about various ethnic minorities within the American Deaf community. Through lectures, in-class activities, and external assignments, learners gain a greater understanding of how these biases and stereotypes can affect their work as Deaf interpreters, including their work with team interpreters outside of their culture.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.2, 2.3, 2.4, 2.6)
- 3.0 Consumer Assessment Competencies (3.4)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.5)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Define and describe their personal experiences involving bias and stereotyping.
2. Give two to three examples of how and when bias and stereotyping can impede interpreting processes.
3. Make appropriate choices when offered interpreting assignments
4. Describe at least two strategies that help reduce the influence of bias and stereotyping in interpreting processes.

Key Questions

1. What gives rise to biases and stereotypes?
2. Why is it important to examine personal bias?
3. In what ways can bias and stereotypes influence interpreting processes?
4. What strategies work effectively when bias and stereotyping (either yours or others') influences or interferes with interpreting?



TRAINER NOTE

Emphasize to learners the importance of being open to understanding and having open dialogue on the concepts of bias and stereotyping. Remind them to respect the opinions of others, keep their minds open and ready to learn, participate actively, support safe and open learning, and accept comments in an objective manner during this unit.

Module 2

Unit 3

Activity 1

Engage learners in dialogue on bias and stereotyping, including the definitions for each word. Ask if bias tends to be only negative.

- Bias—One-sided, prejudice for or against
- Stereotype—Oversimplified or standardized image, negative

DID YOU KNOW?

It may not be possible to avoid the automatic stereotype or prejudice, but it is certainly possible to become conscious of it and take corrective action.

Learn more about ways to Test Yourself For Hidden Bias online (Teaching Tolerance, n.d.).

Activity 2

View and discuss *Redefining D-E-A-F* (Commerson, 2008). Two video segments, Stuart Hall and Contesting Stereotypes, can be assigned as homework for in-class or online discussion. Discuss the terminology used in both segments (e.g., “limited information” and “powerless to change”).

Activity 3

The goal of this activity is for trainers to enable learners to observe and understand what it feels like to experience the influence of both positive and negative bias. A Deaf interpreter-trainer of color originally piloted this activity. Learners, especially those who were not of an ethnic minority group, realized first-hand how bias felt. It is therefore imperative that the trainer feels comfortable doing this exercise and devises a way to impress upon learners the impact of bias on people of color.

Carefully select two or three learners at random. Give them your full attention by directing all questions and comments to them. Ensure that other learners do not participate; focus is on the selected learners.

TRAINER NOTE

*Warning—this activity should take no more than 15-20 minutes from start to end. Cease when excluded learners become too uncomfortable. See also *Reflections on Cultural & Religious Diversity* by Napier, C. (NCIEC, 2014) for a video description of this activity.*



Next, discuss as a group what transpired and why. Debrief by asking learners how it felt to be excluded based on the random selection of learners, which was beyond their control.

DID YOU KNOW?

Becoming aware of personal biases can help us monitor and try to eliminate them before taking action in or responding to a given situation.

Module 2 Unit 3

Activity 4

Read and discuss *Characteristics of Oppressed and Oppressor Peoples: Their Effect on the Interpreting Context* (Baker-Shenk, 1986). Review the various characteristics of oppression such as being put down, feeling inferior, and being denied privilege, opportunity, or service.

View and discuss *Life Experiences of Donnette Reins* (NMIP, 2000). Ask questions relevant to the video to elicit learner responses on how Donnette felt about the oppression she experienced while growing up.

View and discuss *Are You a Victim of White Privilege, Hearing Privilege, or Both?* (Gallaudet, 2007). The goal is to help learners understand the meaning of privilege.

Lead learners in dialogue on how to apply their understanding of the history and significance of oppression in the Deaf community to:

1. Analysis of power relationships among participants within an interpreted interaction
2. Determination of consumer's position within the power dynamic and how this may influence interpreting decisions or strategies

DID YOU KNOW?

*Oppression is not always overt. Microaggressions can slip into personal behavior with one intentional or unintentional slight, slur or behavior. Examine and discuss microaggressive behaviors. Learn more online at *Practicing Awareness of Microaggression* (2013).*



Module 2

Unit 3

Activity 5

Guide learners through the Privilege Walk activity using the applicable worksheet in Appendix C. Engage learners in post-activity dialogue as follows:

1. What happened?
2. How did this exercise make you feel?
3. What were your thoughts as you did this exercise?
4. What have you learned from this experience?
5. What can you do with this information in the future?

Activity 6

Engage learners in post-Privilege Walk dialogue:

1. With what ethnic culture/s and linguistic group/s are you *most* comfortable working?
2. With what ethnic culture/s and linguistic group/s are you *least* comfortable working?
3. Have you ever experienced bias or stereotyping? If yes, how did you respond?
4. Have you shown bias or stereotyping to another person or group? Explain.
5. What can you do to overcome bias against you due to race or hearing status?
6. Should you take any action if you witness bias or stereotyping?
7. In what ways can you reduce your personal bias or stereotyping?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises, as applicable
4. Delivery of written and video assignments, as applicable

Resources

Baker-Shenk, C. (1986). Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. In M. McIntire (Ed.), *Interpreting: The art of cross cultural mediation. Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf* (pp. 43-54). Silver Spring, MD: RID Publications.

Commerson, R. (2008). *Redefining D-E-A-F*. [Video]. Master's thesis. Washington, DC: Gallaudet University. Retrieved from <http://www.youtube.com/watch?v=JH0n342f9IA&list=PL0E80FFAC6FA77C76>

Gallaudet University. (2007). *NCHDHH: Are you a victim of white privilege, hearing privilege, or both?* [Video, 53:50-58:43]. Retrieved from <http://videocatalog.gallaudet.edu/?video=16649>

National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity by Napier, C.* [Video]. Retrieved from <https://vimeo.com/104047057>

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—Interpreting in vocational rehabilitation: Faces of Deaf consumers*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. (Baker-Shenk, 1986).

National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*. [ASL with English voiceover]. Retrieved from {pending}. El Paso, TX: El Paso Community College. Instructional supplement retrieved from {pending}. *This curriculum contains resources from The National Clearinghouse of Rehabilitation Training Materials (NCRTM). At this writing (February 2015), the NCRTM website is offline for restructuring by the U.S. Department of Education.*

Practicing awareness of microaggressions. (June 1, 2013). [Blog post]. Retrieved from <http://littlelaughter.wordpress.com/2013/06/01/practicing-awareness-of-microaggressions/>

Teaching Tolerance. (n.d.). *Test yourself for hidden bias*. Retrieved from <http://www.tolerance.org/activity/test-yourself-hidden-bias>



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Gallaudet University. (2007). *NCHDHH: Are you a victim of white privilege, hearing privilege, or both?* [Video, 53:50-58:43]. Retrieved from <http://videocatalog.gallaudet.edu/?video=16649>



Commerson, R. (2008). *Redefining D-E-A-F*. Master's thesis. Washington, DC: Gallaudet University. Retrieved from <http://www.youtube.com/watch?v=JH0n342f9IA&list=PL0E80FFAC6FA77C76>

Unit 4: Immigrants & Refugees



Module 2

Unit 4

Purpose

This unit enables learners to examine the current state of Deaf immigrants and how the experiences of refugees and immigrants impact the community at large, including the Deaf community. Through lectures, in-class activities, and external assignments, learners examine their attitudes about their experiences with refugees and immigrants and how these impact their effectiveness as Deaf interpreters.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3)
- 3.0 Consumer Assessment Competencies (3.2, 3.4)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Compare and contrast experiences of Deaf immigrants and refugees.
2. Describe how the mainstream Deaf community currently interacts with Deaf immigrants and refugees.
3. Articulate two to three unique issues Deaf immigrants and refugees face that are different from those faced by the mainstream Deaf community.
4. Examine individual bias and stereotyping of immigrants and refugees.
5. Identify three key resources available from organizations that support Deaf people of color, particularly immigrants and refugees, and the role these resources play in Deaf interpreter effectiveness.

Key Questions

1. How have immigrants contributed to diversity within the Deaf community?
2. How have refugees contributed to diversity within the Deaf community?
3. What do refugees and immigrants have in common?
4. How do refugees and immigrants differ? (citizen status is one example)



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Unit 4

5. What organizations, if any, exist to support Deaf and DeafBlind immigrants and refugees?

Activity 1

Review and discuss the terms *immigrant* and *refugee*. Explain that the U.S. Census Bureau does not tabulate the number of Deaf, DeafBlind, and hard of hearing residents, including immigrants and refugees.

1. How are refugees viewed in the U.S.?
2. With the previous questions in mind, how does the U.S. view Deaf people who immigrate or are refugees?
3. Describe personal perceptions, as Deaf interpreters, toward immigrants and refugees?

Activity 2

Review and discuss the chapter that focuses on immigrants and refugees in *Deaf Plus: A Multicultural Perspective* (Christiansen, 2000):

1. How are immigrants and refugees alike? How are they different?
2. Relate your experiences working with either or both groups.

Activity 3

View *Deaf students New to US find their footing* (Powers, 2012) and *Seeking freedom, en masse* (Olson, 2011). Have learners share their thoughts and reactions to each video.

Activity 4

View and discuss three Stories from Life Experiences videos—Victor from Haiti, Mohamed from Somalia, and Crisanta from Mexico—within *Interpreting in Vocational Rehabilitation Settings* (NCIEC, 2012). Read and view *Deaf Immigrant's Dream on Ellis Island* (Doane, 2010). Ask learners to share their thoughts and reactions to each of these videos.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Christensen, K. (2000). Exploring students' personal cultures. In *Deaf plus: A multicultural perspective* (pp. 221-223). San Diego, CA: DawnSignPress.

Doane, S. (2010, July 5). Deaf immigrant's American dream on Ellis Island [article & video]. *CBS News*. Retrieved from <http://www.cbsnews.com/news/deaf-immigrants-american-dream-on-ellis-island/>

National Consortium of Interpreter Education Centers. (2012). *Interpreting in vocational rehabilitation settings*. [DVD series, six-pack]. Boston, MA: NCIEC.

Olson, D. (2011). Seeking freedom, en masse. *The Press-Enterprise*. Retrieved from <http://www.pe.com/articles/deaf-599498-asylum-people.html>

Powers, M. (2012, March 12). Deaf students new to US find their footing. *The Boston Globe*. Retrieved from <http://sbilingual.wordpress.com/2012/03/12/deaf-students-new-to-us-find-their-footing/>



Module 2

Unit 4





Module 2

Unit 4



National Consortium of Interpreter Education Centers. (2012). Stories of immigrant experiences (Victor/Haiti) in *Interpreting in vocational rehabilitation settings*. [DVD series, six-pack]. Boston, MA: NCIEC.



National Consortium of Interpreter Education Centers. (2012). Stories of immigrant experiences (Crisanta/Mexico) in *Interpreting in vocational rehabilitation settings*. [DVD series, six-pack]. Boston, MA: NCIEC.

Unit 5: Knowledge & Skills Needed as a Deaf Interpreter



Module 2

Unit 5

Purpose

This unit enables learners to identify and examine knowledge and skills to work effectively with people who are ethnically and culturally diverse within the American Deaf community. Through lectures, in-class activities, and external discussions, learners identify resources that help them work effectively with diverse cultures.

Learners also identify knowledge they currently have about working with ethnically diverse populations and how this impacts their work as Deaf interpreters. Considering the concepts covered in Units 1 through 4 on ethnic and cultural differences, bias, stereotyping, immigrants, and refugees, learners discuss how understanding this information guides their behavior as Deaf interpreters.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3)
- 3.0 Consumer Assessment Competencies (3.4)
- 4.0 Interpreting Practice Competencies (4.5)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Identify important cultural values and mores when working with Deaf people of diverse cultures.
2. Describe strategies to work effectively with Deaf people from ethnically diverse groups.
3. Explain interpreting strategies that may be effective with Deaf people from ethnically diverse groups, as well as immigrants and refugees.
4. Apply the Demand Control Schema to determine challenges and possible solutions that may be present when working with ethnically diverse Deaf people.



Module 2

Unit 5

Key Questions

1. What ethnicities exist within the Deaf community?
2. What experiences do you have as a Deaf interpreter with ethnically diverse Deaf people?
3. How does/did this experience impact or influence your effectiveness as a Deaf interpreter?
4. What knowledge and skills do you possess that enables you to work as a Deaf interpreter with ethnically diverse consumers?

Activity 1

Review and discuss *Introduction and Generalist Competencies* (NCIEC, 2012) and *Use of a Certified Deaf Interpreter* (RID, 1997).

Arrange learners into small groups. Have each group select which domains and competencies apply to their work with ethnically and culturally diverse Deaf people, and be prepared to explain why they focused on these. Have each small group to present their findings to the full class.

Activity 2

Prepare for this activity by reviewing the Instructional Supplement for *Life Experiences of Donnette Reins* (NMIP, 2000). Explain to learners that this activity involves viewing of the NMIP video, followed by dialogue on linguistic terminology and challenges:

1. What oppression did Donnette experience growing up as an American Indian?
2. What was her dominant culture growing up?
3. Did this culture change? If so, how?
4. What signs did she use that appeared to be different?
5. Is the usage of these signs permitted outside of American Indian Deaf culture? Why or why not?
6. How does the usage of Donnette's preferred signs or cultural-specific gestures support the interpreted interaction?
7. How would viewing this video be useful for Deaf interpreters?
8. What considerations must be kept in mind when interpreting with American Indian Deaf people?
9. How would the application of the *Demand Control Schema* support the work of Deaf interpreters with this ethnic/cultural group? (Dean & Pollard, 2013)

DID YOU KNOW?

In American Deaf culture, maintaining eye contact during conversation is polite and linguistically required. However, not making eye contact with a person of greater status (e.g., an older person, supervisor, leader) is a sign of respect in some cultures. With this knowledge, Deaf interpreters would need to develop strategies for overcoming this paralinguistic demand.



View the Native American Powwow and Asian Funeral video clips in *From the Deaf Multicultural Perspective* (NMIP, 2000). Applying the *Demand Control Schema*, engage learners in dialogue:

1. What challenges or issues (demands) must Deaf interpreters be aware of when working in a setting outside of their culture?
2. What were some cultural and linguistic errors made by the interpreters who interpreted in the two video clips?
3. How was using a sign language interpreter who knew Cuban sign language (control) helpful?
4. Explain logistical considerations (controls) for effective interpreting at cultural events?
5. Are you skilled and knowledgeable in another sign language or culture?
6. What would you do if you were called to interpret an event or meeting that was outside of your cultural/linguistic comfort zone? What demands would exist? What controls could be used to address the demands?
7. What resources may be helpful when working with people who are ethnically diverse?

Activity 3

Have learners view and discuss *Reflections on Cultural & Religious Diversity* by Peterkin, L.G. (NCIEC, 2014):

1. What cultural adjustments did Lillian make when working with this client?
2. What extra-linguistic knowledge (ELK) did Lillian have that supported her work with this ethnic group?
3. What adjustments can you make when working both within and outside of your ethnicity?

Module 2 Unit 5



Module 2

Unit 5

TRAINER NOTE

Activity 3 can be done either in-class or provided as a homework assignment. Learners can provide their responses and observations either in writing or via video.

Activity 4

Using the Case Study worksheets provided in Appendix B for this activity, discuss strategies for working with various consumers. Creativity and flexibility in the use of alternative visual communication strategies to convey complex concepts to consumers, including drawing, mime, props, etc., is encouraged.

Using a chosen case study, focus specifically on linguistic, interpersonal, and intrapersonal considerations, as follows:

1. What linguistic challenges may arise?
2. What interpersonal challenges may arise?
3. What intrapersonal challenges may arise?
4. What interpreting strategies would best work with the consumer and why?
5. What are other considerations for working with the consumer?
6. How would you explain the following to those involved in the interaction?
 - Rationale for using specific interpreting strategies
 - Analysis of how the interpreter's linguistic negotiation and the consumer's language constraints may affect interpreted information

TRAINER NOTE

Supplement with trainer-selected stimulus materials to ensure learners can demonstrate adeptness and flexibility in working across a range of registers, genres, and variations of ASL, and/or a second sign language. These may be attributable to consumer's age, gender, ethnicity and cultural background, region, socioeconomic status, physical and cognitive health, and education levels.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>

Dean, R. & Pollard, R. (n.d.). *Introduction to demand control theory*. [Videos]. Retrieved from <http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos>

National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity* by Forestal, E. Retrieved from <https://vimeo.com/104121347> [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity* by Peterkin, L.G. [Video]. Retrieved from <https://vimeo.com/104122971>

National Consortium of Interpreter Education Centers. (2012). *Deaf interpreter institute: Introduction and generalist competencies*. [Includes video clip]. Retrieved from <http://www.diinstitute.org/di-competencies/introduction-generalist-competencies/>

National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*. [ASL with English voiceover]. El Paso, TX: El Paso Community College. Retrieved from {pending}. Instructional supplement retrieved from {pending}. *This curriculum contains resources from The National Clearinghouse of Rehabilitation Training Materials (NCRTM). At this writing (February 2015), the NCRTM website is offline for restructuring by the U.S. Department of Education.*



Module 2

Unit 5



Module 2

Unit 5

National Multicultural Interpreter Project (2000). *Multicultural Interpreter Issues: From the Deaf multicultural perspective with Dr. Angel Ramos, Martin Hiraga and Dr. Howard Busby*. [ASL with English voiceover. Includes *Native American Powwow* segment 6:55-8:58, and *Asian Funeral* segment 9:26-10:46]. El Paso, TX: El Paso Community College. Retrieved from {pending}. This curriculum contains resources from *The National Clearinghouse of Rehabilitation Training Materials (NCRTM)*. At this writing (February 2015), the NCRTM website is offline for restructuring by the U.S. Department of Education.

Registry of Interpreters for the Deaf (1997). *Standard practice paper: Use of a certified Deaf interpreter*. Retrieved from http://rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/CDISPP.pdf



National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity* by Napier, C. Retrieved from <https://vimeo.com/104047057>



National Consortium of Interpreter Education Centers. (2012). *Deaf interpreter institute: Introduction and generalist competencies*. Retrieved from <http://www.diinstitute.org/di-competencies/introduction-generalist-competencies/>

Consumer Assessment– Identifying Culture, Language & Communication Styles



Module 3

Overview of Module & Related Units

Overview

This module covers the wide variety of languages and communication styles, education levels, physical characteristics, cognitive abilities, and sociolinguistic factors among consumers with whom Deaf interpreters work. Learners practice strategies for recognizing consumer characteristics that may influence Deaf interpreter practice.

Purpose

Learners identify Deaf and DeafBlind consumer language usage, cultural identity, education, physical and cognitive health, and experiential framework. Learners also identify situational dynamics. Based on these assessments, learners determine effective interpreting strategies.

Competencies

- 1.0 Foundational Competencies (1.1)
- 2.0 Language, Culture & Communication Competencies (2.2, 2.4, 2.6.1)
- 3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3, 3.4)
- 4.0 Interpreting Practice Competencies (4.2, 4.4, 4.5.1, 4.5.4)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this module, learners will:

1. Describe cultural identities of Deaf and DeafBlind persons, including their own, and how this understanding supports Deaf interpreters' work with stakeholders.



2. Demonstrate the ability to identify and engage in the preferred communication modes of Deaf and DeafBlind consumers.
3. Analyze power dynamics within interpreted interactions and their potential influences on interpreter decisions and strategies.
4. Provide rationale for using particular strategies and interventions.

Prior Knowledge & Skills

Module 3

Module 1: Deaf Interpreters–Past, Present & Future

Module 2: Ethnic & Cultural Diversity within the Deaf Community

Approach & Sequence

The four units in this module taught in sequence (recommended) include readings, videos, presentation slides, and activities involving in-class exercises and open dialogue. These enable trainers to support learners in understanding essential concepts for effective Deaf interpreter practice, supplemented by resources assigned in advance as well as homework assignments.

Unit 1: Community & Cultural Identity

Unit 2: Assessment of Consumer Language Usage

Unit 3: Effective Communication Strategies

Unit 4: Significance & Impact of Oppression



Tactile sign (includes fingerspelling), one of several methods used to communicate with DeafBlind people. Retrieved from http://aadb.org/factsheets/db_communications.html

Unit 1: Community & Cultural Identity



Module 3

Unit 1

Purpose

This unit enables learners to develop a greater understanding of the Deaf and DeafBlind communities. Through lectures, discussion, in-class activities, and external assignments, learners become familiar with diverse characteristics within the Deaf and DeafBlind communities, including language fluency, cultural norms, and communication preferences.

Competencies

3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3, 3.4)

Objectives

Upon completion of this unit, learners will:

1. Explore definitions of the Deaf and DeafBlind communities.
2. Identify diverse groups within the Deaf and DeafBlind communities.
3. Describe cultural identities of Deaf and DeafBlind persons, including their own, and how this understanding supports the work of Deaf interpreters in the communities they serve.
4. Analyze and identify educational, cognitive, physiological, sociolinguistic, and cultural factors influencing communication and interpretation strategies.

Key Questions

1. How does understanding of Deaf and DeafBlind communities support Deaf interpreters in assessing the communication needs and preferences of consumers?
2. In what ways do Deaf interpreters' understanding of their cultural identity (or identities) support understanding and working with consumers?
3. In what ways are grassroots Deaf and DeafBlind consumers different from other groups within the Deaf and DeafBlind communities?
5. How do educational, cognitive, physiological, cultural, and sociolinguistic factors affect one's membership in the Deaf and DeafBlind communities?



Activity 1

Discuss the definition of *community*:

1. What does the word community mean to you?
2. "Community refers to people in social interaction within a geographic area and having one or more additional common ties." (Hillery, 1955)

Review and discuss the definitions of community and Deaf community in *Inside the Deaf Community* (Kannapell, 1989).

Module 3

Unit 1

Compare definitions of *Deaf community* expressed over time:

1. "The deaf community comprises those deaf and hard of hearing individuals who share a common language, common experiences and values and a common way of interacting with each other and with hearing people. The most basic factor determining who is a member of the deaf community seems to be 'attitudinal deafness,' which occurs when a person identifies him/herself as a member of the deaf community and other members accept that person as part of the community" (Baker & Padden, 1978).
2. "A group of people who live in a particular location, share the common goals of its members, and in various ways work toward achieving these goals" and "...may also include persons who are not themselves Deaf, but who actively support the goals of the community and work with Deaf people to achieve them" (Padden, 1989).
3. Clinical/Pathological: "Takes the behaviors and values of the Hearing majority as the 'standard' or the 'norm' and then sees how Deaf people deviate from that norm." Cultural: "Focuses on the language, experiences, and values of a particular group of people who happen to be Deaf" (Cokely & Baker-Shenk, 1991).

Have learners share what the term *Deaf community* means to them individually and as a group.

Activity 2

Review and discuss definitions of *culture* and *Deaf culture*:

1. Definition of culture in *Interpreting in multilingual, multicultural contexts* (McKee & Davis, 2010):
 - Dualism—Deaf and hearing
 - Pluralism—Variety of languages, cultures, and identities

2. Definition of *Deaf culture*:
 - “A set of learned behaviors of a group of people who have their own language, values, rules of behaviors, and traditions” (Padden, 1989)
 - “A way of life for people—the way of looking at the world, their beliefs, the things they create, and the stories they tell” (Ladd, 1994)



Review definition of culture as Levels of Behavior (Mindess, 2004 & 2014).

1. Personal—Shared with no one else
2. Cultural—Shared with a certain group of people
3. Universal—Shared by all

Hand out the Levels of Behavior Worksheet in Appendix B for individual completion by learners. Discuss as a group the significance of this activity.

Module 3

Unit 1

Activity 3

Review and discuss the following chapters in *So You Want to be an Interpreter?* (Humphrey & Alcorn, 2007), including the applications of each to Deaf interpreter practice:

1. The Importance of Communication
2. The Influence of Culture on Communication
3. Working in Multicultural Communities
4. Identity and Communication

Engage learners in dialogue, as follows:

1. How does culture influence behavior?
2. How does culture influence communication?
3. Why is it important for Deaf interpreters to know the cultural identity/ies of the Deaf and DeafBlind consumers with whom they work?
4. Why is it important for Deaf interpreters to understand their own culture to increase their interpreting competence?





Module 3

Unit 1

Activity 4

Have learners share their personal experiences with Deaf or DeafBlind individuals or groups, as well as their observations of communication or language use by the following:

1. Deaf and DeafBlind U.S. citizens
2. Deaf and DeafBlind tourists/residents of other countries
3. Deaf and DeafBlind visa-based students/workers
4. Deaf and DeafBlind immigrants
5. Deaf and DeafBlind refugees
6. Deaf and DeafBlind grassroots
7. Deaf and DeafBlind with disabilities
8. Deaf and DeafBlind children of Deaf adults

Identify additional Deaf or DeafBlind individuals or groups, if any.



The term “Deaf Plus” may be used to describe a person who is Deaf in addition to having significant medical, physical, emotional, educational, or social challenges.

Activity 5

Review and discuss the seven bicultural identity categories defined by Holcomb in *Development of a Deaf Bicultural Identity* (NCIEC, 2012). See also Glossary definitions in Appendix D.

1. Balanced bicultural
2. Deaf-dominant bicultural
3. Hearing-dominant bicultural
4. Culturally isolated
5. Culturally separate
6. Culturally marginal
7. Culturally captive

Arrange learners into small groups to list hypothetical interpreting needs and preferences that may arise when interpreting with individuals from each category. Have each group share their ideas with the larger group.

Review and discuss the five stages of cultural awareness, as these apply to a Deaf person of hearing parents (Holcomb 2013). See also Glossary definitions in Appendix D.

1. Conformity
2. Dissonance
3. Resistance and immersion

4. Introspection
5. Awareness

Have learners share the bicultural identity stage that currently reflects their personal status. Ask if the identity they chose is different from their status in the past. If they have moved from one stage to another, what caused the change? Share perspective/s.



Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

American Association of the Deaf-Blind. (2011). American Association of the Deaf-Blind: *A new beginning*. Retrieved from <http://www.aadb.org/index.html>

Baker, C., & Padden, C. (1978). Focusing on the nonmanual components of American Sign Language. In P. Siple (Ed.) *Understanding language through sign language research*, 27-57. New York City, NY: Academic Press.

Cokely, D. & Baker-Shenk, C. L. (1991). *American Sign Language: A teacher's resource text on grammar and culture*. Gallaudet University Press.

Hillery, G. A., Jr. (1955). Definitions of community: Areas of agreement. *Rural Sociology*, 20: 111-123.

Holcomb, T. K. (2013). *An introduction to American Deaf culture*. New York City, NY: Oxford University Press.

Holcomb, T. K. (1997). Development of Deaf bicultural identity. *American Annals of the Deaf*, 142 (2), 89-93. Retrieved from <http://muse.jhu.edu/journals/aad/summary/v142/142.2.holcomb.html> See also <https://www.youtube.com/watch?v=RMOVHREOqqk&feature=youtu.be> (NCIEC, 2012).

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting (4th ed.)*. Everett, WA: H&H Publishing Co., Inc.

Module 3

Unit 1



Module 3

Unit 1

Kannapell, B. (1989). Inside the Deaf community. In S. Wilcox (Ed.), *American Deaf culture: An anthology*. Burtonsville, MD: Linstock Press, Inc.

Ladd, P. (1994). Deaf culture: Finding it and nurturing it. In C. Erting, R.C. Johnson, D. Smith & B. Snider (Eds.). *The Deaf way*. Washington, DC: Gallaudet University Press.

McKee, R.L. & Davis, J. (2010). *Interpreting in multilingual, multicultural contexts*. Washington, DC: Gallaudet University Press.

Mindess, A. (2014). *Reading between the signs: Intercultural communication for sign language interpreters (3rd edition)*. Yarmouth, ME: Intercultural Press.

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Interpreting in vocational rehabilitation: Faces of Deaf consumers*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- The challenge of terminology. (NCIEC, 2013). [Curriculum Resource]
- Identity, communication and characteristics. (NCIEC, 2013). Includes *Development of a Deaf bicultural identity* (Holcomb, 1997) and companion video (NCIEC, 2012).
- Inside the Deaf community. (Kannapell, 1989).

Padden, C. (1989). The Deaf Community and the Culture of Deaf People. In S. Wilcox (Ed.), *American Deaf culture: An anthology*. Burtonsville, MD: Linstock Press, Inc.



Holcomb, T. K. (1997). Development of Deaf bicultural identity. *American Annals of the Deaf*, 142 (2), 89-93.
Retrieved from <http://bit.ly/1vIH7b> (NCIEC, 2012).

Unit 2: Assessment of Consumer Language Usage



Module 3 Unit 2

Purpose

This unit provides information on language and communication characteristics of individuals and groups within the Deaf and DeafBlind communities. Through lectures, in-class activities, and external assignments, learners identify a range of language and communication preferences of Deaf and DeafBlind people.

Competencies

- 1.0 Foundational Competencies (1.1)
- 2.0 Language, Culture & Communication Competencies (2.2, 2.4, 2.6)
- 3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3)
- 4.0 Interpreting Practice Competencies (4.2)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

- 1. Identify a range of possible consumers of Deaf interpreter services.
- 2. Identify Deaf and DeafBlind consumers' language usage (e.g., bilingual, monolingual, semi-lingual, familiarity with the language/s being used, communication system interference, international signs, culture-specific and idiosyncratic gestures or home signs, tactile or close-vision communication) to determine target language/communication form.
- 3. Recognize the ways in which educational, cognitive, physiological, and sociolinguistic factors and communication needs may influence interpretation strategies and communication interventions.

Key Questions

- 1. Who are possible consumers of Deaf interpreter services?
- 2. How would Deaf consumers' life experiences, educational backgrounds, and physical and mental wellness factor into decisions about interpreting strategies and communication interventions?



Module 3

Unit 2

3. How do we label and describe the various language and communication forms used by Deaf and DeafBlind consumers of Deaf interpreter services?

Activity 1

Review or view Possible Consumers in *Teaching Modules for the Classroom: Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013). Identify consumers with whom Deaf interpreters may work. Guide learners in discussing each consumer type and tie each to learners' experiences, skill level, and comfort level in communicating with each. Give examples.

1. Semi-lingual—This is one of several terms that describe the language profile of Deaf people who possess a small vocabulary and produce incorrect grammar, and whose language production is not automatic. Semi-lingual Deaf persons may sometimes [engage in] “survival communication,” meaning their limited communication enables them to get what they need, but not much more. It is very important to refer to the Deaf person’s linguistic status or communication abilities humanely and with respect and not by assigning denigrating labels (Boudreault, 2005). Deaf interpreters currently work most frequently, though not exclusively, with this consumer population. Other labels sometimes used to describe these consumers include minimal language skills (MLS), highly visual, monolingual, low functioning, limited English proficiency (LEP). Though these terms are used in various contexts, the preferred and more appropriate terms are a-lingual or semi-lingual (NCIEC, 2010).

TRAINER NOTE

An additional resource is *Individuals Who Are LFD Report* (Dew, 1999), in *Teaching Modules for the Classroom—Interpreting in Vocational Rehabilitation* (NCIEC, 2013).

2. Foreign-born—This term to some Deaf people who have immigrated to the U.S. from foreign countries. They may or may not be fluent in their country’s signed language, and may be at various stages in the process of acquiring ASL.
3. International Sign—Formerly called Gestuno, this term involves a system of signs created by a committee of the World Federation of the Deaf (WFD) in 1973. This system draws on the most easily understood signs from a diverse variety of signed languages (NCIEC, 2010). International Sign is now the preferred term used to



describe this created, non-natural signed communication system (Boudreault, 2005). Some Deaf consumers of interpreting services may be international travelers who are fluent and native users of signed languages other than ASL, but may also have an understanding of, and the ability to use, International Sign.

4. DeafBlind—This term refers to individuals with a wide spectrum of hearing and vision abilities who require certain accommodations for communication (e.g., spatial positioning—close or far; tactile sign or fingerspelling, tracking).
5. Deaf Plus—This term refers to Deaf individuals who have one or more disabilities (e.g., cognitive, motor) that may impact their language expression or comprehension. Working with Deaf Plus consumers may necessitate the inclusion of Deaf interpreters on the interpreting team.
6. Minors—This includes any Deaf person under the age of 18. Depending on their language environments, education levels/ backgrounds, and ages, minors may have varying levels of language competency.
7. Deaf persons who would not typically require the services of a Deaf/hearing interpreter team, but for a particular event or setting a Deaf/hearing interpreter team would be the best provision of services. Examples involve Deaf persons who are under the influence (e.g., anesthesia, alcohol, drugs) or who have experienced a traumatic or stressful event (e.g., physical or sexual assault, the loss of a loved one).



Module 3

Unit 2

Activity 2

View and discuss the following Consumer Assessment videos in *Deaf Interpreter Institute: Critical Issues Forum* (NCIEC, 2012):

- Deaf Interpreter and Sign Language Assessment (Boudreault, 2006)
- Deaf Consumer Language Development (Moyers, 2006)
- Decision-making Criteria (Napier, C., 2006)

Have learners either view trainer-selected videos or attend a community event, or interview consumers, as described below:

1. Select two or three of videos from the *Teaching Modules for the Classroom—Interpreting in Vocational Rehabilitation: Faces of Deaf Consumers* (NCIEC, 2013). Complete the Community Event Worksheet in Appendix B.



2. Attend a community event to observe Deaf and/or Deafblind participants' language use and cultural behaviors. Complete the Community Event Worksheet in Appendix B.
3. Select three Deaf or DeafBlind people to engage in casual and brief conversation. Afterward, complete the Deaf Interviewees Worksheet in Appendix B.

Wrap up the above by encouraging learners to share their findings with the full class using completed worksheets as a reference.

Module 3

Unit 2

Activity 3

Arrange learners into small groups. Each group should develop an interpreting scenario involving an individual from each of the consumer groups listed in Activity 1. Each scenario should include a role for a Deaf or DeafBlind consumer, a Deaf interpreter, a hearing interpreter, and a hearing consumer.

Have learners describe the setting, consumers, language, environment, and interpreters for their scenario. Ensure they have the needed information to role-play their assigned scenario.

Select one or two scenarios representing each of the possible consumer groups to role-play in the classroom. Guide learners as follows:

1. Describe the communication challenges encountered by the interpreter and how they were approached;
2. Identify how the Deaf or DeafBlind consumer's age, education, cognitive or physical health, and background contributed to the need for particular interpretation strategies and communication interventions; and
3. Identify the interpreter's efforts to communicate in a manner consistent with the Deaf or DeafBlind consumer's experiential and linguistic framework. What did the interpreter do and why?

Activity 4

Discuss each of the following English-based communication systems. Have learners share their experiences, skill level, and comfort with each. Encourage exploration of each for ongoing professional development.

- Rochester Method (fingerspelling)
- Signing Exact English/Seeing Essential English
- Signed English
- Contact signing
- Cued speech

Activity 5

Have learners research International Sign (EUD, 2011 & Mench, 2010) and discuss the distinction between International Sign and the signed languages of other countries (WFD, n.d.).

Define and identify the applications of International Sign, with provision of visual examples. Discuss individual experiences, skill level, and comfort with International Sign. Encourage learners to research International Sign as ongoing professional development.

Activity 6

Discuss the definition of *gesture*. Review and engage learners in dialogue on visual gestural communication concepts (Crouch, 2009).

Differentiate between the various forms of gestural communication:

- Idiosyncratic non-standard signs (e.g., home signs)
- International culture-specific gestures
- Regional and local variations

View and discuss Language Foundations: Gestures (Morales, 2006) in *Deaf Interpreter Institute: Critical Issues Forum* (NCIEC, 2012).

Group learners into pairs. Using trainer-developed questions, have learners practice using gestures based on given scenarios (e.g., “where is my blue bike?”). Have learners discuss their experiences, skill level, and comfort with gestural communication. Encourage learners to explore gesture as ongoing professional development.

Activity 7

Have learners view and read the resources listed below in *Teaching Modules for the Classroom–Deaf Blind Interpreting* (NCIEC, 2013), followed by group dialogue:

- Overview of the DeafBlind Community
- Modifications to Your Interpreting
- DeafBlind Modifications to Environment
- DeafBlind Additional Responsibilities

Have learners review and discuss *Spotlight on the Deaf-Blind Community* and *How Do Deaf-Blind People Communicate?* (AADB, 2011).



Module 3

Unit 2



Review and discuss the forms of communication that may be used by DeafBlind people, below. See also Glossary definitions in Appendix D.

- Tactile sign
- Tactile fingerspelling
- Tracking
- Adapted signs
- Tadoma method
- Palm on print

Module 3

Unit 2

Explain the spatial needs of DeafBlind consumers (e.g., restricted/ small space) and the fairly recent emergence of Pro-Tactile as a form of communication used by DeafBlind consumers.

Review and discuss *Interpreting for Individuals Who Are DeafBlind (RID, 2006)* and *Implications of Vision Loss on the Interpreting Process* (Foxman & Lampiris, 1999). Discuss the application of the above forms of communication to Deaf interpreter practice.

Select videos from the *Interpreting in Vocational Rehabilitation Settings DVD Series* (NCIEC, 2012) for learners to view and discuss. Identify the various methods of communication. Encourage learners to discuss their individual experiences, skill level, and comfort with each method.

Encourage learners to explore the communication needs of DeafBlind consumers as ongoing professional development.



DeafBlind people value touch for purposes of communication, in the same way that hearing people value the auditory and Deaf people value the visual.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

American Association of the Deaf-Blind. (2011). *How do Deaf-Blind people communicate?* Retrieved from http://www.aadb.org/factsheets/db_communications.html

American Association of the Deaf-Blind. (2011). *Spotlight on the Deaf-Blind community*. Retrieved from http://aadb.org/deaf-blind_community/spotlight.html

Boudreault, P. (2005). Deaf interpreters. In T. Janzen (Ed.) *Topics in signed language interpreting: Theory and practice* (pp. 323-355). Philadelphia, PA: John Benjamins Publishing.

Crouch, C. (2009). *What I've learned at Gallaudet: Mime and gesture vs. sign*. [Video]. Retrieved from <http://gallaudetblog.wordpress.com/2009/07/08/what-ive-learned-at-gallaudet-mime-and-gesture-vs-sign/>

European Union of the Deaf. (2011). *International sign disclaimer*. Retrieved from http://www.eud.eu/International_Sign_Disclaimer-i-206.html

Foxman, L. & Lampiris, A. (1999). Implications of vision loss on the interpreting process In M. McIntire (Ed.), *Interpreting: The art of cross cultural mediation. Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf* (pp. 63-77). Silver Spring, MD: RID Publications.

Mesch, J. (2010). *Perspectives on the concept and definition of International Sign*. Publication prepared for the World Federation of the Deaf. Retrieved from http://www.wfdeaf.org/wp-content/uploads/2012/03/Perspectives-on-the-Concept-and-Definition-of-IS_Mesch-FINAL.pdf

Mindess, A. (2004). *Reading between the signs workbook: A cultural guide for sign language students and interpreters*. Boston, MA: Intercultural Press.

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—Deaf Blind interpreting*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Overview of the DeafBlind community. [Video]. Also retrieved from <http://vimeo.com/30374196>
- Modifications to the environment. [PDF].
- Additional responsibilities. [PDF].



Module 3 Unit 2



National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Deaf interpreter/hearing interpreter teams*. [Includes video resources; requires account login]. Retrieved from <http://interpretereducation.org/online/>.

- Units 3.1 & 3.2 on Possible Consumers. [Video with slides]. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/c21aed40-d09f-4471-b489-d17ef9596a57>

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Unit 2

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Interpreting in vocational rehabilitation: Faces of Deaf consumers*. [Includes video resources; requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Discussing the case of Elizabeth Smart (with Marsh, T.). [Video]. Also retrieved from <http://youtu.be/5KGvPVInvSo>
- Individuals who are LFD report. (Dew, 1999)
- Remembering the events of 9/11 (with Sifuentes, A.). [Video]. Also retrieved from <https://www.youtube.com/watch?v=Y6TN6jit0Y&feature=youtu.be>
- Remembrances of 9/11 from Diana. [Video]. Also retrieved from <https://www.youtube.com/watch?v=IN-9K4L9Jal&feature=youtu.be>
- Stories of growing up with Charlotte. [Video]. Also retrieved from <https://www.youtube.com/watch?v=br64ONx5Ckk&feature=youtu.be>

National Consortium of Interpreter Education Centers. (2012). *Deaf Interpreter Institute: Critical issues forum 2006*. [Includes video clips]. Retrieved from <http://www.diinstitute.org/learning-center/critical-issues-forum-2006/>

- *Consumer assessment: Deaf interpreters and sign language assessment* [Video]. (Boudreault, 2006).
- *Consumer assessment: Overview of Deaf consumer language development*. [Video]. (Moyers, 2006).
- *Consumer assessment: Decision-making criteria*. [Video]. (Napier, C., 2006).
- *Language assessment: Gestures*. [Video]. (Morales, 2006).

National Consortium of Interpreter Education Centers. (2012). *Interpreting in vocational rehabilitation settings*. [DVD series, six-pack]. Boston, MA: NCIEC.

National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter*. Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

Registry of Interpreters for the Deaf. (2007). *Standard practice paper: Interpreting for Individuals Who Are DeafBlind*. Retrieved from [http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Deaf-Blind_SPP\(1\).pdf](http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Deaf-Blind_SPP(1).pdf)

World Federation of the Deaf. (n.d.). *Sign language*. Retrieved from <http://wfdeaf.org/our-work/focus-areas/sign-language>



Module 3

Unit 2



National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—Interpreting in vocational rehabilitation: Faces of Deaf consumers*. [Includes video resources; requires account login]. Retrieved from <http://interpretereducation.org/online/> – *Remembering the events of 9/11 with Sifuentes, A.* Retrieved from <https://www.youtube.com/watch?v=-Y6TN6jit0Y&feature=youtu.be>



Module 3

Unit 2



National Consortium of Interpreter Education Centers. (2012). *Deaf Interpreter Institute: Critical issues forum 2006*. Retrieved from <http://www.diiinstitute.org/learning-center/critical-issues-forum-2006/> Seated (L-R): Peterson, D., Malcolm, T., Lazorisak, C., and Morales, M.; standing (L-R): Boudreault, P., Solow, S.N., Forestal, E., Cole, J., Napier, C., Storme, S., DeLap, J., and Moyers, P.

Unit 3: Effective Communication Strategies



Module 3 Unit 3

Purpose

This unit considers consumer assessment in the context of the communication demands and protocols of particular situations. Through discussion, in-class activities, and external assignments, learners identify and practice a range of interpreting strategies and interventions.

Competencies

- 1.0 Foundational Competencies
- 3.0 Consumer Assessment Competencies (3.2, 3.3, 3.4)
- 4.0 Interpreting Practice Competencies (4.5, 4.7)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3)

Objectives

Upon completion of this unit, learners will:

1. Identify Deaf and DeafBlind consumers' potential gaps (e.g., informational, experiential, educational, visual, protocol-related, cognitive, cultural frame of reference) relative to the demands of particular interactions or settings.
2. Discuss how to determine target language/communication strategies that are consistent with the experiential and linguistic framework of Deaf consumers, and appropriate to the situational protocol.
3. Demonstrate a variety of alternative visual communication strategies to convey complex concepts to Deaf or DeafBlind consumers, including drawing, mime, props, etc.

Key Questions

1. How can Deaf interpreters explain the intuitive decision-making process/es involved in the assessment of the communication, interpreting needs, and preferences of Deaf and DeafBlind consumers?
2. How can Deaf interpreters adjust interpretation strategies and communication interventions to the experiential and linguistic framework of Deaf and DeafBlind consumers in specific situations?
3. What specific strategies are available to Deaf interpreters?



Module 3

Unit 3

Activity 1

As preparation for this unit, have learners view *Using Functional Communication Assessment to Develop Meaningful Interventions with Individuals who are Deaf and Lower Functioning* (Long, 2010). Review accompanying resources available for download, then discuss the following:

1. Why does Long emphasize situational assessment?
2. Which aspects of the communication assessment paradigm are useful, or not useful, in understanding how Deaf interpreters can assess the communication needs and preferences of Deaf and DeafBlind individuals ?
3. How should Deaf interpreters prepare for interpreting assignments? What do they need to know before walking in the door?
4. What should Deaf interpreters specifically know when they arrive at interpreting assignments?

Activity 2

Arrange learners into small groups. Have each group develop a case study that incorporates communication strategies Deaf interpreters must consider: Case study descriptions must:

1. Paint a detailed picture of the Deaf or DeafBlind participant, including such factors as age; gender; her/his place in Holcomb's bicultural identity categories; school experiences and achievement; literacy; family background, culture, and languages used at home. Consider employment experiences; general well-being; and physical, motor, cognitive, or other disabilities affecting communication. Include expressive and receptive communication (e.g., ASL, English-based sign, tactile sign, fingerspelling, gestures, pantomime, drawing, pictures, props, and written communication).
2. Provide a detailed explanation of the situation in which the communication takes place (Where? What is the purpose of the interaction? Who are the people involved? What are their goals? Any situation-specific protocols? What are the Deaf/DeafBlind participant's requirements or demands?)
3. Describe any gaps or discrepancies between what the Deaf or DeafBlind participant is required to do and her/his linguistic or experiential framework and current abilities.

Have one member of each small group film a video description of their case study, explaining it as fully as possible.

Activity 3

Introduce the *Demand Control Schema* (Dean & Pollard, 2013). Have learners review and discuss videos describing this concept, either as an in-class or homework assignment (Dean & Pollard, n.d.).

Guide learners in viewing each scenario developed in Activity 2, as a group, to identify the environmental, interpersonal, paralinguistic, and intrapersonal (EIPI) demands and offer possible controls and strategies that best facilitate communication.

Activity 4

Using one of the scenarios created in Activity 2, describe and give examples of elicitation strategies designed to draw out information and seek clarification of messages conveyed by Deaf and DeafBlind consumers. Discuss the rationale for using the strategies below:

1. Prompting
2. Probing
3. Questioning
4. Referencing
5. Paraphrasing
6. Verifying the intended message

How can these strategies serve as controls?

How would each strategy apply to the scenarios discussed above?

Activity 5

View *Reflections on Cultural & Religious Diversity* by Beldon, J. (NCIEC, 2014). Engage learners in dialogue:

1. What alternate visual communication strategy/ies did Beldon use?
2. Were they effective?
3. Why and how did he decide to use a different strategy?

Have learners describe and give examples of other alternate visual communication strategies to convey complex concepts to Deaf and DeafBlind consumers, including drawing, mime, props, etc.

How would each strategy apply to the scenarios discussed in Activity 2? What demands are present? What controls would work best?



Module 3

Unit 3



Module 3

Unit 3

Activity 6

Using one of the scenarios developed in Activity 2, engage learners in dialogue on adaptations to syntactic form in the interpretation process (e.g., temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, and adjusting register).

Activity 7

Again, using one of the scenarios created in Activity 2, have learners role-play and experiment with a variety of communication strategies, based on the personal and situational factors associated with each scenario. Guide learners in using the *Demand Control Schema* to develop and apply strategies.

Activity 8

Engage learners in dialogue on Deaf and DeafBlind consumer assessment processes discussed thus far. Review the various rationales for using particular interpreting strategies in given situations.

What controls do Deaf interpreters need to create successful interaction? Specifically, discuss:

1. How can Deaf interpreters best assess whether consumers understand the message/s being conveyed?
2. What are possible cues (obvious and indirect/subtle) that can help Deaf interpreters better assess the communication needs of consumers?
3. Why are creativity and flexibility so important?

Activity 9

Discuss the following questions:

1. In what ways do Deaf interpreters refine their acuity in perceiving language needs and modalities in the people for whom they interpret?
2. Lifelong learning for Deaf interpreters includes the ability to monitor, self-assess, and self-regulate performance. As proficiency develops, how can Deaf interpreters evaluate their effectiveness on a continuous basis?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>

Long, G. (2010). *Using functional communication assessment to develop meaningful interventions with individuals who are Deaf and lower functioning*. [Two-part webcast; resources available for download]. Retrieved from <http://www.pepnet.org/resources/using-functional-communicationwc>

National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity by Beldon, J.* [Video]. Retrieved from <http://vimeo.com/104121348>



National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity by Beldon, J.* Retrieved from <http://vimeo.com/104121348>



Module 3

Unit 3



Module 3

Unit 3



National Consortium of Interpreter Education Centers.
(2014). *Experiences with oppression: IEP session by Tester, C.*
Retrieved from <https://vimeo.com/104093027>



National Consortium of Interpreter Education Centers.
(2014). *Experiences with oppression: IEP session by Clark S.*
Retrieved from <https://vimeo.com/104093026>

Unit 4: Significance & Impact of Oppression



Module 3

Unit 4

Purpose

The purpose of this unit is to understand the significance of oppression in the Deaf and DeafBlind communities. Learners examine how past experiences of oppression influence behaviors of Deaf and DeafBlind consumers. Learners increase awareness of potentially oppressive behaviors or situations (their own or others) and how these can influence interpreting decisions or strategies when working with Deaf and DeafBlind consumers.

Competencies

- 1.0 Foundational Competencies (1.4)
- 3.0 Consumer Assessment Competencies (3.4)

Objectives

Upon completion of this unit, learners will:

1. Explain levels and forms of oppression experienced by the Deaf and DeafBlind communities, past and present.
2. Describe audism as a form of oppression.
3. Identify specific characteristics of oppression.

Key Questions

1. Why does oppression occur within the Deaf and DeafBlind communities?
2. What happens when people feel oppressed?
3. What are the forms of oppression?
4. Why is it important for Deaf interpreters to understand the characteristics of oppressed people?
5. How should Deaf interpreters handle audism in work settings?

Activity 1

View and discuss *Audism Unveiled* (Bahan, Bauman & Montenegro, 2008) and the effects of audism on Deaf and DeafBlind individuals. Engage learners in dialogue on each of the concepts below:



1. Deaf and DeafBlind people as stigmatized groups
2. Devaluation of signed languages
3. Deficit thinking toward Deaf and DeafBlind people
4. Hearing-centric education
5. Medicalization of Deaf people and emphasis on auditory status
6. Importance of speech and lip-reading
7. Deaf people as disabled individuals

Module 3

Unit 4

DID YOU KNOW?

*Stigmas have the potential to rob those stigmatized of their individuality and debilitate their attempts to break out of stereotypical roles. For further reading, see *Test Yourself for Hidden Bias (Teaching Tolerance, n.d.)**

Engage learners in dialogue on the concepts below, within the Deaf-World context:

1. Deaf identity
2. Deaf community and culture
3. American Sign Language
4. Deaf education

Activity 2

Read and discuss the concept of oppression in *Characteristics of Oppressed and Oppressor Peoples: Their Effect on the Interpreting Context* (Baker-Shenk, 1986), and view *Interpreting in Vocational Rehabilitation: Faces of Deaf Consumers* (NCIEC, 2013).

TRAINER NOTE

*An additional resource is *The Deaf World in the Developing Countries* (ASLized, 2013). This can be used for an in-class or homework activity.*

Discuss the subject of oppression and encourage the sharing of personal experiences. Guide learners in dialogue:

1. Why does oppression occur within the community?
2. What happens when people feel oppressed?
3. What are the forms of oppression?
4. What are the characteristics of oppressed people?
5. Generally speaking, how does the above impact Deaf interpreter practice?

Activity 3

Discuss the impact of oppression on Deaf and DeafBlind people, based on *Characteristics of Oppressed and Oppressor Peoples: Their Effect on the Interpreting Context* (Baker-Shenk, 1986):

1. Ambivalence (existential duality)
2. Self-deprecation
3. Distrust of self and others
4. Horizontal violence
5. Passivity, adaptation, fatalism (pervasive, magical belief in the power and invulnerability of the oppressor)
6. Emotional dependence on the oppressor
7. Fear of freedom (losing dependence) and backlash (increased repression)

Continuing the above discussion, review the characteristics of oppressors and the impact on Deaf and DeafBlind persons (Baker-Shenk, 1986):

1. Their way is the only or the best way
2. Pejorative view of the oppressed
3. Automatic assumption that the oppressed want to be like them
4. Take charge attitude
5. Paternalism
6. Possessive consciousness
7. Desire for approval and gratitude
8. Fearful and angry reaction to oppressed attempts to become free

Discuss the concepts below:

1. Based on the above, in what ways is oppression of Deaf and DeafBlind people analogous to ethnic and cultural groups discussed in Module 2?
2. Why is it important for Deaf interpreters to analyze themselves and understand oppression of Deaf and DeafBlind people?
3. Explain how the Deaf or DeafBlind consumer's position within the power dynamic could influence decisions or strategies as a Deaf interpreter?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions



Module 3

Unit 4



Module 3

Unit 4

3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

ASLized. (May 14, 2013). *The Deaf world in the developing countries*. [Video]. Retrieved from <http://aslized.org/developingcountries/>

Bahan, B., Bauman, H-D, & Montenegro, F. (2008). *Audism unveiled*. [DVD]. San Diego, CA: DawnSignPress.

Baker-Shenk, C. (1986). Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. In M. McIntire (Ed.), *Interpreting: The art of cross cultural mediation. Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf* (pp. 43-54). Silver Spring, MD: RID Publications.

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Interpreting in vocational rehabilitation: Faces of Deaf consumers*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. (Baker-Shenk, 1986).

Teaching Tolerance. (n.d.). *Test yourself for hidden bias*. Retrieved from <http://www.tolerance.org/activity/test-yourself-hidden-bias>



ASLized. (May 14, 2013). *The Deaf world in the developing countries*. Retrieved from <http://aslized.org/developingcountries/>

Ethical Considerations & Challenges for Deaf Interpreters



Module 4

Overview of Module & Related Units

Overview

This module covers ethical considerations and challenges for decision-making by Deaf interpreters. Learners examine the Code of Professional Conduct set forth by the National Association of the Deaf and the Registry of Interpreters for the Deaf and how it fosters ethical decision-making in various situations and settings. Learners also explore how the history of RID and NAD Codes of Ethics influenced the field of Deaf interpreting.

Purpose

Learners become familiar with the NAD-RID Code of Professional Conduct, and gain greater understanding of ethical decision-making as Deaf interpreters and as consumers of interpreting services. Through lectures, in-class activities, and external assignments, learners examine moral values and the effects of one's ethical decisions on the Deaf and DeafBlind communities and Deaf interpreter practice.

Competencies

- 3.0 Consumer Assessment Competencies (3.4)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this module, learners will:

1. Articulate why ethical decision-making is critical to the work of Deaf interpreters.
2. Reduce the influence of personal bias by identifying and reducing behaviors that impact effective interpretation.



3. Monitor decisions regarding professional boundaries and ensure an impartial approach to interpretation.
4. Evaluate educational, cognitive, physiological, and sociolinguistic factors and communication needs that may influence ethical decision-making prior to, during, and after interpreting assignments.

Module 4

Prior Knowledge & Skills

Module 1: Deaf Interpreters–Past, Present & Future

Module 2: Ethnic & Cultural Diversity within the Deaf Community

Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles

Approach & Sequence

The four units in this module taught in sequence (recommended) include readings, videos, presentation slides, and activities involving in-class exercises and open dialogue. These enable trainers to support learners in understanding essential concepts for effective Deaf interpreter practice, supplemented by resources assigned in advance as well as homework assignments.

Unit 1: The Foundation of Ethics–Knowing Yourself

Unit 2: History of NAD-RID Code of Professional Conduct

Unit 3: Ethics & the Deaf Interpreter

Unit 4: The Deaf Interpreter as an Ally



National Consortium of Interpreter Education Centers.
(2014). *Ethical considerations case study by Clark, S.*
Retrieved from <https://vimeo.com/104093024>

Unit 1: The Foundation of Ethics– Knowing Yourself



Module 4 Unit 1

Purpose

Learners analyze personal experiences and identify their values, morals, beliefs, and biases. Through lectures, in-class activities and external discussions, learners consider how ethical decision-making impacts the Deaf and DeafBlind communities and their work as Deaf interpreters.

Competencies

- 3.0 Consumer Assessment Competencies (3.4)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Identify and recognize the potential influence of personal biases.
2. Reduce the influence of personal biases by identifying and reducing behaviors that impact effective interpretation.
3. Describe how understanding Kohlberg's six stages of moral development can help Deaf interpreters identify the reasons behind some of their decisions.

Key Questions

1. What are some of your core values, morals, and beliefs?
2. What are the ways to identify and reduce the potential impact of personal biases on professional behavior?
3. What are general ethical decision-making processes?

Activity 1

Review and discuss the Principles of Professional Practice in *So You Want to be an Interpreter?* (Humphrey & Alcorn, 2007). Guide learners in dialogue:

1. Meta-ethical principles
2. Distinguishing characteristics of professionals
3. Values within the NAD-RID Code of Professional Conduct
4. Nine steps to ethical decision-making
5. Personality characteristics that may affect work of Deaf interpreters



TRAINER NOTE

Learners can take advantage of online tools to analyze their personality profile, including the Myers-Briggs Personality Assessment. They can use such tools to discover qualities they bring to and adjustments they may need for effective Deaf interpreter practice.

Module 4

Unit 1

Activity 2

Analyze and discuss the Six Stages of Moral Development, in *The Philosophy of Moral Development* (Kohlberg, 1981). Next, have learners review the two case studies for further dialogue on Kohlberg's six stages:

1. *Pre-Conventional Level*
 - Stage 1—Punishment and obedience orientation
 - Stage 2—Instrumental relativist orientation
2. *Conventional Level*
 - Stage 3—"Good boy/good girl" orientation
 - Stage 4—Law and order orientation
3. *Post-Conventional Level (autonomous/principled)*
 - Stage 5—Social contract/legalistic orientation
 - Stage 6—Universal ethical-principle orientation

Case Study 1—A Deaf interpreter is working at an HIV testing exhibit at a local health fair. A Deaf attendee waiting in a line asks the interpreter, "Will the needle hurt?" The interpreter responds, "I cannot answer because of the NAD-RID Code of Professional Conduct," while recalling an experience of being reprimanded for providing an opinion. *Discussion Point:* Explain that the interpreter is stuck in Stage 1 and cannot move forward to make a cultural mediation decision.

Case Study 2—Same situation as above. This time, the Deaf interpreter smiles at the Deaf attendee and says, "I'd be happy to interpret for you. Let's go find the person responsible for HIV testing. I have had an HIV test in the past, and it did not hurt for me, but maybe for others. It depends on the person's ability to tolerate needles. Come with me, and we'll find out." *Discussion Points:* Explain that the interpreter is in Stage 6, having provided human support and shared a personal experience when asked directly by the Deaf consumer. Also, Deaf interpreters experience the various stages while developing their skills. Some may be rigid and stay in Stages 1-2 while others move on to higher stages with more flexibility in their interpretation and decision-making in given situations.

TRAINER NOTE

Encourage learners to create case studies specific to Deaf interpreter practice, drawing on *Encounters with Reality: 1,001 Interpreter Scenarios* (Cartwright 2009) as a resource for adapting scenarios that involve Deaf interpreters.



Activity 3

Engage learners in dialogue on the definition of ethics and what constitutes ethical fitness, based on review of *How Good People Make Tough Choices* (Kidder, 2009):

1. Set of moral principles or values
2. Theory or system of moral values (e.g., present-day materialistic ethic)
3. Principles of conduct governing an individual or group (e.g., professional ethics)
4. Guiding philosophy

Explain how ethics is tied to the concepts below, engaging learners in dialogue on each:

1. Goals
2. Values and morals
3. Ethical behavior
4. Theories related to ethics
5. Meta-ethical principles
6. Interpretation of code
7. Making ethical decisions
8. Critical thinking skills

Discuss the influence of personal status on ethics, as follows:

1. Race/ethnicity
2. Gender
3. Age
4. Religion
5. Occupation
6. Socioeconomic status
7. Sexual orientation

Review three common ethical categories and the applications of each:

1. Personal
2. Community/cultural
3. Professional

Module 4

Unit 1





Module 4

Unit 1

Review and discuss the questions below and the impact or relationship of each to Deaf interpreter practice:

1. What other professions have a code of ethics/professional conduct?
2. What is the purpose of codes of ethics/professional conduct?
3. What is ethical decision-making?
4. What are ethical behavior and decision-making considerations and challenges for Deaf interpreters?

Given the above, return to the concept of ethical fitness (Kidder, 2009) and discuss the application of the concepts below to the Deaf and DeafBlind communities:

1. *Right vs. right dilemmas*
Analyze ethical choices in light of the paradigms below and recognize what creates an ethical conflict. Understanding choices that are right in turn supports better decision making.
 - Truth or loyalty?
 - Self or community?
 - Short term or long term?
 - Justice or memory?
2. *Right vs. wrong dilemmas*
Analyze ethical choices in light of the paradigms below and recognize what creates an ethical conflict. Understanding choices that may be wrong in turn supports better decision making.
 - Is it legal?
 - Does it violate our code of professional conduct?
 - How would you feel if this were on the front page of the newspaper?
 - What would your mother (or mentor, role model) think?

Have learners review the case studies below; engage class in group dialogue on each.

Case Study 1 (Short-term vs. Long-term)—You interpret regularly for a 16-year-old with cognitive delays and behavior problems. You and the student were involved in an altercation, and you are meeting with the disciplinary team regarding the incident. Since you are the only one that the student understands, you are asked to interpret the meeting for the student while reporting on the action.

Case Study 2 (Individual vs. Community)— You are assigned to interpret with a DeafBlind individual who is conducting job interviews. In the lobby, you see a candidate for a Support Service Provider position sitting

and waiting. The DeafBlind interviewer is standing near the receptionist's desk chatting. You walk by and see one candidate sign to another candidate, "The only reason I am applying for this job is because I want to pay off my college debts. This job is easy. Those DeafBlind people cannot hear or see. And it is easy to take advantage of them." You enter the interview room, followed by the DeafBlind interviewer. Do you say anything? The candidate enters the room, and the interview begins. During the interview the candidate says, "I am applying because I want to support DeafBlind people and be the best provider possible." After the interview ends, do you share what you saw in the lobby with the DeafBlind interviewer? You were not interpreting at the moment.



Module 4

Unit 1

Activity 4

Select one of the *Reflections* case study videos from the Resources below for learners to review and discuss in pairs or small groups, then discuss the video as a class.

Using the *Demand Control Schema* (Dean & Pollard, 2013) as a guide, engage learners in dialogue:

1. What challenges were noticed by observers and how can these be identified using the Demand Control Schema?
2. What are some controls that were identified by observers?
3. How can you apply the Demand Control Schema if confronted with a similar situation?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable





Module 4

Unit 1

Resources

Cartwright, B.E. (2009). *Encounters with reality: 1,001 interpreter scenarios*, 2nd Edition. Alexandria, VA: RID Press.

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting (4th ed.)*. Everett, WA: H&H Publishing Co., Inc.

Kidder, R.M. (2003). *How good people make tough choices (Rev. ed.)*. New York: HarperCollins Publishers.

Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. San Francisco: Harper & Row.

National Consortium of Interpreter Education Centers. (2014). *Ethics case study 2: Individual vs. community by Clark, S.* [Video, followed by Reflections videos, below]. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104093024>

- Reflections by Diaz, R. & Schertz, B. [Video]. Retrieved from <https://vimeo.com/104156339>
- Reflections by Grigg, K. & Horn, A. [Video]. Retrieved from <https://vimeo.com/104092882>
- Reflections by Marsh, T. & Dale, B. [Video]. Retrieved from <https://vimeo.com/104092937>
- Reflections by Pollock, J. & Briggs, J. [Video]. Retrieved from <https://vimeo.com/104092878>
- Reflections by Poore, K. & Schertz, J. [Video]. Retrieved from <https://vimeo.com/104092879>
- Reflections by Tester, C. & Plaster, R. [Video]. Retrieved from <https://vimeo.com/104092877>
- Reflections by Hinson, B. [Video]. Retrieved from <https://vimeo.com/104092876>

Unit 2: History of RID & NAD Code of Professional Conduct



Purpose

Learners become familiar with the history of the RID and NAD Codes of Ethics and the NAD-RID Code of Professional Conduct. Through lectures, in-class activities, and external discussions, learners gain greater understanding of the influences of these codes on Deaf interpreter practice, including decision-making processes.

Module 4 Unit 2

Competencies

- 4.0 Interpreting Practice Competencies (4.8)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Explain how the history of the RID and the NAD Codes of Ethics has influenced the roles and functions of Deaf and hearing interpreters.
2. List and describe the seven tenets of the RID-NAD Code of Professional Conduct.
3. Identify the steps in the RID grievance process.

Key Questions

1. What were the historical issues that gave rise to the collaboration between the RID and the NAD leading up to the NAD-RID Code of Professional Conduct?
2. How did the NAD-RID collaboration impact the roles and functions of Deaf and hearing interpreters?
3. What are the differences between policies/regulations and guidelines?
4. Why is it important for Deaf interpreters to stay abreast of current trends in interpretation and related subject areas (e.g., medical, mental health, and legal interpreting)?



Module 4

Unit 2

Activity 1

Have learners review and discuss the historical background of the *NAD-RID Code of Professional Conduct* (RID, 2005) and *Role Definition: A Perspective on Forty Years of Professionalism in Sign Language Interpreting* (Swabey & Mickelson, 2008). Review and discuss the following:

1. The RID Code of Ethics and the NAD Code of Ethics
2. The NAD-RID National Council on Interpreting and joint development of the *NAD-RID Code of Professional Conduct* (RID, 2005)
3. *President's Report: Reaffirming the NAD-RID Relationship* (RID, 2008)



The NAD and the RID had separate codes of ethics for interpreters they certified through their respective systems. The two organizations merged their systems in 2005 and created the NAD-RID Code of Professional Conduct.

Activity 2

Review and discuss elements of the RID grievance system, detailed in *Ethical Practices System and Enforcement Procedures* (RID, 2013):

1. RID Ethical Practices System (EPS)
2. NAD-RID Code of Professional Conduct (CPC)
3. EPS enforcement procedures

View and discuss *ASL Ethics Videos* (RID, 2014) which expand on the ethics complaint process, code of professional conduct, dealing with conflicts in interpreting situations, and other helpful information.

Activity 3

Review and discuss sections, essential core, and structure of the *NAD-RID Code of Professional Conduct* (RID, 2005):

1. Sections
 - Name
 - Scope
 - Philosophy
 - Guiding Principles
 - Tenets
2. Essential Core: *Do No Harm*



3. Structure
 - Tenets
 - Guiding Principles
 - Illustrative Behaviors–Interpreters

Activity 4

Review, expand upon and discuss the seven tenets of the *NAD-RID Code of Professional Conduct* (RID, 2005), the guiding principles and illustrative behaviors for each tenet. Make use of Module 4 presentation slides in Appendix F.

NAD-RID Code of Professional Conduct

Tenet 1.0 Confidentiality

Interpreters adhere to standards of confidential information.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

- Each interpreting situation (e.g., elementary, secondary, and postsecondary education; legal, medical, and mental health) has a standard of confidentiality.
- Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality.
- Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Tenet 2.0 Professionalism

Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

- Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs.
- Interpreters possess knowledge of American Deaf culture and deafness-related resources.



Module 4

Unit 2



Module 4

Unit 2

Tenet 3.0 Conduct

Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Tenet 4.0 Respect for Consumers

Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Tenet 5.0 Respect for Colleagues

Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Tenet 6.0 Business Practices

Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Tenet 7.0 Professional Development

Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Registry of Interpreters for the Deaf. (2014). *ASL ethics videos*. Retrieved from <http://rid.org/ethics/video/index.cfm>

Registry of Interpreters for the Deaf. (2013). *Ethical practices system*. Retrieved from <http://www.rid.org/ethics/overview/index.cfm>

Registry of Interpreters for the Deaf. (2013). *Enforcement procedures*. Retrieved from http://rid.org/ethics/enforcement_procedures/index.cfm

Registry of Interpreters for the Deaf. (January 2008). *President's report: Reaffirming the NAD-RID relationship*. Alexandria, VA: RID VIEWS.

Registry of Interpreters for the Deaf. (2005). *NAD-RID code of professional conduct*. Retrieved from http://www.rid.org/UserFiles/File/NAD_RID_ETHICS.pdf

Swabey, L., & Mickelson, P.G. (2008). Role definition: A perspective on forty years of professionalism in sign language interpreting. In C. Valero-Garcés and A. Martin (Eds.) *Crossing Borders in Community Interpreting: Definitions and Dilemmas*. (Vol. 76). Philadelphia, PA: John Benjamins Publishing.



National Consortium of Interpreter Education Centers. (2014). *Ethical reflections by Diaz, R. & Schertz, B*. Retrieved from <https://vimeo.com/104156339>



Module 4

Unit 2



Module 4

Unit 2



National Consortium of Interpreter Education Centers. (2014). *Ethical reflections by Grigg, K. & Horn, A.* Retrieved from <https://vimeo.com/104092882>



National Consortium of Interpreter Education Centers. (2014). *Ethical reflections by Marsh, T. & Dale, B.* Retrieved from <https://vimeo.com/104092937>

Unit 3: Ethics as a Deaf Interpreter



Module 4

Unit 3

Purpose

Learners consider and discuss a variety of ethical challenges using case studies. Through lectures, in-class activities, and external discussions, learners gain the knowledge and skills to make ethical decisions that adhere to the NAD-RID Code of Professional Conduct.

Competencies

- 3.0 Consumer Assessment Competencies (3.4)
- 4.0 Interpreting Practice Competencies (4.8)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Articulate why ethical decision-making is critical to the work of Deaf interpreters.
2. Make ethical decisions that adhere to the NAD-RID Code of Professional Conduct.

Key Questions

1. What are the ethical tenets that govern the given scenarios?
2. Are there different ethical decision-making processes between Deaf interpreters and hearing interpreters?
3. How can Deaf interpreters distinguish their values, biases, and norms from workplace ethical decision-making?
4. Are there special ethical considerations and challenges Deaf interpreters face?

Activity 1

Building upon the *Ethical Considerations: Case Study* by Clark, S. (Individual vs. Community) in Unit 1 of this module, guide learners in the step-by-step case analysis process, as follows:

TRAINER NOTE

Additional case studies are modifiable for Deaf interpreters using Encounters with Reality: 1,001 Interpreter Scenarios (Cartwright, 2009).





1. What is happening?
2. Why is it happening?
3. What are the options?
4. Which option would be best? Why?
5. How would the chosen option be carried out?
6. What are possible outcomes?
7. What are possible consequences? For whom?

Module 4

Unit 3

Activity 2

Guide learners through the processes that constitute ethical decision-making and steps in case analysis. Discuss ethical dilemmas involving Deaf interpreters in the case studies listed below. The purpose of this activity is to evaluate the effectiveness of the Deaf interpreters' decision-making ability and to identify strengths and weaknesses.

TRAINER NOTE

The Demand Control Schema (Dean & Pollard, 2013) is useful for further case study analysis. Specifically, what demands does the selected case study reveal—environmental, intrapersonal, paralinguistic, interpersonal? What controls would help for working through the situation?

Arrange learners into pairs or small groups. Distribute the case studies below (or draw upon others in the Resources section of this unit) for small group analysis, using the discussion questions listed below. Afterwards, have each group share their analyses with the full class:

1. What would you do in this situation?
2. What factors would you consider in making your decision?
3. Can you justify your decision based on the NAD-RID Code of Professional Conduct?
4. Can you think of a similar situation in which you would act differently? Why?

Case Study 1—You and a hearing interpreter facilitated communication for a grassroots Deaf man and his doctor, specifically about his upcoming major surgery. About two weeks later, you and members of your family took part in a Deaf community social event. While at the event, you encountered the same Deaf man for whom you interpreted. You maintained a professional demeanor. The Deaf man was persistent in engaging you in a discussion. You tried to ignore him without being rude. Later, he and his wife approached you. He wanted you to debrief her on his medical appointment. You explained you couldn't recall the

information. He persisted, giving you his permission to update her about his upcoming surgery.

Case Study 2—You and a hearing interpreter facilitated communication for a hearing mental health counselor and Deaf patient who recently immigrated to the United States from China with little knowledge of ASL or English. The counselor recommended the patient go through testing to screen for a specific mental illness. You (the Deaf interpreter) believe the local mental health center for Deaf patients would be a great resource for the counselor and the patient.

Case Study 3—Jon, a hearing NIC Master certified interpreter who has been interpreting for 15 years, contacted you to team with him. The local Vocational Rehabilitation office contacted Jon to provide interpreting services for an appointment with a hearing VR counselor and a Deaf 16-year-old bilingual native ASL user, Maeve, who has recently lost most of her vision. The counselor will explain qualification criteria, job training, and job placement. You have no interpreting experience with DeafBlind consumers, and you are not familiar with the DeafBlind community and their communication needs. No other Deaf interpreters work in your town.



Module 4

Unit 3

TRAINER NOTE

Encourage learners to develop additional case studies specific to Deaf interpreter practice, either during in-class activities or as homework assignments.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Cartwright, B.E. (2009). *Encounters with reality: 1,001 interpreter scenarios*, 2nd Edition. Alexandria, VA: RID Press.

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>



Module 4

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Gish, S. (1990). *Ethics and decision making for interpreters in health care settings: A student manual*. Minneapolis, MN: College of St. Catherine. [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2014). *Ethical case studies by Deaf interpreters*. [Videos]. Boston, MA: NCIEC. [M4/U3]

- Briggs, J. [Video]. Retrieved from <https://vimeo.com/104182638>
- Dale, B. [Video]. Retrieved from <https://vimeo.com/104178133>
- Diaz, R. [Video]. Retrieved from <https://vimeo.com/104028837>
- Grigg, K. [Videos]. Retrieved from <https://vimeo.com/104020505> and <https://vimeo.com/104020508>
- Horn, A. [Video]. Retrieved from <https://vimeo.com/103869694>
- Marsh, T. [Video]. Retrieved from <https://vimeo.com/104028836>
- Plaster, R. [Video]. Retrieved from <https://vimeo.com/104178132>
- Pollock, J. [Video]. Retrieved from <https://vimeo.com/104182594>
- Poore, K. [Video]. Retrieved from <https://vimeo.com/104028835>
- Schertz, B. [Video]. Retrieved from <https://vimeo.com/104178134>
- Schertz, J. [Video]. Retrieved from <https://vimeo.com/104051870>
- Tester, C. [Videos]. Retrieved from <https://vimeo.com/104178135> and <https://vimeo.com/104178136>

Stewart, K.M. & Witter-Merithew, A. (2006). *Ethical decision-making: A guided exploration for interpreters*. Burtonsville, MD: Sign Media Incorporated. [Curriculum Resource]



Unit 4: The Deaf Interpreter as an Ally



Module 4 Unit 4

Purpose

Learners address the role of Deaf interpreters as allies. Through lectures, in-class activities, and external discussions, learners develop strategies to promote effective interaction between Deaf, DeafBlind, and hearing consumers while adhering to the NAD-RID Code of Professional Conduct.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.6.4)
- 3.0 Consumer Assessment Competencies (3.4)
- 4.0 Interpreting Practice Competencies (4.6, 4.7, 4.8)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Explain the differences between the roles of allies and advocates.
2. Describe how the roles of allies and Deaf interpreters may overlap.
3. Understand the importance of Deaf interpreters maintaining professional boundaries, impartiality, and integrity in their work.
4. Evaluate educational, cognitive, physiological, and sociolinguistic factors and communication needs that may influence ethical decision-making prior, during, and after interpreting assignments.

Key Questions

1. What are the differences and similarities between the roles of allies, advocates, and Deaf interpreters?
2. How can Deaf interpreters judiciously provide information or referral regarding available interpreting or community resources without overstepping their roles as interpreters?

Activity 1

Compare and contrast the definitions of ally and advocate, including roles and responsibilities for each. As preparation for this activity, have learners review *Integrating the Interpreting Service Models* (Bar-Tzur, 1999) and the *Deaf Self Advocacy Training Curriculum* (NCIEC, 2012).



Module 4

Unit 4

Engage learners in dialogue on ways to distinguish between allies and advocates.

Activity 2

Arrange learners in small groups. Have each group develop case studies as a basis for discussion about Deaf interpreters' roles of ally versus advocate.

Have learners in each small group respond independently to the issues brought up in each case study and then compare notes with one another. Small groups then convene with other groups to share and discuss results with the full class.

Activity 3

Review and engage learners in dialogue:

1. Why is it important for Deaf interpreters to maintain professional boundaries, impartiality, and integrity in their work?
2. Identify strategies for evaluating educational, cognitive, physiological, and sociolinguistic factors and communication needs that may influence Deaf interpreters' ethical decision making prior, during, and after interpreting assignments.
3. How can Deaf interpreters judiciously provide information or make a referral regarding available interpreting or community resources without overstepping their role as interpreters?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable.
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Bar-Tzur, D. (1999). *Integrating the interpreting service models*. Retrieved from <http://www.theinterpretersfriend.org/misc/models.html>

National Consortium of Interpreter Education Centers. (2012). *Advocating for yourself and others. In Deaf self advocacy training curriculum toolkit (2nd edition), Trainer version*. Boston, MA: NCIEC.



Module 4

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National Consortium of Interpreter Education Centers. (2014). *Ethical reflections by Pollock, J. & Briggs, J.* Retrieved from <https://vimeo.com/104092878>



National Consortium of Interpreter Education Centers. (2014). *Ethical reflections by Poore, K. & Schertz, J.* Retrieved from <https://vimeo.com/104092879>



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National Consortium of Interpreter Education Centers. (2014). *Ethical reflections by Hinson, B.* Retrieved from <https://vimeo.com/104092876>



National Consortium of Interpreter Education Centers. (2014). *Ethical reflections by Tester, C. & Plaster, R.* Retrieved from <https://vimeo.com/104092877>

Interpreting Theory & Practice for Deaf Interpreters



Module 5

Overview of Module & Related Units

Overview

This module applies theoretical models of interpretation to the work of Deaf interpreters. Learners explore the theory and practice of consecutive interpreting, simultaneous interpreting, and sight translation. Learners also engage in observation and role-play activities whereby they gain experience with a variety of approaches and discourse styles.

Purpose

Learners examine the benefits of applying theoretical models of interpretation to improve Deaf interpreter effectiveness. Decision-making is central to the task of interpretation and translation. Learners also analyze decision-making process/es to enhance their skills as Deaf interpreters. This module also stresses the importance of staying current in the field by reading, analyzing and synthesizing the growing body of research on interpreting and Deaf interpreter practice.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.4, 2.5, 2.6.3, 2.6.4)
- 3.0 Consumer Assessment Competencies (3.3)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)



Module 5

Objectives

Upon completion of this module, learners will:

1. Demonstrate the application of interpreting models to analyze and improve interpretation and translation skills.
2. Relate theories to competencies for Deaf interpreting practice.
3. Demonstrate strategies for decision-making as a process of critical thinking and moral philosophy.
4. Demonstrate effective interpreting and translating strategies, including elicitation strategies and contextual strategies.

Prior Knowledge & Skills

Module 1: Deaf Interpreters–Past, Present & Future

Module 2: Ethnic & Cultural Diversity within the Deaf Community

Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles

Module 4: Ethical Considerations & Challenges for Deaf Interpreters

Approach & Sequence

The four units in this module taught in sequence (recommended) include readings, videos, presentation slides, and activities involving in-class exercises and open dialogue. These enable trainers to support learners in understanding essential concepts for effective Deaf interpreter practice, supplemented by resources assigned in advance as well as homework assignments.

Unit 1: Models of Interpretation

Unit 2: Translation

Unit 3: Consecutive Interpreting

Unit 4: Simultaneous Interpreting



Unit 1: Models of Interpretation



Module 5

Unit 1

Purpose

This unit provides an overview of key models useful in understanding the interpretation process and improving Deaf interpreter practice. These include the Cokely Sociolinguistic Model of Interpretation, the Colonomos Pedagogical Model of the Interpreting Process, the Gile Effort Model, and the Gish Information Processing Model.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.2, 2.3, 2.4, 2.5, 2.6)
- 3.0 Consumer Assessment Competencies (3.2, 3.3, 3.4)
- 4.0 Interpreting Practice Competencies (4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Articulate key features of the Cokely Sociolinguistic Model of Interpretation, the Colonomos Pedagogical Model of the Interpreting Process, the Gile Effort Model, and the Gish Information Processing Model.
2. Provide one or two examples of the application of each model for interpreting skills development and decision-making.

Key Questions

1. How do the four models of interpretation help Deaf interpreters clarify the process of interpreting?
2. How can Deaf interpreters use these models to identify their strengths and areas needing improvement?
3. How do these models help Deaf interpreters identify and resolve underlying causes of breakdowns in interpretation?
4. How can Deaf interpreters use the models of interpretation to make effective interpreting decisions?

Activity 1

As preparation for this activity, have learners review The Interpreting Process in *So You Want to be an Interpreter?* (Humphrey & Alcorn, 2007).



Module 5

Unit 1

Review and discuss Glossary definitions of interpretation and translation in Appendix D, and engage learners in dialogue:

1. What does interpretation mean, and what does it involve?
2. What does translation mean, and what does it involve?
3. What are the goals of translating and interpreting content?
4. Provide an overview of the translation process.

Activity 2

View and discuss the Introduction and Overview in *Teaching Modules for the Classroom: Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013).

Engage learners in dialogue:

1. What are the differences between intra-lingual and inter-lingual interpreting tasks that Deaf interpreters undertake?
2. Review and expand on examples of intra-lingual interpreting tasks.
3. What are learners' experiences with inter-lingual interpreting?
4. Are any learners in the class fluent in a second or third signed language?

Engage learners in dialogue for Activities 3 and 4 using videos from the *Medical Appointment 1 & 2 Series* (NCIEC, 2014) as a stimulus for language assessment and discussion. Through dialogue, encourage learners to:

1. Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual).
2. Ascertain the mode of interpreting required.
3. Determine challenges that the consumer's language or communication needs may present within the context of the model of interpretation being discussed, and share ideas for resolving these challenges.

Activity 3

As preparation for this activity, have learners view an explanation of the *Cokely Sociolinguistic Model of the Interpreting Process* (Solow, n.d.) and review *Interpretation: A Sociolinguistic Model* (Cokely, 1992). Review each stage of the Cokely Model:

1. Message reception—Perceive source language
2. Preliminary processing—Recognize
3. Short-term memory retention—Chunk
4. Semantic intent realized—Understand
5. Semantic equivalent determined—Analyze
6. Syntactic message formulation—Rehearse
7. Message production—Produce target language

Activity 4

As preparation for this activity, have learners review the *Pedagogical Model of the Interpreting Process* (Colonomos, 1997). Review and discuss the Concentrating-Representing-Planning (CRP) elements of this model:

1. Concentrating—Understanding source message (attending, analyzing, releasing)
2. Representing—Source frame/target switch (visualizing)
3. Planning—Constructing target message (composing, modifying, delivering)

Lead learners in dialogue, comparing the Cokely and Colonomos models. How does each model support interpreters in assessing interpretation work, and in giving and receiving feedback?

Activity 5

As preparation for this activity, have learners review:

1. Comprehension in Translation and Interpretation and The Effort Models of Interpreting in *Basic Concepts and Models for Interpreter and Translator Training* (Gile, 2009)
2. Deaf Interpreting Processes: Comprehension, Knowledge Acquisition, Effort Model in Interpreting and Translation in *Deaf Interpreter Institute: Critical Issues Forum 2006* (NCIEC, 2012)

Review and discuss key elements of the Gile Model—C (comprehension) = KL (knowledge of the language) + ELK (extra-linguistic knowledge) + A (interpreter’s analysis):

1. Emphasize how KL and ELK contribute to the effectiveness and quality of comprehension of the content.
2. Explain how not having KL and ELK increases comprehension effort necessary for effective translation and interpretation and how preparation is critical to decrease the amount of comprehension effort, thus preserving mental energy required for interpreting.

Select one or more videos from trainer’s collection for group viewing and dialogue, as follows:

1. Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting required.
2. Discuss how the consumer’s language use or communication style may tax comprehension, according to the Gile Model. What KL and ELK can learners identify to support analysis of the consumer’s message?



Module 5

Unit 1



Module 5

Unit 1

3. Discuss potential challenges to memory and production efforts inherent to working with the consumer's language or communication.
4. Engage in dialogue about professional development resources that would be helpful to increase KL and ELK for comprehension of the content for translation or interpretation.
5. Determine methods available to the Deaf interpreters that would help to reduce comprehension effort.

Activity 6

As preparation for this activity, have learners read the *Gish Approach to Information Processing* (Gish, 1996). Review and discuss the structure of the model: Speaker goal, theme, objective/s, unit/s, and data/details.

Select a video text and using the mapping activity (see Module 5 presentation slides in Appendix F) and the Gish structure, guide learners in developing a discourse map using appropriate structural elements.

Guide learners in analyzing the similarities and differences between the Gish Model and the other three interpreting process models (Cokely, Colonomos, and Gile).

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Cokely, D. (1992). *Interpretation: A sociolinguistic model*. Burtonsville, MD: Linstock Press.

Colonomos, B.M. (1997). *Pedagogical model of the interpreting process*. College Park, MD: Bilingual Mediation Center.

Gile, D. (2009). *Basic concepts and models for interpreter and translator training (Rev. ed.)*. Amsterdam/Philadelphia: John Benjamins Publishing.

Gish, S. (1996). The Gish approach to information processing. In S. Boinis, P.G. Mickelson, P. Gordon, L.S. Krouse, & L. Swabey, *MRID self-paced modules for educational interpreter skill development*. (pp. 52-89). Little Canada, MN: Minnesota Educational Services.

Solow, S.N. (n.d.). *Mentoring toolkit: Cokely's model 1: The importance of models and Cokely's model 2: Cokely's model*. [Videos]. Boston, MA: National Consortium of Interpreter Education Centers. Retrieved from <http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos/>

National Consortium of Interpreter Education Centers. (2014). *Medical appointment series*. [Videos]. Boston, MA: NCIEC.

- Medical appointment 1: Meeting with Deaf patient. [Video]. Retrieved from <https://vimeo.com/104156339>
- Medical appointment 2: Meeting with Deaf patient and doctor-patient appointment. [Video]. Retrieved from <https://vimeo.com/104494172>

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—Deaf interpreter/hearing interpreter teams*. [Requires account login]. Retrieved from <http://interpretereducation.org/>



Module 5

Unit 1





Module 5

Unit 1



National Consortium of Interpreter Education Centers. (2014). Medical appointment 2: Hearing interpreter reflections in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104177981>



National Consortium of Interpreter Education Centers. (2014). Medical appointment 1: Meeting with Deaf patient in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104156339>



National Consortium of Interpreter Education Centers. (2014). Medical appointment 2: Doctor-patient appointment in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104494172>

Unit 2: Translation

Purpose

This unit has the dual purpose of providing exposure to translation strategies commonly practiced by Deaf interpreters (including sight translation) and providing opportunities to practice translation strategies as a foundation for building consecutive and simultaneous interpretation skills.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.2, 2.4, 2.5, 2.6)
- 3.0 Consumer Assessment Competencies (3.2, 3.4)
- 4.0 Interpreting Practice Competencies (4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Perform sight/text translation of written communication, including letters, standard forms, and instructions into ASL or other appropriate target language forms.
2. Perform written translation of Deaf or DeafBlind consumer's signed messages into English.
3. Identify strategies for translating ASL texts into English and vice versa, as they are applicable to consecutive and simultaneous interpreting.

Key Questions

1. How does written translation differ from sight/text translation?
2. How does sight/text translation differ from consecutive and simultaneous interpreting?
3. What are possible situations where it would be appropriate for Deaf interpreters to provide sight/text translation?
4. What type of knowledge and preparation is necessary for translation?



Module 5

Unit 2



Activity 1

As preparation for this unit, have learners review the Glossary in *Toward Effective Practice: Competencies of the Deaf Interpreter* (NCIEC, 2010) and translation steps outlined in *The Effective Interpreting Series: Translating from English* (Patrie, 2001).

Review and discuss the definitions below:

1. **Written/Recorded Translation**—Refers to the rendering of written text in one language to comparable written text in another language (also known as translation). In the case of ASL, which has no written form, translation may be rendered from a written text to video format, either live or recorded.

Two key skills are central to written/recorded translation:

- Reading or ASL comprehension skills (e.g., the ability to comprehend written text in one language)
- Writing or ASL performance skills (e.g., the ability to produce a comparable rendition in written or recorded form in a second language).

Most professional translators provide only unidirectional translation when working into their dominant language. Unlike spoken or signed language interpreters, translators often have the luxury of time and other resources to come up with the best way to capture the nuances of meaning in the original text.

2. **Back Translation**—Refers to the process of translating a text that has already been translated into a foreign language back into the original language. Back translation is carried out by a different person from the one who does the original translation. The back translator uses only the translated text and her/his subjective expertise to identify unclear areas and note/recheck where a content is ambiguous.
3. **Back Translation Check**—Refers to the action of a person who is knowledgeable or an expert in the subject of text content, who then compares the back translation with the front translation. Depending on the results of this check, fine-tuning is done as necessary to rework the text content.
4. **Sight translation**—Refers to the provision of spontaneous spoken or signed translation of written text.

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Unit 2

Three key skills are central to sight translation:

- Reading skills (e.g., comprehending written text in one language)
- Speaking or signing skills (e.g., producing an oral or signed rendition in another language)
- Analytical skills (e.g., reading for content, chunking, paraphrasing, expanding)



Identify and discuss situations that call upon Deaf interpreters to translate from written or print text into ASL or another form of visual communication.

Module 5

Unit 2

Activity 2

As preparation for this activity, have learners review Efforts in Sight Translation & Comprehension in Interpretation & Translation in *Basic Concepts and Models for Interpreter and Translator Training* (Gile, 2009).

View and discuss examples of translation from print English to ASL:

1. Frozen text—U.S. Preamble to the Constitution or U.S. Bill of Rights
2. Procedural text—Sight translation on Eye Care After Laser Surgery (Beldon, 2006)
3. Explanatory text—Sight translation (Morales) in *Examples of a Deaf Interpreter's Work* (Hollrah, 2012)

Engage learners in dialogue, as follows:

1. Elements involved in the Gile Comprehension and Effort Models when translating from printed English to ASL and vice versa
2. Extra-linguistic knowledge (ELK) required to translate various documents (e.g., script from a play, bank overdraft letter, SSI/SSDI application form, medical consent form for treatment, and apartment lease)
3. Preparation, specialized terminology, and processing time required for each of the above texts

Activity 3

Provide an example of printed English text (e.g., medical history form, email from a work colleague, postoperative care instructions, job application form). Guide learners through the ASL translation process, as follows:

1. Prediction—Predict possible topics, the speaker's goal, and the target audience based on the title and information given for the source text



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Unit 2

2. Content Mapping—Read the text thoroughly and create an outline or map. If necessary, review again to complete the outline or map
3. Feature Analysis—Identify salient linguistic features and their functions within the source text
4. Create Visual Representation—Use drawings to represent source text concepts, to focus attention on meaning or intent of the source text, apart from words or signs
5. Prediction of Target Language Features—Predict equivalent features in target language by using glosses while mapping
6. Retell in Target Language—Retell based on the visual representation of the source language
7. Comparative/Contrastive Analysis—Compare and contrast features used in ASL and English to assess predictions in Step 5
8. Translation—Create target language translation of the source text, using insights from the analysis of ASL-English texts

Activity 4

Working in pairs or small groups, have learners perform a step-by-step analysis using the discourse analysis process above with trainer-selected English texts or texts in other languages (e.g., Spanish, French).

Be creative in providing learners with source language documents such as applications, recruitment, or registration forms that can be easily found online or in print format. Challenge learners to produce translations using tactile ASL, a combination of ASL and gestures, or gestures and drawings.

Videotape learners as they carry out their translations; have classmates view and analyze the translations using their choice of an interpreting model.

TRAINER NOTE

Ensure that learners make use of all four theoretical models of interpretation during the Activity 4 translation process.

Activity 5

Have learners view selected chapters from *Interpreter Discourse: English to ASL Expansion/ASL to English* (Finton & Smith, 2009) to familiarize themselves with the concepts of ASL compression and expansion techniques. Review and discuss these concepts and their application to Deaf interpreter practice.

Select two videos from *The Pursuit of ASL: Interesting Facts using Classifiers* (Stratiy, 1999). Have learners identify and discuss expansion features used.



Activity 6

Have learners role-play a real-life situation using an English-to-ASL sight/text translation of a patient intake questionnaire or similar trainer-selected form.

Arrange learners into small groups and have them take on the following roles: sight/text translator, Deaf or DeafBlind consumer, and observers/ note takers. The sight/text translator takes a few minutes to review the questionnaire/form and determine which preparatory steps from Activity 3 to apply.

Begin role-play. Next, have learners reconvene as a large group and discuss observed examples of the following:

1. Elicitation strategies—Aimed at drawing out information and seeking clarification of meaning (e.g., prompting, probing, questioning, referencing previous comments, paraphrasing, verifying interpreter’s comprehension of the Deaf or DeafBlind consumer’s message)
2. Production strategies—Aimed at a target language/ communication form consistent with the consumer’s experiential and linguistic framework. Includes adapting syntactic form (e.g., temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, adjusting register)
3. Contextual information strategies—Aimed at visual description, linkages among concepts discussed, added redundancy, reframing, analogies, examples, definitions, cultural information, and explanation of the situational protocol

Activity 7

Introduce a real-time English-to-ASL sight/text translation exercise using a trainer-selected DVD of a captioned movie or television show. Select a popular or common program that most learners have already seen.

1. Engage learners in prediction of possible topics that may arise, speakers’ goals, salient linguistic features, and content. Have each pick a three- to five-minute portion of the captioned dialogue.

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Unit 2



2. Have learners translate simultaneously with observers making note of English intrusion in translation efforts.
3. Next, have learners perform the same activity, this time translating consecutively and controlling the video feed by stopping the DVD when they have taken in a manageable chunk of dialogue.

Engage learners in dialogue comparing their experiences and perspectives on use of simultaneous and consecutive translation.

Module 5

Unit 2

Activity 8

Have learners review Sight Translation in *Teaching Modules for the Classroom: To Your Future Health—Contemplating Interpreting in Healthcare* (NCIEC, 2014).

Discuss appropriate times and circumstances for Deaf interpreters to:

1. Sight/text translate with Deaf consumers in the absence of health care providers
2. Sight/text translate with Deaf consumers in the presence of health care providers
3. Interpret instead of sight/text translate

Have learners share their reactions via in-class dialogue, as written or video homework assignments, or a combination of both.

Activity 9

For learners who wish to attempt a longer translation assignment that builds on Activity 7, use a trainer-selected five- to eight-minute procedural or expository video in spoken English that includes a transcript. Similarly, select a three- to five-minute procedural or expository video in ASL for translation into written English.

Have learners share their reactions via written or video homework assignments.

TRAINER NOTE

Procedural and expository texts in spoken English and their transcripts are available at <http://www.ehow.com/videos.html>. This website features a search engine for “how-to” videos. Trainers are encouraged to select a variety of procedural/expository texts for this activity.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Beldon, J. (2006). *Eye care after laser surgery*. [Tied to sight translation/ instructions, source unknown]. Personal collection. St. Paul, MN.

Finton, L. & Smith, R.T. (2009). *Interpreter discourse: English to ASL expansion/ASL to English compression*. Rochester, NY: Rochester Institute of Technology/National Technical Institute for the Deaf Educational Materials.

Gile, D. (2009). *Basic concepts and models for interpreter and translator training (Rev. ed.)*. Amsterdam/Philadelphia: John Benjamins Publishing.

Hollrah, B. (2012). *Examples of a Deaf interpreter's work*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://digitalcommons.unf.edu/asleimats/50/>

National Consortium of Interpreter Education Centers. (2014). *Teaching modules for the classroom: To your future health-Contemplating interpreting in healthcare*. [Requires account login]. Retrieved from <http://interpretereducation.org/online>; see also <http://healthcareinterpreting.org/faqs/fg-sight-translation/> [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter*. Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

Patrie, C.J. (2001). *The effective interpreting series: Translating from English, Teacher's set*. San Diego, CA: DawnSignPress.

Straitiy, A. (1999). *The pursuit of ASL: Interesting facts using classifiers*. [DVD]. Edmonton, Alberta, Canada: Interpreting Consolidated.



Module 5

Unit 2



Module 5

Unit 2



Gallaudet University. (2012). *Commencement ceremony. Honorary degree recipient and commencement speaker, Markku Juhani Jokinen, then-president, World Federation of the Deaf*. [Video]. Retrieved from <http://www.youtube.com/watch?v=zNRNw9Cc49Q&feature=relmfu>



National Consortium of Interpreter Education Centers. (2013). Helen Keller conference in *Teaching modules for the classroom—Deaf Blind interpreting*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/> Also retrieved from <http://vimeo.com/user5994566/hknc-conference>

Unit 3: Consecutive Interpreting



Module 5

Unit 3

Purpose

This unit enables learners to understand and practice the tasks involved in consecutive interpreting, including identification of appropriate uses of, and provide the rationale for, consecutive interpreting. Learners also begin to employ targeted elicitation, context, and production strategies that are appropriate to consumer needs and preferences in given settings.

Competencies

- 3.0 Consumer Assessment Competencies (3.2, 3.3, 3.4)
- 4.0 Interpreting Practice Competencies (4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Describe the tasks involved in consecutive interpreting.
2. Identify situations in which consecutive interpreting may be the most effective method.
3. Practice consecutive interpreting in various scenarios, using targeted strategies to facilitate effective communication.
4. Explain to a variety of stakeholders in an articulate, professional manner the rationale for using consecutive interpreting.

Key Questions

1. What factors go into Deaf interpreters' decision to interpret consecutively?
2. How can Deaf interpreters explain the rationale for using consecutive interpreting?
3. How do Deaf interpreters employ consecutive interpreting to their greatest advantage?

Activity 1

As preparation for this unit, have learners review the following:

- Glossary definition of consecutive interpreting in Appendix D



- History and Uses of Consecutive Interpreting in *The Effective Interpreting Series: Consecutive Interpreting from English* (Patrie, 2004)
- *Relay Interpreting in the 90s* (Bienvenu & Colonomos, 1992)

Guide learners in discussion of consecutive interpreting history, benefits, skills, and techniques. View trainer-selected videos to demonstrate consecutive interpreting in action.

Module 5

Unit 3

Have learners view the following:

- *Examples of a Deaf Interpreter's Work* (Hollrah, 2012)
- *Deaf Interpreting: Team Strategies for Interpreting in a Mental Health Setting* (Hollrah, 2012)
- *Deaf Interpreters at Work: Mock Trial* (NCIEC, 2011)

Next, have learners identify how the tasks below are carried out in the above videos:

1. Listening
2. Chunking
3. Short-term memory
4. Note-taking
5. Analysis of meaning
6. Co-construction of meaning
7. Application of interpreting model/s
8. Delivery

Activity 2

Review with learners the *Application of the 10-Step Discourse Analysis Process* (Bonni, 2007). Discuss each step and provide examples:

- Step 1—Prediction
- Step 2—View and Recall
- Step 3—Content Mapping
- Step 4—Salient Linguistic Features (source language)
- Step 5—Abstraction
- Step 6—Retell in Source Language
- Step 7—Salient Linguistic Features (target language)
- Step 8—Visualization Mapping
- Step 9—Retell in Target Language
- Step 10—Interpretation

TRAINER NOTE

The above activity sets the foundation for subsequent exercises using the 10-Step Discourse Analysis Process (Bonni, 2007).



Module 5 Unit 3

Activity 3

Arrange learners into small groups. Each group is to have a Deaf interpreter and a Deaf or DeafBlind consumer. Assign one of the four case studies below to each group. Guide learners through the discourse mapping process in Activity 2 using *How Do Bruises Form?* in *The Pursuit of ASL: Interesting Facts Using Classifiers* (Stratiy, 1999) and allow for repeated viewings, as needed. The Deaf interpreter is to interpret the video segment.

Case Study 1 (Mainstream Sixth Grade Health Class)—Deaf student has Deaf parents. ASL is L1; English is L2. Exposed to SEE through school. Struggles with fingerspelling (mild cerebral palsy). The teacher's goal is for students to understand how bruises are formed and be familiar with the vocabulary involved. There will be a test on bruises next week, with multiple choice and fill-in queries. For the test, students must be able to answer questions on how bruises form, using complete sentences.

Case Study 2 (Mainstream Eighth Grade Human Biology Class)—Deaf student in mainstream day program since first grade. Spanish and ASL are L1 and L2; English is L3. Has hearing parents, both speak Spanish and know basic ASL and a small group of Deaf friends who use ASL and some signed English. Teacher's goal is to teach about blood and its systems. One unit is related to how bruises form. Students must write an essay about blood systems, bruises, and how the blood system prevents more bleeding from broken blood vessels.

Case Study 3 (Doctor's Office)—Deaf patient from another country, late 30s. Fluent in their native sign language. Has lived in the U.S. for two years and has picked up ASL from other immigrants as well as the American Deaf community. Third visit with the doctor to learn results of blood tests. The doctor's goal is to explain how bruises form and why the patient may be breaking out in so many bruises, possibly due to blood disease. The doctor is very concerned.

TRAINER NOTE

For this activity, trainers can develop additional case studies that reflect the immigrant Deaf community in their geographical areas.





Module 5

Unit 3

Case Study 4 (Doctor's Office)—Young hearing child with Deaf or DeafBlind mother whose L1 is ASL (monolingual). Graduated from a Deaf school after attending a mainstream day program for a few years. Third visit with the doctor to learn results of blood tests. The doctor's goal is to explain how bruises form and why the patient may be breaking out in so many bruises. The doctor is very concerned and suspects the child has leukemia, a blood disease. The child's mother is very emotional.

Have each small group discuss their assigned case study using specific elements of Gish's model, as follows:

1. Prediction (strategies, techniques or props needed to work with consumer)
2. Preparation
3. Speaker
4. Audience (consumer and language assessment)
5. Setting
6. Goal
7. Theme
8. Objectives
9. Units
10. Details

As wrap-up for Activity 3, have learners use each step of the ASL discourse structure and features:

1. Interpretation framing techniques
2. Appropriate register/s and discourse genre/s
3. Salient language features
4. Contextualization (expansion) techniques

TRAINER NOTE

Emphasize to learners that interpretation must be different from the ASL version on the video segment and that this activity requires Deaf interpreters to use short-term memory.

Activity 4

Engage learners in dialogue on their interpretation decision-making processes in Activity 3, as follows:

1. Features used to enhance the effectiveness of the interpretation
2. Features missing from the interpretation
3. Examples of linguistic and cultural mediation in the interpretation (this is a critical area, tied to Deaf interpreter competencies)

Activity 5

Engage learners in sharing their experiences (using Activity 3 as a guide):

1. Discourse analysis
2. Discourse mapping
3. Application of interpreting process models
4. Learning experiences
5. Areas for skill development and future application



Activity 6

Have learners review Activity 3, provide feedback and discuss the decisions they made during interpretation, considering the various factors involved in the four case studies.

Activity 7

Guide learners through the discourse mapping process in the same manner as Activity 2. Select video segments from *An Appointment in Gastroenterology* (CATIE Center, 2003) and *Hurry Up and Wait* (Bowen-Bailey, 2005).

Activity 8

Have learners create various interpreting scenarios for consecutive interpreting practice (e.g., interviewing for a job, registering for a college course, teaching self-advocacy, searching for a place to live, explaining a cooking recipe). The situations and participants should pose challenges at each phase of the Colonomos Pedagogical Model:

1. Concentrating—Understanding the source message (attending, analyzing, releasing)
 - Use elicitation and clarification strategies needed for the interpreter to understand the source message (probing, questioning, verifying comprehension).
 - Control the flow of information in manageable chunks.
2. Representing—Source frame/target switch (equivalence, visualizing)
 - Consider linguistic, cultural, experiential, or situational factors that influence source frame and target switch.

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Unit 3

3. Planning—Constructing target message (composing, modifying, delivering)
 - Adapt syntactic form for delivery, (expansion, compression, temporal sequencing of events, restructuring of question forms, adjusting register).
 - Use contextual information to make the target language form more intelligible to the consumer or interpreting team (reframing, added redundancy, analogies, examples, cultural information, and explanation of situational protocols).
 - Monitor comprehension and adjust communication mode (gesture, home signs, props, drawing, pantomime) to the needs of the consumer.

TRAINER NOTE

Provide opportunities for learners to role-play the scenarios they created. Use a fishbowl approach in which classmates observe “actors.” Observers should note how the acting interpreter uses the various strategies. Follow this with group dialogue on the strategies and their effectiveness from the standpoint of the acting interpreters, consumers, and observers.

Activity 9

As preparation for this activity, view *Consecutive Interpreting, Or...Time is On My Side* (Russell, 2013) and read *A Comparison of Simultaneous and Consecutive Interpreting in the Courtroom* (Russell, 2003).

Review and discuss key points of Russell’s research comparing simultaneous and consecutive interpreting in the courtroom.

Using scenarios from Activity 4, have learners practice providing justification for using consecutive interpreting. Provide feedback and encourage group dialogue on the content, manner, and persuasiveness of the justification.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as appropriate

Resources

Bienvenu, M., & Colonomos, B. (1992). Relay interpreting in the 90s. In L. Swabey (Ed.), *The challenge of the 90s: New standards in interpreter education* (pp. 69-80). United States: Conference of Interpreter Trainers. Also retrieved from <http://www.diinstitute.org/wp-content/uploads/2012/07/Bienvenu.pdf>

Bonni, E. (2007). *Application of the 10-step discourse analysis process*. [DVD]. Denver, CO: University of Northern Colorado DO IT Center.

Bowen-Bailey, D. (2005). *Hurry up and wait: Interpreting a visit to an emergency department*. [DVD and study guide]. Retrieved from <http://healthcareinterpreting.org/for-interpreters/video-resources/hurry-wait/>

CATIE Center at St. Catherine University. (2003). *Internal discussions: An appointment in gastroenterology*. [CD and study guides]. Retrieved from <http://healthcareinterpreting.org/appt-gastroenterology/>

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H>

Hollrah, B. (2012). *Examples of a Deaf interpreter's work*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://digitalcommons.unf.edu/asleimats/50/>

National Consortium of Interpreter Education Centers. (2011). *Deaf interpreters at work: Mock trial*. [DVD]. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#N>

National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter*. Retrieved from <http://www.interpretereducation.org/wp-content/uploads/2011/04/>

Patrie, C.J. (2004). *The effective interpreting series: Consecutive interpreting from English, Teacher's set*. San Diego, CA: DawnSignPress.

Russell, D. (2013). A comparison of simultaneous and consecutive interpreting in the courtroom. In *International Journal of Disability, Community, and Rehabilitation*. Volume 2, No. 1. Retrieved from http://www.ijdcrc.ca/VOL02_01_CAN/articles/russell.shtml



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Russell, D. (2013) *Consecutive interpreting or...time is on my side* [Video]. Retrieved from <http://www.youtube.com/watch?v=f7g7vZOyRH8&feature=youtu.be>

Straitiy, A. (1999). *The pursuit of ASL: Interesting facts using classifiers*. [DVD]. Edmonton, Alberta, Canada: Interpreting Consolidated.

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Unit 3



Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H>



National Consortium of Interpreter Education Centers. (2013). Modifications to mode-close vision and tracking in *Teaching modules for the classroom—Deaf Blind interpreting*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>. Also retrieved from <http://vimeo.com/30374306>

Unit 4: Simultaneous Interpreting



Module 5 Unit 4

Purpose

This unit enables learners to understand and practice the tasks involved in simultaneous interpreting. Learners identify appropriate uses of, and provide the rationale for, simultaneous interpreting or blended consecutive and simultaneous methods. Learners also differentiate mirroring from processed simultaneous interpretation. The unit includes activities on interpreting with DeafBlind individuals to provide authentic practice with simultaneous interpreting.



Simultaneous interpretation is an inaccurate phrase. You cannot interpret what you do not understand. This form of interpreting requires processing time, which does not occur simultaneously when interpreting between languages.

Competencies

- 3.0 Consumer Assessment Competencies (3.2, 3.3, 3.4)
- 4.0 Interpreting Practice Competencies (4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Describe the tasks involved in simultaneous interpreting.
2. Practice simultaneous interpreting in various scenarios, continuing to employ targeted strategies to facilitate effective communication.
3. Identify situations in which simultaneous interpreting, or a blend of consecutive and simultaneous interpreting, may be the most effective method.
4. Define mirroring as distinct from simultaneous interpreting.
5. Explain to a variety of stakeholders in an articulate, professional manner the rationale for chosen interpretation methods.

Key Questions

1. What factors and considerations go into Deaf interpreters' decision to use simultaneous interpreting?
2. In what settings do Deaf interpreters typically practice simultaneous interpreting?





Module 5

Unit 4

3. What is the difference between mirroring and simultaneous interpretation?
4. What is the rationale for using simultaneous, consecutive, or a blend of interpreting methods in some situations?

Activity 1

As preparation for this activity, have learners read and review the following:

1. Glossary definition of simultaneous interpreting in Appendix D
2. History and Uses of Simultaneous Interpreting in *The Effective Interpreting Series: Simultaneous Interpreting from English* (Patrie, 2005)
3. Colonomos and Gile interpreting process models (see Module 5, Unit 1)

Engage learners in discussion of their experiences as consumers of simultaneous interpreting by Deaf interpreters.

1. In what settings have they seen Deaf interpreters at work?
2. Why was simultaneous interpreting the method of choice?
3. In settings where learners had the opportunity to observe a “feed” interpreter, what did they notice about the interpreter’s language use (e.g., ASL, signed English) and signing behaviors?
4. Share observations on the performance of Deaf interpreters in simultaneous interpreting settings.

Have learners define mirroring. Using the Colonomos and Gile Models, differentiate between mirroring and simultaneous interpreting in terms of depth of processing, form and meaning, and effort.



The terms mirroring and shadowing do not adequately describe the work of Deaf interpreters—for instance, when they interpret remarks by audience members.

Shadowing applies more to theatrical interpreting, hence the usage of the term mirroring for lack of a better label.

Activity 2

Review and discuss the *Relationship of Simultaneous & Consecutive Interpreting* (Bowen-Bailey, 2005).

1. What considerations go into decision-making whether to use simultaneous or consecutive interpreting?

2. When is it appropriate to flow between simultaneous and consecutive interpreting?

Review the results of Russell's research on the accuracy of simultaneous compared to consecutive interpreting (Russell, 2013 & 2013).

Provide learners with a variety of trainer-assigned scenarios describing situations, consumer profiles, and challenging factors. For each scenario, have learners discuss how Deaf interpreters employ consecutive and simultaneous methods, and provide clear justification for their decisions.

Activity 3

Introduce the concept of registers in *The Importance of Communication in So You Want to be an Interpreter?* (Humphrey & Alcorn, 2007). Have learners provide examples.

Discuss a variety of settings and audiences that illustrate each of the five registers below and their functions, followed by a video assignment:

1. Frozen—Refers to when a text is presented in the same way each time (e.g., Pledge of Allegiance, Gallaudet Bison song)
2. Formal—Refers to when a speaker addresses a fairly large group of listeners, with virtually no turn-taking or linguistic interaction between the speaker and audience (e.g., keynote presenter, president, minister)
3. Consultative—Refers to when the speaker involved in the interchange has expert status or an enhanced command of the topic at hand (e.g., lawyer/client, doctor, patient)
4. Informal or casual—Refers to when all participants are of equal status (i.e., neighbors, church members)
5. Intimate—Refers to when individuals have a shared history or experiential base (e.g., deaf joke: please but, 2-5-8)

Activity 4

Have learners view the resources below, which demonstrate simultaneous interpreting by Deaf interpreters using informal, consultative, and informal registers:

1. *Gallaudet Commencement Speaker, Markku Juhani Jokinen, President, World Federation of the Deaf* (2012)
2. *Gallaudet Deaf Way II Presentation Series: Video Conference Interpreting Project* (Gallaudet, 2002)
3. *Helen Keller National Center Conference* (NCIEC, 2013)



Module 5

Unit 4



Module 5

Unit 4

Discuss observations of each interpretation sample, including audience, language and modality, register and setting. Have learners describe how interpreters prepare for each of the settings.

TRAINER NOTE

For this activity, trainers can draw upon their personal collections for additional videos that demonstrate simultaneous interpreting by Deaf interpreters using informal, consultative, and informal registers.

Activity 5

Have learners view *ASL Registers* (Gallaudet, 2010) and then develop two presentations, one consultative and one informal, that are 5-10 minutes each on topics of their choice. Explain to learners that their presentations will be used as stimulus material for Activities 6 and 7. See also the Linguistic Registers worksheet in Appendix B.

Activity 6

TRAINER NOTE

Learners will need access to the internet to prepare for this activity. Have video equipment on hand to record learners in action, using the playback feature for presentation analysis and feedback.

Have learners practice mirroring, using the presentations they developed in Activity 5. Arrange learners into small groups. Have learners choose the topic s/he wishes to mirror.

Before the presentations begin, allow each learner 20 minutes to research the topic they are to mirror. If time does not permit for in-class research, the preparation phase may be assigned as homework.

For each presentation, the non-active members of the group serve as audience and observers. The goal is to mirror the presentation exactly as provided. The learner doing the mirroring task may stop the presenter as needed. Observers record both the presenter and the learner doing the mirroring, and compare the two.

Have learners consider the interpreting process models discussed thus far. Although the goal of mirroring is for target language form to essentially match source language form, ask learners if the models can

still help give clues as to the areas they need to work on for effective interpreting practice?

DID YOU KNOW?

The term mirroring does not adequately describe the work of Deaf interpreters when they interpret remarks by audience members. More dialogue is needed to develop terminology that includes the act of processing information from a signed language user into a precise or parallel rendition.



Module 5

Unit 4

Activity 7

Have learners practice simultaneous paraphrasing from the same presentations used in Activity 5. This time, learners will paraphrase using their own sign choices.

TRAINER NOTE

Mirroring for the above activity is not allowed! Activities 5 and 6 can be expanded by requiring additional learner-developed texts or by using trainer-selected videos.

As in Activity 6, engage learners in discussion on how the interpreting process models discussed thus far can give clues as to individual learner strengths and areas needing improvement.

Activity 8

TRAINER NOTE

Resources for Activities 7, 8, and 9 are available in Teaching Modules for the Classroom: DeafBlind Interpreting (NCIEC, 2013).

Trainers are encouraged to take advantage of the full six hours of instruction available in the abovementioned *Teaching Modules* and then make use of the resources in working with learners.

Have learners read, view, and discuss *Modifications to Your Interpreting* in the abovementioned *Teaching Modules* and view *Pro-Tactile: The DeafBlind Way* (Granda & Nuccio, n.d.). Pro-Tactile is a touch technique created by DeafBlind people for DeafBlind people.



Activity 9

Have learners read, view, and discuss the following:

- Environmental and Ergonomic Considerations in *Teaching Modules for the Classroom: DeafBlind Interpreting* (NCIEC, 2013)
- *Pro-Tactile: Understanding Touch Techniques to Facilitate Communication with DeafBlind People* (Collins & Pope, 2014)

Module 5

Unit 4

Activity 10

For this activity, trainers prepare materials that encourage learners to experience simulated vision loss. The following resource is helpful: Suggestions for Simulating Vision and Hearing Loss in *Teaching Modules for the Classroom: DeafBlind Interpreting* (NCIEC, 2013).

Activity 11

Have learners view the Helen Keller National Center conference video in the abovementioned *Teaching Modules* and discuss their observations and reactions.

Work with learners to create a community meeting simulation on a topic of interest, with the inclusion of Deaf and DeafBlind participants. Ideally, invite DeafBlind individuals to come to the class—if this is not possible, members of the class may play the roles of DeafBlind participants. Suggested roles include a hearing presenter who is not fluent in ASL, a Deaf platform interpreter, a Deaf feed interpreter, and Deaf interpreters working with DeafBlind participants who use a variety of communication modes.

Next, have learners share and discuss their experiences:

1. What were the main challenges? What worked well and why?
2. How did working from an English-based sign system impact processing effort as in the Gile model?
3. What was it like to work as a member of a Deaf interpreter/Deaf interpreter team?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions

3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable



Resources

Bowen-Bailey, D. (2005). *Relationship of simultaneous and consecutive interpreting*. Adjunct to *Hurry up and wait: Interpreting a visit to an emergency department* [DVD and study guide]. Retrieved from <http://healthcareinterpreting.org/faqs/relationship-simultaneous-consecutive-interpreting/>

Colonomos, B.M. (1997). *Pedagogical model of the interpreting process*. College Park, MD: Bilingual Mediation Center.

Gallaudet GSR 103. (2010). *ASL registers*. [Video]. Retrieved from <https://www.youtube.com/watch?v=rhMU2PqMitg>

Gallaudet University. (2012). *Commencement ceremony. Honorary degree recipient and commencement speaker, Markku Juhani Jokinen, then-president, World Federation of the Deaf*. [Video]. Retrieved from <http://www.youtube.com/watch?v=zNRNw9Cc49Q&feature=relmfu>

Gallaudet University. (2002). *The Deaf Way II presentation series: Video conference interpreting project—Revolutionizing services for deaf*. [Video]. Retrieved from <http://videocatalog.gallaudet.edu/?video=13868>

Gile, D. (2009). *Basic concepts and models for interpreter and translator training* (Rev. ed.). Amsterdam/Philadelphia: John Benjamins Publishing.

Granda, AJ & Nuccio, J. (n.d.). *Pro-Tactile: The DeafBlind way*. [Videos with transcripts]. Retrieved from <http://www.protactile.org/pt-vlog---1.html>

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting* (4th ed.). Everett, WA: H&H Publishing Co., Inc.

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—DeafBlind interpreting*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Modifications to your interpreting mode. [Video and PDF]. Also retrieved from <http://vimeo.com/30801444>
- Modifications to mode-close vision and tracking. [Video]. Also retrieved from <http://vimeo.com/30374306>

Module 5

Unit 4



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- Environmental and ergonomic considerations for DeafBlind interpreting. [Videos & PDF].
- Helen Keller conference. (DeafBlind interpreting). [Video]. Also retrieved from <http://vimeo.com/user5994566/hknc-conference>
- Suggestions for simulating vision and hearing loss. [PDF].

National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter*. Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

Patrie, C.J. (2005). *The effective interpreting series: Simultaneous interpreting from English, Teacher's set*. San Diego, CA: DawnSignPress.

Pope, J. & Collins, S.D. (2014). Pro-tactile: Understanding touch techniques to facilitate communication with DeafBlind people, part 1. Retrieved from http://issuu.com/dbtip/docs/pro-tactile_understanding_the_touch

Russell, D. (2013). A comparison of simultaneous and consecutive interpreting in the courtroom. In *International Journal of Disability, Community, and Rehabilitation*. Volume 2, No. 1. Retrieved from http://www.ijdcr.ca/VOL02_01_CAN/articles/russell.shtml

Russell, D. (2013) *Consecutive interpreting or...time is on my side* [Video]. Retrieved from <http://www.youtube.com/watch?v=f7g7vZOyRH8&feature=youtu.be>



Granda, AJ & Nuccio, J. (n.d.). *Pro-Tactile: The DeafBlind way*. [Videos with transcripts]. Retrieved from <http://www.protactile.org/pt-vlog---1.html>

Deaf/Hearing & Deaf/Deaf Interpreter Teams



Overview of Module & Related Units

Module 6

Overview

This module covers the rationale, theories, and practices of Deaf/Hearing and Deaf/Deaf interpreter teams. Learners engage in dialogue on justification for teaming and the critical roles and contributions of team members in achieving full communication access. Learners also explore and practice effective teaming strategies.

Purpose

Teamwork involves advance preparation and collaboration to manage and adapt to the needs of interpreted interactions, to gain closure post-assignment, and to apply new understandings to future interactions. Learners gain a greater understanding of the importance of Deaf interpreters' successful teamwork with interpreter colleagues, both Deaf and hearing.

TRAINER NOTE

This module uses DI/HI, HI/HI, and DI/DI teams to represent Deaf interpreter/hearing interpreter teams, hearing interpreter teams, and Deaf interpreter teams.

Competencies

- 1.0 Foundational Competencies (1.4)
- 2.0 Language, Culture & Communication Competencies (2.3, 2.4, 2.6)
- 3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this module, learners will:

1. Articulate three or more strategies for effective team building.





Module 6

2. Effectively explain the roles, functions, and processes of the interpreting team.
3. Explain the purpose and key components of effective pre-, *in situ*, and post-conference meetings.
4. Demonstrate effective team processes for verifying meaning, gathering clarifying information, managing information flow within the team, and ensuring an agreed upon team monitoring process for complete and accurate interpretation.
5. Give at least two examples of how power dynamics may affect interpreting teams, and suggest possible solutions.
6. Describe the politics of working with Deaf interpreters from the perspectives of Deaf interpreters, hearing interpreters, employers, and Deaf and DeafBlind consumers. Propose at least two ideas as to how Deaf interpreters can constructively contribute to this conversation.
7. Understand the importance of planning for smooth transitions during Deaf interpreting team efforts.

Prior Knowledge & Skills

Module 1: Deaf Interpreters–Past, Present & Future

Module 2: Ethnic & Cultural Diversity within the Deaf Community

Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles

Module 4: Ethical Considerations & Challenges for Deaf Interpreters

Module 5: Interpreting Theory & Practice for Deaf Interpreters

Approach & Sequence

The six units in this module taught in sequence (recommended) include readings, videos, presentation slides, and activities involving in-class exercises and open dialogue. These enable trainers to support learners in understanding essential concepts for effective Deaf interpreter practice, supplemented by resources assigned in advance as well as homework assignments.

Unit 1: Team Development

Unit 2: DI/HI Teams–Roles, Functions & Processes

Unit 3: Preparation–Pre- & Post-Conferencing

Unit 4: DI/HI Team Practices

Unit 5: DI/DI Team Practices

Unit 6: Power & Politics in Deaf Interpreter Teams

Unit 1: Team Development



Purpose

This unit enables learners to explore how concepts and approaches to team building apply to creating effective Deaf/hearing interpreter teams.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.6)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Module 6

Unit 1

Objectives

Upon completion of this unit, learners will:

1. Describe team development theories and their application to team interpreting.
2. Identify basic team development requirements and challenges.
3. Explain how theories and models of team development apply to effective team interpreting.

Key Questions

1. What specific techniques and strategies foster team building?
2. What factors affect the dynamics of team development in a given setting?

Activity 1

Define the word *team* based on *Effective Teambuilding* (Adair, 2011) and *Improving Work Groups* (Francis & Young, 1992). Have learners discuss what constitutes a team and the various types of teams.

Working first in pairs, and then as a class, have learners share personal experiences of working within teams:

1. What was the purpose of the team? Were there shared goals?
2. Who decided how the team would function?
3. What were the successes?
4. What were the obstacles?
5. Identify common threads in these stories.



TRAINER NOTE

Arrange for experienced Deaf interpreters to share their team-related experiences and perspectives and engage learners in dialogue on effective team building.

Module 6

Unit 1

Activity 2

As preparation for this activity, have learners review and discuss *The Team Building Tool Kit: Tips, Tactics, and Rules for Effective Workplace Teams* (Mackin, 2007).

Next, have learners do online research on general characteristics of effective teams, and complete the tasks below:

1. List definitions for the word team.
2. List the top five characteristics of effective teams.
3. Describe basic team development stages.
4. List three benefits and drawbacks (each) of working as a team.
5. List three behaviors that support or hinder team effectiveness.

Working in small groups, have learners compare their findings in each of these areas. Based on their shared research findings, have each group agree on the following:

1. Definition of the word *team*
2. Top five characteristics of effective teams
3. Basic team development stages
4. Three benefits and drawbacks (each) of working as a team
5. Three behaviors that support or hinder team effectiveness

Engage each small group in dialogue on how they did with this exercise. Did their group meet their criteria for an effective team? Have each group explain to the full class.

As a class, have learners compare the results of their work and discuss how general team concepts may be similar or different in HI/HI, DI/HI, and DI/DI teams.

Activity 3

Have learners review and discuss Team Interpreting: Defining What We Do in *Team Interpreting as Collaboration and Interdependence* (Hoza, 2010), as follows:

1. How should DI/HI and DI/DI teams be defined?
2. How can DI/HI and DI/DI teams adopt the qualities and assets of collaboration and interdependence?

Activity 4

As preparation for this activity, have learners review *Standard Practice Paper: Team Interpreting* (RID, 2007) and *Standard Practice Paper: Use of a Certified Deaf Interpreter* (RID, 1997).

Explain that in 1997, RID released *Standard Practice Paper: Use of a Certified Deaf Interpreter*. In 2007, they released *Standard Practice Paper: Team Interpreting*. The latter focuses on hearing interpreter team processes. Engage learners in dialogue on ways to update both documents to reflect and support Deaf interpreter practice.

TRAINER NOTE

Provide background on both documents and assign the above as homework. Have learners share their findings and engage in dialogue with the full class.

Have learners view and discuss *Perspectives on the 1997 RID CDI Standard Practice Paper: Introduction and Panel Discussion* (NCIEC, 2014), as follows:

1. What are the most immediate improvements needed to the Standard Practice Paper (SPP) on use of a certified Deaf interpreter?
2. How should RID address these?
3. Should the NAD also be involved in this process? If yes, how?
4. How can Deaf interpreters contribute to this process?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Adair, J. (2011). *Effective teambuilding: How to make a winning team* (Rev. Ed.). London, England: Pan Macmillan.

Francis, D. & Young, D. (1992). *Improving Work Groups, A Practical Manual for Team Building* (Rev. ed.). Hoboken, NJ: John Wiley & Sons.



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Hoza, J. (2010). *Team Interpreting as Collaboration and Interdependence*. Alexandria, VA: RID Press. Also retrieved from http://www.diinstitute.org/wp-content/uploads/2014/08/RIDPressTeamInterpretingChap1_HOZA2.pdf

Mackin, D. (2007). *The team building tool kit: tips, tactics, and rules for effective workplace teams (Rev. ed.)*. New York City, NY: AMACOM.

National Consortium of Interpreter Education Centers. (2014). *Perspectives on the 1997 RID CDI standard practice paper: Introduction and panel discussion*. [Videos]. Retrieved from <https://vimeo.com/104121344> and <https://vimeo.com/104121341>

Registry of Interpreters for the Deaf (2007). *Standard practice paper: Team interpreting*. Retrieved from http://www.rid.org/userfiles/File/pdfs/Standard_Practice_Papers/Team_Interpreting_SPP.pdf

Registry of Interpreters for the Deaf (1997). *Standard practice paper: Use of a certified Deaf interpreter*. Retrieved from http://rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/CDISPP.pdf



National Consortium of Interpreter Education Centers. (2014). *Perspectives on the 1997 RID CDI standard practice paper: Introduction and panel discussion*. Retrieved from <https://vimeo.com/104121344> and <https://vimeo.com/104121341>

Unit 2: DI/HI Teams–Roles, Functions & Processes



Module 6

Unit 2

Purpose

This unit enables learners to begin understanding the complex dynamics of working as a team with a hearing interpreter. Through observation, discussion, and direct experience, learners explore collaborative processes in achieving accurate and meaningful interpretation.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.6)
- 4.0 Interpreting Practice Competencies (4.5, 4.6, 4.7, 4.8, 4.9)

Objectives

Upon completion of this unit, learners will:

1. List five requisite skills for effective DI/HI teaming.
2. Describe how hearing interpreters adjust their interpretations when working with Deaf interpreters.
3. Begin to identify their strengths, preferences, and areas for improvement when working as part of DI/HI teams.
4. Explain the difference between interpreting and shadowing.

Key Questions

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

Activity 1

Engage learners in dialogue on the types of settings where DI/HI teams work, where they may be helpful, and where they are a necessity in consideration of consumer needs.



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Unit 2

Discuss requisite skills for effective teaming by Deaf and hearing interpreters:

1. Aptitude for independent and interdependent collaboration
2. Ability to make connections and build synergy within team/s
3. Language and cultural mediation skills
4. Stamina
5. Mental agility
6. Tolerance for ambiguity
7. Tolerance for diverse situations
8. Maturity
9. Personality traits that indicate successful work with a broad range of people

TRAINER NOTE

Learners can engage in analysis of their skills and traits through various means. Feedback from trusted peers and colleagues is one such method. Talking with mentors, teachers, and advisors are also helpful. Personality assessments are available online. Guide learners into awareness of skills and traits that contribute to or detract from their effectiveness within DI/HI teams.

Activity 2

Have learners view and discuss *Learning Community Series–Deaf/Hearing Interpreting Team Training* (GURIEC, 2012), as follows:

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

Activity 3

Engage learners in discussion of Deaf interpreters as feed interpreters (e.g., conferences, platform, large group sessions).

Emphasize the importance of Deaf interpreters in this role. Arrange learners into small groups.

In each group, one person assumes the role of the feed, the second is the interpreter, the third is the consumer, and the fourth is the observer (plural if there are more than four people in each small group). The consumer sits facing the interpreter, and the feed stands behind the consumer. The observer watches carefully and takes notes on the team process. The feed describes a procedure in ASL (e.g., how to cook chili

or how to fix a broken chair). The interpreter provides simultaneous interpretation by paraphrasing (not mirroring) the feed's text.

In small groups, have learners discuss:

1. Check the accuracy of the interpretation. Have the consumer compare their understanding of the interpretation with what the feed interpreter signed.
2. Did the feed adapt her/his signing to accommodate the interpreter's needs? How was this done and what did the observer/s see?
3. Did the interpreter provide an interpretation or a mirror rendition (or some of each)? What did the observer/s see?
4. If mirroring occurred, what may have caused this to happen?
5. What would the feed and the interpreter do differently next time?

After the above dialogue, switch roles so that each learner has a chance to perform in each role. Determine whether the feed and interpreter are to do preparation before beginning to work.

Returning to the full group, obtain learners' reactions to the activity. What did they come away with regarding the team process? What worked well? If any of the interpreter/feed teams decided to prepare, what specifically did they do? Were they effective in collaborating on their work efforts?

Activity 4

Have learners view and discuss *Learning Community Series–Deaf/Hearing Interpreting Team Series: Deaf/Hearing Interpreting Team Expert Panelists* (GURIEC, 2012), as follows:

1. Identify potential supports and barriers to effective teaming.
2. Describe strategies for effective pre-conferencing as a team.
3. Discuss team approaches to interpreting vs. mirroring. How did the panelists use mirroring as an opportunity to analyze their work?
4. What about corrections? How open are you to feedback on your work? From another Deaf interpreter? From a hearing interpreter?
5. There was considerable dialogue about trust. Give some examples from the panel on how to create a safe environment and build trust between members of DI/HI teams.



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TRAINER NOTE

Engage learners in dialogue on best approaches to providing and receiving feedback. An additional resource is *Feedback: A Conversation About “The Work” Between Learners and Colleagues* (Witter-Merithew, 2001).

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Activity 5

Have learners discuss and design a poster on how they envision a DI/HI team working together. Arrange them into small groups. Provide poster paper and markers to each group. On completion of group efforts, have one person from each group share their collaborative process with the full class, leading up to the design (and explanation) of their respective posters. As a class, and based on group posters, engage learners in dialogue on key strategies for successful DI/HI team efforts.

Activity 6

Have each learner arrange and conduct an interview with a DI/HI team or select one video from either the *Medical Appointment Series* or the *IEP Appointment Series* (NCIEC, 2014) and glean information about team processes. Each learner is to prepare a video or written summary to share with the class. The video or written summary must include what they learned and their assessment of team processes and techniques, aptitudes, and skills required for effective teamwork.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Gallaudet University Regional Interpreter Education Center. (2012). *Learning community series: Deaf/hearing interpreting expert team training*. [Video]. Retrieved from <https://www.youtube.com/watch?v=aGRMTbcsdkw>



Gallaudet University Regional Interpreter Education Center. (2012). *Learning community series: Deaf/hearing interpreting team expert panel*. [Video]. Retrieved from <https://www.youtube.com/watch?v=smpz5Ene114>

Gallaudet University Regional Interpreter Education Center. (2012). *Learning community series: Deaf/hearing interpreting expert team training*. [Video]. Retrieved from <https://www.youtube.com/watch?v=aGRMTbcsdkw> [Curriculum Resource]

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H> [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2014). *Individualized education program (IEP) meeting series*. [Videos]. Boston, MA: NCIEC.

National Consortium of Interpreter Education Centers. (2014). *Job Training: Dishwasher operation*. [Videos]. Boston, MA: NCIEC. [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2014). *Medical appointment series*. [Videos]. Boston, MA: NCIEC.

Witter-Merrithew, A. (2001). *Feedback: A conversation about “the work” between learners and colleagues*. Student handout. Denver, CO: University of North Colorado Distance Opportunities for Interpreter Training Center (UNC-DO IT). Retrieved from http://www.unco.edu/doit/resources/Publication_PDFs/FeedbackAConversationAboutTheWork.pdf



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National Consortium of Interpreter Education Centers. (2014). *Perspectives on the 1997 RID CDI standard practice paper: Introduction and panel discussion*. Retrieved from <https://vimeo.com/104121344> and <https://vimeo.com/104121341>



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National Consortium of Interpreter Education Centers. (2014). First day: Pre-conference with interpreting team in *Individualized education program (IEP) meeting series*. [Videos]. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104182641>



National Consortium of Interpreter Education Centers. (2014). Medical appointment 2: Pre-conference with interpreting team in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104177983>



Unit 3: Preparation– Pre- & Post-Conferencing



Purpose

This unit enables learners to observe and practice the art of building collaboration for DI/HI team efforts through pre- and post-conference meetings.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3, 2.4, 2.6)
- 4.0 Interpreting Practice Competencies (4.9)

Objectives

Upon completion of this unit, learners will:

1. Explain at least three key elements of pre- and post-conference sessions by DI/HI teams.
2. List at least three points of consensus DI/HI teams should reach before the start of interpreting assignments.
3. Demonstrate the ability to carry on pre- and post-conferences with team interpreters.
4. Identify the purpose of *in situ* conferences with consumers and give examples of the types of shareable information.
5. Give three reasons why DI/HI post-conference sessions are important for future interpreter practice.

Key Questions

1. How does pre-conferencing set the stage for interpreting assignments?
2. What information-sharing should occur in pre-conferences?
3. What pitfalls can be avoided by making plans ahead of time?
4. How can Deaf interpreters make the most of post-conference sessions?

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Unit 3

Activity 1

Have learners review *Toward Effective Practice: Competencies of the Deaf Interpreter* (NCIEC, 2010) and identify specific references to team preparation and agreements:

1. As a group, view a trainer-selected pre-conference in *Deaf interpreting: Team strategies for interpreting in a mental health setting* (Hollrah, 2012) or one of the segments in Deaf Interpreter Pre-Conference Sessions (NCIEC, 2013) and analyze the interaction of the team.
2. Using the Pre-Conference Analysis Worksheet in Appendix B, have learners identify the skills, techniques and strategies covered (and those not covered), and make note of agreements made by the team.
3. Discuss the factors and considerations included (and not included) as preparation for the interpreting assignment.

What points of consensus did the interpreters reach on the following?

1. Language use
2. Techniques and strategies for routine and complex situations
3. Ways to adapt and change course as needed
4. Use of consecutive or simultaneous interpretation and how to adapt as needed
5. Management of potential breakdowns

Activity 2

Have learners view the consumer meetings or *in situ* conference sessions in *Deaf interpreting: Team strategies for interpreting in a mental health setting* (Hollrah, 2012) and analyze the interaction of the team.

Using the Consumer Meeting Analysis Worksheet in Appendix B, have learners identify the skills, factors and strategies covered (and those not covered).

Describe the relationship between the interpreters. Did you perceive any power issues? Who took the lead?

Did the interpreting team learn anything new that would cause them to change their original plans and points of consensus for the interpreting assignment? Review the following:

1. Language use
2. Techniques and strategies for routine and complex situations
3. Ways to adapt and change course as needed

4. Use of consecutive and simultaneous interpretation and how to adapt as needed
5. Management of potential breakdowns



Activity 3

Have learners view the post-conference session in *Deaf Interpreting: Team Strategies* and analyze the interaction of the team. Discuss how the team uses interpreting model/s to assess the success of the work, identify teaming techniques, and prepare for the continuation of the assignment.

Activity 4

Have learners view the Adult Classroom vignette in *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters* (ASL/Spanish/English) [DVD] (NCIEC, 2014). The vignette demonstrates a pre-conference and a trilingual interpreting assignment, followed by discussion from each of the interpreters individually.

Discuss the interpreters' pre-conference points of consensus, topics covered in the consumer meetings, and how the interpreters analyzed their performance after the assignment, as follows:

1. What issues did the interpreters point to in the follow-up interviews?
2. How could those issues be avoided?
3. What additional complexities emerged in this ASL/Spanish/English environment?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H>

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National Consortium of Interpreter Education Centers. (2014). *Interpreting in Spanish-influenced settings—Video vignettes of working trilingual interpreters (ASL/Spanish/English)*. [DVD]. Boston, MA: NCIEC.

National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter*. Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

Module 6

Unit 3



Unit 4: DI/HI Team Practices



Purpose

This unit enables learners to practice interpreting as members of DI/HI teams. Learners use collaborative strategies to prepare for interpreting assignments. During interpreted interaction, learners strategize for verification of meaning, clarification, mutual monitoring, and flow management. Learners also employ effective approaches to post-conference debriefing. Overall, learners apply models of interpretation to the analysis of internal processing as well as to the interaction and co-construction of the interpretation.

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Unit 4

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3, 2.4, 2.6)
- 3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

Objectives

Upon completion of this unit, learners will:

1. Demonstrate the ability to prepare as a team for interpreting assignments.
2. Demonstrate the ability to interpret in mock settings and apply models of interpretation and teaming to analyze the effectiveness of the interactions.
3. Demonstrate skills of mutual monitoring, verification of meaning, gathering of clarifying information, and management of the process and flow.
4. Articulate the rationale for use of consecutive and simultaneous methods of interpretation.
5. Explain the roles, functions and processes of the interpreting team.
6. Demonstrate effective post-conference debriefing techniques, activities, and protocols.

Key Questions

1. How do theoretical models of interpreting apply to the conjoint process of DI/HI team interpreting?



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2. How are breakdowns in the team process recognized and managed?
3. How can DI/HI team members best support one another in achieving effective interpretation?
4. What team-internal techniques and cues can DI/HI team members use to create synergy in the team?
5. How can Deaf interpreters learn from each experience to enhance the next?

TRAINER NOTE

Whenever possible, invite experienced interpreters, professionals, and consumers who are Deaf, DeafBlind, and hearing to take part in the case study role-play exercises. Include videotaping as a learning tool, if all participants agree to this. Ensure learners have sufficient opportunity for preparation, including consumer assessment, situational analysis, and desired approach to interpretation. Also, include in situ and post-conference in-depth analysis and feedback.

Activities 1-5

Trainer-assigned case studies should involve the discourse styles listed below (select one from each category):

1. Inquiry Discourse
 - Taking down a medical history
 - Conducting a college interview
 - Applying for unemployment benefits
2. Narrative Discourse
 - Day on the campaign trail with a candidate
 - Trip to Alaska
 - Journey to becoming an interpreter
3. Procedural Text
 - How to fix a dripping faucet
 - How to design and plant a garden
 - How to do math problems
4. Expository Discourse
 - Passage of the Civil Rights Bill of 1964
 - Healthcare disparities in the U.S.
 - Rise of China as a global economic power
5. Persuasive/Argumentative Discourse
 - Community meeting to argue for improved recycling programs
 - Lobbying effort to fund a service for the DeafBlind community
 - Advantages of Deaf seniors' participation in a yoga program



Activity 6

Review and discuss settings and practices when Deaf interpreters work within more than one DI/HI team, as follows:

1. 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
2. Existing team models and ways to apply or adapt these to more than one DI/HI team
3. Practices for more than one DI/HI team
4. Consumers who would need more than one DI/HI team
5. Requisite skills for effective teaming for all DI/HI team members (refer back to Unit 2, Activity 1 in this module)



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Unit 4

Activity 7

Engage learners in discussion of techniques and strategies involving more than one DI/HI team. Arrange for two hearing interpreters experienced in working with DIs to participate in this activity. Have them join learners in viewing a trainer-selected video from a source such as *TED Talks* containing lectures that are 20 minutes or longer. Planning and preparation are essential for learners to fully benefit from these activities.

TRAINER NOTE

Video lectures on TED Talks have both subtitle and audio tracks; transcripts are useful for discourse analysis. Select lectures that are challenging for learners, yet appropriate for their skill level and experience.

Provide a description of a Deaf consumer using either the *Medical Appointment Series* or the *IEP Meeting Series* (NCIEC, 2014) stimulus materials. Walk participants through the pre-conferencing, *in situ* interpreting, and post-conferencing processes. Guide them through team decision-making processes and determination of feed preferences.

Videotape the full team interpreting a trainer-selected segment from the video. Using the taped segment, guide learners in the analysis of:

1. Effectiveness of interpretation within the context of a trainer-selected interpreting model
2. Effectiveness of processes used
3. Team processes, techniques, and skills required for effective teamwork



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Unit 4

Activity 8

This activity has the same components as Activity 5. Stimulus material, however, is different. Designate a team of two Deaf interpreters to work with two hearing interpreters, creating a full team. All other learners are to act as observers.

Walk participants through the pre-conferencing, *in situ* interpreting, and post-conferencing processes. Also, guide participants through team decision-making processes and determination of feed preferences.

Provide a description of the Deaf consumer, setting, and purpose using the VR Staff Meeting segment in *Interpreting in Vocational Rehabilitation Settings* (NCIEC, 2012). Videotape the full team interpreting a trainer-selected segment from the video.

Using the taped segment, guide the class in the analysis of:

1. Effectiveness of interpretation within the context of a trainer-selected interpreting model
2. Effectiveness of process/es used
3. Team processes, techniques, and skills required for effective teamwork

TRAINER NOTE

Provide learners with opportunities to create work samples that demonstrate optimal team processes using trainer-selected (or learner-developed) case studies. Ensure learners make use of the NCIEC Release Form included in this curriculum.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H> [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2012). *Interpreting in vocational rehabilitation settings*. [DVD series, six-pack]. Boston, MA: NCIEC. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#N>

National Consortium of Interpreter Education Centers. (2014). *Interpreting in Spanish-influenced settings: Video vignettes of working trilingual interpreters (ASL/Spanish/English)*. [DVD]. Boston, MA: NCIEC. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#N> [Curriculum Resource]

TED Talks. (2014). *TED Talks*. [Videos]. Retrieved from <http://www.ted.com/talks/browse>



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National Consortium of Interpreter Education Centers. (2014). First day: IEP Meeting in *Individualized education program meeting series*. [Videos]. Boston, MA: NCIEC. (Pictured left to right: Deaf interpreter, teacher, learning disability specialist, hearing interpreter, and parents, with observer in standing in background).



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National Consortium of Interpreter Education Centers. (2014). Medical appointment 1: Pre-conference with the interpreting team in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104156407> (Hearing interpreter with two Deaf interpreters in pre-conference).



National Consortium of Interpreter Education Centers. (2014). First day: Pre-conference with the teacher in *Individualized education program meeting series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104182643> (Deaf interpreter/hearing interpreter team in pre-conference with hearing consumer).

Unit 5: DI/DI Team Practices



Module 6 Unit 5

Purpose

This unit focuses on the concept of Deaf/Deaf interpreter teams. Learners apply theories and practices for and within DI/DI teams to become effective advocates and service providers. Learners use collaborative strategies for pre-conferencing, *in situ* interpreting, and post-conference debriefing. Learners also apply models of interpretation to the analysis of internal processing as well as to the interaction and co-construction of the interpretation.

Competencies

- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

Objectives

Upon completion of this unit, learners will:

1. Apply teaming models and techniques for teaming.
2. Determine and apply team approaches and strategies in specific settings and with specific consumers for effective team interpreting.
3. Demonstrate the application of theories and models of teaming and decision-making processes to adapt techniques for effective team interpreting.
4. Evaluate the effectiveness of the DI/DI team processes.
5. Identify techniques for mediation and conferences within team/s.
6. Identify issues and needs for effective team processes.
7. Apply interpreting models in team dialogue to achieve message equivalence.

Key Questions

1. How do theoretical models of interpreting apply to the conjoint process of DI/DI team interpreting?
2. What techniques and strategies are needed to recognize and manage breakdowns in the team process?
3. What techniques and cues can DI/DI team members use to create synergy within the team?



4. How can Deaf interpreters advocate the benefits of DI/DI teams to a variety of stakeholders (e.g., hearing interpreters, agencies, Deaf consumers)?

Activity 1

In small groups, have learners record on poster paper and discuss how they envision DI/DI teams working collaboratively.

Engage learners in dialogue:

1. How are DI/DI team dynamics different from DI/HI team dynamics?
2. What issues may arise that are unique to DI/DI teams?
3. How can DI/DI teams work through challenges within the team?

Activity 2

Guide learners in investigating and reporting findings, as follows:

1. Settings where DI/DI teams can occur, may be required, or are a necessity in consideration of the needs and practices of consumers for DI/DI teams
2. Existing team models and application or adaptation of these for DI/DI teams
3. Consumers who could benefit from DI/DI teams
4. Requisite skills for effective teaming for Deaf interpreter teams (refer back to Unit 2, Activity 1 in this module)

Activity 3

Arrange learners in small groups. Have each group select two members to serve as a DI/DI team and two observers to provide feedback. Using investigation report/s from Activity 2, have learners select one of the activities below:

1. Tactile communication with DeafBlind consumer
2. Sight/text translation (e.g., job application, training material for a vocational class)
3. Platform interpreting (e.g., international conference, a hearing presenter with a transliterator and audience of native ASL users)

Debrief and engage learners in discussion about pre-conferencing, *in situ* and post-conferencing team processes in the selected setting. Have the two observers provide assessment and feedback of DI/DI teamwork and process. Switch participants' roles and follow the same procedure as above.

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TRAINER NOTE

For sight/text translation practice, either as an in-class activity or as homework assignment, have learners watch at least two vignettes in *Examples of a Deaf Interpreter's Work* (Hollrah, 2012).



Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H>



Module 6

Unit 5



Module 6

Unit 5



Unit 6: Power & Politics of DI/HI Teams



Purpose

This unit brings to light attitudes and perspectives that can support or hinder the use and functioning of DI/HI teams as well as challenge learners to propose approaches that can help enhance DI/HI team practice. Learners also explore the influence of power and politics on team dynamics and interpreter practice.

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Competencies

- 1.0 Foundational Competencies (1.4)
- 2.0 Language, Culture & Communication Competencies (2.3, 2.4, 2.6)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

Objectives

Upon completion of this unit, learners will:

1. Give two examples of how power dynamics may impact the functioning of DI/HI teams, and suggest possible solutions.
2. Describe the politics of working with Deaf interpreters from the perspective of Deaf interpreters, hearing interpreters, employers, and Deaf and DeafBlind consumers.
3. Propose at least two ideas as to how Deaf interpreters can constructively contribute to this conversation.

Key Questions

1. What are the advantages and disadvantages of working with Deaf interpreters from the point of view of hearing interpreters?
2. What power dynamics may arise in DI/HI relationships?
3. How can Deaf interpreters and hearing interpreters effectively make the case for use of DI/HI and DI/DI teams in various situations?
4. How can interpreting education programs create a welcoming climate for DI/HI teamwork and better prepare hearing interpreters to work with Deaf interpreters?





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Unit 6

Activity 1

As preparation for this activity, have learners review the following resources, including reader comments if applicable:

1. *The Benefits of Deaf Interpreters* (ASLized, 2014)
2. *Team Me Up? CDI* (Beldon & McCutcheon, n.d.)
3. *Interpreters: Gatekeepers for the Deaf Interpreter Community* (Bronk, 2012)
4. *Who Needs a Deaf Interpreter? I Do!* (Burns, 1999)
5. *Deaf Interpreters: The State of Inclusion* (Howard, 2013)
6. *Are Hearing Interpreters Responsible to Pave the Way for Deaf Interpreters?* (Mindess, 2014)
7. *Interpreting Without a Deaf Interpreter is an RID CPC Violation* (Brick & Beldon, 2014)

Discuss the following questions:

1. What are the main points of each of these articles/vlogs?
2. What are the various attitudes described in these articles/vlogs?
3. Why would some hearing interpreters resist teaming with a Deaf interpreter?
4. How can attitudes be changed?

DID YOU KNOW?

Deaf people engage with the world primarily through sight and vision. Deaf people are more visually oriented, have enhanced visual attention, place more value on vision, are biologically predisposed to be more visually oriented, and are reliant on vision for learning (Hauser, P., et al., 2010). Deaf interpreters bring this predisposition to their work as part the interpreting team.

Activity 2

View and discuss Making a Case for a Deaf Interpreter/Hearing Interpreter Team in *Teaching Modules for the Classroom: Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013):

1. Explain (or develop a plan for) how Deaf interpreters can share this information with hearing interpreters and Deaf community members.
2. Develop justifications for DI/HI teamwork for both hearing interpreters and hiring entities.

TRAINER NOTE

Learners can create video or written homework to share with classmates, published as an article in RID VIEWS, or given as a presentation to their local RID chapter.



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Activity 3

For this activity and as homework assignment, have learners interview a DI/HI team to learn more about their team processes, strategies, and interpersonal dynamics. Possible interview questions include:

1. Why did the DI/HI team members choose to work together?
2. How did they improve their teamwork over time?
3. Explore power dynamics that may have arisen in their team. How did it impact their decision-making, and how did they recognize and resolve these?
4. If they experienced audism or other forms of discrimination on the job, how did it impact their work and how did they resolve this?
5. What message would they like to send to other DI/HI interpreters about the benefits of working as a team?
6. What justifications have they given to promote the hiring of DI/HI teams?

Have learners prepare written or video responses to the above questions to share for in-class dialogue.

Activity 4

Have learners discuss their experience/s as interpreter education program (IEP) students, guest presenters, lecturers, or trainers. Guide learners in dialogue as follows:

1. What were the advantages for aspiring Deaf interpreters learning alongside aspiring hearing interpreters? What were the challenges?
2. How did the involvement of Deaf students and professionals benefit the IEP and its students?
3. What strategies can IEPs use to generate greater acceptance of and involvement and collaboration with Deaf students, trainers, and professionals by their hearing counterparts?

Arrange learners into small groups and have them brainstorm ideas to support active involvement by aspiring and experienced Deaf interpreters in IEPs. Taking this further, have learners create video narratives explaining the benefits, challenges, and recommendations.



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Activity 5

If possible, invite a hearing interpreter, a hearing consumer (e.g., tax expert, bank officer, IRA consultant, etc.), an interpreter referral agency representative, and a DeafBlind consumer to participate in this activity. Arrange learners into small groups. Assign one learner in each group the role of Deaf interpreter. Assign one stakeholder to each group. Have group interview the assigned stakeholder using the questions below:

1. What are the benefits of working with Deaf interpreters?
2. What are the challenges?
3. After conducting interviews, have learners compile responses and create vlogs on the following:
 - Benefits of using Deaf interpreters outweigh the challenges
 - Tips for advocating, hiring, and working with Deaf interpreters

TRAINER NOTE

The above activity can be a homework assignment. Have learners report back to the class and share outcomes, providing opportunities for in-depth dialogue.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

ASLized. (August 10, 2014). *The benefits of Deaf interpreters*. [Videos]. Retrieved from <http://www.deafvideo.tv/235079> and <https://www.youtube.com/watch?v=Ec8LjnVuJx8&list=UU0jdsYSKy1VNhKw79mw0RsA>

Beldon J. & McCutcheon, P. (n.d.). Team me up? CDI. *Street Leverage*. Retrieved from <http://www.streetleverage.com/team-me-up-cdi>

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Bronk, A. (2012) *Interpreters: Gatekeepers for the Deaf interpreter community*. *RID VIEWS*, 26 (2), 27-28. Also retrieved from <http://www.diinstitute.org/wp-content/uploads/2012/07/0409VIEWS-RIDCommittess-DML.pdf>

Burns, T.J. (1999). Who needs a Deaf interpreter? I do! *RID VIEWS*, 16 (10), 7. Retrieved from <http://www.diinstitute.org/wp-content/uploads/2012/07/Burns.pdf>

Hauser, P., O'Hearn, A., McKee, M., Steider, A., & Thew, D. (2010). Deaf epistemology: Deafhood and deafness. *American Annals of the Deaf*. 154(5), 486-492.

Howard, N. (2013). Deaf interpreters: The state of inclusion. *Street Leverage*. Retrieved from <http://www.streetleverage.com/2013/04/nigel-howard-deaf-interpreters-the-state-of-inclusion/>

Mindess, A. (2014). Are hearing interpreters responsible to pave the way for Deaf interpreters? *Street Leverage*. Retrieved from <http://www.streetleverage.com/2014/08/are-hearing-interpreters-responsible-to-pave-the-way-for-deaf-interpreters/>

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—Deaf interpreter/hearing interpreter teams*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Unit 2.1—Making the case for a Deaf interpreter-hearing HI) team. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/8931ea84-5308-4d45-a367-d2329f2e3de9>
- Unit 2.2—Coda vs Deaf interpreter. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/e8581154-8972-486f-bdc3-b0e7f35066e3>
- Unit 2.3—Benefits of having a Deaf interpreter as part of a team. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/4dcf44a-f3e1-4498-b72e-0888158e63f1>



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Group dialogue during NCIEC *Deaf Interpreter Train the Trainers* Session held June 2014.

Appendix A: Deaf Interpreter Competencies



Appendix A Competencies

Contents

For use as part of this curriculum, the NCIEC Deaf Interpreter Competencies have been adapted from *Toward Effective Practice: Competencies of the Deaf Interpreter* (NCIEC, 2010). These competencies include references to DeafBlind individuals and the DeafBlind community. Brackets [Mx/Ux] next to each competency indicate applicable modules and units. A summary chart further clarifies linkages between specific competencies and modules.

Competencies

The *Deaf Interpreter Competencies* comprise specialized knowledge and skill sets extending beyond those expected of the generalist practitioner, grouped into five domains – 1.0 Foundational, 2.0 Language, Culture and Communication, 3.0 Consumer Assessment, 4.0 Interpreting Practice, and 5.0 Professional Development.

1.0 Foundational Competencies

As a Deaf person, the Deaf interpreter starts with a distinct set of formative experiences described extensively by Deaf interpreter focus group participants (NCIEC, 2009a). The formative experiences of Deaf interpreters include:

- 1.1 Exposure to American Sign Language and/or another signed language, and a wide variety of other communication forms used by Deaf people through life-long interactions with Deaf and DeafBlind family members and friends, Deaf and DeafBlind peers within the education system, and Deaf and DeafBlind people in the community. [Modules 1, 2]
- 1.2 Early experiences of interpreting for family, friends, and peers. [Module 1]



- 1.3 Experiences of personal challenges in comprehending situations, interpreters, and various communication styles. [Module 1]
- 1.4 Personal experiences of discrimination, oppression, and frustration with lack of access to communication and information. [Modules 1, 3]

2.0 Language, Culture & Communication Competencies

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The Deaf interpreter demonstrates the following language, culture, and communication competencies critical to effective interaction with the range of consumers with whom s/he may work:

- 2.1 Native or native-like competence in ASL, and/or a second signed language, including spontaneous use of pragmatic and sociolinguistic features of ASL, and/or a second signed language discourse including prosody, accent, transition markers, discourse markers, and turn taking. [Module 1]
- 2.2 Adeptness and flexibility in working across a range of registers, genres, and variations of ASL, and/or a second signed language, attributable to consumer's age, gender, ethnicity and cultural background, region, socioeconomic status, physical and cognitive health, and education levels. [Modules 1, 2, 3, 5]
- 2.3 Ability to recognize and negotiate cultural behaviors, values, mores, and discourse features and styles for effective communication. [Modules 1, 2, 6]
- 2.4 Creativity and flexibility in the use of alternative visual communication strategies to convey complex concepts to consumers, including drawing, mime, props, etc. [Modules 2, 3, 5, 6]
- 2.5 Ability to read and write English for sight translation of standard forms and instructions (e.g., hospital admission, informed consent, job applications, insurance, billing) and written translation of the Deaf consumer's responses. [Module 5]
- 2.6 Ability to effectively explain and discuss the following concepts to a variety of stakeholders in an articulate, professional manner:
 - 2.6.1 Process of consumer assessment and the rationale for using particular interpreting strategies and interventions. [Modules 2, 3]
 - 2.6.2 Roles, functions, and processes of the interpreting team. [Module 6]

2.6.3 Rationale for the decision to use consecutive or simultaneous interpreting. [Module 5]

2.6.4 Extent to which interpreters' linguistic negotiation and consumer language constraints may limit appropriate stakeholder use of portions of the interpretation. [Modules 2, 4, 5]



3.0 Consumer Assessment Competencies

The Deaf interpreter demonstrates the following competencies in determining appropriate interpreting and communication strategies with consumers:

- 3.1 Recognize educational, cognitive, physiological, and sociolinguistic factors and communication needs likely to influence interpretation strategies and communication interventions. [Modules 3, 6]
- 3.2 Identify Deaf and DeafBlind consumers' language use (e.g., bilingual, monolingual, semi-lingual, familiarity with language/s being used, communication system interference, international signs, use of culture-specific and idiosyncratic gestures or home signs, use of tactile or close-vision communication) to determine target language/communication form. [Modules 2, 3, 6]
- 3.3 Identify Deaf and DeafBlind consumers' potential gaps (e.g., informational, experiential, educational, visual, protocol, cognitive, memory, or cultural frame of reference) relative to particular interactions or settings to determine target language/communication strategy, consistent with the experiential and linguistic framework of Deaf or DeafBlind consumers and appropriate to situational protocol. [Modules 3, 5, 6]
- 3.4 Apply understanding of the history and significance of oppression in the Deaf and the DeafBlind communities in the analysis of power relationships among participants within the interpreted interaction to determine how the position of consumers within the power dynamic might influence interpreting decisions or strategies. [Modules 2, 3, 4]

4.0 Interpreting Practice Competencies

The Deaf interpreter demonstrates ability to use engagement, analytic, production, monitoring, and decision-making skills and strategies in the co-construction of meaningful interpretation for all consumers involved:

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- 4.1 Engaging Deaf and DeafBlind consumers in the interpreting process in order to effect the most accurate and meaningful communication. [Modules 5, 6]
- 4.2 Elicitation strategies to draw out information and seek clarification of meaning (e.g., prompting, probing, questioning, referencing previous comments, paraphrasing, verifying interpreter's comprehension of the Deaf or DeafBlind consumer's message). [Modules 3, 5, 6]
- 4.3 Contextual strategies to infer implied meaning and discern meaning in spite of production interference in such areas as sentence structures, pronominal reference, surrogate role, reporting of events, description, use of tense and spatial reference. [Modules 5, 6]
- 4.4 Strategies to maintain Deaf and DeafBlind consumers' focus on information relevant to the discourse (e.g., reiterating previous remark/question, making connections to earlier discussion; clarifying the point of remark/question). [Modules 3, 5, 6]
- 4.5 Production strategies aimed at a target language/communication form consistent with the experiential and linguistic framework of Deaf and DeafBlind consumers including:
 - 4.5.1 Adapting syntactic form (e.g., temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, adjusting register). [Modules 3, 5, 6]
 - 4.5.2 Managing flow of information (e.g., pacing, parsing of content). [Module 5, 6]
 - 4.5.3 Providing contextual information (e.g., visual description, linkages among concepts discussed, added redundancy, reframing, analogies, examples, definitions, cultural information, and explanation of situational protocol). [Modules 2, 5, 6]
 - 4.5.4 Monitoring consumer feedback to determine alternative modes of communication and other interventions (e.g., tactile or close-vision communication, international signs, adopting the Deaf or DeafBlind consumer's preferred signs, cultural specific or idiosyncratic gestures, home signs, use of props, drawing, mime, etc.). [Modules 2, 3, 5, 6]
 - 4.5.5 Seeking clarification from all parties involved concerning details as needed to accomplish above. [Modules 5, 6]

- 4.6 Demonstrate ability to recognize when stakeholders may use ancillary aspects or imprinted messages in ways that do not represent an intended consequence of the linguistic interaction. [Modules 4, 5, 6]
- 4.7 Demonstrate ability to monitor interaction to determine whether interpreting is effective; determine when it might be appropriate to stop the proceedings and offer appropriate alternative resources. [Modules 4, 5, 6]
- 4.8 Identify, recognize, and differentiate roles as an interpreter and as an advocate, including boundaries expected within the profession and the Deaf and the DeafBlind communities. [Modules 4, 6]
- 4.9 When working as a team with hearing interpreter/s, demonstrate the ability to effectively negotiate aspects of the conjoint work with all parties involved:
- 4.9.1 Foster a collaborative interpreting process, working together to verify meaning, gather clarifying information, manage information flow within the team, and effect a mutual monitoring process in the construction of complete and accurate interpretation for all consumers involved. [Module 6]
 - 4.9.2 Agree in advance with team interpreter on language use, techniques and strategies for routine and complex interpreting situations, and how to adapt and change course as needed. [Module 6]
 - 4.9.3 Agree in advance with team interpreter on the use of consecutive and/or simultaneous interpretation and management of switching between consecutive and simultaneous interpreting as needed. [Module 6]
 - 4.9.4 Discuss in advance with team interpreter how to manage potential communication breakdowns between team members, including requesting for brief team conferences, adapting language use, techniques, strategies, and replacing members of the team, when necessary, in a professional manner. [Module 6]
 - 4.9.5 Recognize and effectively navigate potential power dynamics (e.g., perceived roles, cultural disparities, discrimination, oppression, audism) within the team process. [Module 6]
- 4.5.6 When two or more teams are at work, plan how and when to switch so that each team will utilize and build upon existing



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linguistic concepts to keep the transition from one team to another linguistically clear to all consumers involved. [Module 6]

5.0 Professional Development Competencies

The Deaf interpreter demonstrates the following competencies aimed at continual development and enhancement of the Deaf interpreter profession:

- 5.1 Pursue professional development activities that involve interaction with colleagues, peers, and other professionals. [Modules 1, 2, 3, 4, 5, 6]
- 5.2 Actively encourage and participate in professional learning communities of Deaf interpreters (e.g., meetings, workshops, conferences, virtual meeting rooms). [Modules 1, 2, 3, 4, 5, 6]
- 5.3 Keep abreast of current trends in interpretation, linguistics, cultural studies, and research. [Modules 1, 2, 3, 4, 5, 6]
- 5.4 Stay abreast of knowledge and current trends in a wide variety of subject areas (e.g., medical, mental health, and legal) and any area in which the Deaf interpreter may work. [Modules 1, 2, 3, 4, 5, 6]
- 5.5 Pursue educational and interpreting credentials. [Module 1]

References

National Consortium of Interpreter Education Centers. (2010). *Toward Effective Practice: Competencies of the Deaf Interpreter*. Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

National Consortium of Interpreter Education Centers. (2009a). Analysis of Deaf Interpreter focus group discussions conducted April-July 2007. Retrieved from http://diinstitute.org/wp-content/uploads/2010/03/DI_FocusGroups_FinalReport.pdf

Appendix A Competencies

Competencies by Modules						
1.0 Foundational Competencies	M1	M2	M3	M4	M5	M6
1.1 Exposure to American Sign Language and/or another signed language, and a wide variety of other communication forms used by Deaf people through life-long interactions with Deaf family members and friends, Deaf peers within the education system, and Deaf people in the community.	X		X			
1.2 Early experiences of interpreting for family, friends, and peers.	X					
1.3 Experiences of personal challenges in comprehending situations, interpreters, and various communication styles.	X					
1.4 Personal experiences of discrimination, oppression, and frustration with lack of access to communication and information.	X		X			
2.0 Language, Culture & Communication Competencies	M1	M2	M3	M4	M5	M6
2.1 Native or native-like competency in ASL and/or a second signed language, including spontaneous use of pragmatic and sociolinguistic features of ASL and/or a second signed language discourse including prosody, accent, transition markers, discourse markers, and turn taking.	X					
2.2 Adeptness and flexibility in working across a range of registers, genres, and variations of ASL and/or a second signed language, attributable to consumer's age, gender, ethnicity and cultural background, region, socioeconomic status, physical and cognitive health, and education levels.	X	X	X		X	



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2.0 Language, Culture & Communication Competencies	M1	M2	M3	M4	M5	M6
2.3 Ability to recognize and negotiate cultural behaviors, values, mores, and discourse features and styles for effective communication.	X	X				X
2.4 Creativity and flexibility in the use of alternative visual communication strategies to convey complex concepts to consumers, including drawing, mime, props, etc.		X	X		X	X
2.5 Ability to read and write English for sight translation of standard forms and instructions (e.g., hospital admission, informed consent, job applications, insurance, billing) and written translation of the Deaf consumer's responses.					X	
2.6 Ability to effectively explain and discuss the following concepts to a variety of stakeholders in an articulate, professional manner:						
2.6.1 Process of consumer assessment and the rationale for using particular interpreting strategies and interventions.		X	X			
2.6.2 Roles, functions, and processes of the interpreting team.						X
2.6.3 Rationale for the decision to use consecutive or simultaneous interpreting.					X	
2.6.4 Extent to which interpreters' linguistic negotiation and consumer language constraints may limit appropriate stakeholder use of portions of the interpretation.		X		X	X	

3.0 Consumer Assessment Competencies		M1	M2	M3	M4	M5	M6
3.1 Recognize educational, cognitive, physiological, and sociolinguistic factors and communication needs likely to influence interpretation strategies and communication interventions.				X			X
3.2 Identify Deaf consumers' language use (e.g., bilingual, monolingual, semi-lingual, familiarity with language(s) being used, communication system interference, international signs, use of culture-specific and idiosyncratic gestures or home signs, use of tactual communication, use of close-vision communication) to determine a target language/communication form.			X	X			X
3.3 Identify Deaf consumer's potential gaps (e.g., informational, experiential, educational, visual, protocol, cognitive, memory, cultural, or frame of reference) relative to the particular interaction or setting in order to determine a target language/communication strategy consistent with the experiential and linguistic framework of the Deaf consumer and appropriate to situational protocol.				X		X	X
3.4 Apply understanding of the history and significance of oppression in the Deaf community in analysis of power relationships among participants within the interpreted interaction in order to determine how the consumer's position within the power dynamic might influence interpreting decisions or strategies.			X	X	X		
4.0 Interpreting Practice Competencies		M1	M2	M3	M4	M5	M6
4.1 Engaging the Deaf consumer in the interpreting process in order to effect the most accurate and meaningful communication.						X	X



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4.0 Interpreting Practice Competencies	M1	M2	M3	M4	M5	M6
4.2 Elicitation strategies to draw out information and seek clarification of meaning (e.g., prompting, probing, questioning, referencing previous comments, paraphrasing, verifying interpreter's comprehension of the Deaf consumer's message).			X		X	X
4.3 Contextual strategies to infer implied meaning and discern meaning in spite of production interference in such areas as sentence structures, pronominal reference, surrogate role, reporting of events, description, use of tense and spatial reference.					X	X
4.4 Strategies to maintain the Deaf consumer's focus on information relevant to the discourse (e.g., reiterating previous remark/question, making connections to earlier discussion; clarifying the point of remark/question).			X		X	X
4.5 Production strategies aimed at a target language/communication form consistent with the experiential and linguistic framework of the Deaf consumer including:						
4.5.1 Adapting syntactic form (e.g., temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, adjusting register).			X		X	X
4.5.2 Managing flow of information (e.g., pacing, parsing of content).					X	X

4.0 Interpreting Practice Competencies		M1	M2	M3	M4	M5	M6
4.5.3	Providing contextual information (e.g., visual description, linkages among concepts discussed, added redundancy, reframing, analogies, examples, definitions, cultural information, and explanation of situational protocol).		X			X	X
4.5.4	Monitoring consumer feedback to determine alternative modes of communication and other interventions (e.g., tactual communication, close-vision communication, international signs, adopting the Deaf consumer's preferred signs, cultural specific or idiosyncratic gestures, home signs, use of props, drawing, mime, etc.).		X	X		X	X
4.5.5	Seeking clarification from all parties involved concerning details as needed to accomplish above.					X	X
4.6	Demonstrate ability to recognize when stakeholders may use ancillary aspects or imprinted messages in ways that do not represent an intended consequence of the linguistic interaction.				X	X	X
4.7	Demonstrate ability to monitor interaction to determine whether interpreting is effective; determine when it might be appropriate to stop the proceedings and offer appropriate alternative resources.				X	X	X
4.8	Identify, recognize, and differentiate roles as an interpreter and as an advocate including boundaries expected within the profession and the Deaf community.				X		X



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4.0 Interpreting Practice Competencies	M1	M2	M3	M4	M5	M6
4.9 When working as a team with a hearing interpreter, demonstrate ability to effectively negotiate aspects of the conjoint work with all parties involved:						
4.9.1 Foster a collaborative interpreting process, working together to verify meaning, gather clarifying information, manage information flow within the team, and effect a mutual monitoring process in the construction of complete and accurate interpretation for all consumers involved.						X
4.9.2 Agree in advance with team interpreter on language use, techniques and strategies for routine and complex interpreting situations and how to adapt and change course as needed.						X
4.9.3 Agree in advance with team interpreter on the use of consecutive and/or simultaneous interpretation and management of switching between consecutive and simultaneous interpreting as needed.						X
4.9.4 Discuss in advance with team interpreter how to manage potential communication breakdowns between team members, including requesting brief team conferences, adapting language use, techniques, strategies, and replacing members of the team, when necessary, in a professional manner.						X
4.9.5 Recognize and effectively navigate potential power dynamics (e.g., perceived roles, cultural disparities, discrimination, oppression, audism) within the team process.						X

4.0 Interpreting Practice Competencies		M1	M2	M3	M4	M5	M6
4.9.6 When two or more teams are at work, plan how and when to switch so that each team will utilize and build upon existing linguistic concepts to keep the transition from one team to another linguistically clear to all consumers involved.							X
5.0 Professional Development Competencies		M1	M2	M3	M4	M5	M6
5.1 Pursue professional development activities that involve interaction with colleagues, peers, and other professionals.		X	X	X	X	X	X
5.2 Actively encourage and participate in professional learning communities of Deaf interpreters (e.g., meetings, workshops, conferences, virtual meeting rooms).		X	X	X	X	X	X
5.3 Keep abreast of current trends in interpretation, linguistics, cultural studies, and research.		X	X	X	X	X	X
5.4 Stay abreast of knowledge and current trends in a wide variety of subject areas (e.g., medical, mental health, and legal) and any area in which the Deaf interpreter may work.		X	X	X	X	X	X
5.5 Pursue educational and interpreting credentials.		X					



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Appendix B: Worksheets



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Community Observation Worksheet
Deaf Interviewees Worksheet

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Consumer Meeting Analysis Worksheet

Appendix B

Worksheets



Organization Comparative Analysis Worksheet

Module 2, Unit 1, Activity 2

The purpose of this activity is to compare and analyze the services and support provided for people of color from organizations serving the Deaf, DeafBlind, and interpreting communities.

Instructions: Select three organizations from the list below. Fill in or complete a separate document delineating the mission statement for each organization. Complete the second part below to determine what services and activities are offered to support members of each.

Organization	Website	Mission
Mano a Mano	http://www.manoamano-unidos.org	
National Alliance of Black Interpreters	http://www.naobi.org	
National Asian Deaf Congress	No website. See: http://www.facebook.com/pages/National-Asian-Deaf-Congress/250399135044358	
National Association of the Deaf	http://www.nad.org	
National Black Deaf Advocates	http://www.nbda.org	
National Council of Hispano Deaf and Hard of Hearing	http://www.nchdhh.org/	
Registry of Interpreters for the Deaf	http://www.rid.org	
Sacred Circle	http://www.deafnative.com/	

Instructions: Complete the questions below for the three organizations you have selected. Note: These questions can be answered either in writing or in ASL. If in ASL, please provide a link to your video.

1. How and why were the organizations established?
2. What services does each organization provide to support its members?
3. Do any of the organizations support the use of Deaf interpreters at events? If yes, how?
4. How would you approach an interpreting assignment provided by these organizations?
5. Can one organization meet the needs of all Deaf people? Why or why not?

Organization Origins	Services & Support	Key Activities





Case Study 1 Worksheet

Module 2, Unit 2, Activity 2

Case Study 1: Deaf Adolescent of Hearing Parents

Age: 14

Gender: Male

Ethnicity: Caucasian American

Socioeconomic Status: Middle-upper class

Sense of Group Membership: None

Experience with Deaf Community: Limited to interactions at school

Family Communication: Parents use English-based sign system

Language Use: Manual English system with peers

School/Program: Rural mainstream

Other Variables: Spends two hours/day in self-contained classroom

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)





Case Study 2 Worksheet

Module 2, Unit 2, Activity 2

Case Study 2: Recent Immigrant from Mexico

Age: Adult

Gender: Female

Ethnicity: Mexican

Socioeconomic Status: Upper-lower class

Sense of Group Membership: Member of Deaf community in Juarez, with no connection to local Deaf community

Experience with Deaf Community: European American Deaf community

Family Communication: Husband (deaf) and sister (hearing) use LSM/Spanish

Language Use: Survival Spanish (reading); LSM

School/Program: Two years oral school in Ciudad Juarez

Other Variables: Lives in a *colonia* near the US/Mexico border

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)



Case Study 3 Worksheet

Module 2, Unit 2, Activity 2

Case Study 3: African American from the Rural South

Age: Adult

Gender: Male

Ethnicity: African American/Black

Socioeconomic Status: Upper-middle class

Sense of Group Membership: Interacts mostly with family

Experience with Deaf Community: Just beginning to interact with other Black Deaf

Family Communication: Parents and siblings sign (ASL-like)

Language Use: Standard ASL and Black ASL

School/Program: Deaf school two hours from home

Other Variables: Becoming involved with NBDA

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)





Case Study 4 Worksheet

Module 2, Unit 2, Activity 2

Case Study 4: Native American

Age: Adult

Gender: Female

Ethnicity: Native American/Indian

Socioeconomic Status: Lower class

Sense of Group Membership: Indian tribal

Experience with Deaf Community: Limited; lives on reservation

Family Communication: Navajo and home signs (with Deaf sibling)

Language Use: Gestures, home signs

School/Program: Residential program, Indian school

Other Variables: Actively involved with cultural events and ceremonies on the reservation

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)





Case Study 5 Worksheet

Module 2, Unit 2, Activity 2

Case Study 5: Second generation Asian American

Age: Adult

Gender: Male

Ethnicity: Asian American

Socioeconomic Status: Middle class

Sense of Group Membership: None

Experience with Deaf Community: Residential school

Family Communication: Written English, mother and brother speak Mandarin, hearing sister signs (learning ASL)

Language Use: First language Mandarin (deaf age four), learned ASL later, strong English proficiency

School/Program: Deaf school at age five

Other Variables: High academic achievement, strong work ethic, little to no social interaction or recreational involvement

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)





Privilege Walk Worksheet

Module 2, Unit 3, Activity 5 - Page 1 of 2

Instructions: The purpose of this activity is to examine unearned privilege based on race, gender, sexual orientation, religion, ability, etc. It is important to create a safe environment and establish ground rules. If the group is unfamiliar, spend time on introductions and icebreakers. Explain that once the activity and discussion is over, while the general activity may be discussed, the specifics of the activity and specific details of participant responses are not to be discussed. Explain that everyone will stand in a circle (or line) holding hands with the people on either side of them. Read out a series of statements to the group. Individuals will respond by either taking steps forward, backward, or remaining in place in response to each statement. As people begin to move forward or backward, they are to continue holding hands with the people they are connected to for as long as possible, stretching out where necessary. However, eventually it may no longer be possible to stay connected, and at that point they need to break the connection and let go. Explain to participants that this activity is meant to challenge them. Still, it is important that they feel safe; therefore, participants may remain in place if they are uncomfortable moving forward or backward on any statement. No one other than the trainer makes comments during the exercise. The trainer asks participants to form either a circle or a line (depending on size of classroom), holding hands. The trainer will then read each statement in ASL, pausing for a few seconds after each to allow participants to move forward, backward, or remain in place.

Statements Exercise:

1. If you walk into a store, and the workers sometimes suspect you are going to steal something because of your race, take one step back.
2. If you have attended private school, take one step forward.
3. If you studied the history and culture of your ethnic ancestors in elementary and secondary school, take one step forward.
4. All those who come from, or whose parents came from, rural areas, take one step back.
5. All those who have been taken to art galleries or museums by their parents as a child, take one step forward.
6. If you had negative role models of your particular identity (religious affiliation, gender, sexual orientation, class, ethnicity) when you were growing up, take one step back.
7. If school is not in session during your major religious holidays, take one step forward.
8. All those with immediate family members who are doctors, lawyers, or "professionals," take one step forward.
9. If you or your ancestors have ever learned that because of race, skin color, or ethnicity, you are ugly or inferior, take one step back.
10. If you can turn on the television or open the front page of the paper and see people of your ethnicity or sexual orientation widely represented, take one step forward.
11. All of those who ever got a good paying job because of a friend or family member, take one step forward.
12. All those who have never been told that someone hated them because of their race, ethnic group, religion, or sexual orientation, take one step forward.
13. If you have ever been afraid to walk home alone at night, take one step back.
14. If there were times in your childhood when you went hungry because your family couldn't always afford food, take one step back.
15. All those who were given a car by their family, take one step forward.
16. If you can walk down the street holding hands with your partner without fear, take one step forward.

Continue to the next page for the second part of this activity.





Privilege Walk Worksheet

Module 2, Unit 3, Activity 5 - Page 2 of 2

Statements Exercise, cont'd from Page 1:

17. All those who were raised in homes with libraries of both childrens' and adults' books, take one step forward.
18. If you have difficulty finding products for your hair or someone to cut your hair, take one step back.
19. All those who commonly see people of their race or ethnicity as heroes or heroines on television programs or in movies, take one step forward.
20. All those with parents who completed college, take one step forward.
21. All those who were told by their parents that they were beautiful, smart, and capable of achieving their dreams, take two steps forward.
22. If your parents had to sit you down when you were young and explain to you "this is what people might call you, and this is how they may treat you, and this is how you should deal with it" because they knew you were going to encounter it and because it was an important issue in your family and community, take one step back.
23. If, prior to your 18th birthday, you took a vacation outside the US, not including Mexico, take one step forward.
24. If you were raised in a home where the newspaper was read daily, take one step forward.
25. If one of your colleagues or students ever wished you a Merry Christmas when you left for break, forgetting/or not knowing that you did not celebrate Christmas, take one step back.
26. If you can easily find public bathrooms that you can use without fear, take one step forward.
27. For every dollar earned by white men, women earn only 72 cents. African American women earn only 65 cents; Hispanic women earn only 57 cents. All white men, take two steps forward.

Evaluation:

Circle up (sitting or standing) and process the activity as a group. Questions to ask the group include:

1. How did it feel to take part in the activity?
2. What did you observe?
3. What were you aware of?
4. How did it feel to take steps forwards?
5. How did it feel to take steps backwards?
6. How did it feel to be left behind as people took steps away from you?
7. How did it feel to move forward and leave others behind?
8. How did it feel to be in the front?
9. How did it feel to be in the back?
10. What did it feel like when you had to let go of someone's hand?
11. What was the point of this activity?
12. How can you apply what you learned here?



Levels of Behavior Worksheet

Module 3, Unit 1, Activity 2

Instructions: Apply the appropriate levels of behavior to each action or situation below.

P – Personal

C – Cultural

U – Universal

- _____ 1. Having a nickname
- _____ 2. Enjoying a birthday cake with candles
- _____ 3. Liking red roses
- _____ 4. Walking while texting
- _____ 5. Disliking spicy food
- _____ 6. Taking turns
- _____ 7. Eating with fork, spoon, & knife
- _____ 8. Putting a lost tooth under your pillow for the “tooth fairy”
- _____ 9. Eating salad at the end of the meal
- _____ 10. Being shocked if a guest wears white to a wedding
- _____ 11. Wearing hoodies
- _____ 12. Celebrating Easter
- _____ 13. Sleeping with a bedroom window open
- _____ 14. Chatting through a videophone
- _____ 15. Giving someone yellow flowers to show you miss him or her
- _____ 16. Eating noodles on New Year’s Eve
- _____ 17. Playing soccer instead of reading a book

(Adapted from Mindess, 2004)

Answer Key - Block out this section when photocopying for handout purposes

1-C, 2-C, 3-P, 4-P, 5-P, 6-C, 7-C, 8-C, 9-C, 10-C, 11-P, 12-C, 13-P, 14-C, 15-C, 16-C, 17-P





Deaf Interviewees Worksheet

Module 3, Unit 2, Activity 2 - Page 2 of 2

Instructions: Use this worksheet only if you attend a community event in person. Engage three separate Deaf or DeafBlind individuals in casual conversation for a few minutes, and then on your own, record your observations. Keep diversity in mind, so you can identify consumer language and communication, cultural identities, background, and related factors. This activity will also help you understand how these can influence decisions about interpretation and communication interventions.

Interviewee 1

Gender: ☐ Male ☐ Female Age: ☐ Child ☐ Teen ☐ Young Adult ☐ Adult ☐ Senior

Cultural identity: ☐ Balanced bicultural ☐ Deaf-dominant bicultural ☐ Hearing-dominant bicultural ☐ Culturally separate
☐ Culturally isolated ☐ Culturally marginal ☐ Culturally captive

Language: ☐ ASL monolingual ☐ ASL-dominant bilingual ☐ English-dominant bilingual ☐ English monolingual
☐ Balanced bilingual ☐ Semilingual or Alingual ☐ Other (describe) _____

Interviewee 2

Gender: ☐ Male ☐ Female Age: ☐ Child ☐ Teen ☐ Young Adult ☐ Adult ☐ Senior

Cultural identity: ☐ Balanced bicultural ☐ Deaf-dominant bicultural ☐ Hearing-dominant bicultural ☐ Culturally separate
☐ Culturally isolated ☐ Culturally marginal ☐ Culturally captive

Language: ☐ ASL monolingual ☐ ASL-dominant bilingual ☐ English-dominant bilingual ☐ English monolingual
☐ Balanced bilingual ☐ Semilingual or Alingual ☐ Other (describe) _____

Interviewee 3

Gender: ☐ Male ☐ Female Age: ☐ Child ☐ Teen ☐ Young Adult ☐ Adult ☐ Senior

Cultural identity: ☐ Balanced bicultural ☐ Deaf-dominant bicultural ☐ Hearing-dominant bicultural ☐ Culturally separate
☐ Culturally isolated ☐ Culturally marginal ☐ Culturally captive

Language: ☐ ASL monolingual ☐ ASL-dominant bilingual ☐ English-dominant bilingual ☐ English monolingual
☐ Balanced bilingual ☐ Semilingual or Alingual ☐ Other (describe) _____

Based on the above interviews, describe the benefits of consumer observation and assessment to Deaf interpreter practice.



Linguistic Registers Worksheet

Module 5, Unit 4, Activity 4

Instructions: Apply the appropriate linguistic register to each scenario below.

FR – Frozen

FO – Formal

CO – Consultative

INF – Informal

INT – Intimate

- _____ 1. High school classroom
- _____ 2. Meeting with Deaf marriage counselor
- _____ 3. Star Spangled Banner at baseball game
- _____ 4. Deaf keynote speaker at graduation ceremony
- _____ 5. Dinner break during local board of directors meeting
- _____ 6. DeafBlind couple arguing with each other at Deaf club
- _____ 7. Employment interview
- _____ 8. Pledge of Allegiance at school assembly
- _____ 9. Panel discussion during workshop
- _____ 10. Courtroom proceeding

Answer Key - Block out this section when photocopying for handout purposes

1-CO, 2-CO, 3-FR, 4-FO, 5-INF, 6-INT, 7-FO, 8-FR, 9-CO, 10-FO





Pre-Conference Analysis Worksheet

Module 6, Unit 3, Activity 1

Instructions: View Pre-Conference Discussion, in *Deaf Interpreting: Team Strategies* (Cogen, Forestal, Hills & Hollrah, 2006), and analyze team interaction. Using this worksheet, identify which skills, techniques, and strategies were discussed and not discussed (missed opportunities), and note agreements that the team made.

Pre-Conference Components	Used or Discussed	Not Discussed	Agreements Made
Consumer language assessment: Deaf consumer			
Consumer language assessment: Hearing consumer			
Coordination of mediation and team processes			
Communication modalities and modes			
Continuum of simultaneous and consecutive interpreting			
Team language			
Analysis of setting, purpose, procedures, power dynamics, and audience			
Approach to co-construction of meaning and interpretation			
Discourse frames			
Linguistic/cultural adjustments			
Chunking and delivery of chunks			
Relational contexts			
Cueing			
Feed of additions or omissions			
Mutual monitoring and support (schema, discourse frames, and interpretations)			
Interruptions			
Team conferencing during assignment			
Note taking			



Consumer Meeting Analysis Worksheet

Module 6, Unit 3, Activity 1

Instructions: View Pre-Conference Discussion, in *Deaf Interpreting: Team Strategies* (Cogen, Forestal, Hills & Hollrah, 2006), and analyze team interaction. Using this worksheet, identify which skills, techniques, and strategies were discussed and not discussed (missed opportunities), and note agreements that the team made.

Consumer Meetings (In-situ conferences)	Used or Discussed	Not Discussed	Agreements Made
Analysis of setting, purpose, procedures, power dynamics, and audience within setting			
Consumer assessment			
Approaches for follow up and check in			
Consecutive, simultaneous, CS-SI continuum			
Coordination of mediation and team processes			
Communication modalities and modes			
Team language			
Co-construction of meaning and interpretation			
Note taking			
Clarification and use of cues			
Techniques for interpretation			
Decisions regarding interpretation			



Appendix C: Rubrics



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American Sign Language Rubric

Home Signs Rubric

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Rubrics



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Rubrics

American Sign Language Rubric				
Module 1 • Unit 2 • Activity 4				
ASL Language Outcomes & Competencies	Advanced (Consistent Patterns)	Intermediate (Emerging Patterns)	Novice (Little Evidence)	
The ability to articulate signs such that the handshape, movement, location and palm orientation are produced within acceptable community variation	Infrequent instances of misarticulations such that production falls outside prevailing community norms	Occasional patterns of misarticulations such that production falls outside prevailing community norms	Consistent patterns of misarticulations such that production falls outside prevailing community norms	
Grammatical Structure				
The ability to produce non-manual markers accurately within acceptable community variation	Consistent evidence of ASL non-manual grammatical behaviors appropriately produced	Emerging evidence of ASL non-manual grammatical behaviors appropriately produced	Little evidence of ASL non-manual grammatical behaviors	
Sign Order & Structure				
The ability to incorporate ASL grammatical features that provide consistent ASL sign order and structure accurately within acceptable community variation	Consistent evidence of ASL sign order and structure appropriately produced	Emerging evidence of ASL sign order and structure appropriately produced	Little evidence of ASL sign order and structure	

American Sign Language Rubric, cont'd

Module 1 • Unit 2 • Activity 4

ASL Language Outcomes & Competencies	Advanced (Consistent Patterns)	Intermediate (Emerging Patterns)	Novice (Little Evidence)
Use of Space			
The ability to employ spatial grammar accurately within acceptable community variation	Consistent evidence of linguistic and cultural behaviors that appropriately employ spatial grammar to render meaning in ASL	Emerging evidence of linguistic and cultural behaviors that employ spatial grammar to render meaning in ASL	Little evidence of employing spatial grammar
Discourse / Prosodic Level			
The ability to show appropriate rhythm and flow of utterances	Consistent evidence of appropriate rhythm and flow of utterances.	Emerging evidence of appropriate rhythm and flow of utterances.	Little evidence of appropriate rhythm and flow of utterances
Comprehension / Receptive Skill			
The ability to receive and understand the content of messages by expressing ideas in stories that are accurately relevant	Consistent evidence of understanding the content of messages by expressing accurate ideas in stories	Emerging evidence of understanding the content of messages by expressing accurate ideas in stories	Little evidence of the content of messages by expressing accurate ideas in stories



Appendix C

Rubrics



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Home Signs Rubric				
Module 1 • Unit 2 • Activity 4				
	Emerging <i>Skills are still in a very early stage of development</i>	Developing <i>Evidence of skill control is observable</i>	Proficient <i>Patterns of skill control are seen throughout</i>	Fluent <i>Clear control of skills are seen throughout; self-regulation is also evident</i>
Home Signs to ASL: Translation <i>Shows understanding of home signs and accurately translates home signs into ASL</i>	Demonstrates misunderstanding of home signs; translates these into ASL incorrectly which causes confusion of meaning Does not understand the consumer's home signs most of the time	Produces inaccurate translations of home signs into ASL, affecting message transmission Struggles to understand the consumer's home signs many times	Translates home signs into ASL clearly with insignificant errors Appears to understand the consumer's home signs most of the time	Demonstrates fluency in understanding and translation of home signs into ASL Capable of monitoring with the consumer for accuracy

Home Signs Rubric, cont'd

Module 1 • Unit 2 • Activity 4

	Emerging <i>Skills are still in a very early stage of development</i>	Developing <i>Evidence of skill control is observable</i>	Proficient <i>Patterns of skill control are seen throughout</i>	Fluent <i>Clear control of skills are seen throughout; self-regulation is also evident</i>
ASL to Home Signs: Visual Expression <i>Uses home signs clearly</i>	Demonstrates misunderstanding of ASL; translates ASL to home signs incorrectly, which causes confusion of meaning Appears uncomfortable	Produces inaccurate translations of ASL into home signs, affecting message transmission Appears tentative	Translates ASL into home signs clearly with insignificant errors Appears comfortable	Demonstrates fluency in understanding and translation of ASL into home signs Appears polished and confident



Appendix C

Rubrics



Appendix C

Rubrics

Visual Gestural Communication Rubric				
Module 1 • Unit 2 • Activity 4				
	Emerging <i>Skills are still in a very early stage of development</i>	Developing <i>Evidence of skill control is observable</i>	Proficient <i>Patterns of skill control are seen throughout</i>	Fluent <i>Clear control of skills are seen throughout; self-regulation is also evident</i>
Gestures to ASL: Translation <i>Translates gestures into ASL accurately</i>	Demonstrates misunderstanding of gestures; translates these into ASL incorrectly which causes confusion of meaning Does not understand the consumer's gestures most of the time	Produces inaccurate translations of gestures into ASL, affecting message transmission Struggles to understand the consumer's gestures many times	Translates home signs into ASL clearly with insignificant errors Appears to understand the consumer's home signs most of the time	Demonstrates fluency in understanding and translation of gestures into ASL Capable of monitoring with the consumer for accuracy

Visual Gestural Communication Rubric, cont'd

Module 1 • Unit 2 • Activity 4

	Emerging <i>Skills are still in a very early stage of development</i>	Developing <i>Evidence of skill control is observable</i>	Proficient <i>Patterns of skill control are seen throughout</i>	Fluent <i>Clear control of skills are seen throughout; self-regulation is also evident</i>
ASL to Gestures: Visual Expression <i>Uses gestures clearly</i>	Demonstrates misunderstanding of ASL; translates ASL to gestures incorrectly, which causes confusion of meaning Appears uncomfortable	Produces inaccurate translations of ASL into gestures, affecting message transmission Appears tentative	Translates ASL into gestures clearly with insignificant errors Appears comfortable	Demonstrates fluency in understanding and translation of ASL into gestures Appears polished and confident
Gestures: Use of Space <i>Use of eyegaze, roleshifting, and spatial referencing to add meaning and clarity to discourse</i>	Struggles with incorporation of spatial features, including roleshifting, appropriate eye gaze, and spatial referencing	Inconsistent use of space, roleshifting, eye gaze, and spatial referencing	Effectively uses space by incorporating roleshifting, appropriate eye gaze, and spatial referencing with minimal errors	Fluently incorporates use of space, roleshifting, appropriate eye gaze and referencing Capable of self-regulation



Appendix C

Rubrics



Appendix D: Glossary



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Glossary

Glossary items covered in specific modules/units within the NCIEC Deaf Interpreter Curriculum are indicated below in brackets, e.g., [Mx/Ux] or [Mx].

Adapted Sign—Signs located at the waist level that are adapted, e.g., signing “belt” at the chest level rather than the waist level. DeafBlind people with restricted peripheral vision may prefer the signer to sign in a very small space, usually at chest level. (AADB, 2009). [M3/U2]

Advocate—A person who argues for or supports a cause or policy, or a person who works for a cause or group. Retrieved from <http://www.merriam-webster.com/dictionary/advocate> [M1/U5]

Alingual—An individual who is not fluent in any language. Retrieved from <http://www.merriam-webster.com/dictionary/alingual> [M3/U2]

Audism—Taken from the Latin “audire,” to hear, and “-ism,” a system of practice, behavior, belief, or attitude, this term has been defined by Tom Humphries as “the notion that one is superior based on one’s ability to hear or to behave in the manner of one who hears” (*Communicating Across Cultures and Language Learning*. Doctoral dissertation. Cincinnati, OH: Union Institute & University, 1977) and by Harlan Lane as “The corporate institution for dealing with deaf people, dealing with them by making statements about them, authorizing views of them, describing them, teaching about them, governing where they go to school and, in some cases, where they live; in short, audism is the hearing way of dominating, restructuring, and exercising authority over the deaf community” (*The Mask of Benevolence: Disabling the Deaf Community*. New York: Knopf, 1992). [M3/U4]

Awareness—The final [fifth] and perhaps the most desirable stage of cultural awareness (Holcomb, 2013) when the deaf person comes to a fair and realistic understanding of both cultures and can relate comfortably to both. See also *Conformity, Dissonance, Resistance and Immersion*, and *Introspection*. [M3/U1]

Back Translation—The process of translating a source text that has already been translated into a foreign language back to the original language. [M5/U2]



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Balanced Bicultural—Applies to a deaf person who feels equally comfortable in both deaf and hearing cultures, with no particular preference for either culture (Holcomb, 1997). [M3/U1]

Bias—A tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly. Retrieved from <http://www.merriam-webster.com/dictionary/bias> [M2/U3]

Bilingual—In the broadest sense, this term applies to anyone with communicative skills in two languages, be it active or passive. Narrowly defined, this term is often reserved for those speakers with native or native-like proficiency in two languages. Similarly, the terms trilingual and multilingual are used to describe comparable situations in which three or more languages are involved. Retrieved from <http://www.wordiq.com/definition/bilingual> [M2]

Bilingual-Bicultural Mediator—This refers to bilingual and bicultural interpreters who make linguistic decisions based on their cultural knowledge of the groups for whom they are interpreting and their knowledge of interactional norms (Napier, J., 2004). [M5]

Co-Construction of Meaning—The notion that, as meaning has no objective existence, the interpreter makes meaning through a dynamic interplay with interlocutors (e.g., team interpreters and consumers). For further discussion on meaning construction, see Janzen (2005) and Shaffer & Wilcox (2005). [M5/U3, M6/U4]

Code of Professional Conduct—A necessary component of any profession to maintain standards for the individuals within that profession to adhere. It brings about accountability, responsibility and trust to the individuals that the profession serves. RID, along with the NAD, co-authored the ethical code of conduct for interpreters. Both organizations uphold high standards of professionalism and ethical conduct for interpreters. Retrieved from <http://www.rid.org/ethics/code/> [M4]

Consecutive Interpretation—The process by which an interpreter waits until a complete thought has been uttered and then begins interpreting. This allows for conveyance of the source message content, as well as critical information conveyed in the structural elements of the message that are not contained in words, e.g., pauses, tone of voice, stress, etc. (Russell, 2005). [M5]

Conformity—The first stage of cultural awareness when the deaf person often conforms fully to the values of hearing people. His self-theory requires him to reject all values associated with deaf people, such

as sign language usage or seeking contacts with other deaf people (Holcomb, 2013). See also *Dissonance, Resistance and Immersion, Introspection, and Awareness*. [M3/U1]

Culturally Captive—Applies to the deaf person who has had no opportunity to meet other deaf people and learn about Deaf culture (Holcomb, 1997). [M3/U1]

Culturally Isolated—Applies to the deaf person who rejects all involvement with other deaf people (Holcomb, 1997). [M3/U1]

Culturally Marginal—Applies to the deaf person who is neither truly comfortable in the Deaf community nor among hearing people (Holcomb, 1997). [M3/U1]

Culturally Separate—Applies to the deaf person who prefers to interact with other deaf people as much as possible and keeps contacts with hearing people to a minimum (Holcomb, 1997). [M3/U1]

Deaf-Dominant Bicultural—Applies to the deaf person who is primarily involved in the Deaf community but can relate well to hearing people (Holcomb, 1997). [M3/U1]

Deaf Gain—Reframing of “deaf” as a form of sensory and cognitive diversity that has the potential to contribute to the greater good of humanity. Retrieved from http://dsdj.gallaudet.edu/assets/section/section2/entry19/DSDJ_entry19.pdf [M3]

Deaf Plus—This phrase may be used to describe a person who is Deaf in addition to having significant medical, physical, emotional, educational, or social challenges. [M2/U1, M3/U1, M3/U2]

Dissonance—The stage of cultural awareness when the deaf person begins to question the judgment of people who have led her/him to believe that s/he is unlike other deaf people. The deaf person begins to wonder if life would be more fulfilling by interacting with other deaf people and learning how to sign (Holcomb, 2013). See also *Conformity, Resistance and Immersion, Introspection, and Awareness*. [M3/U1]

Ethics—This is defined as 1) The discipline dealing with what is good and bad and with moral duty and obligation; 2) a) A set of moral principles, or a theory or system of moral values, b) principles of conduct governing an individual or a group, c) a guiding philosophy, or d) a consciousness of moral importance. Retrieved from <http://www.merriam-webster.com/dictionary/ethic> [M4/U1]



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Ethical Fitness—The capacity to recognize the nature of moral challenges and respond with a well-tuned conscience, a lively perception of the difference between right and wrong, and an ability to choose the right and live by it (Kidder, 2009). [M4/U1]

Gesture—Movement usually of the body or limbs that expresses or emphasizes an idea, sentiment, or attitude; the use of motions of the limbs or body as a means of expression; and something said or done by way of formality or courtesy, as a symbol or token, or for its effect on the attitudes of others. Retrieved from <http://www.merriam-webster.com/dictionary/gesture> [M3/U2]

Hearing-Dominant Bicultural—Applies to the deaf person who has limited involvement in the Deaf community but who can interact comfortably with deaf people when the opportunity arises, given that this person is fluent in sign language (Holcomb, 1997). [M3/U1]

Inter-lingual Interpreting—Interpretation between languages, e.g., signed languages from another country into ASL, ASL into international signs, written English into ASL (NCIEC, 2013). [M5/U1]

Interpreter—A person with a certain level of language and cultural expertise who comprehends a source language message and re-expresses the same as a ready-to-use, accurate, and well-prepared target language message (Gile, 2009).

Interpretation—The process of conveying a message generated in one language into an equivalent message in another language (Witter-Merithew & Johnson 2005).

Intra-lingual Interpreting—The process of interpretation within the same language, e.g., ASL to tactile ASL, English-based contact sign into ASL and vice versa, mirroring/shadowing of ASL (NCIEC, 2013). [M5/U1]

Introspection—The fourth stage of cultural awareness, after total immersion in the Deaf community and rejection of hearing people. The deaf person realizes his/her parents tried their best even though they made poor decisions regarding communication and language usage at home, observes that many deaf people enjoy associating with hearing people who have learned how to sign, and begins to soften stance toward hearing people in general (Holcomb, 2013). See also *Conformity, Dissonance, Resistance and Immersion*, and *Awareness*. [M3/U1]

Linguistic Registers—Variations in language that reflect particular situations, communication goals, and relationships between the persons

or people involved. These variations are commonly referred to as frozen, formal, consultative, casual, and intimate. [M5/U4]

Mirror translation (or interpretation)—The process by which the Deaf interpreter faces the signer (source input) and has the task of replicating every grammatical feature of the message signed by the presenter, allowing Deaf participants to simply stand in a large audience, conference, or assembly and ask a question or make a comment without needing to go to the front or to the stage to participate (Boudreault, 2005). [M5/U4]

Monolingual—1) Able to speak and understand only one language; 2) using or expressed in only one language. Retrieved from <http://www.merriam-webster.com/dictionary/monolingual> [M3]

Oppression—The unjust or cruel exercise of authority or power. Retrieved from <http://www.merriam-webster.com/dictionary/oppression> [M2/U3]

Palm on Print—A frequent way for DeafBlind people to communicate with the public. The DeafBlind person writes large block letters in the same location on the other person's palm (AADB, 2009). [M3/U2]

Pro-Tactile – The use of touch to relay visual information in DeafBlind communications and interpreting situations involving DeafBlind consumers. See <http://tactiletheworld.wordpress.com/2013/02/18/pro-tactile-the-deafblind-way/> [M3/U2]

Register—See *Linguistic Registers*, above.

Resistance and Immersion—The third stage of cultural awareness, when the deaf person pursues his interests in expanding his knowledge about deaf people, the Deaf community, and ASL (Holcomb, 2013). See also *Conformity, Dissonance, Introspection, and Awareness*. [M3/U1]

Semi-lingual—One of several terms that describe the language profile of Deaf people who possess a small vocabulary and produce incorrect grammar, and whose language production is not automatic. Semi-lingual Deaf persons may sometimes [engage in] “survival communication,” meaning their limited communication enables them to get what they need, but not much more. It is very important to refer to the Deaf person's linguistic status or communication abilities humanely and with respect and not by assigning denigrating labels (Boudreault, 2005). Deaf interpreters currently work most frequently, though not exclusively, with this consumer population. Other labels sometimes used to describe these consumers include minimal language skills, highly visual,



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monolingual, low functioning, limited English proficiency. Though these terms are used in various contexts, the preferred and more appropriate terms are a-lingual or semi-lingual (NCIEC, 2010). [M3/U2]

Sight Translation—The rendering of material written in one language into spoken [or signed] form in another language. Adapted from http://www.najit.org/publications/Modes_of_Interpreting200609.pdf [M1/U5, M5/U2]

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Simultaneous interpretation—The process by which an interpreter conveys a message into another language at virtually the same moment in time as it is expressed in the first language (Witter-Merithew & Johnson, 2005). [M5/U4]

Stereotype—This refers to believing unfairly that all people or things with a particular characteristic are the same. Retrieved from <http://www.merriam-webster.com/dictionary/stereotype> [M2/U3]

Tactile ASL—The process by which a DeafBlind person puts his or her hands over the signer's hands to feel the shape, movement, and location of the signs. Some signs and facial expressions may need to be modified. People can use one-handed or two-handed tactile sign language (AADB, 2009). [M3/U2]

Tactile Fingerspelling— The process by which a DeafBlind person may prefer to put her/his hand over the fingerspelling hand or on the signer's palm, or cup his or her hand around the signer's hand. Usually blind or visually impaired people who lose their hearing later, or deaf or hard of hearing people who have depended on their speech reading and do not know how to sign, prefer tactile fingerspelling because sign language can be difficult to learn. (AADB, 2009). [M3/U2]

Tadoma Method—A process by which a DeafBlind person with little or no usable vision speechreads another person by touch. The DeafBlind person puts his or her thumb on the other person's chin and fingers on the other person's cheek to feel the vibrations of the person's voice and the movement of their lips. This method is rarely used nowadays (AADB, 2009). [M3/U2]

Team Interpreting—This process involves the use of two or more interpreters who support each other to meet the needs of a particular communication situation. Depending on both the needs of the participants and agreement between the interpreters, responsibilities of the individual team members can be rotated, and feedback can be exchanged (RID, 2007). [M6/U1]

Tracking—Some DeafBlind people with restricted but still usable vision (e.g., tunnel vision) may follow the other person’s signs by holding the signer’s forearm or wrist and using their eyes to follow the signs visually. (AADB, 2009). [M3/U2]

Translation—The communication of the meaning of a source-language text by means of an equivalent target-language text (The Oxford Companion to the English Language, Namit Bhatia, ed., 1992). [M5/U2]

Transliteration—This term has traditionally been defined for the speaking-signing context, e.g., “...working between spoken English and a form of a signed code that uses a more English-based word order” (RID, 2007), that is English, adapted in sign. Also, this term may be applied to the Deaf interpreter’s work in describing the process of working from a signed language source to the same signed language target, adapted for the tactual mode, as with DeafBlind consumers (NCIEC, 2010). [M1/U5]

Visual Gestural Communication—This phrase has been used broadly to encompass both signed languages and gesture. For our purposes, this refers to the creative use of gestures, conventional signs, body language, and facial expressions to construct a message (NCIEC, 2010). [M3/U2]



Appendix D

Glossary



Appendix E: Resources



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Resources

Citations covered in specific modules/units within the NCIEC Deaf Interpreter Curriculum are indicated below in brackets, i.e., [Mx/Ux], including those designated as [Curriculum Resources]

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- Medical appointment 1: Pre-conference with the interpreting team. [Video]. Retrieved from <https://vimeo.com/104156407>
- Medical appointment 1: Pre-conference with doctor. [Video]. Retrieved from <https://vimeo.com/104226263>
- Medical appointment 1: Meeting with Deaf patient. [Video]. Retrieved from <https://vimeo.com/104156406>
- Medical appointment 1: Doctor-patient appointment. [Video]. Retrieved from <https://vimeo.com/104494171>
- Medical appointment 1: Interpreting team reflections. [Video]. Retrieved from <https://vimeo.com/104156408>
- Medical appointment 1: Deaf patient perspectives. [Video]. Retrieved from <https://vimeo.com/104258070>
- Medical appointment 2: Pre-conference with interpreting team. [Video]. Retrieved from <https://vimeo.com/104177983>
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- Medical appointment 2: Deaf patient perspectives. [Video]. Retrieved from <https://vimeo.com/104177982>
- Medical appointment 2: Guided discussion with interpreting team. [Video]. Retrieved from <https://vimeo.com/104156409>
- Medical appointment 2: Guided discussion with observers. [Video]. Retrieved from <https://vimeo.com/104156411>
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- Beldon, J. [Video]. Retrieved from <http://vimeo.com/104121348>
- Forestal, E. [Video]. Retrieved from <http://vimeo.com/104121347>
- Napier, C. [Video]. Retrieved from <http://vimeo.com/104047057>
- Peterkin, L.G. [Video]. Retrieved from <http://vimeo.com/104122971>

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- Overview of the DeafBlind community. [Video]. Also retrieved from <http://vimeo.com/30374196>
- Modifications to your interpreting mode. [Video & PDF]. Also retrieved from <http://vimeo.com/30801444>
- Modifications to mode-close vision and tracking. [Video]. Also retrieved from <http://vimeo.com/30374306>
- Modifications to the environment. [PDF].
- Additional responsibilities. [PDF].



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Resources



- Environmental and ergonomic considerations for DeafBlind interpreting. [Videos & PDF].
- Helen Keller conference. (DeafBlind interpreting). [Video]. Also retrieved from <http://vimeo.com/user5994566/hknc-conference>
- Suggestions for simulating vision and hearing loss. [PDF].

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Resources

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- Unit 1.2.1–Defining the work of Deaf interpreters and hearing interpreters. [ASL translation]. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/56a13b13-b824-446b-b7ab-344c385f2927/>
- Unit 1.2.2–Brief history of certification in the U.S. [ASL translation]. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/3bbb27bc-93d4-4ab8-8b2c-3855e6e442e9/>
- Unit 1.3– What it takes to be a Deaf interpreter and How Deaf interpreter/hearing interpreter teams form. [ASL translations]. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/c4eb38f5-392c-44d7-9bd4-7fb363e97e0f>
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- Unit 2.3–Benefits of having a Deaf interpreter as part of a team. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/4dc4f44a-f3e1-4498-b72e-0888158e63f1>
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- Inside the Deaf community. (Kannapell, 1989).
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- Stories of growing up with Charlotte. [Video]. Also retrieved from <https://www.youtube.com/watch?v=br64ONx5Ckk&feature=youtu.be>

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Appendix E

Resources





Appendix F: Presentation Slides



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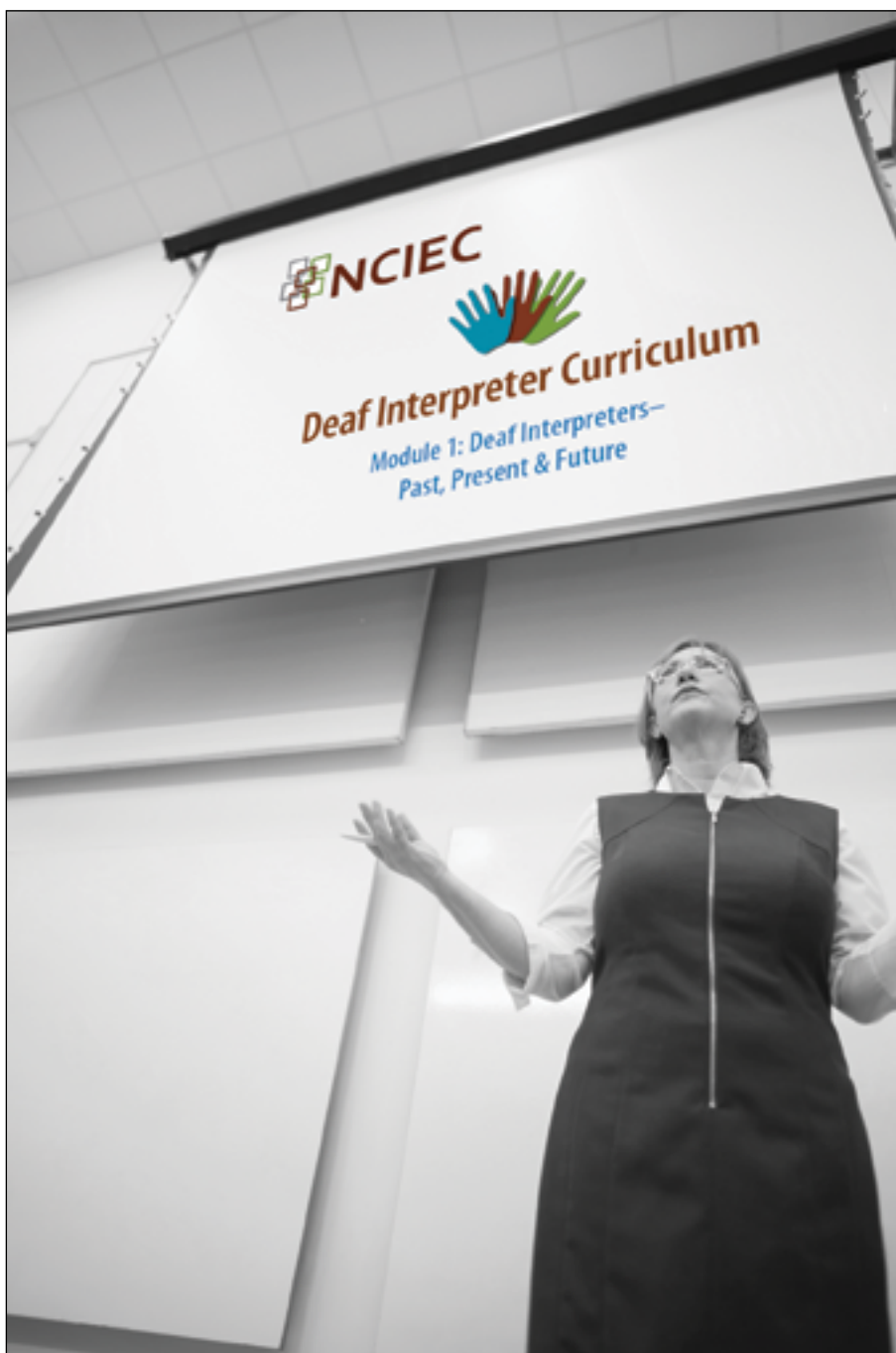
Module 6: Presentation Slides 1-45

To access presentation slide decks in PPTX format, see:

<http://www.diinstitute.org/learning-center/deaf-interpreter-curriculum/>

Appendix F

Presentation Slides



Module 1

Slides 1-6



Deaf Interpreter Curriculum

Module 1: Deaf Interpreters— Past, Present & Future

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Module 1: Deaf Interpreters—Past, Present & Future

Unit Titles & Sequence

- Historical Evolution of Deaf Interpreting
- Foundational, Language, Cultural & Communication Competencies
- Interpreter Service Models & Methods of Interpreting
- Language, Culture, Oppression & the Deaf-World Community
- Deaf Interpreter or Deaf Advocate?

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Unit 1: Historical Evolution of Deaf Interpreting

Key Questions

- What knowledge and skills are required?
- Why do we need a specialized curriculum in addition to generic curricula offered in ITPs?
- In what situations are Deaf interpreters needed and beneficial?
- How can we improve others' perspectives of Deaf interpreters?



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Unit 1: Historical Evolution of Deaf Interpreting

Origins of Deaf Interpreting

- When did Deaf people begin to function as interpreters?
- What were early Deaf interpreter roles & functions?
- Research: Historical milestones



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Unit 1: Historical Evolution of Deaf Interpreting

Deaf Interpreters: A Brief History

- In colonial New England, Matthew Pratt, a Deaf person, interpreted for Sarah Pratt, his wife, during her 1683 Puritan conversion by translating her signs to written text for Puritan elders and translating the elders' written text to signs for Sarah (Carty, Macready & Sayers, 2009)
- Forestal (2011): Traditionally, Deaf people have undertaken a variety of translation and interpreting roles within the Deaf community (Bauman, 2008; Stone, 2007); only recently they have been recognized as Deaf Interpreters within the interpreting profession, as they are "brought in" to work with hearing interpreters to provide optimal information access to Deaf individuals (Langholtz, 2004)

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Unit 1: Historical Evolution of Deaf Interpreting

Deaf Interpreters: A Brief History

- Deaf Interpreters now practice in myriad settings, such as courts, hospitals, work-related sites, training programs, conferences, theatres, and classrooms across the country, primarily in major cities. They work as translators from spoken or written English into ASL, international sign language, or in a gestural form. They are now everywhere in the field of interpreting with Deaf people and where ASL-English interpreting occurs (Forestal, 2005)
- Deaf interpreting has been around for centuries. Deaf people have been interpreting for each other and others since the first oldest known mention of sign language in 427-347 BC (Per Eriksson, *The History of Deaf People*)

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Module 1

Slides 7-12



Unit 1: Historical Evolution of Deaf Interpreting

RID Reverse Skills Certificate

- During what years was the RSC offered?
- Describe typical RSC roles & work settings
- How did RSC holders benefit consumers?
- What led to RSC suspension?
- What is the Deaf Caucus?
- What is relay interpreting called today?



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Unit 1: Historical Evolution of Deaf Interpreting

Interpreter Certification: Brief History

- RID has since 1964 offered national testing & certification for sign language interpreters. From 1972 to 1988, RID offered the Reverse Skills Certificate (RSC); since then they have offered Certified Deaf Interpreter (CDI) testing and certification.
- During the late 1980s to the mid-2000s, the NAD offered national testing and certification for sign language interpreters. In 1993, RID and NAD formed a task force; they later agreed to develop a new joint test and certification system for interpreters.
- In 2005, the NAD-RID National Interpreter Certification (NIC) test was released, followed by the NAD-RID Code of Professional Conduct (CPC). Both organizations continue to collaborate.

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Unit 1: Historical Evolution of Deaf Interpreting

RID Standard Practice Paper: Use of a Certified Deaf Interpreter

- What functions of DIs go beyond the SPP?
- How does the SPP advocate for use of Deaf interpreters?
- In what ways should the SPP be updated?



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Unit 1: Historical Evolution of Deaf Interpreting

RID Certified Deaf Interpreters

- What are the benefits of DI/HI teams?
- In what ways do CDIs benefit Deaf & DeafBlind consumers?
- What specialized training requirements do prospective & working Deaf interpreters require?
- In what ways are the roles & functions of Deaf interpreters evolving?
- How can we further the professionalization of Deaf interpreters?



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Unit 2: Foundational, Language, Cultural & Communication Competencies

Key Questions

- How can Deaf interpreters use formative experiences for self-assessment?
- How do foundational competencies prepare individuals to work as Deaf interpreters?
- Foundational competencies support what Deaf interpreter skill sets?



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Unit 2: Foundational, Language, Cultural & Communication Competencies

Deaf Interpreters

- What are four key skill areas?
- Why is it important to analyze one's own biases?
- What linguistic skills are required?
- Why is it important to be comfortable in a variety of bicultural and bilingual settings?
- What areas of interpreter practice are of primary importance?



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Module 1

Slides 13-18



Unit 2: Foundational, Language, Cultural & Communication Competencies

Foundational Competencies

- ☐ What is your exposure to ASL & other signed languages?
- ☐ What are your past experiences dealing with various communication modes and forms used by Deaf people?
- ☐ How have these experiences influenced you as a Deaf interpreter?
- ☐ Why is analysis of personal challenges (e.g., comprehending situations, interpreters, communication styles) of critical importance?
- ☐ How have or will personal experiences of discrimination & oppression impact you as a Deaf interpreter?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Language & Cultural Competencies

- ☐ Evaluate your ASL skills; in what areas are you native or native-like?
- ☐ Are you fluent in additional signed language/s?
- ☐ Do you have spontaneous use of pragmatic & sociolinguistic features of ASL?
- ☐ Are you adept and flexible in working across a range of registers, genres, and variations of ASL?
- ☐ How will you develop competencies in the above areas?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Language & Communication Competencies

- ☐ Review rubrics for ASL, visual gestural communication, and home signs
- ☐ Work in pairs, share experiences of growing up, then use rubrics to assess one's own and partner's language skills
- ☐ Engage in dialogue on skills assessment findings



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Unit 3: Interpreter Service Models & Methods of Interpreting

Evolution of Interpreter Service Models & Application to Deaf interpreters

- ☐ Helper
- ☐ Conduit/machine
- ☐ Language facilitator
- ☐ Bilingual-bicultural mediator
- ☐ Ally



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Unit 3: Interpreter Service Models & Methods of Interpreting

Which Methods Used Most by Deaf Interpreters?

- ☐ Simultaneous
- ☐ Consecutive

Application of Processes to Deaf Interpreters?

- ☐ Interpretation
- ☐ Transliteration
- ☐ Sight Translation
- ☐ Mirroring



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Unit 4: Language, Culture, Oppression & the Deaf-World Community

Personal Experiences: Impact Deaf Interpreter Effectiveness & Practice

- ☐ Discrimination
- ☐ Oppression
- ☐ Lack of access to communication

How can Deaf interpreters mediate the potential pitfalls of identifying with consumers' experiences?



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Module 1

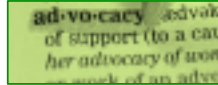
Slide 19



Unit 5: Deaf Interpreter or Deaf Advocate?

Self-Analysis

- ☐ What does advocacy mean?
- ☐ Does the work of Deaf interpreters include advocacy?
- ☐ Do you want to be a Deaf interpreter or a Deaf advocate?
- ☐ How might your role/s affect your work as a Deaf interpreter?



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Module 2

Slides 1-6



Deaf Interpreter Curriculum

Module 2: Ethnic & Cultural Diversity Within the Deaf Community

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Ethnic & Cultural Diversity within the Deaf Community

Unit Titles & Sequence

- Ethnic & Cultural Diversity
- Examining Cultural Differences
- Examining Bias & Stereotyping
- Immigrants & Refugees
- Knowledge & Skills Needed as a Deaf Interpreter

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Unit 1: Ethnic & Cultural Diversity

Key Questions

- How do organizations established to support Deaf people of color address the needs of the people they serve? In what ways can they more fully support the people they serve?
- What can these organizations do to support the work of Deaf interpreters?
- In what ways can Deaf interpreters, who are not themselves people of color, benefit from joining organizations such as NBDA and NCHDHH and learning more about these cultures?
- Is it possible for individuals to not have any stereotypes and biases?



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Unit 1: Ethnic & Cultural Diversity

Group Dialogue

- What ethnic cultures exist within the Deaf community?
- What organizations exist to support Deaf people of color? How are these organizations addressing issues unique to immigrants and refugees?
- To what ethnic group(s) do you belong?
- What are your experiences as a Deaf person of color, if applicable?
- Have you worked with Deaf people whose ethnicity is different from yours? If yes, what insights can you share that would be helpful to Deaf interpreters who may work with Deaf people of color?

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Unit 1: Ethnic & Cultural Diversity

Organizational Analysis

- Mano a Mano
- National Alliance of Black Interpreters
- National Asian Deaf Congress
- National Association of the Deaf
- National Black Deaf Advocates
- National Council of Hispano Deaf and Hard of Hearing
- Registry of Interpreters for the Deaf
- Sacred Circle



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Unit 1: Ethnic & Cultural Diversity

Organizational Analysis, cont'd

- How do these organizations support their members?
- What is missing?
- Would you join one of these organizations?
- Why or why not?



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Module 2

Slides 7-12



Unit 2: Examining Cultural Differences

Key Questions

- ☐ Why is it important for Deaf interpreters to understand their culture before working with people of different cultures?
- ☐ What challenges may be present for Deaf interpreters when working outside of their culture?
- ☐ In what ways can Deaf interpreters demonstrate respect for the beliefs and mores of consumers of ethnicities or cultures that are different from theirs?
- ☐ Why is it important for Deaf interpreters to understand minority group dynamics and the impact of oppression on the Deaf community in general? Deaf people of color?

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Unit 2: Examining Cultural Differences

Analysis of Cultural Elements

- ☐ Linguistic behaviors
- ☐ Nonverbal behaviors
- ☐ Temporal orientation
- ☐ Thinking & cognitive processes
- ☐ Religious/spiritual affiliation
- ☐ Observances
- ☐ Dominant ethnic identity
- ☐ Decision making /action taking attitude



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Unit 2: Examining Cultural Differences

Linguistic Behaviors

- ☐ Accent
- ☐ Dialect
- ☐ Sign choice



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Unit 2: Examining Cultural Differences

Nonverbal Behaviors

- ☐ Facial expression
- ☐ Gestures
- ☐ Use of space
- ☐ Eye contact



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Unit 2: Examining Cultural Differences

Temporal Orientation

- ☐ Deaf vs. Hearing time
- ☐ Black vs. White time
- ☐ Others??

USA: Time runs
Latin America: Time walks



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Unit 2: Examining Cultural Differences

Thinking/Cognitive Processes

- ☐ Concrete vs. abstract
- ☐ Black and white
- ☐ Linear vs. conceptual/pictorial
- ☐ Socialized vs. isolated/independent



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Module 2

Slides 13-18



 Unit 2: Examining Cultural Differences

Thinking/Cognitive Processes – Activity

First thoughts

- ☐ No filtering
- ☐ No screening
- ☐ No analysis



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 Unit 2: Examining Cultural Differences

Religious/Spiritual Affiliation

- ☐ Beliefs
- ☐ Rituals
- ☐ Traditions



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 Unit 2: Examining Cultural Differences

Observances

- ☐ Celebrations
- ☐ Holidays
- ☐ Ceremonies



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 Unit 2: Examining Cultural Differences

Dominant Ethnic Identity

- ☐ Self-identification
- ☐ National origin/affiliation
- ☐ Ethnic density
 - ☐ Biracial
 - ☐ Multiracial



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 Unit 2: Examining Cultural Differences

Decision Making/Action-Taking Attitude

- ☐ Individualistic (Western cultures)
 - ☐ Internal vs. external factors
- ☐ Collectivist/Consensual (Non-Western)
 - ☐ Interdependence vs. independence



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 Unit 2: Examining Cultural Differences

Cultural Elements: Group Dialogue

- ☐ How does what you've learned relate to your culture?
- ☐ How does this relate to other cultures?
- ☐ Why is this important for interpreters?
- ☐ How does this help you as a Deaf interpreter?



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Module 2

Slides 19-24



Unit 2: Examining Cultural Differences

Case Study Analysis

- ☐ Selection of one of the five case studies
- ☐ Approach to the interpreting assignment
- ☐ Resources needed
- ☐ Application of Demand-Control Schema
 - ☐ Challenges/behaviors that may impact the interpreting situation
 - ☐ Communication barrier/s or interpersonal conflicts
 - ☐ Mitigation of barriers/managing of conflicts



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Unit 2: Examining Cultural Differences

Demand-Control Schema

- ☐ Demands
 - ☐ Environmental
 - ☐ Interpersonal
 - ☐ Para-linguistic
 - ☐ Intrapersonal
- ☐ Controls
 - ☐ Pre-assignment
 - ☐ Assignment
 - ☐ Post-assignment



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Unit 2: Examining Cultural Differences

Demand-Control Schema, cont'd

- ☐ Challenges and how different behaviors may affect an interpreted interaction
- ☐ Barriers to communication or an interpersonal conflict
- ☐ Mitigating barriers or managing conflicts



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Unit 2: Examining Cultural Differences

Group Dialogue: *From the Deaf Multicultural Perspective*

- ☐ What demands did the interpreter face in each of the assignments?
- ☐ What controls could they have used?
- ☐ What did you learn from this activity?
- ☐ How will this activity help you in deciding whether or not to accept an assignment?
- ☐ Have you or someone you know had a similar experience? If yes, what lessons can you use to interpret more effectively?

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Unit 3: Examining Bias & Stereotyping

Key Questions

- ☐ What gives rise to biases and stereotypes?
- ☐ Why is it important to examine personal bias?
- ☐ In what ways can bias and stereotypes influence interpreting processes?
- ☐ What strategies work effectively when bias and stereotyping (either yours or others') influences or interferes with interpreting?



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Unit 3: Examining Bias & Stereotyping

Concept Review

- ☐ Bias – One sided, prejudice for or against
- ☐ Stereotyping – Oversimplified or standard image; negative
- ☐ Does bias tend to be negative?



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Module 2

Slides 25-30



 Unit 3: Examining Bias & Stereotyping

Group Dialogue:
Redefining D-E-A-F

- ☐ Stuart Hall (19:11-24:49)
- ☐ Contesting Stereotypes (31:42-33:14)

Terminology

- ☐ Limited information-stuck with standards
- ☐ Powerlessness-to change



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 Unit 3: Examining Bias & Stereotyping

Group Dialogue

- ☐ How does oppression feel?
- ☐ How does oppression affect others?



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 Unit 3: Examining Bias & Stereotyping

Characteristics of Oppression

- ☐ Being put down
- ☐ Feeling inferior
- ☐ Denied privilege, opportunity or service



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 Unit 3: Examining Bias & Stereotyping

Group Dialogue: Muskogee Indian Donnette Reins

- ☐ Hair cut & style
- ☐ Black garb
- ☐ Totem pole



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 Unit 3: Examining Bias & Stereotyping

Group Dialogue: Are You a Victim of White Privilege, Hearing Privilege or Both?

- ☐ What is white privilege?
- ☐ What is hearing privilege?



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 Unit 3: Examining Bias & Stereotyping

Group Dialogue

- ☐ Characteristics of oppression
- ☐ Meaning and impact of privilege
- ☐ Power relationships and impact on interpreted interactions
- ☐ Impact of consumer position within power dynamic on interpreting decisions or dynamics



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Module 2

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Unit 3: Examining Bias & Stereotyping

Privilege Walk Debriefing

- ☐ What happened?
- ☐ How did this exercise make you feel?
- ☐ What were your thoughts as you did this exercise?
- ☐ What have you learned from this experience?
- ☐ What can you do with this information in the future?



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Unit 3: Examining Bias & Stereotyping

Group Dialogue

- ☐ Ethnic cultures/linguistic groups you are most/least comfortable working with
- ☐ Personal experience with bias/stereotyping
- ☐ Overcoming bias/stereotyping due to race or hearing status
- ☐ Taking action if you witness biases/stereotyping
- ☐ Reducing your biases/stereotyping

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Unit 4: Immigrants & Refugees

Key Questions

- ☐ How have immigrants contributed to diversity within the Deaf community?
- ☐ How have refugees contributed to diversity within the Deaf community?
- ☐ What do refugees and immigrants have in common?
- ☐ How do refugees and immigrants differ?
- ☐ What organizations, if any, exist to support Deaf and DeafBlind immigrants and refugees?



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Unit 4: Immigrants & Refugees

Group Dialogue

- ☐ How are refugees viewed in the USA?
- ☐ With the previous questions in mind, how do people in the USA view Deaf people who immigrate or are refugees?
- ☐ Describe personal perceptions, as Deaf interpreters, toward immigrants and refugees?



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Unit 4: Immigrants & Refugees

Group Dialogue

- ☐ How are immigrants and refugees alike?
- ☐ How are they different?
- ☐ Relate your experiences working with either or both groups



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Unit 4: Immigrants & Refugees

Group Dialogue: Trainer-Selected Videos

- ☐ What are your thoughts and reactions?
- ☐ What unique issues do immigrants and refugees face that are different from those in the mainstream Deaf or DeafBlind communities?
- ☐ What organizations or resources might be able to provide support?
- ☐ Did you become more aware of your own biases or stereotypes?
- ☐ How would you apply what you have learned as a Deaf interpreter?

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Module 2

Slides 37-42



Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Key Questions

- ☐ What ethnicities exist within the Deaf community?
- ☐ What experiences do you have as a Deaf interpreter with ethnically diverse Deaf people?
- ☐ How does/did this experience impact or influence your effectiveness as a Deaf interpreter?
- ☐ What knowledge and skills do you possess that enables you to work as a Deaf interpreter with ethnically diverse consumers?



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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Domains & Competencies

- ☐ Which apply to Deaf interpreters working with culturally diverse Deaf people?
- ☐ Which competencies support Deaf interpreter work effectiveness?
- ☐ How do these impact Deaf interpreter practice?



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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: *Muskogee Indian Donnette Reins*

- ☐ What was Donnette's dominant culture?
- ☐ Did this change? If so, how?
- ☐ What signs were used that are different than yours?
- ☐ Are these signs permitted outside of her culture? Why/why not?
- ☐ Could adopting her signs/culture-specific gestures support the interaction?
- ☐ How was this activity helpful for you as a Deaf interpreter?

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: Trainer-Selected Videos

- ☐ What challenges or issues (demands) must Deaf interpreters be aware of when working in a setting outside of their culture?
- ☐ What, if any, cultural and linguistic errors did the interpreters make?
- ☐ How is using a sign language interpreter who knows the consumer's country sign language (controls) helpful?
- ☐ Describe logistical considerations (controls) for effective interpreting at cultural events

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: Trainer-Selected Videos, cont'd

- ☐ Are you skilled and knowledgeable in another sign language/s or culture/s?
- ☐ What would you do if you were called to interpret an event or meeting that was outside of your cultural/linguistic comfort zone? What demands would exist? What controls could be used to address the demands?
- ☐ What resources may be helpful when working with people who are ethnically diverse?

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Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: *Reflections on Cultural & Religious Diversity by L.G. Peterkin*

- ☐ What cultural adjustments did Lillian make when working with the client?
- ☐ What extra-linguistic knowledge (ELK) did she have that supported her work with this ethnic group?
- ☐ What adjustments can you make when working both within and outside of your ethnicity?



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Module 2

Slide 43



Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Discussion

- Using the five Case Study worksheets, discuss strategies for working with various consumers
 - Linguistic challenges
 - Inter- and intra-personal challenges
 - Interpreting strategies and rationale
 - Other considerations needed



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Module 3

Slides 1-6



Deaf Interpreter Curriculum

Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles

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Module 3: Consumer Assessment–Culture, Language & Communication Styles

Unit Titles & Sequence

- Community & Cultural Identity
- Assessment of Consumer Language Usage
- Effective Communication Strategies
- Significance & Impact of Oppression

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Unit 1: Community & Cultural Identity

Key Questions

- How does understanding of Deaf/DeafBlind communities support Deaf interpreters in assessing the communication needs and preferences of consumers?
- In what ways do Deaf interpreters' understanding of their cultural identity/ies support understanding and working with consumers?
- In what ways are grassroots Deaf/DeafBlind consumers different from other groups within the Deaf/DeafBlind communities?
- How do educational, cognitive, physiological, cultural, and sociolinguistic factors affect membership in the Deaf/DeafBlind communities?

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Unit 1: Community & Cultural Identity

Definition: Community

- General population view
- Deaf view
- DeafBlind view

Definition: Deaf Community

- General population view
- Deaf view
- DeafBlind view



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Unit 1: Community & Cultural Identity

Definition: Culture

- General population view
- Deaf view
- DeafBlind view

Definition: Deaf Culture

- General population view
- Deaf view
- DeafBlind view



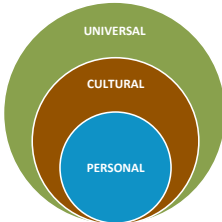
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Unit 1: Community & Cultural Identity

Cultural Levels of Behavior

- Personal – Shared with no one
- Cultural – Shared with certain group of people
- Universal – Shared by all



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Module 3

Slides 7-12



Unit 1: Community & Cultural Identity

Chapter Review: *So You Want to be An Interpreter*

- ☐ Discuss application to Deaf interpreter practice
 - ☐ The Importance of Communication
 - ☐ The Influence of Culture on Communication
 - ☐ Working in Multicultural Communities
 - ☐ Identity and Communication



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Unit 1: Community & Cultural Identity

Group Dialogue

- ☐ Culture's influence on behavior
- ☐ Culture's influence on communication
- ☐ Importance of understanding own cultural identity/ies
- ☐ Importance of understanding Deaf consumers' cultural identity/ies
- ☐ And how these influence Deaf interpreter competence



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Unit 1: Community & Cultural Identity

Group Dialogue: Experience with Deaf & DeafBlind Consumers

- ☐ U.S. citizens
- ☐ Tourists—visitors from other world countries
- ☐ Visa-based students or workers
- ☐ Immigrants
- ☐ Refugees
- ☐ Grassroots
- ☐ Disabled
- ☐ Cudas



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Unit 1: Community & Cultural Identity

Group Dialogue: Consumer Interpreting Needs

- ☐ Balanced bicultural
- ☐ Deaf-dominant bicultural
- ☐ Hearing-dominant bicultural
- ☐ Culturally isolated
- ☐ Culturally separate
- ☐ Culturally marginal
- ☐ Culturally captive



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Unit 1: Community & Cultural Identity

Five Stages of Cultural Awareness

- ☐ Conformity
- ☐ Dissonance
- ☐ Resistance & immersion
- ☐ Introspection
- ☐ Awareness



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Unit 1: Community & Cultural Identity

Five Stages of Cultural Awareness, cont'd

- ☐ What is your current bicultural identity stage?
- ☐ Is your current stage different than one you previously experienced?
- ☐ If so, what caused the change?



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Module 3

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Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles
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 **Module 3: Consumer Assessment–Culture, Language & Communication Styles**
Unit Titles & Sequence

- Community & Cultural Identity
- Assessment of Consumer Language Usage
- Effective Communication Strategies
- Significance & Impact of Oppression

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 **Unit 1: Community & Cultural Identity**
Key Questions

- How does understanding of Deaf/DeafBlind communities support Deaf interpreters in assessing the communication needs and preferences of consumers?
- In what ways do Deaf interpreters' understanding of their cultural identity/ies support understanding and working with consumers?
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 **Unit 1: Community & Cultural Identity**
Definition: Community

- General population view
- Deaf view
- DeafBlind view

Definition: Deaf Community

- General population view
- Deaf view
- DeafBlind view

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 **Unit 1: Community & Cultural Identity**
Definition: Culture

- General population view
- Deaf view
- DeafBlind view

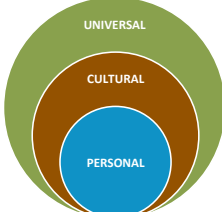
Definition: Deaf Culture

- General population view
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 **Unit 1: Community & Cultural Identity**
Cultural Levels of Behavior

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- Cultural – Shared with certain group of people
- Universal – Shared by all

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Module 3

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Unit 3: Effective Communication Strategies

Key Questions

- How can Deaf interpreters explain the intuitive decision-making process/es involved in the assessment of the communication, interpreting needs, and preferences of Deaf and DeafBlind consumers?
- How can Deaf interpreters adjust interpretation strategies and communication interventions to the experiential and linguistic framework of Deaf and DeafBlind consumers in specific situations?
- What specific strategies are available to Deaf interpreters?



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Unit 3: Effective Communication Strategies

Group Dialogue: *Functional Communication Assessment...with Individuals who are Deaf and Lower Functioning*

- How should Deaf Interpreters prepare for interpreting assignments?
- What do they need to know before walking in the door?
- What situation-specific protocols can be used?
- When faced with communication gaps or discrepancies, what strategies can be used?

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Unit 3: Effective Communication Strategies

Demand Control Schema

- Analysis of environmental, interpersonal, paralinguistic, and intrapersonal (EIP) demands
- Development of possible controls and strategies that best facilitate communication



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Unit 3: Effective Communication Strategies

Elicitation strategies

- Prompting
- Probing
- Questioning
- Referencing (e.g., previous comments)
- Paraphrasing
- Verifying the intended message



How can the above strategies serve as controls?

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Unit 3: Effective Communication Strategies

Group Dialogue: *Reflections on Cultural & Religious Diversity* by J. Beldon

- What alternate visual communication strategy/ies did Beldon use?
- Were they effective?
- Why and how did he decide to use a different strategy?



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Unit 3: Effective Communication Strategies

Alternate Visual Communication Strategies

- Drawing
- Mime
- Props
- Other (specify)

How would each strategy apply to Activity 2 scenarios?

What demands are present?

What controls would work best?



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Module 3

Slides 25-30



 **Unit 3: Effective Communication Strategies**

Syntactic Form

- ☐ Temporal sequencing
- ☐ Spatial representation
- ☐ Temporal referencing
- ☐ Pronominal referencing
- ☐ Constructed action
- ☐ Restructuring of question forms
- ☐ Adjusting register



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 **Unit 3: Effective Communication Strategies**

Deaf & DeafBlind Consumer Assessment Processes

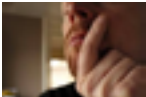
- ☐ Rationale for use of particular interpretation strategies?
- ☐ What controls do Deaf interpreters need to for successful interaction?
- ☐ How can Deaf interpreters best assess whether consumers understand the message/s being conveyed?
- ☐ What are possible cues (obvious and indirect/subtle) that can help Deaf interpreters better assess the communication needs of consumers?
- ☐ Why are creativity and flexibility so important?

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 **Unit 3: Effective Communication Strategies**

Group Dialogue & Self Analysis

- ☐ In what ways do Deaf interpreters refine their acuity in perceiving language needs and modalities in the people for whom they interpret?
- ☐ Lifelong learning for Deaf interpreters includes the ability to monitor, self-assess, and self-regulate performance. As proficiency develops, how can Deaf interpreters evaluate their effectiveness on a continuous basis?



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 **Unit 4: Significance & Impact of Oppression**

Key Questions

- ☐ Why does oppression occur within the Deaf and DeafBlind communities?
- ☐ What happens when people feel oppressed?
- ☐ What are the forms of oppression?
- ☐ Why is it important for Deaf interpreters to understand the characteristics of oppressed people?
- ☐ How should Deaf interpreters handle autism in work settings?



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 **Unit 4: Significance & Impact of Oppression**

Group Dialogue: *Audism Unveiled*

- ☐ Deaf & DeafBlind people as stigmatized groups
- ☐ Devaluation of signed languages
- ☐ Deficit thinking toward Deaf & DeafBlind people
- ☐ Hearing-centric education
- ☐ Medicalization & emphasis on auditory status
- ☐ Importance of speech & lip reading
- ☐ Deaf people as disabled individuals



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 **Unit 4: Significance & Impact of Oppression**

Group Dialogue: Deaf-World Context

- ☐ Deaf identity
- ☐ Deaf community and culture
- ☐ American Sign Language
- ☐ Deaf education



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Module 3

Slides 31-34



Unit 4: Significance & Impact of Oppression

Oppression

- ☐ Why does oppression occur within the community?
- ☐ What happens when people feel oppressed?
- ☐ What are the forms of oppression?
- ☐ What are the characteristics of oppressed people?
- ☐ How does the above impact Deaf interpreter practice?



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Unit 4: Significance & Impact of Oppression

Characteristics of Oppressed Deaf and DeafBlind People

- ☐ Ambivalence (existential duality)
- ☐ Self-deprecation
- ☐ Distrust of self and others
- ☐ Horizontal violence
- ☐ Passivity, adaptation & fatalism
- ☐ Emotional dependence
- ☐ Fear of freedom and backlash



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Unit 4: Significance & Impact of Oppression

Characteristics of Oppressors

- ☐ Their way is the only/best way
- ☐ Pejorative view (of the oppressed)
- ☐ Assumption that the oppressed want to be like them
- ☐ Take charge attitude
- ☐ Paternalism
- ☐ Possessive consciousness
- ☐ Fearful/angry reaction to oppressed efforts for freedom
- ☐ Desire for approval/gratitude



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Unit 4: Significance & Impact of Oppression

Group Dialogue: Oppression

- ☐ Ways oppression of Deaf & DeafBlind people is analogous to other cultural and ethnic groups
- ☐ Importance of Deaf interpreters doing self-analysis and understanding of the oppression of Deaf & DeafBlind people
- ☐ Position of Deaf & DeafBlind consumers within the power dynamic and influence on Deaf interpreter decision-making/strategies

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Module 4

Slides 1-6




Deaf Interpreter Curriculum

Module 4: Ethical Considerations & Challenges for Deaf Interpreters

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Module 4: Ethical Considerations & Challenges for Deaf Interpreters

Unit Titles & Sequence

- The Foundation of Ethics—Knowing Yourself
- History of NAD-RID Code of Professional Conduct
- Ethics & the Deaf Interpreter
- The Deaf Interpreter as an Ally

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Unit 1: The Foundation of Ethics—Knowing Yourself

Key Questions

- What are some of your core values, morals, and beliefs?
- What are ways to identify and reduce the potential impact of personal biases on professional behavior?
- What are general ethical decision-making processes?



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Unit 1: The Foundation of Ethics—Knowing Yourself

Principles of Professional Practice

- Meta-ethical principles
- Distinguishing characteristics of professionals
- Values within the NAD-RID Code of Professional Conduct
- Nine steps to ethical decision-making
- Personality characteristics that may affect work of Deaf interpreters



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Unit 1: The Foundation of Ethics—Knowing Yourself

Six Stages of Moral Development

- Pre-Conventional level
 - Stage 1: Punishment/obedience
 - Stage 2: Instrumental relativist
- Conventional level
 - Stage 3: "Good boy/good girl"
 - Stage 4: Law and order
- Post-Conventional level
 - Stage 5: Social contract (legalistic)
 - Stage 6: Universal ethical-principle



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Unit 1: The Foundation of Ethics—Knowing Yourself

Case Study 1:

- A Deaf interpreter is working at a local health fair, at an HIV testing exhibit. The interpreter is asked by a Deaf attendee waiting in a line, "Will the needle hurt?" The interpreter responds, "I cannot answer because of the NAD-RID Code of Professional Conduct," while recalling a past experience of being reprimanded for providing an opinion.



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Module 4

Slides 7-12



Unit 1: The Foundation of Ethics-- Knowing Yourself

Case Study 2:

- This time, the Deaf Interpreter smiles at the Deaf attendee and says, "I'd be happy to interpret for you, let's go and find the person responsible for HIV testing. I have had an HIV test in the past and it did not hurt for me, but maybe for others. It depends on the person's ability to tolerate needles. Come with me and we'll find out."



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Unit 1: The Foundation of Ethics-- Knowing Yourself

Ethics & Ethical Fitness

- Set of moral principles or values
- Theory or system of moral values (e.g., present-day materialistic ethic)
- Principles of conduct governing an individual or group (e.g., professional ethics)
- Guiding philosophy



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Unit 1: The Foundation of Ethics-- Knowing Yourself

Ethics in Concept

- Goals
- Values & morals
- Ethical behavior
- Theories related to ethics
- Meta-ethical principles
- Interpretation of code
- Making ethical decisions
- Critical thinking skills



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Unit 1: The Foundation of Ethics-- Knowing Yourself

Personal Status: Influence on Ethics

- Race & ethnicity
- Gender
- Age
- Religion
- Occupation
- Socioeconomic status
- Sexual orientation



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Unit 1: The Foundation of Ethics-- Knowing Yourself

Common Ethical Categories

- Personal
- Community/cultural
- Professional



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Unit 1: The Foundation of Ethics-- Knowing Yourself

Ethics & Deaf Interpreter Practice

- Code/s of ethics (applicable to various professions)
- Purpose of such codes
- Ethical decision making
- Considerations & challenges for Deaf interpreters



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Module 4

Slides 13-18



Unit 1: The Foundation of Ethics– Knowing Yourself

Ethical fitness: Right vs. Right Dilemmas

- ☐ Truth or loyalty
- ☐ Self or community
- ☐ Short term or long term
- ☐ Justice or memory



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Unit 1: The Foundation of Ethics– Knowing Yourself

Ethical fitness: Right vs. wrong dilemmas

- ☐ Legal?
- ☐ Violates code of ethics?
- ☐ Suppose it was on the front page of the newspaper?
- ☐ What would your mother (or mentor, role model) think?



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Unit 1: The Foundation of Ethics– Knowing Yourself

Case Study 1 (short- vs. long-term)

- ☐ You interpret regularly for a 16-year-old with cognitive delays and behavior problems. You and the student were involved in an altercation and are meeting with the disciplinary team regarding the incident. Since you are the only one that the student understands, you are asked to interpret the meeting for the student while reporting on the action.



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Unit 1: The Foundation of Ethics– Knowing Yourself

Case Study 2 (individual vs. community)

- ☐ In the lobby you see a candidate for a SSP job waiting. The interviewer is standing near the receptionist desk chatting. You walk by and see the candidate sign to another candidate, "The only reason I am applying for this job is because I want to pay off my college debts. This job is easy. Those DeafBlind people can't hear or see and its easy to take advantage of them." You and the interviewer enter the room. The candidate enters the room and the interview begins. During the interview the candidate says, "I am applying because I want to support DeafBlind people and be the best provider as possible." After the interview ends, do you share what you saw with the DeafBlind interviewer?

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Unit 1: The Foundation of Ethics– Knowing Yourself

Case Study Reflections

- ☐ View Ethics Case Study 2 video then trainer-selected *Reflections* videos
- ☐ Using the Demand Control Schema:
 - ☐ What challenges were noticed by observers and how can these be identified?
 - ☐ What are some controls that were identified by observers?
 - ☐ How can you apply the DC-S if confronted with a similar situation?



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Unit 2: History of NAD & RID Codes of Professional Conduct

Key Questions

- ☐ What historical issues led to RID & NAD collaboration leading to the development of the NAD-RID Code of Professional Conduct?
- ☐ How did the collaboration between RID & NAD impact the roles and functions of Deaf and hearing interpreters?
- ☐ What are the differences between policies/regulations and guidelines?
- ☐ Why is it important for Deaf interpreters to stay abreast of current trends in interpretation and in related subject areas (e.g., medical, mental health, and legal interpreting)?



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Module 4

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Unit 2: History of NAD & RID Codes of Professional Conduct

Historical Background

- RID Code of Ethics & NAD Code of Ethics
- NAD-RID Council on Interpreting and joint development of NAD-RID Code of Professional Conduct
- RID VIEWS 2008 President's Report: *Reaffirming the NAD-RID Relationship*



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Unit 2: History of NAD & RID Codes of Professional Conduct

RID Grievance System

- RID Ethical Practices System (EPS)
- NAD-RID Code of Professional Conduct (CPC)
- EPS Enforcement Procedures



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Unit 2: History of NAD & RID Codes of Professional Conduct

Key Elements: NAD-RID Code of Professional Conduct

- Sections – Name, Scope, Philosophy, Guiding Principles, and Tenets
- Essential Core – *Do No Harm*
- Structure – Tenets, Guiding Principles & Illustrative Behaviors for Interpreters



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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 1.0 – Confidentiality

Interpreters adhere to standards of confidential information

- Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.



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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 1.0 – Confidentiality, cont'd

- Illustrative Behaviors
 - Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality.
 - Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality.
 - Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.



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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 2.0 – Professionalism

Interpreters possess the professional skills and knowledge required for the specific interpreting situation

- Guiding Principle: Interpreters expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.



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Module 4

Slides 25-30



Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 2.0 – Professionalism

□ Guiding Principle, cont'd

- Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs.
- Interpreters possess knowledge of American Deaf culture and deafness-related resources.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 2.0 – Professionalism, cont'd

□ Illustrative Behaviors

- Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 2.0 – Professionalism

□ Illustrative Behaviors, cont'd

- Request support (e.g., Certified Deaf Interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g., cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- Refrain from providing counsel, advice, or personal opinions.
- Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 3.0 – Conduct

Interpreters conduct themselves in a manner appropriate to the specific interpreting situation



- Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 3.0 – Conduct

□ Illustrative Behaviors

- Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- Avoid performing dual or conflicting roles in interdisciplinary (e.g., educational or mental health teams) or other settings.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 3.0 – Conduct

□ Illustrative Behaviors, cont'd

- Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.
- Refrain from the use of mind-altering substances before or during the performance of duties.

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Module 4

Slides 31-36



Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 3.0 – Conduct

- Illustrative Behaviors, cont'd
 - Disclose to parties involved any actual or perceived conflicts of interest.
 - Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
 - Refrain from using confidential interpreted information for personal, monetary, or professional gain.
 - Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 4.0 – Respect for Consumers

Interpreters demonstrate respect for consumers



- Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 4.0 – Respect for Consumers

- Illustrative Behaviors
 - Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
 - Approach consumers with a professional demeanor at all times.
 - Obtain the consent of consumers before bringing an intern to an assignment.
 - Facilitate communication access and equality, and support the full interaction and independence of consumers.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 5.0 – Respect for Colleagues

Interpreters demonstrate respect for colleagues, interns and students of the profession



- Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 5.0 – Respect for Colleagues

- Illustrative Behaviors
 - Maintain civility toward colleagues, interns, and students.
 - Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 5.0 – Respect for Colleagues

- Illustrative Behaviors, cont'd
 - Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
 - Assist and encourage colleagues by sharing information and serving as mentors when appropriate.
 - Obtain the consent of colleagues before bringing an intern to an assignment.

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Module 4

Slides 37-42



Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 6.0 – Business Practices

Interpreters maintain ethical business practices



- Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 6.0 – Business Practices

□ Illustrative Behaviors

- Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- Refrain from harassment or coercion before, during, or after the provision of interpreting services.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 6.0 – Business Practices

□ Illustrative Behaviors, cont'd

- Render *pro bono* services in a fair and reasonable manner.
- Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 7.0 – Professional Development

Interpreters engage in professional development



- Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

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Unit 2: History of NAD & RID Codes of Professional Conduct

Tenet 7.0 – Professional Development

□ Illustrative Behaviors

- Increase knowledge and strengthen skills through activities such as:
 - pursuing higher education;
 - attending workshops and conferences;
 - seeking mentoring and supervision opportunities;
 - participating in community events; and
 - engaging in independent studies.
- Keep abreast of laws, policies, rules, and regulations that affect the profession.

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Unit 3: Ethics & the Deaf Interpreter

Key Questions

- What are the ethical tenets that govern the given scenarios?
- Are there different ethical decision-making processes between Deaf interpreters and hearing interpreters?
- How can Deaf interpreters distinguish their values, biases, and norms from workplace ethical decision-making?
- Are there special ethical considerations and challenges Deaf interpreters face?



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Module 4

Slides 43-48



Unit 3: Ethics & the Deaf Interpreter

Case Analysis Process

- What is happening here?
- Why is it happening?
- What are the options?
- Which option would be best? Why?
- How will that option be carried out?
- What would the outcomes be?
- What are possible consequences? For whom?



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Unit 3: Ethics & the Deaf Interpreter

Analysis of Case Studies

□ Ethical Dilemmas Involving Deaf Interpreters

- What would you do in this situation?
- What factors did you consider in making your decision?
- Can you justify your decision based on the NAD-RID Code of Professional Conduct?
- Can you think of a similar situation in which you would act differently? Why?



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Unit 3: Ethics & the Deaf Interpreter

Case Study 1

- You and a hearing interpreter facilitated communication for a grassroots Deaf man and his doctor about upcoming major surgery. Two weeks later, you and members of your family took part in a Deaf community social event; you encountered the same man for whom you interpreted. You maintained a professional demeanor. He was persistent and encouraged you to have a discussion with him. You tried to ignore him without being rude. Later, he and his wife approached you. He wanted you to debrief her on his medical appointment. You explained you couldn't recall the information. He persisted, giving you his permission to update her about his upcoming surgery.



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Unit 3: Ethics & the Deaf Interpreter

Case Study 2

- You and a hearing interpreter facilitate communication for a hearing mental health counselor and Deaf patient who recently immigrated to the United States from China and has little knowledge of ASL or English. The counselor recommends the patient go through testing to screen for a specific mental illness. You (the Deaf interpreter) believe the local mental health center for Deaf patients would be a great resource for the counselor and the patient.



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Unit 3: Ethics & the Deaf Interpreter

Case Study 3

- Jon, a hearing NIC Master certified interpreter who has been interpreting for 15 years, contacted you to team with him. The local VR office contacted Jon to provide interpreting services for an appointment with a hearing VR counselor and a Deaf 16 year old bilingual native ASL user, Maeve, who has recently lost most of her vision. The counselor will be explaining qualification criteria, job training, and job placement. You have no interpreting experience with DeafBlind consumers, nor are you familiar with the DeafBlind community and their communication needs. No other Deaf interpreters work in your town.



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Unit 4: The Deaf Interpreter as an Ally

Key Questions

- What are the differences and similarities between the roles of ally, advocate, and Deaf interpreter?
- How can Deaf interpreters judiciously provide information or referral regarding available interpreting or community resources without overstepping their role as interpreters?



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Module 4

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Unit 4: The Deaf Interpreter as an Ally

Definitions

- Ally
- Advocate

Roles & Overlap

- What are the differences and similarities between the roles and responsibilities of allies, advocates and Deaf interpreters?
- Describe how the roles of allies and Deaf interpreters may overlap.



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Unit 4: The Deaf Interpreter as an Ally

Group Dialogue

- Why is it important for Deaf interpreters to maintain professional boundaries, impartiality, and integrity in their work?
- Identify strategies for evaluating educational, cognitive, physiological, and sociolinguistic factors and communication needs that may influence ethical decision-making by Deaf interpreters prior, during, and after interpreting assignments.



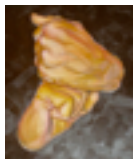
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Unit 4: The Deaf Interpreter as an Ally

Group Dialogue, cont'd

- How can Deaf interpreters judiciously provide information or referral regarding available interpreting or community resources without overstepping their role as interpreters?



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Module 5

Slides 1-6



Deaf Interpreter Curriculum

Module 5: Interpreting Theory & Practice for Deaf Interpreters

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Module 5: Interpreting Theory & Practice for Deaf Interpreters

Unit Titles & Sequence

- Models of Interpretation
- Translation
- Consecutive Interpreting
- Simultaneous Interpreting

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Unit 1: Models of Interpretation

Key Questions

- How do the four models of interpretation help Deaf interpreters clarify the process of interpreting?
- How can Deaf interpreters use these models to identify their strengths and areas needing improvement?
- How do these models help Deaf interpreters identify and resolve underlying causes of breakdowns in interpretation?
- How can Deaf interpreters use the models of interpretation to make effective interpreting decisions?



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Unit 1: Models of Interpretation

Interpretation & Translation

- What does interpretation mean, and what does it involve?
- What does translation mean, and what does it involve?
- What are the goals of translating and interpreting content?
- Provide an overview of the translation process.



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Unit 1: Models of Interpretation

Introduction & Overview in NCIEC Teaching Modules for the Classroom

- What are the differences between intra-lingual and inter-lingual interpreting tasks that Deaf interpreters undertake?
- Review and expand on examples of intra-lingual interpreting tasks.
- Describe individual experiences with inter-lingual interpreting.
- Are you fluent in a second or third signed language?

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Unit 1: Models of Interpretation

Cokely Sociolinguistic Model

- Message reception – Perceive source language
- Preliminary processing – Recognize
- Short-term memory retention – Chunk
- Semantic intent realized – Understand
- Semantic equivalent determined – Analyze
- Syntactic message formulation – Rehearse
- Message production – Produce target language



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Module 5

Slides 7-12



Unit 1: Models of Interpretation

Cokely Sociolinguistic Model, cont'd

- View trainer-selected video
- Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- Discuss challenges that the consumer's language or communication needs might present within the context of the Cokely Model, including ideas for resolving these challenges



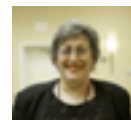
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Unit 1: Models of Interpretation

Colonos Pedagogical Model

- Concentrating: Understanding source message – attending, analyzing, releasing
- Representing: Source frame/target switch – visualizing
- Planning: Constructing target message – composing, modifying, delivering



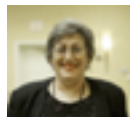
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Unit 1: Models of Interpretation

Colonos Pedagogical Model, cont'd

- View trainer-selected video
- Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- Discuss challenges that the consumer's language or communication needs might present within the context of the Colonos Model, including ideas for resolving these challenges



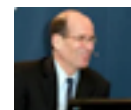
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Unit 1: Models of Interpretation

Gile Comprehension & Effort Models

- C (comprehension) = KL (knowledge of the language) + ELK (extra-linguistic knowledge) + A (interpreter's analysis)
- KL and ELK contribute to the effectiveness and quality of comprehension of content



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Unit 1: Models of Interpretation

Gile Comprehension & Effort Models, cont'd

- Not having KL and/or ELK increases comprehension effort
- Preparation is critical to decrease the amount of comprehension effort, thus preserving mental energy required for interpreting



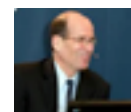
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Unit 1: Models of Interpretation

Gile Comprehension & Effort Models, cont'd

- View trainer-selected video and assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine interpreting mode to be used
- Discuss challenges that the consumer's language or communication needs might present within the context of the Gile Models, including ideas for resolving these challenges



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Module 5

Slides 13-18



Unit 1: Models of Interpretation

Gish Information Processing Model

Mapping Elements:

- ☐ Speaker goal
- ☐ Theme
- ☐ Objective/s
- ☐ Unit/s
- ☐ Data & details



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Unit 1: Models of Interpretation

Gish Information Processing Model, cont'd

- ☐ View trainer-selected video
- ☐ Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- ☐ Discuss challenges that the consumer's language or communication needs might present within the context of the Gish Model, including ideas for resolving these challenges

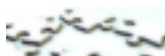
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Unit 1: Models of Interpretation

Group Dialogue: Comparison

- ☐ Cokely Model – message reception, preliminary processing, and semantic intent realization
- ☐ Colonomos Model – concentrating, representing, and planning
- ☐ Gile Model – information processing
- ☐ Gish Models – comprehension and effort



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Unit 1: Models of Interpretation

Group Dialogue: Comparison, cont'd

- ☐ How do the four models help Deaf interpreters clarify the process of interpreting?
- ☐ How can Deaf interpreters use the four models to identify their strengths and areas for improvement?
- ☐ How do the four models help Deaf interpreters identify and resolve underlying causes for interpreting breakdowns?
- ☐ How can Deaf interpreters use the four models to make effective interpreting decisions?

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Unit 2: Translation

Key Questions

- ☐ How does written translation differ from sight/text translation?
- ☐ How does sight/text translation differ from consecutive and simultaneous interpreting?
- ☐ What are possible situations that would call for Deaf interpreters to provide sight/text translation?
- ☐ What kinds of knowledge and preparation are necessary for translation?



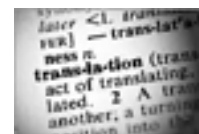
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Unit 2: Translation

Review

- ☐ Written/recorded translation
- ☐ Back translation
- ☐ Back translation check
- ☐ Sight translation



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Module 5

Slides 19-24

Unit 2: Translation

Sight Translation

- Identify and discuss situations in which Deaf interpreters might be called upon to translate from written or print text into ASL or another form of visual communication



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Unit 2: Translation

Sight Translation, cont'd

- Frozen text
- Procedural text
- Explanatory text



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Unit 2: Translation

Sight Translation, cont'd

Using the Gile Model, what ELK is required to translate:

- Frozen text
- Bank overdraft notice
- Television captions
- Medical consent form
- Apartment lease



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Unit 2: Translation

Sight Translation Steps

- Prediction
- Content mapping
- Feature analysis
- Visual representation
- Prediction of target language features
- Re-tell in target language
- Comparative / contrastive analysis
- Translation



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Unit 2: Translation

Interpreter Discourse Review

- English to ASL Expansion
- ASL to English Compression



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Unit 2: Translation

Group Dialogue

- View *Pursuit of ASL: Interesting Facts Using Classifiers*
- Identify application of ASL expansion



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Module 5

Slides 25-30



 **Unit 2: Translation**

English to ASL Sight/Text Translation Activity

- ☐ Preparation: patient intake form or other print document
- ☐ Divide into groups of three
 - ☐ Sight translator
 - ☐ Deaf or DeafBlind consumer
 - ☐ Observer



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 **Unit 2: Translation**

English to ASL Sight/Text Translation Activity, cont'd

- ☐ Discuss observed examples of the following:
 - ☐ Elicitation strategies
 - ☐ Production strategies
 - ☐ Contextual information strategies
- ☐ Application to Deaf interpreter practice



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 **Unit 2: Translation**

Simultaneous Translation Activity

- ☐ Trainer-selected captioned movie, television show, or video
- ☐ Predictions
 - ☐ Possible topics that may arise
 - ☐ Speakers' goals
 - ☐ Salient linguistic features
 - ☐ Content
- ☐ Translation Practice



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 **Unit 2: Translation**

Simultaneous Translation Activity, cont'd

- ☐ English intrusion in translation efforts
- ☐ Application to Deaf interpreter practice



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 **Unit 2: Translation**

NCIEC Teaching Modules for the Classroom: To Your Future Health—Contemplating Interpreting in Healthcare

- ☐ Appropriate times for Deaf Interpreters to:
 - ☐ Sight/text translate independently
 - ☐ Hold off until healthcare providers are present
 - ☐ Take on the interpreting role

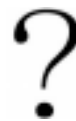


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 **Unit 3: Consecutive Interpreting**

Key Questions

- ☐ What factors go into Deaf interpreters' decision to interpret consecutively?
- ☐ How can Deaf interpreters explain the rationale for using consecutive interpreting?
- ☐ How do Deaf interpreters employ consecutive interpreting to their greatest advantage?



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Module 5

Slides 31-36



Unit 3: Consecutive Interpreting

Concept Review

- ☐ History
- ☐ Benefits
- ☐ Skills
- ☐ Techniques



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Unit 3: Consecutive Interpreting

Concept Review, cont'd

- ☐ *Examples of a Deaf Interpreter's Work*
- ☐ *Deaf Interpreting: Team Strategies for Interpreting in a Mental Health Setting*
- ☐ *Deaf Interpreters at Work: Mock Trial*



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Unit 3: Consecutive Interpreting

Concept Review: Procedural Steps

- ☐ Listening
- ☐ Chunking
- ☐ Short term memory
- ☐ Note-taking
- ☐ Analysis of meaning
- ☐ Co-construction of meaning
- ☐ Application of interpreting model/s
- ☐ Delivery



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Unit 3: Consecutive Interpreting

Discourse Analysis Process

1. Prediction
2. View & Recall
3. Content Mapping
4. Salient Linguistic Features
5. Abstraction
6. Retell in Source Language
7. Salient Linguistic Features
8. Visualization Mapping
9. Retell in Target Language
10. Interpretation



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Unit 3: Consecutive Interpreting

Case Study 1—Sixth Grade Health Class

- ☐ Deaf student has Deaf parents. ASL is L1, English is L2. Exposed to SEE through mainstream school. Struggles with fingerspelling (mild cerebral palsy). Teacher's goal is for students to understand how bruises are formed and be familiar with vocabulary. There will be a test on bruises next week, with multiple choice and fill-in questions. For the test, students must be able to answer questions on how bruises are formed, in full sentences.



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Unit 3: Consecutive Interpreting

Case Study 2—Eighth Grade Biology Class

- ☐ Deaf student in mainstream day program since first grade. Spanish and ASL are L1 and L2, English is L3. Has hearing parents, all speak Spanish and know basic ASL. Small group of Deaf friends who use ASL and some signed English. Teacher's goal is to teach about blood and its systems. One unit is related to how bruises are formed. Students must write an essay about blood systems, bruises, and how the blood system prevents more bleeding from broken blood vessels.



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Module 5

Slides 37-42



Unit 3: Consecutive Interpreting

Case Study 3—Doctor's Office

- Patient from another country in late 30s. Fluent in their native signed language. Has lived in USA for two years and is picking up ASL from other immigrants as well as American Deaf community. Third visit with doctor to learn results of blood tests. Doctor's goal is to explain how bruises are formed and why the patient may be breaking out in so many bruises, possibly due to blood disease. Doctor is very concerned.



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Unit 3: Consecutive Interpreting

Case Study 4—Doctor's Office

- Young hearing child with Deaf or DeafBlind mother whose L1 is ASL (monolingual), who graduated from a Deaf school after attending day mainstream program for a few years. Third visit with doctor to learn results of blood tests. Doctor's goal is to explain how bruises are formed and why the patient may be breaking out in so many bruises. Doctor is very concerned and suspects the child has leukemia, a blood disease. Mother is very emotional.



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Unit 3: Consecutive Interpreting

Case Study Analysis Process

- Draw pictures or symbols, no words
- Use ASL discourse structure and features
 - Framing the interpretation
 - Register/s and discourse genre/s
 - Salient language features
 - Contextualization (expansion) techniques



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Unit 3: Consecutive Interpreting

Case Study Analysis Process, cont'd

- Interpret
 - Appropriate target language
 - Different from ASL version
- Demonstrate interpretation
 - Deaf interpreter
 - Deaf or DeafBlind consumer
 - Hearing consumer



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Unit 3: Consecutive Interpreting

Case Study Analysis Process, cont'd

- Debriefing
 - Features assisted in effectiveness
 - Features were missing
 - Examples of linguistic and cultural mediation



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Unit 3: Consecutive Interpreting

Case Study Analysis Process, cont'd

- Decision making processes
- Discourse analysis & mapping
- Application of interpreting process models
- Learning experiences
- Areas for skill improvement and future application



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Module 5

Slides 43-48



Unit 3: Consecutive Interpreting

Group Dialogue

- ☐ How do Deaf interpreters explain the rationale for using consecutive interpreting?
- ☐ What factors go into the decision for Deaf interpreters to interpret consecutively?
- ☐ How do Deaf interpreters use consecutive interpreting to their greatest advantage?



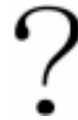
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Unit 4: Simultaneous Interpreting

Key Questions

- ☐ What factors and considerations go into Deaf interpreter's decision to use simultaneous interpreting?
- ☐ In what settings do Deaf interpreters typically practice simultaneous interpreting?
- ☐ What is the difference between mirroring and simultaneous interpretation?
- ☐ What is the rationale for using simultaneous, consecutive, or a blend of interpreting methods in some situations?



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Unit 4: Simultaneous Interpreting

Review

- ☐ Definition
- ☐ History and Uses in *The Effective Interpreting Series: Simultaneous Interpreting from English*
- ☐ Colonomos and Gile Interpreting Process Models
- ☐ Application to Deaf interpreter practice

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Unit 4: Simultaneous Interpreting

Deaf Interpreter Experiences

- ☐ Where have you seen Deaf interpreters at work?
- ☐ View trainer-selected videos
- ☐ Why was simultaneous interpreting the method of choice?
- ☐ When observing the "feed" interpreter, what did you notice about their language use (e.g., ASL, signed English) and signing behaviors?
- ☐ Share observations on the performance of Deaf interpreters in simultaneous interpreter settings.

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Unit 4: Simultaneous Interpreting

Deaf Interpreter Experiences, cont'd

- ☐ Define and discuss mirror interpreting
- ☐ Overlay Colonomos and Gile Models
- ☐ Contrast mirror vs. simultaneous interpreting
 - ☐ Depth of processing
 - ☐ Form and meaning
 - ☐ Effort



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Unit 4: Simultaneous Interpreting

Relationship of Simultaneous & Consecutive Interpreting

- ☐ Russell's research on accuracy of simultaneous vs. consecutive interpreting
- ☐ What considerations go into decision making whether to use simultaneous or consecutive?
- ☐ When would it be appropriate to flow between simultaneous and consecutive?



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Module 5

Slides 49-51



 Unit 4: Simultaneous Interpreting

ASL Registers

- Types
 - Frozen
 - Formal
 - Consultative
 - Informal/Casual
 - Intimate
- Settings & Audiences



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 Unit 4: Simultaneous Interpreting

Examples of Simultaneous Approach

- Gallaudet Commencement Speaker–WFD President
- Gallaudet Deaf Way II Presentation Series–Video Conference Interpreting Project, International Sign
- Helen Keller National Center Conference–DeafBlind Focus



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 Unit 4: Simultaneous Interpreting

DeafBlind Considerations

- *Teaching Modules for the Classroom: DeafBlind Interpreting*
- *Pro-Tactile: Understanding Touch Techniques to Facilitate Communication with DeafBlind People*
- *Pro-Tactile: The DeafBlind Way*



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Module 6

Slides 1-6



Deaf Interpreter Curriculum

Module 6: DI/HI & DI/DI Interpreter Teams

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Module 6: DI/HI & DI/DI Interpreter Teams

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

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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?



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Unit 1: Team Development

Group Dialogue

- Definition of team
- Composition of teams
- Types of teams



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Unit 1: Team Development

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.



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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



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Module 6

Slides 7-12



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



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Unit 1: Team Development

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?



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Unit 1: Team Development

RID Standard Practice Papers: Use of a Certified Deaf Interpreter (1997) & Team Interpreting (2007)

- ☐ 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?



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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



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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?



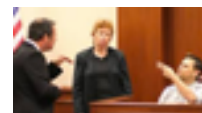
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Unit 2: DI/HI Teams—Roles, Functions & Processes

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?



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Module 6

Slides 13-18



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



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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?



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Unit 2: DI/HI Teams–Roles, Functions & Processes

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



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Unit 2: DI/HI Teams–Roles, Functions & Processes

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?

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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?



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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



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Module 6

Slides 19-24



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



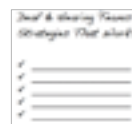
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Unit 2: DI/HI Teams–Roles, Functions & Processes

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



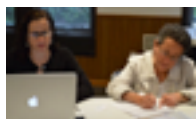
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Unit 2: DI/HI Teams–Roles, Functions & Processes

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



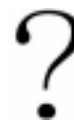
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Unit 3: Preparation–Pre- & Post-Conferencing

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?



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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



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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



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Module 6

Slides 25-30



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



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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



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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



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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?



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Unit 4: DI/HI Team Practices

Case Study: Inquiry Discourse

- ☐ Taking a medical history
- ☐ Conducting a college interview
- ☐ Applying for unemployment benefits



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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



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Module 6

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Unit 4: DI/HI Team Practices

Case Study: Procedural Text

- ☐ How to fix a dripping faucet
- ☐ How to design and plant a garden
- ☐ How to do math problems



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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



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Unit 4: DI/HI Team Practices

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



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Unit 4: DI/HI Team Practices

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

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Unit 5: DI/DI Team Practices

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)?



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Unit 5: DI/DI Team Practices

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



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Module 6

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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

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Unit 5: DI/DI Team Practices

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



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Unit 6: Power & Politics in DI/HI Teams

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?



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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?



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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



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Module 6

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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?



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Unit 6: Power & Politics in 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



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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



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