

National Consortium of Interpreter Education Centers (NCIEC)

Deaf Interpreter Work Team



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History

- NCIEC
 - Established in 2005
 - Grant from U.S. Dept. of Education RSA
 - Comprised of a National Interpreter Education Center and five regional interpreter education centers
 - Northeastern University Regional Interpreter Education Center
 - Gallaudet University Regional Interpreter Education Center
 - Mid-America Regional Interpreter Education Center
 - College of St. Catherine – CATIE Center
 - Western Region Interpreter Education Center

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NCIEC Vision

Envision Excellence and Abundance:

A community of interpreters fluent in language and culture, engaging in critical thinking, and responsible for meaning transfer.

NCIEC Mission

- The National Consortium...
 - builds and promotes effective practices in interpreter education,
 - draws upon the wisdom and energy of experts, consumers and other stakeholders to advance the field,
 - is dedicated to challenging the status quo by promoting innovation, strong partner networks and multiculturalism throughout its programming,
 - is committed to products, programs and services that maximize resources and are replicable, measurable, sustainable and non-proprietary.

NCIEC Goal

To increase the number of qualified interpreters and advance the field of interpreting education...

This includes Deaf Interpreters.

NCIEC Projects

- AA to BA Partnership
- Deaf Advocacy Training Initiative
- Deaf Blind Interpreting
- Diagnostic Assessment
- Interpreting Shortage/Marketing Initiative
- Linguistic and Cultural Diversity
- Medical Interpreting
- Mental Health and Substance Abuse Interpreting
- Mentoring
- Video Relay Interpreting and...

Deaf Interpreting

DI Critical Issues Forum

Deaf Interpreting Process

Stacey Storme, Johnson County
Community College

Debbie Peterson, CDI, Sorenson
Communications

Eileen Forestal, RSC, Associate
Professor & Coordinator, Union
County College

Language Foundations

Carole Lazorisak, LaGuardia
Community College

Mark Morales, Freelance Deaf
Interpreter/Performer

Terry Malcolm, Northeastern
University

Consumer Assessment

Priscilla Moyers, Freelance Deaf
Interpreter

Cynthia Napier, Sr. Staff
Interpreter (CDI), Community
Outreach Program for the Deaf

Patrick Boudreault, Assistant
Professor, California State
University Northridge

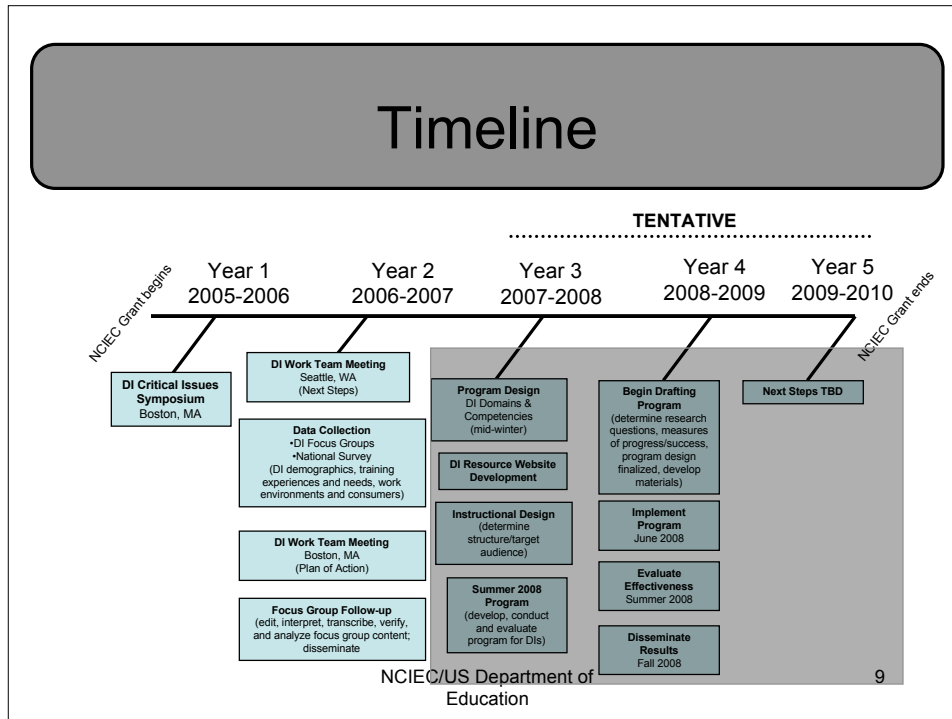
Ethical Decision-Making

Janis Cole, CDI, Gallaudet
University

Jan DeLap, Freelance Deaf
Interpreter

Sharon Neumann Solow,
Freelance Interpreter

Timeline



DI Work Team Goals

- Identify critical skills needed for deaf interpreters
- Examine current practices in deaf interpreting
- Establish best practices in deaf interpreting
- Create training opportunities for deaf interpreters

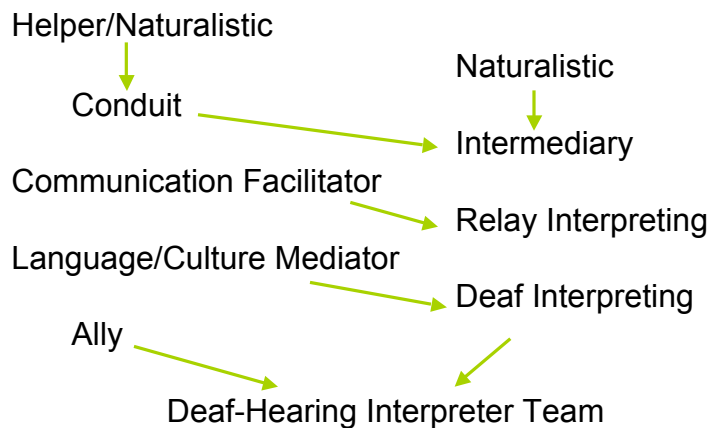
Deaf Interpreting Process

Eileen Forestal
Debbie Peterson
Stacey Storme

Main Goals and Focus

- Begin to breakdown and identify the **process** of interpretation done by Deaf interpreters
- Some concepts discussed:
 - Is the process different than when interpretation is performed by hearing interpreters?
 - If so, what are the differences and why?
 - In what ways is the process the same and how can Deaf and hearing Interpreters learn from each other?

Service Models of Interpreting: Past, Present & Future



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Types of Deaf-Hearing Interpreting Processes

Setting/Audience

- One – on – one
- Small group
- Sight translation
- Platform/conference
- Shadowing/Mirroring
- Others?

Types of Processing

- Simultaneous
- Consecutive
- Chunking
- Quasi
- Translating
- Feed
- Others?

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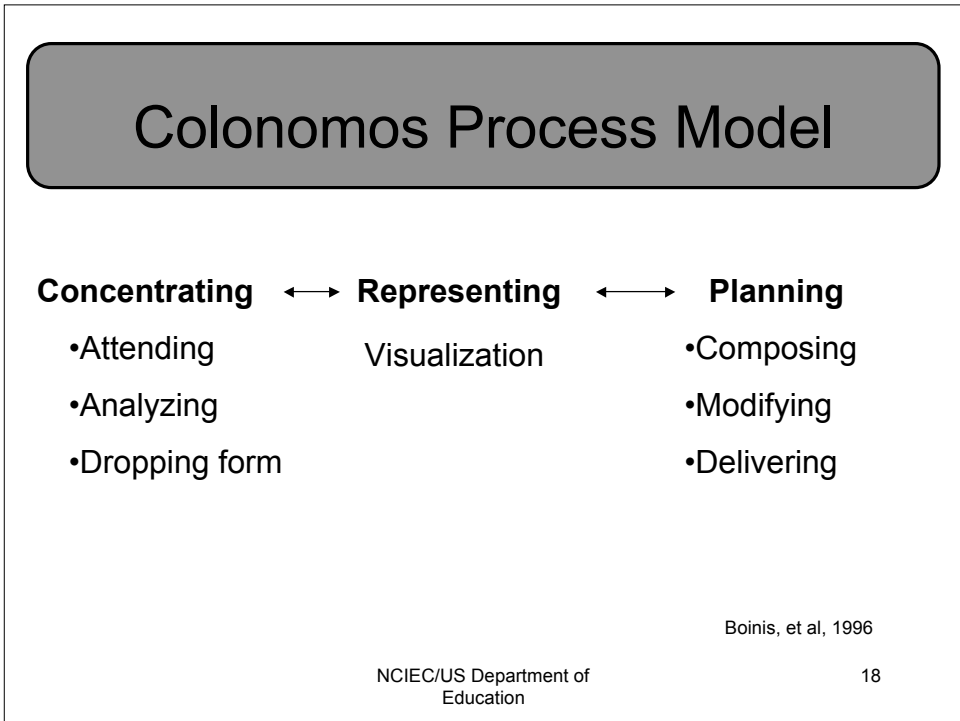
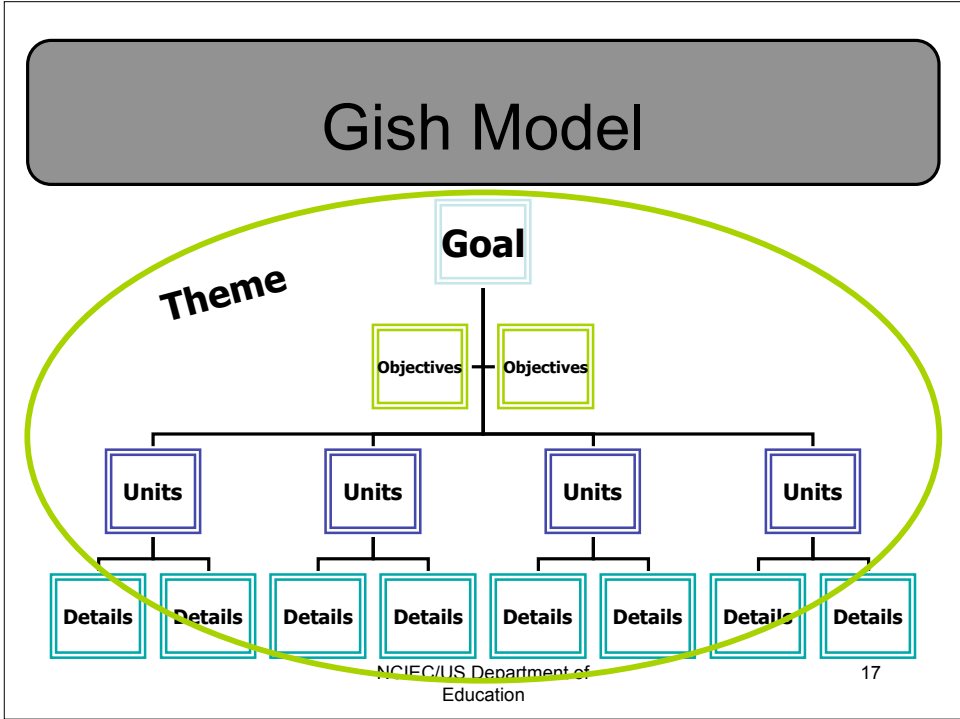
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Socio-Political Factors:

What considerations need to be understood that affect the dynamics of Deaf interpreters and within the Deaf-hearing interpreting teams and their processes?

Use of Theories and Models:

- Pedagogical Model of the Interpreting Process - Colonomos
- Approach to Information Processing Model – Gish
- The Effort Model - Gile
- Skopostheorie – Vermeer
- Functionalist – Nord/Reiss
- More??



Knowledge Acquisition in interpretation and translation (Gile)

The important of comprehension in source language are:

- Recognition of words
- Linguistic structure

The Comprehension equation

– The 2 elements based on comprehension are:

- Knowledge of the words and grammar of the English language.
- Outside world
 - Extralinguistic knowledge
 - World knowledge
 - Encyclopedia

Effort Model - Gile

$$C = KL + ELK$$

- C stands for comprehension
- KL stands for 'knowledge of the language'
- ELK stands for 'extralinguistic knowledge'
- = does not mean 'equality', but refers of the interaction between KL and ELK
- + means 'addition by interaction' rather than arithmetic addition

(Gile, 1995, p. 78)

Effort Model - Gile

- Transcoding (word-for-word translation) is often:
 - Clumsy
 - Erroneous
 - Nonsensical in target-language text or discourse

Effort Model - Gile

Comprehension requires translator to:

- express clearly information with linguistic rules in target-language
- not given in the source-language text

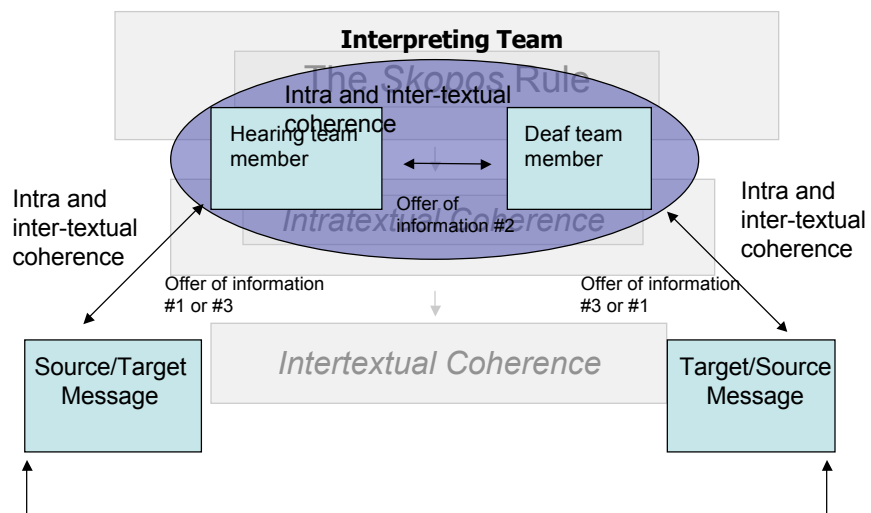
Stresses the importance of extralinguistic knowledge and analysis.

Effort Model - Gile

- CDI
- No knowledge in legal setting
- “Agencies beg me to interpret in court”
- **A reflection of reality!**
- Should I? Why? Why not?
 - KL? ELK?
 - KL - yes ELK? - no

Highlights from Skopostheorie and Functionalist Approach

- Heavy focus on the receiver within the given context
- Inter- and intra textual coherence
- “offer of information”
- Functional vs. dynamic equivalence



Language Foundations

Mark Morales
Carole Lazorisak
Terry Malcolm

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When use ASL?

1. Children
2. Youth
3. Teenagers
4. Adults
5. Senior Citizens
6. Grassroots
7. Non-immigrants
8. Immigrants

Deaf
deaf
**Hard-of-
Hearing**
Deaf-Blind

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Background of Deaf ASL user

- Some ASL acquisition
- Some social experience
- Some ASL exposure (home and school)
- Cognitive-challenged
- Physically-challenged

Need to be familiar with:

- Signing styles (age, local, regional, national and international)
- Discourse styles
- Context/Topical knowledge

What is ...

- Clarifying
- Expanding

When to Clarify?

- Topic is:
 - Vague
 - Abstract
 - Complicated
 - Too general

Note: Need to double check

When to Expand?

- Use classification of terms (e.g., weapons)
- Give examples
- Give different meanings of the word

When use Gesture?

- Foreign born
- Immigrants
- Non-Immigrants
- Refugees
- Isolated Individuals

What is Gesture?

- A gesture is a form of communication
- Gesture is RICH in ways for individuals to express their feelings and thoughts
- Some cultural groups use more gestures than other groups.

Gesture Categories

- International Signs
- Visual Gesture Communication
- Physical demo (i.e. Charades)

Groups of Gestures

- Idiosyncratic non-standard signs or gestures
- Some communication skills
- Gestures used in a variety of regions, ethnic and age groups
- Gestures used by local Deaf groups
- Underground and Lingo

Why Use Props?

- Simplify complicated concepts
- Use visual props for clear visual images (e.g., medical charts and models)
- Use as a visual point of reference
- Use as an emphasis (or making a point)

Definition of Props

- Serves as a means of support or assistance
- Used as an emphasis or make an impact
- Used as a reference
- Used to reveal visual information

As they say, a picture is worth
1,000 words

How to Use Props?

- For possible use of props, check:
 - Regulation or legal issue
 - Specific area (where communication will take place)
 - Objects/items in the area (can ask if items are available)
- Use images that are natural and culturally appropriate

Special Props Considerations

- Age / Background
- Cultures / ethnics
- Educational status
- Life / Environmental experience

Categories of Props

- Paper Materials
- Electronic Materials
 - (e.g. www.morguefile.com has a variety of pictures for print)
- Toys / Gadgets
- Other

Questions to ask when using ASL, Gesture & Props

- What is the most effective approach for this situation?
- Is the choice appropriate?
- If this is not effective and what is my alternative choice? (What is my Plan A, B and C?)
- If I do this again, how would I do it differently?

Consumer Assessment

Patrick Boudreault
Cynthia Napier
Priscilla Moyers

Language Development Issue

- Delayed (organic affect, health problems)
- Mixed (systematic and family decisions)
- Deprived (input withholding/intent or not?)

Mental Health/Substance Abuse

- Developmentally Delayed
- Mental Illness
- Drug Abuse (both long or short term)
- Domestic Violence/Sexual Assault

Grassroots

- Fluent in ASL (register)
- Includes some English spelling words to indicate some formal education
- Strong sense of Deaf Culture Identity (cultural mediation or facilitator becomes imperative)

Consumer's Profile

- Communication Modes
- Cognitive Functions
- Background Information

Communication Modes

- Monolingual
- Bilingual
- Ailingual
- Semi-lingual
- Home signs
- Gestures
- Communication system inference

Background Information

- Family (home signs or gestures)
- Cultural (customs, beliefs, traditions)
- Education (school communication policy)

Pre-assignment

Discussion with agency regarding client

- Background info
 - Demographic
 - Experience w/interpreters

Discussion with team member (past experience w/client)

- Goal for interaction
 - Need CDI?
 - Purpose?
 - Other relevant info

During assignment, cont'd

Linguistic issues

- Ailingual / semi-lingual
- Monolingual
- Bilingual (written/signed language)
- formal language system
- Gestural

Socioeconomic issues

- grew up isolated
- grew up with peers
- economic environment

During assignment

Cultural issues

- deaf community involvement
 - school for the deaf
 - mainstream program

Minority culture involvement

- primary cultural influence
- secondary cultural influence
 - » Reservation life
 - » Migrant worker
 - » Gang

During assignment

Client responses

- Visual
 - blank stare (not medication induced)
 - “oral nod”
 - confused look
 - Eye gaze shift
 - Elongated visual processing*

Physical

- Shrug shoulders
- Restless (Moving around in chair, fidgeting, agitated)

During assignment

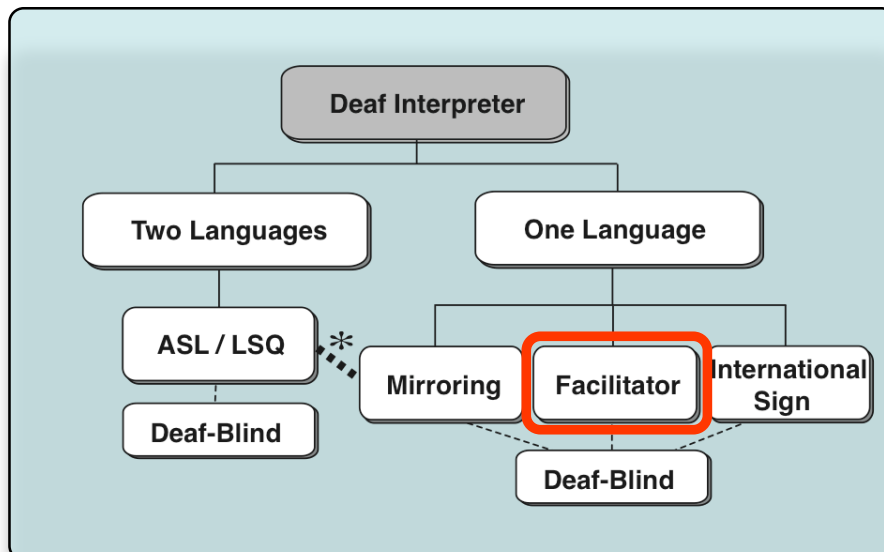
- Linguistic
 - Quick unrelated response (Use of fillers)
 - Diverting/changing subject
 - Confused look
 - Eye gaze shift
 - Elongated processing (Sometimes accompanied by fidgeting)

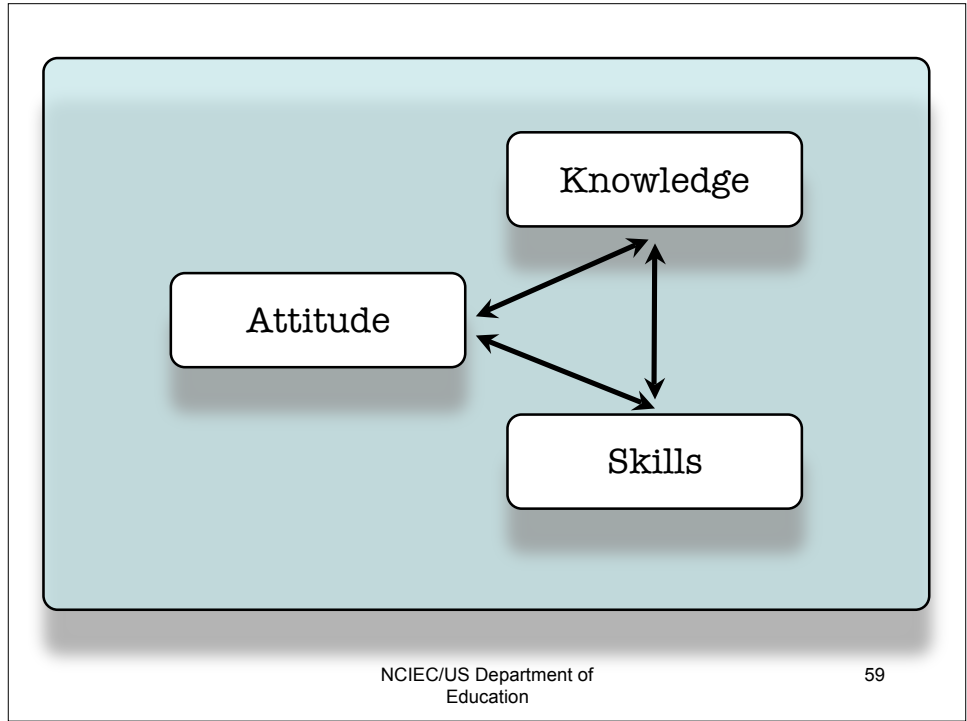
Post-assignment

- Debrief w/colleague
 - Feedback
 - Interaction w/client
 - Linguistic comprehension
 - Cues overlooked/missed

The Process

- Signed Language (not limited to ASL)
- Spoken/Written Language (not limited to English)
- Pragmatics
- Non Verbal Communication
- Cultural Behaviors/System
- Visual Information





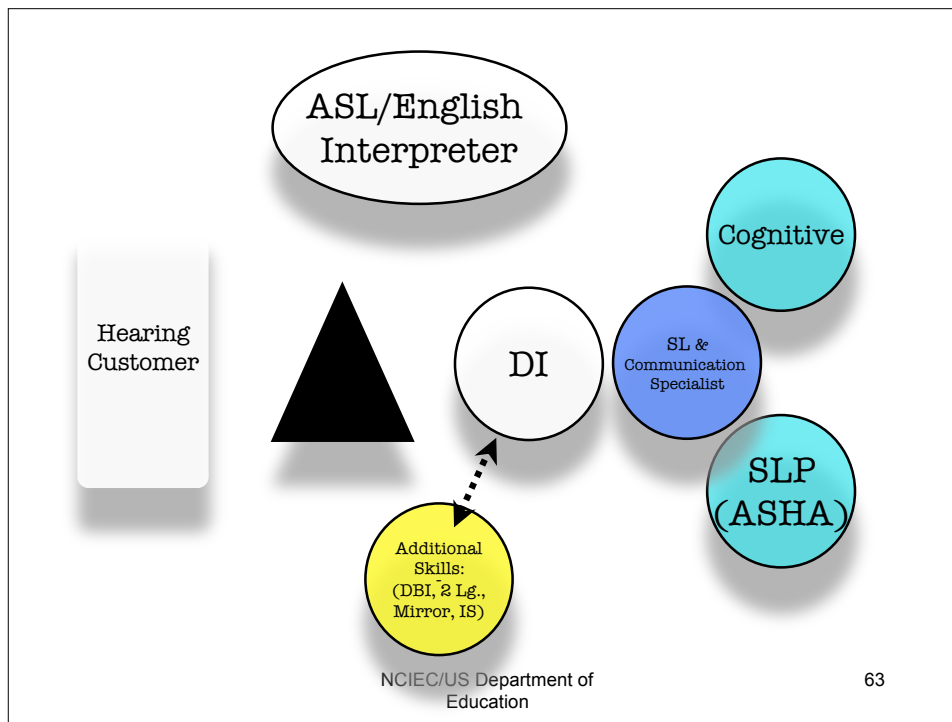
- ## Deaf Interpreter's Roles?
- Communication Facilitator
 - Communication Advocacy
 - “Code-Breaker”
 - “Special Unit”
 - Language Specialist
 - Language Diagnostician
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DI's Knowledge Base

- Linguistics: General and Sign Language
- Psycholinguistics (Lg. Acquisition Milestone)
- Sociolinguistics (Lg. Contact, Dialects)
- Historical Linguistics (Education, Typology)
- Neurolinguistics (Cognitive, Brain Damage)
- Clinical 'Sign Language Pathology'
- Assessment Tools Available

Language and Cognition

- Sign vs. Spoken Language Acquisition
- L1 vs. L2 Acquisition
- Critical Period Hypothesis - Lg. Delay
- Specific Language Impairment (SLI)
- Theory of Mind (TOM)
- Issues of Normed Tests
- Brain (Aphasic)
- Paralinguistic in communication
- 'Detective' (Field Research on Consumer Communicative Surround)



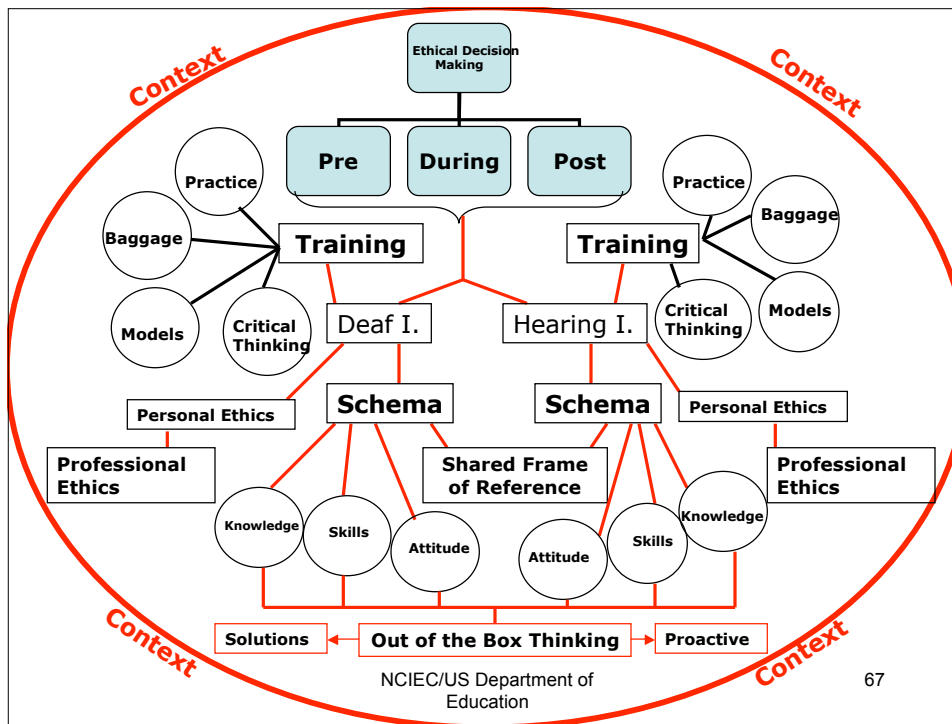
Discussion

- DI vs. SL diagnostician (Sign LP)
- Code of Professional Conduct
- Dual Role (DI & Expert) or Separate Role?
- Type of training to be expected
- CDI vs. DI
- Native SL User vs. Skills-Knowledge-Attitude

Ethical Decision-Making

Janis Cole
Jan DeLap
Sharon Neumann-Solow

Global View of Ethical Decision Making in the Field of Sign Language Interpreting



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What is Ethical Decision-making?

Definition of Ethic

- Principle of right
- Morality of right and wrong as defined by a culture
- Honesty, Integrity
- Personal values / System of values
- Character
 - package of internal moral elements that causes to act in certain ways and make certain decisions in a morally good way (Baker, 1996)
 - formed over time through repeated activities - habits, practices
- World-view - shapes the way one sees
- Filter

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What is Ethical Decision-making?

- Critical thinking
- The clash of “rights”
 - Right vs. Right
 - Meta-ethical principles
 - Canadian psychological association model (CPA)
 - Stadler Model
 - Schultz’s Model
- Impact on consumers’ lives

Issues: Ethical Decision-making?

- Over time
- In the moment
 - Satisfying
 - “Good Enough” thinking

Issues: Ethical Decision-making

- Baggage
 - Good & Bad
- Intrusion

Personal and Professional Ethics

- Respect
 - Self
 - Team
 - Consumers
 - System

Issues: Ethical Decision-making

Who decides what is important
and what is not?

OPEN Approach



Advocacy ETHICAL CHALLENGES

- Advocacy
 - Actual
 - Perceived
 - Adding vs. Unpacking

ADVOCACY

- Who else knows
 - Resources?
 - There is a problem?

ADVOCACY

- Dangers
 - Within our community
 - The “System”

Advocacy ETHICAL CHALLENGES

- Impact of the work
 - Setting
 - High stakes vs. Low

Advocacy ETHICAL CHALLENGES

- Trust issues
 - Team
 - Consumer
 - System

Shared Power Approach

- Team Dynamics
 - Attitude
 - Actions
 - Who leads?

Ethical Decision-making

- Everything is a decision!!!!
- Conscious of effect

PEDAGOGY

- Can it be taught?
- Deeply embedded
 - Morality
 - Values
 - Attitudes

Personal and Professional Ethics

- Constant process
- Practice -> Habits
 - Of thought
 - Of action
- Polish Soul

Benefits Approach

- Fear-based -> advantages
- Appreciative Inquiry
- Build on strengths

Benefits Approach (cont')

- How everyone can benefit
- Construct shared understanding

Critical Thinking

* Think Out Of The Box *



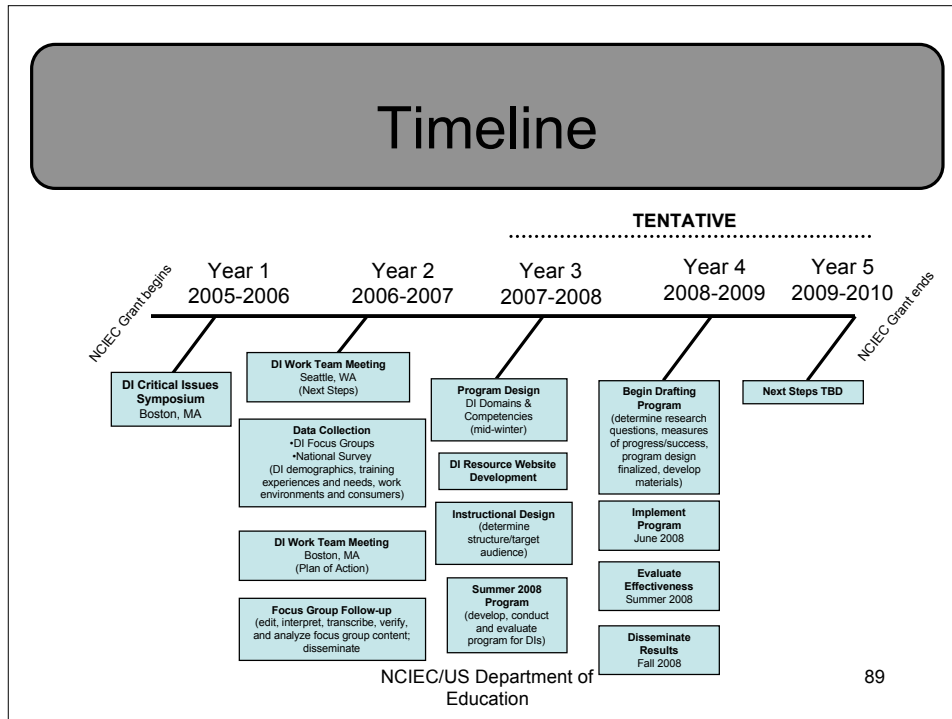
Break Out Groups Activity

- What struck you as most relevant and significant from our summaries/reports?
- Anything missing? Gaps you see that the work team should include?
- Other comments/questions you want to share with work team?

References

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Timeline



2006-2007 NCIEC DI Initiative

NCIEC Internal Work-team

- Cathy Cogen, lead (NURIEC)
- Lillian M. Garcia (NIEC)
- Sarah Wedaman (MARIE)

Supporting Members

- Diana Doucette (NURIEC)
- Alberto Sifuentes (NURIEC)

Effective Practices Consultant

- Kirk Vandersall (Arroyo Research Services)

NCIEC Partner Network

- Jimmy Beldon
- Patrick Boudreault
- Eileen Forestal
- Carole Lazorisak
- Priscilla Moyers
- Cynthia Napier
- Debbie Peterson

Questions/Comments

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PDF of this presentation may be found at:

www.asl.neu.edu/nciec/resource/

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