Interpreter Education

on Sign Language

International Perspectives

Jemima Napier, Editor
CONTENTS
potentially resource for interpreters in the United States. However, because
of interpretation as a profession in the U.S. they were a valuable and im-
portant asset to the development of trade and commerce. Given the historical context in
which these free-standing centers operated and the state of development
within the field of interpreter education, the establishment of interpreter centers was
an important step. They generally provided short-term, in-service
conferences of working interpreters, functioned independently and of-
the-regional centers, which generally sought to improve the skills and
knowledge of working interpreters.

These regional centers, one for each ASL region and 2 national
10 regional interpreter centers, one for each ASL region and 2 national
and international centers, began to emerge as a federal initiative that would fund
and interpret international trade and foreign policy. In the mid-1970s, the Department of State
and the Department of Commerce began to develop plans for the establishment of
interpreter centers. These centers were designed to provide training for
interpreters who would work in international conferences and trade negotiations.

Federal programs for interpreter education began in the early 1970s
and continue to this day. The first federal program was the National Center
for the Education and Training of Sign Language Interpreters (NCTSLI),
der a Department of Education initiative created by the Rehabilitation Act.

The National Consortium for Interpreter Education Centers

The United States has, in many ways, been a pioneer in various aspects

Dennis Coley
Elizabeth A. Winston

Note: All the chapters in the book contain information
that is current as of the end of 2008.
EDUCATION CENTERS OF INTERPRETATION

The National Consortium of Interpretation Centers (NCIC) is a group of interpretative education centers funded directly by the U.S. Department of Education. The mission of the NCIC is to provide training and education to promotes effective communication between the deaf and hard of hearing community and the hearing community. The NCIC offers a wide range of services including interpreting services, workshops, and seminars to enhance communication skills for both the deaf and hearing community.

BACKGROUND

The concept of "interpreters" was first introduced in the 1940s by deaf educators and community leaders. The need for effective communication between the deaf and hearing communities became apparent as the demand for educational services increased. Interpreters were trained to assist in the signing of messages, to facilitate communication in public and private settings, and to provide access to educational and social opportunities.

In 2004, the Department of Education declared that the use of interpreters would be beneficial to the education process. This decision was based on the recognition that the use of interpreters can enhance communication and access to educational opportunities for deaf students. The purpose of the National Consortium of Interpretation Centers is to provide training and support to interpreters and to develop programs that improve the effectiveness of communication for both the deaf and hearing communities.
The new regional educational center, established in September 2005, by the National Interpreter Education Center, is the only interpreter training center in the United States that provides a comprehensive training program for all levels of interpreters. The center offers instruction in sign language, written language, and spoken language. The center also provides ongoing professional development opportunities for interpreters.

Funding Prior to 2005 (pre-Consolidation)

The United States

221
2. Original funding required each year to continue 10% of the core annual funding

Support the collaboration process: Following the meeting, the National Center director will have the opportunity to discuss the amount of funding required by NSF in the first year to support the National Center. The director must be prepared to address the current needs of the collaboration. The director must be prepared to discuss how the current needs of the collaboration will be met.

During the meeting, National Center members will share their experiences, successes, and challenges in this area.

NCE: If you are interested in a significant portion of the requested needs as a National Center, you must attend the meeting and discuss the successes, challenges, and lessons learned.

Proposed objectives for the proposed National Center:
- Building national databases
- Legal infrastructure
- Information technology support
- Interdiscipline and transdisciplinary approaches
- Longitudinal and cross-cultural perspectives
- Data integration and data sharing
- Longitudinal and cross-cultural perspectives
- Data integration and data sharing
- Interdisciplinary and transdisciplinary approaches

First 6 Months

Post 2003: Acknowledging for Collaboration

The National Center will be funded by the National Science Foundation (NSF) and the National Institute of General Medical Sciences (NIGMS) to support interdisciplinary research in the field of human nutrition.

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NEEDS ASSESSMENTS

specific initiatives. The RBA provided a range of services and support to

process. The results of the needs assessment informed the development of
courses. The assessment's findings were used to develop a set of needs

in relation to the needs of the community. The assessment was conducted

including assessments of the needs of individuals and communities. The

assessments were conducted by a team of experts who used a variety of

methods to collect data. The results were used to inform the development

of programs and services. The assessment process was iterative and

involves continuous monitoring and evaluation. The results were

represented in a report that was shared with all stakeholders.

The United States

275
more comprehensive results for two assessments. The Interpreter Needs Assessment survey is an integral part of our approach to understanding the needs of our community. The findings of the needs assessment and supporting data across the nation have been consistent in identifying the importance of developing a national consensus on the needs of the community, including the ability to share resources. These results highlight the trend toward increased participation and engagement in national conferences and other events. The data also indicate an increasing awareness and appreciation of the challenges faced by our communities. It is clear that these challenges are not unique to our city or state, and they require the collective effort of all stakeholders to address them effectively. The Interpreter Needs Assessment is an important step in this process, and we believe it will continue to provide valuable insights into the needs of our community. We are committed to using these findings to inform our future actions and initiatives.
The table 2. Curriculum and Preferred Work Settings decreases would appear not to be explained by salary and years of service, and
percentage is the 20% decreases in interviews whose priority.

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<tr>
<th></th>
<th>Current</th>
<th>Preferred</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>55%</td>
<td>56%</td>
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<tr>
<td>Middle School</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>High School</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Special Education</td>
<td>5%</td>
<td>5%</td>
</tr>
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Table 1. Incentive Improvement Settings

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<th></th>
<th>0%</th>
<th>1-10%</th>
<th>10-25%</th>
<th>25-50%</th>
<th>50-75%</th>
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<tr>
<td>Elementary</td>
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Note: The table above shows the percentage of teachers who would prefer to teach in the following settings. Details on the table can be found in the text.
Evaluating the effectiveness of IEPs requires gathering data and analyzing the outcomes. The process involves tracking student progress and adjusting plans as needed. In many districts, the success of an IEP is measured by the student's ability to achieve goals set forth in the document. This includes academic growth, social skills development, and functional life skills. By reviewing IEPs annually, educators can make informed decisions about the appropriateness and effectiveness of interventions. If a student is not making adequate progress, the team may need to reevaluate goals and strategies. The goal of an IEP is to ensure that each student with a disability receives a suitable education and reaches their full potential. Through ongoing assessment and adjustment, IEPs help to ensure that students with disabilities are provided with the resources they need to succeed.
Cross-Regional Communication

Teams

Empirical evidence suggests that effective communication is hindered by language barriers, cultural differences, and organizational silos. Cross-regional teams require strategies to overcome these challenges. Effective communication practices include

- Establishing regular meetings
- Setting clear goals and expectations
- Encouraging open and honest feedback
- Utilizing visual aids and technology
- Providing cultural awareness training

In order to enhance the number of qualified interpreters, the United States Department of Education mandates the training of interpreters in order to enhance cross-regional communication. Effective communication practices are essential for the success of cross-regional teams.
The Team: Working Collaboratively to Identify
and Implement Effective Processes

The final section describes the ongoing work of several of the Coordinator
Teams. The seminar "Working Collaboratively to Identify
and Implement Effective Processes" provided valuable insights into successful approaches to these challenges.

An example of a successful approach took place in the United States, which is the focus of our next case study. The "Working Collaboratively to Identify
and Implement Effective Processes" seminar was designed to address the needs of the teams and the goals of the conference. The seminar included a series of workshops and sessions focused on enhancing team coordination and improving collaborative efforts. The seminar was held in June 2002, attended by members from various organizations, including academic and government institutions. The discussions and workshops addressed the need for effective collaboration and the importance of working together to address complex issues.

The work of the cross-functional team focused on a redefinition of the approach to assessment and content delivery. The seminar emphasized the need for effective communication and collaboration among team members to ensure the success of the project. The seminar concluded with a series of recommendations for improving team coordination and enhancing collaborative efforts.
In this shared, interactive, and collaborative environment, the NIOC is engaged in developing and implementing strategies to enhance the effectiveness and efficiency of its work. The NIOC and its partners have identified several key areas for improvement, including:

- **Enhancing Interpreting**: The NIOC is working to improve the quality of its interpreting services, including developing new methods for assessing and improving the accuracy of interpreters.
- **Collaborating with Other Agencies**: The NIOC is collaborating with other federal agencies to improve the coordination and effectiveness of its interpreting services.
- **Training and Development**: The NIOC is investing in the training and development of its interpreting staff to ensure that they have the skills and knowledge needed to provide high-quality services.

Overall, the NIOC is committed to delivering high-quality interpreting services that meet the needs of all stakeholders.
CLOSING REMARKS

The NODICE network of national and international centers and programs provides a solid foundation for the development of effective prevention and intervention strategies through the establishment of national and international partnerships. The network is an essential component of the United States' comprehensive approach to reducing the impact of mental health disorders and promoting mental health and well-being.

REFERENCES

[References list]

The United States

Elizabeth A. Vitiello and Dennis Coates

289