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)

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?

Module 1

Unit 1: Historical Evolution of Deaf Interpreter Practice

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?

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?

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=UU0jdsYSKy1VNhKw79mw0RsA

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

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/about-interpreting/standard-practice-papers/

Module 1

Unit 1

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.

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.

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?

Continuum

Deaf-centered ←————————————————→ **Hearing-centered**
Deaf parents, Deaf school,   *Hearing parents, hearing school,*
Deaf-centered social activities   *Hearing-centered social activities*

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

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

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.

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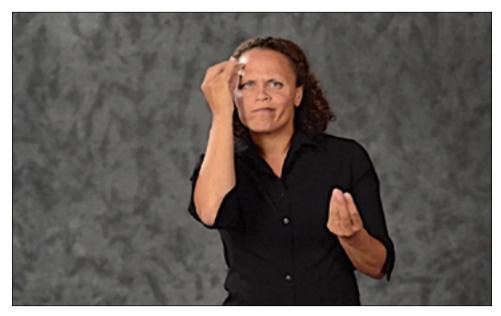
McDermid, C. (2010). Culture brokers, advocates, or conduits: Pedagogical considerations for Deaf interpreter education. *International Journal of Interpreter Education,* 76-101. Also retrieved from http://www.diinstitute.org/wp-content/uploads/2014/01/pp_76-101_McDermid_Vol22.pdf

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.* http://www.interpretereducation.org/tim/video-series/. Boston, MA: NCIEC.

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

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

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.), I*nterpreting: 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=JH0n342f9lA&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

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?

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)

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://rid.org/about-interpreting/standard-practice-papers/ [Curriculum Resource]

Registry of Interpreters for the Deaf (2007). *Standard practice paper: Professional sign language interpreting.* Retrieved from http://rid.org/about-interpreting/standard-practice-papers/

Registry of Interpreters for the Deaf (1997). *Standard practice paper: Use of a certified Deaf interpreter.* Retrieved from http://rid.org/about-interpreting/standard-practice-papers/