Appendix E: 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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○ Horn, A. [Video]. Retrieved from https://vimeo.com/103869694


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○ Reflections by Hinson, B. [Video]. Retrieved from https://vimeo.com/104092876


○ First day: Pre-conference with interpreting team. [Video]. Retrieved from https://vimeo.com/104182641


○ First day: IEP meeting. [Video]. Retrieved from https://vimeo.com/104182640

○ First day: Deaf interpreter reflections. [Video]. Retrieved from https://vimeo.com/104192305

○ First day: Hearing interpreter reflections. [Video]. Retrieved from https://vimeo.com/104192306
○ First day: Teacher reflections. [Video]. Retrieved from https://vimeo.com/104192307

○ Second day: Pre-conference with interpreting team. [Video]. Retrieved from https://vimeo.com/104226264

○ Second day: Pre-conference with the teacher. [Video]. Retrieved from https://vimeo.com/104226265

○ Second day: IEP meeting. [Video]. Retrieved from https://vimeo.com/104494170

○ Second day: Guided discussion with interpreting team. [Video]. Retrieved from https://vimeo.com/104192308


○ Pre-assigmnment interpreter reflections. [Video]. Retrieved from https://vimeo.com/104110576

○ Meeting the Deaf consumer. [Video]. Retrieved from https://vimeo.com/104093030

○ Reflections after meeting the Deaf consumer. [Video]. Retrieved from https://vimeo.com/104110578

○ Meeting the hearing consumer. [Video]. Retrieved from https://vimeo.com/104110573

○ Dishwasher operation training. [Video]. Retrieved from https://vimeo.com/104093029

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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 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


- 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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- Environmental and ergonomic considerations for DeafBlind interpreting. [Videos & PDF].
- Suggestions for simulating vision and hearing loss. [PDF].


- Unit 1–Introduction and overview of Deaf interpreter/hearing interpreter teams. [Includes ASL translation].
- 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/3bb27bc-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
- Unit 2.1–Making the case for a Deaf interpreter-hearing interpreter (DI/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/4dcaf44a-f3e1-4498-b72e-0888158e63f1
- Units 3.1 and 3.2 on Possible Consumers. [Video with slides]. Also retrieved from http://echo360.gallaudet.edu:8080/ess/echo/presentation/c21aed40-d09f-4471-b489-d17ef9596a57

- The challenge of terminology. (NCIEC, 2013).
- Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. (Baker-Shenk, 1986).
- Discussing the case of Elizabeth Smart (with Marsh, T.). [Video]. Also retrieved from http://youtu.be/5KGvPVInvSo
- Individuals who are LFD report. (Dew, 1999).
- Inside the Deaf community. (Kannapell, 1989).
- Remembering the events of 9/11 (with Sifuentes, A.). [Video]. Also retrieved from https://www.youtube.com/watch?v=-Y6TN6jit0Y&feature=youtu.be
- Stories of growing up with Charlotte. [Video]. Also retrieved from https://www.youtube.com/watch?v=br64ONx5Ckk&feature=youtu.be


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- Consumer assessment: Deaf interpreters and sign language assessment [Video]. (Boudreault, 2006).
- Deaf interpreting processes: Comprehension, knowledge acquisition, effort model in interpreting and translation. [Video]. (Peterson, 2006). [Curriculum Resource]


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