

MODULE OVERVIEW
INTRODUCTION TO THE REHABILITATION PROCESS (1R)

MODULE DESCRIPTION: (15 hours) An overview of the rehabilitation milieu, as well as situations and terminology in the field. Knowledge about the rehabilitation process, the roles of various rehabilitation professionals, and related legislation will increase the interpreter's familiarity with the nature of the material to be communicated, and the role and responsibilities of rehabilitation interpreters.

PREREQUISITES FOR PARTICIPANTS: Graduate of Interpreter Training Program; or equivalent skills and knowledge of the interpreter's role, process and ethics; or permission of instructor.

MODULE OBJECTIVES: Upon completion of this module the student will be able to:

1. List and explain the significance of legislation related to rehabilitation services for deaf consumers.
2. Describe the administration, structure, and services of federal and state vocational rehabilitation programs.
3. Describe the major focus of National Institute on Disability and Rehabilitation Research (NIDRR) research and training centers related to Deaf/Hard•of•hearing issues.
4. Define terminology used in the rehabilitation setting
5. Describe the rehabilitation process.
6. Briefly discuss the interpreter's role and responsibilities in the provision of VR services.

TOPIC OUTLINE:

I. Overview of rehabilitation services for deaf clients

A. Historical aspects/legislation

1. 1917 - The Smith-Hughes Act: Matching funds (state/federal)
2. 1920 • The Smith•Fess Act
 - a. Civilian Rehabilitation Act
 - b. Established services for civilians similar to those provided to soldiers
3. 1936 • The Randolph • Sheppard Act
 - a. Authorized states to license blind persons to operate vending stands in Federal buildings
 - b. Provided employment to blind persons
4. 1943 • Vocational Rehabilitation Act Amendments
 - a. Broadened financing, services, concept of VR program
 - b. Services offered for first time to persons who were mentally ill or mentally disabled
5. 1954 • Vocational Rehabilitation Act Amendments

- a. Provided research and demonstration grant funding
 - b. Training of VR personnel provided at universities
- 6. 1965 • Vocational Rehabilitation Act Amendments
 - a. Increased services
 - b. Included severely disabled, mentally retarded, blind, and deaf
- 7. 1973 • Vocational Rehabilitation Act
 - a. First new act since 1920
 - b. Consumer involvement
 - c. Advanced civil rights of persons with disabilities
- 8. 1992 • Vocational Rehabilitation Act Amendments
 - a. Related to ADA
 - b. Implications for interpreters in VR settings
- B. Administration of Vocational Rehabilitation Programs
 - 1. Rehabilitation Services Administration • RSA
 - a. Structure
 - b. Staff
 - c. Central office
 - 2. State VR agencies
 - a. Structure
 - b. Staff
 - 3. Chain of command/services
 - 4. NIDRR
- C. Rehabilitation Process
 - 1. Referral
 - 2. Client study
 - a. Application
 - b. Interview
 - c. Evaluation
 - (1) Medical
 - (2) Hearing test
 - (3) Vocational evaluation
 - (a) Interest
 - (b) Aptitude
 - (c) Academic achievement
 - (d) Psychological tests
 - (e) Other
 - 3. Eligibility determination

4. IWRP Plan Development
5. Services
 - a. Counseling and Guidance only
 - b. Physical Restoration
 - c. Training
 - d. Employment
6. Follow-up
7. Case closure

II. Rehabilitation Personnel and Terminology

A. Rehabilitation Personnel

1. Teams
2. Roles and functions
3. Power basis
4. Various personnel
 - a. Counselor
 - b. Counselor assistant/Intake Specialist
 - c. Rehabilitation Secretary/Assistant
 - d. Case Work Counselor
 - e. Job Coach
 - f. Evaluator
 - g. Staff Interpreter
 - h. Rehabilitation Supervisor
 - i. State Regional or District Director
 - j. Staff Medical Consultant
 - k. Client Assistant Program Staff
 - l. Human Resource Development Director
 - m. Rehabilitation Facility Staff
 - n. Similar Personnel in Agency for Blind Persons

B. Basic Rehabilitation Terminology

1. Client Assistance Project (CAP)
2. Vocational interest
3. Right to Appeal
4. Fair Hearing
5. Recourse
6. Closure
7. Client
8. Insurance

- a. Hospital insurance
 - b. Disability insurance
 - c. Similar benefits
- 9. Primary Source of Support
- 10. Physical Restoration
- 11. Employment
 - a. Competitive
 - b. Gainful
 - c. Sheltered
 - d. Supported
- 12. Job Analysis
- 13. Functional Limitations/Diagnostics
- 14. Functional Capacities
- 15. Career Exploration
- 16. Job Seeking Skills
- 17. Referral Source
- 18. Substantial Physical/Mental Impairment
- 19. Personal Adjustment
- 20. Work adjustment
- 21. Thorough Comprehensive Evaluation
- 22. Policies and Procedures (P&P)
- 23. Status Classifications
- 24. Certificate of eligibility
- 25. Priority category
- 26. Etc.

III. Overview of Rehabilitation Interpreting

- A. Role and responsibilities
- B. Relationships with others in rehab situations
- C. Ethical considerations
 - 1. Background information
 - a. Provide by counselor on "need to know" basis
 - b. Questions from service personnel
 - 2. Handling requests to perform other roles
 - 3. Commitment to long term assignments
 - 4. Variety of situations
- D. Employment procedures
 - 1. Qualifications

2. Working conditions
- E. Dual roles
1. Interpreter/secretaries
 2. Interpreter/counselor
 3. Interpreter/job coach

SUGGESTED READINGS AND MATERIALS:

- Dowaliby, F.J., McKee, B.G., E, Maher, H. 1983 "A Locus of Control Inventory for Postsecondary Hearing-Impaired Students." *American Annals of the Deaf*, December, pp. 884-889.
- Egelston-Dodd, Judy, Editor. *Connections: Vocational Rehabilitation Training Package for Transition to College*. CSAVR-NTID at RIT, June, 1988.
- Frishberg, Nancy. *Interpreting: An Introduction*, RID Publications, 1990.
- Interpreters in Vocational Rehabilitation: Module 1*. Produced at the University of Tennessee by the National Interpreter Training Center, August, 1994 - June, 1995. (A copy can be obtained from [The Oklahoma Clearing House, Oklahoma State University, NCHRTM, 816 West 6th St., Stillwater, OK 74078]).
- Interpreter Services for Deaf Clients: Guidelines for Rehabilitation Personnel*. Institute on Rehabilitation Issues. (Research and Training Center, University of Wisconsin-Stout, Menomonie, WI.) 1980.
- Northup, Barbar E. and Taff-Watson, Myra. "Interpreting in the Rehabilitation Setting" Workshop Curriculum Guides for Interpreter Trainers. (RSA Region VI Interpreter Training Project, University of Arkansas: Little Rock, AR.) 1988.
- Nowell, Richard C. and Marshak, Laura E. *Understanding Deafness and the Rehabilitation Process*. MASS: Allyn and Bacon, 1994.
- Rubin, Stanford E. and Roessler, Richard T. *Foundations of the Vocational Rehabilitation Process*, Fourth Ed, TX: Pro-ed Inc., 1995.

Interpreters in Vocational Rehabilitation: Module 1.

Produced at the University of Tennessee by the National Interpreter Training Center, August, 1994 - June, 1995.

MODULE 2 OVERVIEW
COMMUNICATION AND TRAINING IN REHABILITATION SETTINGS (2R)

MODULE DESCRIPTION: (15 hours) A comprehensive overview of the continuum of phases and activities of the vocational rehabilitation (VR) process. Topics covered in the module include the case status classification structure, the evaluation phase of the VR process, the development and implementation of the Individual Written Rehabilitation Plan (IWRP), job placement, and case studies.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 1R: *Introduction to the Rehabilitation Process* - **or** permission of instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the case status classification system used throughout the VR process.
2. Describe the Individualized Written Rehabilitation Plan (IWRP).
3. Describe and discuss the phases of evaluation; intake interview, medical examinations, medical specialist examinations, psychological examinations, and vocation/work evaluations.
4. Describe the activities related to job placement including job surveys and job interviews.
5. Discuss the interpreter's role, responsibilities, and ethical considerations in each of the phases of the rehabilitation process.

TOPIC OUTLINE:

I. Case Status Classification System

A. Status 00 Initial Referral

1. Referral source and date
2. Basic information needed from applicant
 - a. Name and address
 - b. Disability
 - c. Age and sex

B. Status 02 Application process

1. Determination of eligibility
2. Evaluation services available
 - a. Medical
 - b. Hearing
 - c. Vocational
 - (1) Interest
 - (2) Aptitude
 - (3) Academic achievement
 - (4) Psychological

(5) Other

C. Status 06 Extended Evaluation

1. Certificate of eligibility required
2. Types of extended services
 - a. Communication skills training
 - b. Personal and social adjustment
 - c. Remedial education
 - d. Continued vocational evaluation

D. Status 08 Case closed from applicant status, referral, and extended evaluation statuses

1. Certificate of ineligibility required
2. Personal letter sent
3. Interpreted interview conducted to explain to applicant reasons for closure
4. Appeal procedures explained

E. Status 10 Applicant accepted and IWRP development

1. Certificate of eligibility completed
2. Documentation required
 - a. Existence of physical or mental condition
 - b. Extent of the handicap limitations
 - c. How disability prevents persons from securing or maintaining employment
 - d. Explanation of expectations of success

3. IWRP Development

a. Intake interview

- (1) Histories taken
 - (a) Family
 - (b) Social
 - (c) School
 - (d) Work
- (2) Results of medical evaluations
- (3) Psychological information
- (4) Aptitudes, abilities, and interests of client detailed

b. Rehabilitation diagnosis

- (1) Information on potential job areas
- (2) Intermediate and long term objectives established
- (3) Services needed to accomplish employment objectives
- (4) Evaluation methods for goals
- (5) "Meaningful Participation"

F. Status 12 IWRP plan completed

II. Training and Services

A. Status 14 Counseling and guidance only services

1. May be the only services needed
2. May be used when services not progressing

B. Status 16 Physical and Mental Restoration

1. Medical/Surgical
2. Psychiatric
3. Therapeutic
4. Prosthetics
5. Hospitalization
6. Convalescent care/Nursing services

C. Status 18 Training

1. Client begins receiving services
2. Training reports/grades provided
3. Types of training
 - (a) College programs
 - (b) Vocational training programs
 - (c) On-the-job training
 - (d) Other
4. Support services provided
 - (a) Notetaking in classes
 - (b) Tutoring
 - (c) Interpreting
 - (d) Supplemental skills development
 - (e) Personal assistant

D. Status 20 Ready for Placement

1. Client ready for employment, not yet placed
2. Services are completed
3. Job surveys conducted
4. Job Interviews
 - a. Counselor prepares consumers for job interview
 - b. May conduct role plays

E. Status 22 Placement in Employment

1. VR counselor explains to employer process and needs of deaf/hard of hearing employee
2. Support services provided

- a. Interpreting
 - b. On•the•job adjustment period
 - c. Job coach
- F. Status 24 Case Services Interrupted
 - 1. Office interview conducted
 - 2. Rehabilitation process re-explained
 - 3. Client returned to status or closed
- G. Status 26 Case closed as successfully rehabilitated consumer
 - 1. Services provided according to IWRP
 - 2. Achieved objectives of IWRP
 - 3. Maintained employment for 60 days
- H. Status 28 Case closed as unsuccessful rehabilitation (after IWRP completed)
- I. Status 30 Case closed before IWRP written but after acceptance as a consumer for VR
- J. Status 32 Post employment status

III. Interpreting in Various VR Settings

A. Qualifications

- 1. Knowledge of wide range of communication modalities
- 2. Experience in variety of settings
- 3. Appropriate attitude
- 4. Knowledge of the VR process
- 5. Professional behavior

B. Variety of situations

- 1. Intake procedures
- 2. Counseling interviews
- 3. Individual and/or group psychological counseling sessions
- 4. Medical examinations and treatment
- 5. Psychological testing
- 6. Vocational adjustment services
- 7. College and training programs
- 8. Job interviews
- 9. On•the•job training
- 10. Work adjustment periods

C. Role and responsibilities

- 1. Preparation for assignment
 - a. Information about situation and services to be provided
 - b. Information about consumers of interpreting services

- (1) Mode of communication to be used by deaf person
 - (2) Terminology used in situation
 - c. Physical setting
 - d. Hiring and billing procedures
 - 2. Introductions and explanation of role
 - a. Done by VR professional
 - b. Interpreter as member of rehabilitation team
 - 3. Establishing rapport with consumer and counselor
 - 4. Meeting the communication needs of all parties
 - a. Issues in testing
 - b. Technical jargon
 - c. Importance of clarity and complete understanding
 - 5. Staying with case throughout whole process
- D. Management of interpreting situations
- 1. Role and ethical challenges
 - a. Need to receive/give information about situation/client
 - b. Confidentiality
 - c. Explaining and staying in role in various situations
 - d. Impartiality
 - e. Acceptance of assignments in unfamiliar situations
 - f. Therapy situations
 - (1) Influence of interpreter's presence
 - (2) Privileged information
 - g. Handling difficult communication or miscommunication
 - h. Interpreting written information
 - 2. Consumers with special needs
 - a. Deaf/blind consumers
 - b. Deaf consumers with minimal language skills
 - c. Counselors, employers, trainers unprepared to work with deaf consumers

SUGGESTED READINGS AND MATERIALS:

Cassell, J.L., and Mulkey, S.W. (1985) Rehabilitation Caseload Management: Concepts and Practice. ProEd: Austin, TX.

Interpreters in Vocational Rehabilitation: Module 2 & 3. Produced at the University of Tennessee by the National Interpreter Training Center, August 1994 - June 1995. (Copies can be obtained from [The Oklahoma Clearing House, Oklahoma State University, NCHRTM, 816 West 6th St., Stillwater, OK 74078.]

Interpreter Services for Deaf Clients: Guideline for Rehabilitation Personnel. Institute on Rehabilitation Issues. (Research and Training Center, University of Wisconsin-Stout, Menomonie, WI.) 1980.

Northup, Barbar E. and Taff-Watson, Myra. "Interpreting in the Rehabilitation Setting" Workshop Curriculum Guides for Interpreter Trainers, (RSA Region VI Interpreter Training Project, University of Arkansas: Little Rock, AR.) 1988.

Nowell, Richard C. and Marshak, Laura E. Understanding Deafness and the Rehabilitation Process. MASS: Allyn and Bacon, 1994.

Roessler, R.T. and Rubin, S.E. Case Management and Rehabilitation Counseling, 1992.

Rubin, Stanford E. and Roessler, Richard T. Foundations of the Vocational Rehabilitation Process, Fourth Ed, TX: Pro-ed Inc., 1995.

Interpreters in Vocational Rehabilitation: Module 2

Produced at the University of Tennessee by the National Interpreter Training Center, August 1994 - June 1995.

MODULE OVERVIEW
INTERPRETING IN REHABILITATION SETTINGS I
(3R)

MODULE DESCRIPTION: (15 hours) Lab activities will focus on interpreting situations that occur throughout the rehabilitation process between consumers and rehabilitation personnel. These situations include: intake interviews; medical, psychological, and vocational evaluations; extended services such as communication skills training and personal/social counseling; and consultation during the development of the Individualized Written Rehabilitation Plan (IWRP). Interpreting practice sessions will be based on simulated or videotaped events and allow for group discussion of all the processes involved in interpreting effective, equivalent messages between consumers, counselors, and other rehabilitation personnel. Also discussed will be the interpreter's role, responsibilities, and ethics in these types of rehabilitation situations.

PREREQUISITES FOR PARTICIPANTS:

- Module 2R: *Communication and Training in Rehabilitation Settings*
- or permission of the instructor.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the rehabilitation process that occurs between consumers and rehabilitation personnel.
2. Discuss specialized terminology that occurs in various rehabilitation situations.
3. Explain the role and responsibilities of the interpreter to various rehabilitation personnel.
4. Demonstrate the ability to interpret in a variety of rehabilitation settings using communication methods appropriate to individual consumers.
5. Discuss and offer responses to ethical or role challenges.

OUTLINE:

I. Rehabilitation Settings/Situations

A. Intake interviews

1. Basic information gathering
2. Histories
 - a. Family
 - b. Social
 - c. School
 - d. Work

B. Evaluations

1. Medical
2. Psychological
3. Vocational

C. Extended Services

1. Communication skills training
2. Personal/social counseling
3. Remedial education
4. Continued vocational evaluation

D. Consultation between Rehabilitation Counselor and Consumer

1. Development of the IWRP
2. Preparation for employment

E. Special considerations for interpreting

1. Establishing working relationships with consumer and service provider
2. Explanation of role to service providers and consumers
3. Establishing effective communication
4. Clarity and effectiveness of interpreting
5. Difficulty in understanding by interpreter or consumer
6. Specialized and technical vocabulary
7. Dealing with written language
8. Requests to perform duties outside interpreting role
9. Interpreting standardized tests
10. Hiring and billing procedures

II. Interpreting Process

A. Preparation

1. Determining consumer's preferred mode of communication
 - a. Information from VR counselor
 - b. Consultation with consumer
2. Specialized vocabulary
3. Knowledge of event
 - a. Participants
 - b. Types of activities
 - c. Types of interactions anticipated
4. Explanation of interpreter's role
5. Positioning
6. Technical aspects

III. Role and Ethical Considerations

A. RID Code of Ethics and interpreting in rehabilitation settings

B. Special situations

1. Consumer aligning with interpreter
2. Knowledge by interpreter of ineffective or inappropriate consumer behavior, attitude, or motivation
3. Deaf consumer or interpreter does not acknowledge lack of full understanding
4. Reporting of consumer attendance
5. Competence of service provider in working with deaf consumers
6. Chemically dependent consumers
7. Interpreter blamed for lack of success of consumer in particular area
8. Counselors who use sign language ineffectively
9. Requests to perform duties other than interpreting
10. Requests to the interpreter to provide information about deaf people, the Deaf Community, or sign language

SUGGESTED READINGS AND MATERIALS:

Anderson, G.B. & Carnahan, S.C. (1993). State VR Agency Priorities for Improving the Delivery of Interpreting Services to Individuals Who Are Deaf and Hard of Hearing. University of Arkansas Rehabilitation Research and Training Center for Persons who are Deaf or Hard of Hearing. Little Rock, AR.

Frishberg, Nancy. (1990) Introduction to Interpreting. Registry of Interpreters for the Deaf, Inc. Silver Spring, MD.

Northup, B.E. and Taff-Watson, M. (1988) "Interpreting in the Rehabilitation Setting" Workshop Curriculum Guides for Interpreter Trainers, Volume 2. (RSA Region VI Interpreter Training Project: University of Arkansas: Little Rock, AR.) 1988.

The Interpreter in Vocational Rehabilitation "Module 1 – Referral and Intake," and "Module 2 - Development of the IWRP and the Delivery Phase," Produced by the National Interpreter Training Center at the University of Tennessee. Copies can be obtained from [The Oklahoma Clearing House, Oklahoma State University, NCHRTM, 816 West 6th St., Stillwater, OK 74078]).

The Interpreter in Vocational Rehabilitation Module 3

Produced by the National Interpreter Training Center at the University of Tennessee.

MODULE OVERVIEW
INTERPRETING IN REHABILITATION SETTINGS II
(4R)

MODULE DESCRIPTION: (15 hours) Lab activities will focus on interpreting service and training situations that occur as a result of the vocational rehabilitation process including: vocational training programs; college courses and programs; medical services; counseling and therapy; and job training and adjustment programs. Also discussed will be the interpreter's role, responsibilities and ethics in these types of situations.

PREREQUISITES FOR PARTICIPANTS:

- Module 3R: *Interpreting in Rehabilitation Settings I*
- **or** permission of the instructor.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the various settings that deaf consumers may be involved in as a result of the rehabilitation process.
2. Discuss specialized terminology that may be used in these various settings.
3. Explain the role and responsibilities of the interpreter in various rehabilitation related situations.
4. Demonstrate the ability to interpret in a variety of settings that may be prescribed by a rehabilitation plan.
5. Demonstrate the ability to interpret using communication methods appropriate to individual consumers.
6. Discuss and offer responses to ethical or role challenges.

OUTLINE:

I. Settings Related to/Prescribed by Rehabilitation Programs

A. Post-secondary Programs and Employment

1. Vocational training
 - a. Vocational courses and programs
 - b. On-the-job training
2. College courses and programs
 - a. Range of courses
 - b. Additional support services
3. Employment and adjustment
 - a. State employment services
 - b. Job surveys
 - c. Job interviews

- d. On-the-job adjustment period
- 4. Role/ethical considerations for interpreting
 - a. Explanation of role
 - (1) Knowledge and attitudes of employers
 - (2) Motivation and attitude of consumer
 - (3) Preparation of interpreter
 - b. Confidentiality and impartiality
 - (1) Requests to work with or report to rehabilitation personnel
 - (2) Requests for information about deaf people, sign language, and interpreting
 - c. Meeting consumer's linguistic needs
 - (1) Use of consumer's preferred mode/language
 - (2) Clarity of interpreting
 - (3) Comprehensiveness of interpretation
 - d. Hiring and billing
- B. Medical services
 - 1. Routine examinations
 - 2. Physical restoration
 - a. Surgical procedures
 - b. Fitting of prosthetic devices
 - c. Physical therapy
 - d. Hospitalization
 - e. Convalescent care
 - 3. Lab testing
 - 4. Audiological testing
 - 5. Special considerations for interpreting
 - a. Specialized/technical terminology
 - b. Knowledge of procedures
 - c. Interpreting for clarity and understanding
 - d. Sensitive/emotional situations
 - e. Gender issues (Male/female interpreter, opposite sex consumer)
 - f. Knowledge/attitudes of medical personnel of interpreter role
 - g. Consumer accessibility to information
 - h. Consumer/medical personnel/interpreter relationship
 - i. Confidentiality and impartiality
 - j. Hiring/billing procedures
- C. Counseling and therapy

1. Individual therapy
2. Group therapy
3. Special considerations for interpreting
 - a. Influence of interpreter's presence on situation
 - b. Anger toward use of an interpreter
 - c. Inappropriate use of the interpreter
 - d. Confidentiality and impartiality issues
 - e. Sensitive or emotional topics
 - f. Privilege
 - g. Maintaining confidentiality and impartiality
 - h. Appropriate background knowledge
 - i. Client trust of interpreter
 - j. Accuracy
 - k. Client/interpreter/therapist relationship
 - l. Eye gaze
 - m. Seriously disturbed consumers
 - n. Hiring/billing procedures

II. The Interpreting Process

A. Preparation

1. Determining consumer's preferred mode of communication
 - a. Information from VR counselor
 - b. Consultation with consumer
2. Specialized vocabulary
3. Knowledge of event
 - a. Participants
 - b. Types of activities
 - c. Types of interactions anticipated
4. Explanation of interpreter's role
5. Positioning
6. Technical aspects

SUGGESTED READINGS AND MATERIALS:

Frishberg, Nancy. Introduction to Interpreting. (Registry of Interpreters for the Deaf, Inc.: Silver Spring, MD). 1990.

Northup, B.E. and Taff-Watson, M. "Interpreting in the Rehabilitation Setting." Workshop Curriculum Guides for Interpreter Trainers, Volume 2. (RSA Region VI Interpreter Training Project: University of Arkansas: Little Rock, AR). 1988.

Rubin, S.E. and Roessler, R.T. Foundations of the Vocational Rehabilitation Process. (University Park Press: Baltimore, MD). 1983.

The Interpreter in Vocational Rehabilitation Module 4

Produced by the National Interpreter Training Center at the University of Tennessee.

MODULE OVERVIEW

INTERNSHIP 3I: INTERPRETING IN REHABILITATION SETTINGS

MODULE DESCRIPTION: (90 hours) Interns will be placed in a rehabilitation agency or program under the supervision of an experienced interpreter/transliterater (certified when possible) and a module supervisor. The intern will shadow the regular interpreter/transliterater until ready to take over some or all of the duties. Possible placements may include VR counselor/consumer meetings, evaluation settings, training programs, and on-the-job training.

PREREQUISITES FOR PARTICIPANTS: Completion of all previous PDES modules for interpreting in rehabilitation settings.

MODULE OBJECTIVES: Upon completion of this internship the participant will be able to:

1. Describe the roles and responsibilities of a rehabilitation interpreter.
2. Discuss and offer solutions to typical role challenges faced by rehabilitation interpreters.
3. Demonstrate the ability to interpret various situations at the internship sites.
4. Demonstrate the ability to work effectively and professionally as an intern in various rehabilitation settings.
5. Discuss ways to improve interpreting skills and facilitate the role of the interpreter in rehabilitation settings.
6. Describe ways to become involved in and informed about the profession of interpreting.
7. List methods for locating and securing employment as a rehabilitation interpreter.
8. Explain application and preparation procedures for state level or RID interpreter evaluation.
9. Discuss methods of professional development.

TOPIC OUTLINE: Through practical experience, evaluations, and professional readings, participants should obtain the following information:

I. Interpreting internship

A. Role and responsibilities

1. As an intern
2. As an interpreter

B. Interpreting ability

1. Overall ability
2. Specific skills
 - a. Sign language skills
 - b. Assessment
 - (1) Situation
 - (2) Communication needs
 - c. Skill with interpreting process

- d. Evaluation of effectiveness
- e. Ethics
- C. Interest and initiative
 - 1. Methods for improvement
 - a. Continued study
 - b. Self and outside diagnosis of skills
 - c. Consultation with other interpreters
 - 2. Involvement in profession
 - a. Attendance at professional meetings
 - b. Interaction with the Deaf Community

II. Work habits and professional characteristics

A. Responsibility in carrying out assigned duties

B. Working with supervision

- 1. Supervising interpreter
- 2. Rehabilitation personnel
- 3. Site personnel
- 4. Support service providers

C. Rapport

- 1. With students
- 2. With staff

D. Work habits/presentation

- 1. Attendance/punctuality
- 2. Initiative
- 3. Attention to rules and regulations
- 4. Organization
- 5. Appearance
- 6. Attitude
- 7. Maturity/awareness of limits

E. Communication skills

- 1. With staff, supervisors
- 2. With consumers

III. Entering the profession of interpreting

A. Employment

- 1. Finding appropriate positions

2. Application procedures
 3. Job descriptions/agreements for long-term assignments
 4. Interviews
 5. Working conditions
- B. Screening/Certification
1. Application procedures
 2. Preparation
 3. Taking exams
 - a. Written
 - b. Performance
- C. Professional development

SUGGESTED READINGS AND MATERIALS:

RID Views. (Silver Spring, MD: RID Publications).

SLS Monograph Series. (MD: Linstok Press).

Educational Interpreting for Deaf Students, Report of the National Task Force on Educational Interpreting (NTID at RIT, NY)

Taff-Watson, M. & Stauffer, L., eds. "Interpreting Practicum." University Interpreter Course, Curriculum Guides. Vol. 4, pp. 125-133. February 1990.

The Interpreter in Vocational Rehabilitation Module 5

Produced by the National Interpreter Training Center at the University of Tennessee.