NCIEC

National Consortium of Interpreter Education Centers

Interpreting in VR Settings

Module 5: Interpreting for VR Clients - Skills

Study Guide

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Interpreting in VR Settings

Module 5: Interpreting for Deaf Consumers - Skills

Hosted by the UNC MARIE Center of the NCIEC in collaboration with WRIEC.

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Module Overview

Purpose

The purpose of this module is to increase an interpreter's ability to discuss his/her work, self-advocate, assess language and communication needs of VR consumers, consider the implication of various factors on interpreting, and adapt interpreting behaviors accordingly. This involves using assessment strategies, applying intervention approaches, and being able to relate effectively to other stakeholders in the VR setting.

This is a theory and practice based module that looks at the language use and interpreting needs of Deaf, hard of hearing and Deafblind individuals seeking services from VR. The role of language assessment will be explored and applied to the analysis of language samples produced by Deaf individuals within VR settings. Further, controls for managing the various demands associated with interpreting in VR settings will be introduced, discussed and practiced. One important control for interpreters is the use of Deaf Interpreters in this setting. This topic will also be explored.

Impact

This module is designed to increase interpreting effectiveness (accuracy, language match, etc.) for Deaf, Deafblind and hard-of-hearing individuals in VR settings.

Objectives

By the end of this module, you will be able to:

- Develop and apply a language/communication assessment tool for use by the interpreter when observing stimulus material related to language use by Deaf, hard-of-hearing, and Deafblind individuals within the VR system for the purpose of: 1) enhancing observation/analysis skills and 2) determining implications for interpreting

- Apply the Demand-Control Schema as an assessment tool for use by interpreters in deciding appropriate strategies to employ when accepting and/or interpreting a job in the VR setting

- Demonstrate the ability to develop personal scripts (ways of talking) you can use as an interpreter to request and receive resources needed to be effective in their role and responsibilities

- Demonstrate the ability to navigate the VR system appropriately in order to receive resources needed to be effective in their role and responsibilities;

- Explain how, when, and what to do as part of reporting to VR personnel

- Demonstrate use of strategies relating to sight translation and interpreting for Deaf, hard-of-hearing, and Deafblind individuals within the VR system

- Demonstrate increased interpreting effectiveness (accuracy, language match, etc.) for Deaf, Deafblind and hard-of-hearing individuals in VR settings.

Module Evaluation

Module grades will be assigned based on the following:

Product	Description	Points
Unit Activities	Online discussions, small group discussion activity, and practice activities.	35 points
Assignment #1	Case Study to assess deaf individual's language and communication mode and use of Deaf Interpreter	25 points
Assignment #2	Interpretation practice of a sight translation and VR client	30 points
Pre and Post Test	Completion of module Pre and Post tests	10 points

All extensions to due dates must be negotiated with the module facilitator in advance of the due date. Late assignments (not more than 5 days past the due date) not negotiated in advance will lose one letter grade—an A assignment will be a B and so forth. Assignments submitted 5 days past the due date may not be graded—pending discretion of the facilitator.

Grading Criteria

The VR modules are NOT offered for college credit. However, assignment points will be awarded and tied to RID CEUs. Students achieving a satisfactory point distribution for all assignments will receive the full award of 3 CEUs for Module 5.

The following scheme will be used to assign grades for students taking this module:

A   91-100 Superior achievement of objectives
B   81-90   Above average achievement of objectives
C   71-80   Average achievement of objectives
D   61-70   Below average achievement of objectives
F   Below 60   Unacceptable level of achievement of objectives

Weight will be placed on the quality of the responses and/or comments, as well as the presentation of the work (e.g., spelling, grammar). Timeliness will be a factor in grading of all assignments and will be assessed by postmark (USPS) or time/date stamp on email/Blackboard requirements.

Your work is to be your own. Using the words, ideas and/or written product of another individual without giving due credit to that person is unacceptable. Plagiarism is considered a violation of academic integrity. Work that demonstrates academic dishonesty may result in a lowering of the grade on an assignment or module dismissal.

Materials Checklist

You will be using a variety of materials for this module. The following materials will be distributed to you: Study Guide containing the module overview (Objectives, Unit Previews, Materials, Requirements, Assignments, Roadmap). The following readings for this module will be found online:

Unit 1

- Holcomb, T. (1997). Development of Deaf bicultural identity. American Annals of the Deaf, 142(2), 93-98.
- Consumer Assessment PowerPoint by J. Lipsky

Unit 2:

- Case studies

Unit 3:

- Burns, T. J. (1999). Who needs a Deaf interpreter? I do! RID Views, 16(10), 7. http://www.diinstitute.org/wp-content/uploads/2012/07/Burns.pdf
- Egnatovitch, R. (1999). Certified Deaf Interpreter WHY. RID Views, 16(10), pp. 1, 6.
- Shepard-Kegl, J., F. McKinley, & D. Reynold. (2005). The role of Deaf interpreters: Lessons from the past and a vision for the future. Interpres, 18(4), 16-18.
- Bronk, Alisha. (2009) Interpreters: Gatekeepers for the deaf interpreter community. RID Views. 26 (2), 27-28. http://www.diinstitute.org/wp-content/uploads/2012/07/0409VIEWS-RIDCommittess-DML.pdf

Unit 4

- Video: NIEC Overview of the Deafblind Community http://vimeo.com/30374196
- RID Interpreting for Individuals who are Deaf Blind Standard Practice Paper http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Deaf-Blind_SPP%281%29.pdf
- NIEC Modifications to your interpreting http://vimeo.com/30801444
- NCIEC Deafblind Modifications to Environment (PDF)
- NCIEC Deafblind Additional Responsibilities (PDF)
- **IMPLICATIONS OF VISION LOSS ON THE INTERPRETING PROCESS,** Leslie Foxman; Angela Lampiris. -- Registry of Interpreters for the Deaf, Inc. 1999, p. 63 - 77. Proceedings of the 16th National Convention of the Registry of Interpreters for the Deaf 1994-0055

Unit 5

- The National Council on Interpreting in Health Care, "Sight Translation and Written Translation: Guidelines for Healthcare Interpreters"
- Patrie, C.J. (2004). Consecutive interpreting from English. San Diego, CA: Dawn Sign Press. Introduction to Consecutive Interpreting, pages 25-44.
- Patrie, C.J. (2005). Simultaneous interpreting from English. San Diego: Dawn Sign Press. (Suggest reading Unit 2: Bridging to Simultaneous Interpreting, pp. 75-80)

- Russell, Deborah, prod. Consecutive Interpreting 1 & 2. Region 10 Interpreter Education Center at Western Oregon University, DVD. (Awaiting approval from WOU)

Module Preview

There are five (5) units of learning in this module. These are:

1. Interpreting Assessment: Processes, Procedures and Tools

2. Interpreting Assessment: Case Analysis

3. Interpreting Assessment: Case Involving Deaf Interpreting Team

4. Working with Deaf/Blind Consumers in VR Settings

5. Interpreting Assessment: Application to Skills Performance

Each unit will contain activities designed to engage you in the review, reflection, and application of your new learning. There will be a variety of these activities throughout the module—worth 30 points towards your grade—all are intended to foster your synthesis of new learning through peer discussion, reflection, and application. To further assist you with the application of your learning, there will be a pre- and post-test, and two (2) assignments associated with this module.

The primary difference between an **activity** and an **assignment** is the amount of time required for completion and the point value assigned to each. The **activities** are designed to provide you with immediate review and reflection of the module material towards the goal of fostering discussion with peers. The **assignments** are designed to provide you with an opportunity to explore specific elements of the module material in more depth through research, critical analysis and synthesis.

The organization of the module will engage you alternately in review of module notes (contained in the Blackboard module materials), assigned readings from the module textbook, supplemental readings of online articles or materials, vocabulary building through a readings and a glossary of terminology, and guided online discussions.

As previously mentioned, the online discussions are an integral part of your learning process. Your ability to have meaningful participation in the online discussions is contingent on being current with the readings and other module activities. The module roadmap, available after the Unit Preview section of this Study Guide, provides you with a tool for guiding your progress through the module. It provides you with timelines and due dates associated with each unit's activities and assignments.

Unit Preview

Unit 1: Interpreting Assessment: Processes, Procedures, Tools

This unit will introduce approaches and techniques for assessing the linguistic background and communication competencies of a given individual in order to determine appropriate interpreting approaches in a VR setting.

Unit 2: Interpreting Assessment: Case Analysis

This unit provides an opportunity to further explore the risk factors and barriers that impact effective interpreting so that learners:

1) increase their understanding of reporting and intervention controls that can be used by interpreters when in VR settings, and

2) develop skills in communicating needs, observations and recommendations to appropriate VR personnel.

Unit 3: Interpreting Assessment: Case Involving Deaf Interpreting Team

The purpose of this unit is for the learner to recognize the at-risk factors that are present within a Deaf, hard-of-hearing or Deafblind person's experience that warrant the need for a Deaf Interpreter to be involved, to understand the role and responsibilities of a Deaf Interpreter, and to be able to effectively team with a Deaf Interpreter in the VR setting.

Unit 4: Working with Deaf/Blind Consumers in VR Settings

The purpose of this unit is to provide an overview of considerations to keep in mind when working with Deaf/Blind consumers. This unique sub-population of VR consumers require highly specialized interpreting knowledge and skills.

Unit 5: Interpreting Assessment: Application to Skills Performance

The purpose of this unit of learning is to engage the learner in hands-on translation and interpretation experiences with a variety of Deaf VR consumers. VR consumers come from many different walks of life and employ a variety of communication styles. Interpreters must be prepared to meet the unique needs of VR consumers. Interpreters must be prepared to determine if, and when, translation and consecutive interpretation are appropriate. The activities in this unit will provide a foundation for making these determinations and employing appropriate interpreting approaches.

Roadmap

Throughout the module, you will see charts that are designed to be "roadmaps" for you to help you fulfill all the module requirements. There is a "roadmap" at the start of each module with all the assignments, due dates, etc. for the module.   Each unit has its own "map" to summarize the critical dates and assignments for the unit.

In your "map", or on each activity page, you may see the following symbols to help you quickly identify the type of activity.

Indicates DVD that you are to watch.

Indicates a reading included in a textbook or online.

Indicates an online discussion.

Indicates a web activity such as searching the web or accessing Blackboard.

Indicates a paper you are to write and send to your facilitator via regular email.

Indicates an assignment to be uploaded to YouTube (if generated in ASL)

Indicates an assignment to be uploaded to a Blackboard assignment tool.

Indicates a test to be taken in Blackboard.

Indicates a GoToMeeting event.

Module Roadmap

Use this as your "map" while traveling on your distance learning journey. All the information you need to complete the module is here in one location. Use the last column to check off each item as you complete it. See the following pages for details on each assignment.

Dates before or next to any activity indicate specific dates for that item.

Points	Dates		Activities	Done!
Unit 1: Interpreting Assessment: Processes, Procedures, Tools				
	7/29		[Complete Module Pre-test](#)	☐
	7/30	1.1	**Introductions**: Post an introduction that describes how you see this module relating to your current work in the field of interpreting and/or interpreter education.	☐
	7/31	1.2	Read through the Study Guide and Unit 1 Insights.	☐
	8/1	1.3	View the Unit 1 PPT: _Consumer Assessment_ by J. Lipsky	☐
	8/2	1.4	**Readings**: Holcomb, T. (1997). Development of Deaf bicultural identity. American Annals of the Deaf, 142(2), 93-98.	
	8/4-6	1.5	View the following DVD segments and prepare a communication checklist for each of the consumers: Victor & Julio And/or Stephen & Robert	
	8/7-11	1.6	Post response to TWO of the Discussion Questions in the Discussion Forum regarding your analysis of the sign samples in activity 1.5. This activity counts towards your participation postings.	☐
Unit 2: Interpreting Assessment: Case Analysis				
	8/11	2.1	Read Unit Insights	☐
	8/12-19	2.2	**Small Group Case Study Analysis**: Each group will work on two cases and prepare a written response to the questions in the case. One person from each group is responsible for posting a summary to the Main Discussion board.	☐
	8/20	2.3	[Complete the Unit 1 and 2 Quiz](#)	☐

Points	Dates		Activities	Done!
Unit 3: Interpreting Assessment: Case involving Deaf Interpreting Team				
	8/21	3.1	Read Unit Insights and/or view PPT. <u>Unit 3 Insights</u>	☐
	8/22	3.2	Read the following articles in preparation for the discussion: • Burns, T. J. (1999). Who needs a Deaf interpreter? I do! RID Views, 16(10), 7. <u>http://www.diinstitute.org/wp-content/uploads/2012/07/Burns.pdf</u> • Egnatovitch, R. (1999). Certified Deaf Interpreter WHY. RID Views, 16(10), pp. 1, 6. <u>http://www.diinstitute.org/wp-content/uploads/2012/07/Egnatovitch.pdf</u> • Shepard-Kegl, J., F. McKinley, & D. Reynold. (2005). The role of Deaf interpreters: Lessons from the past and a vision for the future. Interpres, 18(4), 16-18. • Bronk, Alisha. (2009) Interpreters: Gatekeepers for the deaf interpreter community. RID Views. 26 (2), 27-28. <u>http://www.diinstitute.org/wp-content/uploads/2012/07/0409VIEWS-RIDCommittess-DML.pdf</u>	☐
		3.3	DVD Vignettes: Recognizing and discussing need to bring in a Deaf Interpreter	
	8/22-8/28	3.4	Post responses to TWO Discussion Questions about the articles in the Discussion Forum. This activity counts towards your participation points.	☐
		3.5	Optional: Participate in one of the scheduled GoToMeeting events	☐
	9/5		**Assignment 1: Case Study (DVD vignette)** Analyze one vignette and assess the deaf individuals' language and communication mode. Assess the DI's role and responsibility while interpreting.	☐

Points	Dates		Activities	Done!
Unit 4: Working with Deaf/Blind Consumers				
	9/8	4.1	Read Unit Insights	☐
	9/9	4.2	Video: NIEC Overview of the Deafblind Community http://vimeo.com/30374196 RID Interpreting for Individuals who are Deaf Blind Standard Practice Paper http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Deaf-Blind_SPP%281%29.pdf NIEC Modifications to your interpreting http://vimeo.com/30801444 NCIEC Deafblind Modifications to Environment (PDF) NCIEC Deafblind Additional Responsibilities (PDF) **IMPLICATIONS OF VISION LOSS ON THE INTERPRETING PROCESS,** Leslie Foxman; Angela Lampiris. -- Registry of Interpreters for the Deaf, Inc. 1999, p. 63 - 77. Proceedings of the 16th National Convention of the Registry of Interpreters for the Deaf 1994-0055	☐
	9/10–15	4.3	Post responses to TWO Discussion Questions in the Discussion Forum. This activity counts towards your participation points.	☐
Unit 5: Interpreting Assessment: Skills Performance				
	9/15	5.1	Read Unit Insights	☐

Points	Dates		Activities	Done!
	9/16	5.2	**Reading:** The National Council on Interpreting in Health Care, "Sight Translation and Written Translation: Guidelines for Healthcare Interpreters" Patrie, C.J. (2004). Consecutive interpreting from English. San Diego, CA: Dawn Sign Press. Introduction to Consecutive Interpreting, pages 25-44. Patrie, C.J. (2005). Simultaneous interpreting from English. San Diego: Dawn Sign Press. (Suggest reading Unit 2: Bridging to Simultaneous Interpreting, pp. 75-80) Russell, Deborah, prod. Consecutive Interpreting 1 & 2. Region 10 Interpreter Education Center at Western Oregon University, DVD	
	9/17–22	5.3	**Practice Activities**: Complete the following practice activities and submit your responses in the BB discussion forum · Sight Translation · Consecutive/Simultaneous Interpretation	☐
	10/1		**Assignment 2** Record a sight translation of a VR form and an interpretation (see instructions in BB).	☐
	10/2		**Complete Module 5 Post-Test**	☐
	10/3		**Complete Module 5 Evaluation**	☐
			Congratulations! You have completed Module 5	

Assignments

Assignment Overview

Assignment	Description	Points	Due Date
Participation Activities	**Online Discussions**: Three (3) regular Blackboard discussion activities. Post a response to two questions for each discussion and reply to the post of at least one colleague. This pairing is worth a total of 3 points or 18 points total. **Small Group Discussion:** Participate in the Small Group Discussion for Activity 2.2 and Main discussion posting – worth 10 points total. **Practice Activities:** Complete the practice activities in Unit 5 and post a reflection on these activities. Worth 7 points total.	35 points	Ongoing
Assignment #1	**Assignment 1: Case Study** Analyze one vignette and assess the deaf individuals' language and communication mode. Assess the DI's role and responsibility while interpreting.	25 points	11/28
Assignment #2	**Assignment 2: Video Interpretations** Record a sight translation of a VR form (10 points) Record an interpretation (see instructions in BB). (20 points)	30 points	11/28
Pre and Post Tests	**Respond to pre and post tests**	10 points	12/19

Online Discussions/Participation

Post Original and Response postings to Questions in the Discussion Forums

Description

The goal of regular participation in online discussions is to provide you with the opportunity to learn from your peers and share your experience with them. In addition, participation allows you to explore your responses and reactions to the readings and homework assignments from the Module activities.

PARTICIPATION is a critical component of all learning. This is an opportunity for you to interact with the course material, your peers, and your course facilitator, as you formulate your thoughts and opinions about the topics being addressed. It also enables you to benefit from the perspectives of your peers and to challenge one another's thinking.

Approaching the Assignment

Regular Discussion Postings:

You are to post a total of six (6) responses in four regular Blackboard Discussions where you are generally required to post an (1) original response to at least one (1) of the questions in each forum. In some units you will be asked to post an (1) original response to two (2) of the questions embedded in the discussion forum. An original post is a post where you are addressing a specific question directly—providing your own interpretation of the course content combined with your own experiences working in the VR setting as an interpreter.

You are also expected to contribute at least one (1) response posting within each forum. A response posting is one that you submit in response to an original post by one of your peers. A response post should be more substantive than a simple agreement or "good job". It should contribute to a continuation of the discussion by expanding on the concepts/ideas offered by your peer, offering alternative perspectives, or asking thought-provoking questions that arise as a result of your peers contribution.

It is helpful if you indicate in your subject line if the post is an original (OP) or a response (RP).

Small Group Discussion:

In Unit 2 there is a small group discussion activity in which you will discuss two case studies in a small group and compile a response to be posted in the Main discussion. One person in the group will need to take responsibility for the Main discussion posting for each case. Each group will analyze different cases.

Practice Activities

In Unit 5 there are a set of practice activities that will enable you to practice skills prior to completing your final assignment. The skills you will practice are Sight Translation of VR forms, and interpretation of a VR consumer vignette. Post a reflection of your experience in the Discussion board for this activity.

Tips for Success:

You are encouraged to post early in a discussion cycle. The days allocated to the discussion are indicated in the road map. By posting early you allow yourself and your peers time to respond and engage in authentic conversation around the course material. Posting late or last minute discourages meaningful engagement.

Each member of the class has a responsibility to:
• Post early so that others in your group have sufficient time to read and respond
• Reflect on your own learning
• Share thoughts and observations in a professional and thoughtful manner
• Give consideration to the thoughts and observations of others, and
• Post thoughtful responses to peers' postings

Completing the Assignment

To successfully pass this assignment you must:

✓ Post the required number of postings for each discussion forum

✓ Post substantive postings that reflect your own learning and understanding of the content

✓ Prepare your posts in a professional and courteous manner (use spell check and reflect sensitivity to diverse perspectives)

✓ Post in a timely manner—early for original postings and mid-way during the discussion cycle for response postings

Grading

Each regular post is worth 3 points, the small group discussion activity is worth 10 points , and the practice activities posting is worth 7 points for a total of 35 points. Grading will be done in accordance with the discussion rubric posted within the assignments link. Successful completion of this assignment means that you earn at least 30 of the 35 points available. To move onto the next module in the program, you must successfully pass this assignment.

Assignment 1 – Case Study Analysis

Description

During this assignment, you will view a vignette from the Interpreting in Vocational Rehabilitation Settings DVD and analyze the deaf individual's language and communication mode. You will also examine the roles and responsibilities of the Deaf Interpreter in this scenario.

Approaching the Assignment

The purpose of this assignment is to give you the opportunity to apply the information presented in Unit 3 on working with a Deaf Interpreter.

1. View "Setting a Vocational Goal" without the interpretation

2. Then view the same segment "Setting a Vocational Goal" again with the interpretation.

3. Prepare a written response that includes the following information:
    • Factors that supported the use of a CDI
    • Strategic and effective interpretation techniques utilized by the CDI
    • Specialized practices incorporated by the CDI
    • Tools the CDI and his team used to help manage the flow of information
    • Observations about the Certified Deaf and Hearing interpreting team's process
    • The role and responsibilities demonstrated by the CDI
    • Any new insights gleaned from the assignment

Completing the Assignment

To successfully pass this assignment you must earn at least 8 of the 10 points possible and:
✓ View the vignette
✓ Assess the deaf individual's language and communication mode using the communication assessment provided from Unit One
✓ Describe why it was important to bring in a DI in this situation.
✓ Describe the roles and responsibilities of the Deaf Interpreter in this situation.
✓ Submit your response in the assignment are in BB.
✓ Be sure your name(s) are attached to the assignment.

Grading

This assignment will be graded based on the above criteria basis. To move onto the next module in the program, you must successfully earn 20 of 25 points for this assignment.

Assignment 2 Interpretations

Record a Sight Translation of a VR Form

Record an interpretation of a VR vignette

Description

In this assignment you will apply your learning about communication assessment and working with a variety of VR consumers by recording a sight translation of a common VR form and recording an interpretation of a VR scenario.

Approaching the Assignment

You have had the chance to practice these skills in Unit 5. Now you will perform the same skills again, recording your interpretations.

To complete the Sight Translation, you will need to:

- Download and print the form from the assignment. Sample VR form 2

- Review the form and prepare to for the sight translation

- Set up your camera to record your translation of the form.

- Record your translation of the form.

- Upload the translation to YouTube. (Go to http://www.wikihow.com/Upload-a-Video-to-YouTube for instructions)

- View your interpretation and write a reflection paper (observations on the process, effectiveness of interpretation, etc)

- Send the link to your instructor.

To complete the Interpretation, you will need to:

- Set up your camera to record your translation of the vignette.

- Decide if consecutive or simultaneous interpreting is needed.
  - If consecutive, explain your rationale.

- Record your interpretation

- Upload to YouTube (Go to http://www.wikihow.com/Upload-a-Video-to-YouTube for instructions)

- View your interpretation and write a reflection paper (observations on the process, effectiveness of interpretation, etc)

- Send the link to your instructor.

Completing the Assignment

To complete this assignment, you must attain 25 of 30 possible points.

Pre and Post Tests

Take the Pre and Post tests

Description

Pre and post tests provide an evaluation of effectiveness measure for course developers. While your score on these tests do not count toward your grade, you will receive 10 points for completing the two tests.

Rubrics (will print landscape, one to a page)

Rubric for Graded Discussion Items

CATEGORY	At or Above Standards	Needs Improvement	Below Standard
Specifics and Timeliness	Discussion postings must be made in the correct discussion and respond to a given question, open a new thread with a question to which it responds, or respond to another student's posting (depending on the instructions). Length is dictated by substance (approximately 250-500 words), and "too short" or "too long/rambling" can affect the grade for quality (either not covering the topic, or by obfuscating it). Late postings lose one grade level.		

Original posting	• Shows understanding with thoughtful, substantive ideas concerning the topic along with a supporting example, reference to relevant material, or real-life. Clarifications and explanations are concise.
	• The response demonstrates knowledge of the field, best practices, self-awareness, and reflective analysis skills
	• Posting is written in classic form (topic sentence, main point, supporting points and examples, conclusion), and includes referencing of external sources and resources.
	• Grammar, spelling, and punctuation are correct.
		• Topic, purpose, and author's point are all clearly identifiable, as is how it relates to the discussion thread. All required elements are addressed. Demonstrates a basic understanding and insight into the topic.
		• Posting has an appropriate structure; and grammar, spelling, and punctuation are almost entirely accurate.
			• Content of posting does not meet requirement(s) for reason(s) such as:
			  ✓ Does not respond to the required topic
			  ✓ Required elements are missing
			  ✓ Point is unclear or wholly unsupported
			• Number of grammatical, spelling, and/or punctuation errors is unacceptable for college work.

Response to another student posting	• Response clearly indicates author's position in relation to what fellow student(s) said, such as agreeing, disagreeing, adding to, modifying, extending, or questioning it. • Includes an outside resource, example, reference to relevant material, or real-life.	• Is responsive to at least one fellow student in a personalized, meaningful way that expands the discussion with an additional piece of information or an idea.	• Fails to respond to fellow student(s) or response is trite, inane, simplistic, or without substance (e.g., a personal remark that adds no ideas or information to the exchange, such as "I really liked your comment." "I couldn't have said it better!").
Tone	• Is respectful and professional.		• Shows disrespect or includes inappropriate (crude) language.

Rubric for Case Study (Assignment 1)

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
Timeliness	Late assignments will lose one grade level		
Mechanics	Case study is no longer than one page, double-sided, and contains no grammatical or spelling errors.	Case study is more than one page and contains some grammatical or spelling errors.	Case study contains many grammatical or spelling errors.
Inclusion of assessment	A copy of a thorough communication assessment with risk factors included	A copy of an incomplete communication assessment is included.	A copy of the communication assessment is not included.
Quality of Paper Content			
Identification of at risk characteristics	Demonstrates a thorough understanding of at risk characteristics.	Demonstrates a limited understanding of at risk characteristics.	Demonstrates lack of understanding of at risk characteristics.
Incorporation of communication assessment	Incorporates many elements of communication assessment in case study. Demonstrates a thorough understanding of how assessment can be applied to interpreting. Demonstrates a thorough understanding of how assessment can be applied to determining need of DI.	Incorporates some elements of communication assessment in case study. Demonstrates a limited understanding of how assessment can be applied to interpreting. Demonstrates a limited understanding of how assessment can be applied to determining need of DI.	Does not incorporate elements of communication assessment in case study. Demonstrates a lack of understanding of how assessment can be applied to interpreting. Demonstrates a lack of understanding of how assessment can be applied to determining need of DI.
Analysis of Deaf interpreter	Includes an in-depth analysis of the role, responsibility, and strategies utilized by the Deaf interpreter.	Includes a superficial analysis of the role, responsibility, and strategies utilized by the Deaf interpreter.	Excludes analysis of the role, responsibility, and strategies utilized by the Deaf interpreter.
Analysis of Deaf and hearing interpreter team	Includes an in-depth analysis of the process and strategies used by the Deaf/hearing interpreter team.	Includes a superficial analysis of the process and strategies used by the Deaf/hearing interpreter team.	Excludes an analysis of the process and strategies used by the Deaf/hearing interpreter team.

Rubric for Video Interpretations (Assignment 2)

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
Timeliness	Late assignments will lose one grade level		
Mechanics	Reflection is two pages, double-sided, and contains no grammatical or spelling errors.	Reflection is more or less than two pages and contains some grammatical or spelling errors.	Reflection is more or less than study contains many grammatical or spelling errors.
Inclusion of translation and interpretation	Link to the translation and interpretation is included	Link to only one of the translation and interpretation are included	Link to the translation and interpretation is not included
Reflection	Demonstrates insightful reflection on the translation/interpretation process.	Demonstrates superficial reflection on the translation/interpretation process.	Demonstrates little reflection on the translation/interpretation process.
Assessment	Demonstrates thorough evaluation on effectiveness of translation/interpretation work.	Demonstrates superficial evaluation on effectiveness of translation/interpretation work.	Demonstrates little to no evaluation on effectiveness of translation/interpretation work.

Unit 1 – Interpreting Assessment: Processes, Procedures, Tools

Introduction

This unit introduces approaches and techniques for assessing communication competencies of a given individual in order to determine appropriate interpreting approaches in a VR setting.

Objectives

The goal of this unit is to provide perspective on the Deaf VR consumer so that you can provide effective interpreting services.

By completion of the unit the learner will be able to:

- Discuss the communication competence and needs of several Deaf, hard-of-hearing and Deafblind individuals who are representative of VR consumers
- Identify the possible implications of their findings for the interpreting process
- Complete a communication assessment checklist.

Key Questions

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. For interpreting purposes, how are a given person's linguistic background and competencies assessed?
2. What are the salient features of ASL that can be identified and assessed?
3. What are the components of a communication assessment?
4. What are the implications of assessment for the interpreting process?
5. How are findings from the assessment used to inform interpreting decisions?

Activity 1.1 – Blackboard Introduction

Check in on Blackboard

Purpose

The purpose of this activity is twofold:

1) to make sure that you can access the module in Blackboard and see all the discussion groups, and 2) to introduce yourself to your peers and the class facilitator.

What to Look For

First, you should have the following discussions available to you in Blackboard. If you do not see these discussions, let your facilitator know right away.

- Homeroom
- Activity 1.1 – Introductions
- Activity 1.6 – On-Line Discussion
- Activity 2.2 – On-Line Discussion (and Small Group Activity)
- Activity 3.3 – On-line Discussion
- Activity 4.3 – On-Line Discussion

In your introductory posting for Activity 1.1, please answer the following questions:

- Introduce yourself! Who are you? Are you currently working in the field of interpreting? If so, in what capacity?

- Have you ever worked in the VR setting? If so, briefly tell us about it.

- What do you hope to take away from this module?

- What do you think is the greatest challenge to being an interpreter in today's society?

Activity 1.2 – Unit Insights

Read the Insights below

Insights

Individuals seeking vocational rehabilitation services are diverse. Interpreters working with these individuals may encounter people who possess divergent linguistic backgrounds and communication competencies, such as:

- those who are native ASL users,
- immigrants with no or limited ASL proficiency but who possess a native signed language,
- Deaf individuals with additional disabilities such as blindness, and
- some who have not had meaningful linguistic exposure at all.

Interpreters need to be prepared to work with this diverse population with various communication needs. The Vocational Rehabilitation professional may be looking to the interpreter for potential guidance if unique communication needs arise. Assessing communication competencies is important because it has a potential impact on the VR consumer's vocation outcome.

Interpreters engage in communication assessment all the time but not always explicitly. Understanding communication assessments more formally is essential because it informs interpreting decisions. It also assists in communicating potential needs to VR professionals of additional services. Observing the language competency of a consumer is only one facet of performing a communication assessment. Consumer background including educational background, country of origin, and the presence of other disabilities are also factors to consider. In addition, situational factors such as consumer's prior experience in the setting or the likelihood of unfamiliar terminology can affect interpreting decisions.

Observing and collecting information for a communication assessment can be done in a variety of ways. Meeting with the consumer informally before an appointment begins is a common approach used by interpreters. Formally asking the VR counselor for time to do this is another option. Depending upon where the consumer is in the process of the VR system, the interpreter may glean information that applies to communication competency from responses through responses and interaction with the counselor. There are systematic ways to assess communication competence. Identifying major features and the effectiveness of their application in context is one approach. This is the approach that will be used in this unit when performing a communication assessment checklist.

Effective interpreting does not occur in a vacuum. It is influenced by several factors including the communication competencies of the interlocutors as well as the competency of the interpreter(s). Communication assessment is something interpreters must do in an efficient manner. The more the interpreter knows about the linguistic and cultural norms of the languages they are working with, the better able they are to identify major indicators of communication performance.

Activity 1.3 PowerPoint

PPT presentation (Consumer Assessment by Lipsky)

Purpose

The purpose of this presentation is to provide you with an introduction to the assessment tools that can be used to assess the communication competence of VR consumers.

What to Look For

- Primary demographics of the Deaf population.

- The various cultural identities that occur within the Deaf community.

- Communication modes used by the deaf people.

- Language foundation and fluency variations among the deaf population.

- Various forms of communication used with people who are Deafblind and the factors that influence the reasoning for using them.

- Factors that may create challenges in successful communication.

- Characteristics of oppressed people and their potential impact on communication.

Activity 1.4 Readings

Readings

Holcomb, T. (1997). Development of Deaf bicultural identity. American Annals of the Deaf, 142(2), 93-98.

You may also view a presentation on Development of Deaf bicultural identity by Tom Holcomb using the following link
http://youtu.be/RMOVHREOqqk

Purpose

The purpose of this reading is to provide you with background information on the complex issues that surround development of cultural identity. Having an in-depth understanding of these issues will assist you in working with the VR consumer.

What to Look For

- Differences in how deaf identity was developed in the past compared to current times.
- The stages in Atkinson, Morten, and Sue's Five Stages of Minority Identity Development Model.
- The subcategories within the five stages observed by Holcomb and his students.
- Complex factors that influence one's cultural identity.

Activity 1.5 – DVD Vignettes

View the following DVD segments and complete a communication assessment checklist for each of the consumers

DVD: Stories from Life Experiences, Immigrant Experiences

>   Julio – Guatemala
>   Victor - Haiti

DVD: Stories from Life Experiences, Life & Work Experiences

>   Robert - Work History

Checklist

Purpose

You have read the instructional insights for Unit 1, viewed the PPT, and read the article. Now, it is time to practice applying communication assessment tools.

What to Look For

A communication assessment checklist is available in the Blackboard course. You will need to have the document ready for viewing the segment. Download the Word document onto your computer and/or print it out for use while watching the DVD segments.

Watch the following segments of potential VR consumers:

- Julio - Guatemala

- Victor - Haiti

- Robert - Work history

Complete the communication assessment checklist for each potential VR consumer.

Be prepared to discuss the competencies demonstrated in each sample and which important factors will need to be considered when making decisions regarding your interpretations.

Activity 1.6 – Online Discussion

Online Discussion

Purpose

This discussion will provide an opportunity for you to share from the DVD scenarios and communication checklist with your peers and to generate some dialogue about your perspectives on communication assessment.

Reflect on the information presented and the questions posed as you answer TWO (2) of the following questions and engage in discussion with your peers.

NOTE: Although you are only required to post two substantive, original responses to two of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Participation Assignment. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.

What to Look For

Reply to TWO of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

Required – Choose at least TWO of the following:

- Why is performing a communication assessment beneficial when working with VR clients?

- Describe one or more features you identified during the communication assessment that could be a potential challenge while interpreting and why.

- What were some of the challenges you faced when performing the assessment?

- How would the communication assessments be helpful in preparing for working with the client during a VR appointment?

- Did you identify any factors that would need to be considered that were not   included on the communication assessment checklist?

- What are some potential issues that can occur from a communication assessment that would be important for an interpreter to aware of?

Unit 2 – Interpreting Assessment: Case Analysis

Introduction

The purpose of this unit of learning is to further explore the risk factors and barriers that impact effective interpreting so that learners: 1) increase their understanding of reporting and intervention controls that can be used by interpreters when in VR settings, and 2) develop skills in communicating needs, observations and recommendations to appropriate VR personnel.

Objectives

By completion of the unit the learner will be able to:

- Assess factors impacting effective communication access that exist in various case studies

- Identify instances where intervention is required

- Discuss the type of intervention needed

- Demonstrate the initiation of an intervention in a professional/ethical manner

Key Questions

1. What kind of information might interpreters working in VR settings need to communicate to VR personnel?

2. Do reporting functions differ for interpreters who are full-time staff interpreters within the VR system versus those who are contracted or freelance?

3. What are the circumstances that are likely to exist in VR settings that might require an interpreter to intervene?

4. What should an interpreter be looking for in terms of assessing the interpreting demands associated with interpreting in VR settings?

5. What assessment techniques or strategies apply? For example, what are the unique considerations when applying the Demand-Control Schema within VR settings?

6. What intervention strategies/controls are available to interpreters in VR settings? *When an interpreter needs to report, offer an intervention, and/or express a need, to whom does the interpreter speak and how do they articulate the information?

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Activity 2.1 – Unit Insights

Read the Insights below

Insights

Many of the Deaf, hard-of-hearing and Deafblind individuals seeking services from Vocational Rehabilitation are at-risk. Factors impacting risk include lack of job training and experience, communication barriers, linguistic and cultural competence, social and educational gaps, disabilities, low income, substance abuse, mental health issues, among others.

Being at-risk means there are multiple factors impacting successful employment and, therefore, there is a need for a coordinated plan of action and resources to mitigate at-risk factors. As well, there are times when interventions are required on the part of the interpreter to enable effective interpreting to occur. Interpreters working in VR settings need skills that enable them to analyze factors impacting interpreting and determine controls that enable effective interpreting. Additionally, interpreters need to be able to communicate observations, interventions, needs, and recommendations in a professional/ethical manner.

Regardless of employment status, the interpreter working in VR settings needs to work closely with system personnel to report progress and observations impacting the coordinated plan of action and resources needed by consumers of VR services. As a result, interpreters need a foundation in the following essential concepts and skills:

- risk factors that exist in various case studies involving Deaf, hard-of-hearing and Deafblind individuals engaged in VR settings

- implication of risk factors for interpreting for Deaf, hard-of-hearing and Deafblind individuals engaged in VR settings

- controls interpreters can employ for managing and/or reducing risk or other barriers to effective communication when interpreting for Deaf, hard-of-hearing and Deafblind individuals engaged in VR settings

- communication strategies for discussing observations, needs and recommendations in a clear, concise and professional/ethical manner

- collaboration and cooperation techniques for working within a professional team.

Activity 2.2 Small Group Case Analysis

Discuss two case studies in your small group

ONE person post a summary to the Main Discussion

Purpose

The purpose of this activity is to provide you a chance to apply some of your learning about communication assessment to case studies.

What to look for

You will be placed in small groups in Blackboard for this activity. Each group will be given two cases to discuss. As a group you will need to craft a response to each of the cases.

Choose one person in the group to post a response to your first case in the Main Discussion Board forum for this activity. A different person from the group should post the analysis of your second case.

After all the case responses are posted, read the responses and reply to at least one case from another group.

Your case analysis should include the following points:
* Identification of any potential issues related to communication with the individuals involved
* Guidance/resources an interpreter might offer to the VR professional
* Staffing options
* Cultural implications
* Barriers involved

Unit 2: Case Study One

You are interpreting for a meeting between a Deaf client and his VR counselor. This is the initial meeting to establish the Individualized Plan for Employment (IPE) and discuss the client's vocational goals after eligibility has been determined. The IPE is designed to act as the blueprint implementing the necessary services and resources to guide clients toward achieving their vocational objective. The Counselor has worked with Vocational Rehabilitation for several years overseeing a general case load. Due to a recent transfer in the office the counselor will also be working temporarily with the Deaf and Hard of Hearing case load until a replacement is found.

During the meeting you discover that the client is foreign born and has been in the United States for over 15 years. The client attended a school for the Deaf up to the 7th grade in his home country. While the client is fluent in ASL it is also apparent that it is a second language that was learned later in life. Certain concepts and terminology require additional context in the interpretation. Also while interpreting the client asks you not to use any fingerspelling disclosing an inability to read English.

While discussing the client's vocational history it is learned that he did primarily custodial work for long periods of time with several companies. At the most recent company he was injured and is no longer able to return to work as a custodian. Upon learning this the VR Counselor determines the next best step is to refer the client to career exploration services to perform a variety of vocational assessments that will be performed to determine the client's interests and abilities. A final report will be provided to the counselor to assist in establishing the vocational goal. The Counselor sets up the appointment with career exploration services and gives the client all of the related information. A follow up appointment with the counselor is also made.

Unit 2: Case Study Two

You are interpreting for a meeting between a VR Counselor and Deaf client. The client has been working with the same counselor for some time now. The client has been in and out of the VR system due to a pattern of being terminated or quitting jobs soon after gaining employment. The client is currently receiving social security income and housing assistance. She is not able to pay her portion of rent and may potentially become homeless.

The counselor has received feedback from some past employers and has also observed the client experiencing issues such as interpersonal problems, depression, irritability, trouble sleeping, anger and inability to complete tasks. You have also noticed the client have difficulty concentrating during the interactions while interpreting. You also notice that it seems at times the client is zoned out and giving blanket "yes I understand" responses. Suspetting something else is going on the counselor refers the client for a thorough psychological assessment. The psychological assessment will help determine diagnosis and if additional services may be needed to stabilize the client for successful employment. It is customary that VR provides the interpreter for any psychological assessment referral. When calling to make the appointment the Counselor asks for your availability to interpret for the client.

Activity 2.3 Self Assessment Quiz

Unit 1 and 2 Quiz

Purpose

The quiz will give you a chance to review and check your learning from Units 1 and 2. It is designed to be a self-assessment as well as to provide you with a review of the material from the first two units. You can take the quiz multiple times if desired.

You can access the Quiz in the Assignments area in Blackboard.

Unit 3 – Interpreting Assessment: Case with Deaf Interpreting Team

Introduction

The purpose of this unit is to help you recognize the at-risk factors that are present within a Deaf, hard-of-hearing or Deafblind person's experience that warrant the need for a Deaf Interpreter to be involved, to understand the role and responsibilities of a Deaf Interpreter, and to be able to effectively team with a Deaf Interpreter in the VR setting.

Objectives

By completion of the unit the learner will be able to:

- Recognize when an individual may need a DI
- Explain the roles and responsibilities of DI
- Describe how to work with a DI for effective communication
- Explain to a VR professional the reason a DI is needed
- Incorporate strategies when teaming with a DI

Key Questions

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. What at-risk factors does an individual demonstrate that may require the use of a Deaf Interpreter (DI)?
2. What are some of the barriers to securing a Deaf Interpreter?
3. How can these barriers be overcome?
4. How might the work of a Deaf Interpreter differ from the work of a hearing interpreter?
5. What are the unique skills and attributes possessed by a qualified Deaf Interpreter?
6. How can Deaf and hearing teams work together effectively?
7. Why is it important to bring in a DI?
8. How can including a DI be seen as a decision of strength not weakness?
9. How can an interpreter frame a convincing and compelling argument to VR management to bring in a DI? What are the tools an interpreter needs in order to engage in self-reflection?
10. Why is it important for the interpreter to know this information?
11. When (or how) might the interpreter apply this information?

Activity 3.1– Unit Insights

Read the Insights below or view the PPT for a visual representation of the insights
PowerPoint

Insights

The use of a Deaf Interpreter does not imply that the hearing interpreter is lacking per se but that the circumstances of the interpreting situation are so unique that special expertise is warranted. Deaf Interpreters are uniquely qualified due to their comprehensive understanding of the complex linguistic and cultural norms and variations within the Deaf community. Deaf Interpreters who have been certified by RID are required to complete professional development interpreter training before and after certifying.

There are a number of risk factors that flag the need for a Deaf Interpreter including age, ethnicity/race, citizenship, linguistic competence, life experience, social and educational experiences, among others. Situational factors such as a consumer's prior experience in the setting or the likelihood of unfamiliar terminology can also warrant the need for a Deaf Interpreter. Typically, when a combination of risk factors is present, it is imperative to involve a Deaf Interpreter. However, it is important to note that the need for a Deaf Interpreter may exist even when only one risk factor is present. For example, in the case of a foreign born Deaf person who is not fluent in ASL, the use of a Deaf Interpreter is imperative. Utilizing a Deaf Interpreter can ensure that the present risk factors are not multiplied, and in some cases can be mitigated.

There may also be situations where a Deaf Interpreter is needed based on the ASL competence of others involved, such as a working with a less experienced interpreter or a VR professional who is not proficient in ASL. Let's look at the case of bringing in a Deaf Interpreter to team with a less experienced hearing interpreter. Due to various factors such as, geographic location, availability, contracted obligations, among others, a novice interpreter might be on of the only options for providing services. Working with the team of a Deaf Interpreter can be an successful solution in providing effective communication. In the other case of a VR professional knowing ASL but not at a proficient enough level that it can be readily understood by a deaf consumer, a Deaf Interpreter can act as a communication facilitator to assist in both parties understanding one another. As a communication facilitator, the Deaf Interpreter only clarifies and assists when needed.

Because VR counselors rely on interpreters for guidance of how to best serve the communication needs of their clients, it is important to understand consumers may benefit from the use of a Deaf Interpreter when accessing other vocational rehabilitation services. Services such as vocational assessments, psychological assessments, job coaches, vocational training, and many others services. Additionally, when working with employers it is often the cultural differences that a Deaf Interpreter can more readily identify and mediate.

There are strategies that enable a Deaf-hearing team of interpreters to work together effectively, including: the use of the Deaf interpreter as the lead interpreter in the process, the use of consecutive interpreting, a system of checking in with one another, feeding the Deaf Interpreter, giving and receiving feedback, among others. As with working with any team it is important to openly discuss these strategies and preferences together.

When making a request for a Deaf Interpreter, interpreters should be aware of the language used and how it reflects on the Deaf and hard of hearing individuals we are working with. Avoid using evaluating or diminishing terms such as; minimal language, lack of, uneducated, incompetent, etc. Using more accurate descriptors such as will not pass judgment onto the consumer and will assist the VR professional in gaining a greater understanding of the surrounding issues.

Activity 3.2 – Readings

Readings

Burns, T. J. (1999). Who needs a Deaf interpreter? I do! RID Views, 16(10), 7.
http://www.diinstitute.org/wp-content/uploads/2012/07/Burns.pdf

Egnatovitch, R. (1999). Certified Deaf Interpreter WHY. RID Views, 16(10), pp. 1,
6.http://www.diinstitute.org/wp-content/uploads/2012/07/Egnatovitch.pdf

Shepard-Kegl, J., F. McKinley, & D. Reynold. (2005). The role of Deaf interpreters: Lessons from
the past and a vision for the future. Interpres, 18(4), 16-18.   Article

Bronk, Alisha. (2009) Interpreters: Gatekeepers for the deaf interpreter community. RID
Views. 26 (2), 27-28. http://www.diinstitute.org/wp-content/uploads/2012/07/0409VIEWS-
RIDCommittess-DML.pdf

Purpose

The purpose of the readings is to provide you with background information on working with a Deaf
Interpreter. They will provide some foundation as to when a DI may be needed and include
techniques on making a request for one. The role hearing interpreters have on ensuring a DI is
secured for consumers is also explored. Having an in-depth understanding of these issues assist in
working with at risk VR consumers who may benefit from a Deaf Interpreter.

What to look for

- Various factors and situations that would warrant securing a Deaf Interpreter.

- Which of those factors are recognized as possible at risk factors outlined in the insight reading?

- Situations that could benefit from having a Deaf Interpreter you had not previously expected.

- Ways you can identify the need for a Deaf Interpreter in the VR setting.

- How you can act as a bridge between VR professionals, clients, and Deaf Interpreters who are
  unfamiliar with DI's in the VR setting.

- How you can effectively work with VR professionals and Deaf Interpreters.

- What resources do you have in your local area for securing Deaf Interpreters?

- How can you participate in any solutions to improve those resources?

Activity 3.3 - DVD Vignettes

View the following DVD segments:

DVD: Stories from Life Experiences, Life & Work Experiences

> Willis - Life Story

DVD: Stories from Life Experiences, Immigrant Experiences

> Crisanta - Mexico

Purpose

Apply the process of identifying at risk characteristics that could constitute bringing in a Deaf Interpreter. Develop a professional script that can be used to explain to non-deaf professionals the reason for requesting a Deaf Interpreter.

What to look for

You will view the assigned DVD segments and using the information you have learned from readings and the previous units you will identify the various at risk characteristics that are present. You will then select one Deaf person from either segment and write a brief justification for a non-deaf VR counselor on your reasons for requesting a Deaf Interpreter. The VR counselor has never worked with a DI before and is completely unfamiliar with the concept.

Activity 3.4 Online Discussion

Online Discussion

Purpose

You have completed activities 3.1, 3.2, 3.3 and will now select <u>two questions</u> to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives. Reflect on the information presented and the questions posed as you answer <u>two (2)</u> of the following questions and engage in discussion with your peers.

NOTE: Although you are only required to post one substantive, original responses to <u>two of the questions below</u>, you are also expected to engage in discussion with your peer's regarding their posts as part of participation assignment. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.

What to Look For

Reply to two of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

Required – <u>Choose at least two </u>of the following:

1. Explain the benefits for all parties involved (Deaf VR client, hearing counselor, interpreter) in bringing in a qualified DI.

2. What are some stereotypes that are often associated with clients or interpreters who request a CDI? How can interpreters assist in changing those stereotypes?

3. What are some of the communication and at risk factors you observed from Willis and Crisanta's segment that would warrant requesting a DI?

4. What are some of the barriers faced in your area in securing a qualified Deaf interpreter? How can these barriers be overcome?

5. What strategies were incorporated in providing justification of a DI for the VR counselor?

# Activity 3.5 Go To Meeting Event

Optional GoToMeeting Event

Purpose

GoToMeeting is a video conferencing tool that allows the course facilitator to meet with small groups of students (up to a total of six) to review course content and progress. It is ideal as a tool for small group review and discussion. The purpose of the GoToMeeting is to allow for a more individualized discussion of questions regarding the course material. The facilitator will offer a schedule of 3 or 4 times that students can sign up for during the period assigned in the Roadmap, with call-in instructions. Students can sign up for one or more of the times if they find value in this additional way of connecting to the course facilitator and some of the students in the course. Participation is optional.

What to Look For

In preparation for attending one of the GoToMeeting events, be sure you have access to a computer with a working webcam. Once you sign up for a time, the facilitator will send you an "invitation" to join GoToMeeting at the defined time. You will want to log into the GoToMeeting site a few minutes prior to the start time in order to download the software.

Allow it to load, then you will see this Control Panel:
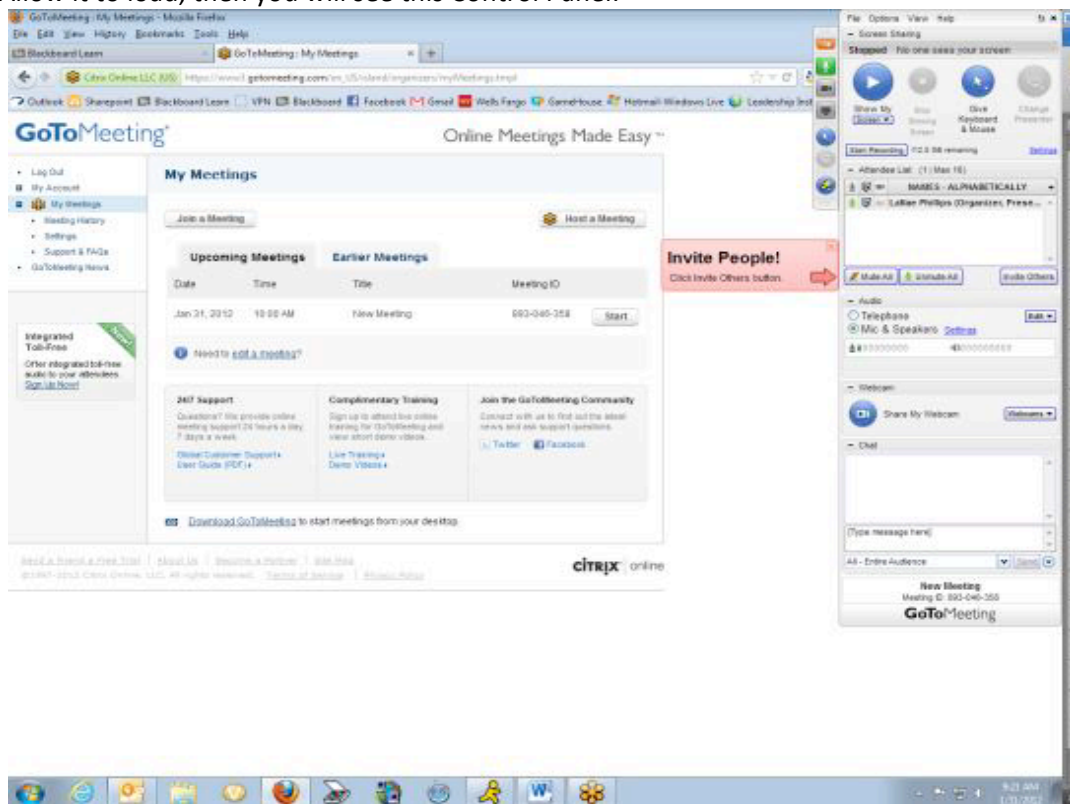
Click the webcam icon to share your video, it will turn green. Up to six participants will be able to join simultaneously and view one another. It works well with both ASL and spoken English.

The facilitator will have the capacity to share her desktop, to show a PPT or a document or a video. She can also share this capacity with anyone else on the call. This will allow for the opportunity to talk about and see any number of resources in "real time". This system has the typical webinar options and can be used for a wide range of activities.

In preparing to participate, consider what topics you would like to explore further or questions you have that can be addressed. As well, the facilitator will offer possible topics for discussion.

Assignment 1 Case Study is due after this unit

Unit 4 – Working with Deaf/Blind Consumers in VR Settings

Introduction

Deafblind individuals constitute a unique sub-population served by VR who require highly specialized interpreting knowledge & skills. Deaf Interpreters can play an important role when interpreting for Deafblind consumers. The purpose of this unit is to introduce you to aspects of interpreting with Deafblind consumers.

Objectives

By completion of the unit the learner will be able to:

• Describe various types of vision/hearing loss in Deafblind consumers.

• Explain the unique interpreting methods when working with Deafblind VR consumers.

• Identify additional activities that interpreters may need to perform when working with Deafblind consumers.

• Define various Deafblind related terminology.

Terminology

Print-on-Palm

One-Handed Tactile

Close Vision

Two-Handed Tactile

Tracking

Support Service Provider (SSP)

Activity 4.1 Unit Insights

Read the Insights below

Deafblind individuals constitute a unique sub-population served by VR who require highly specialized interpreting knowledge & skills. A VR counselor might be specialized in working with blind consumers or deaf consumers but not often have an in-depth understanding of consumers who are Deaf and blind. Therefore, the counselor may seek guidance from the interpreter in addition to the Deafblind consumer.

As you will discover from the readings and videos offered in this unit, there are a variety of types and degrees of vision and hearing loss experienced by members of the Deafblind community. Because of this it is important to communicate openly when interpreting with Deafblind consumers, letting them be your guide as to their preferences and needs. Deaf Interpreters can play an important role when interpreting for Deafblind consumers.

4.2 Activity Readings & Videos

Video: NIEC Overview of the Deafblind Community
http://vimeo.com/30374196

RID Interpreting for Individuals who are Deaf Blind Standard Practice Paper
http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Deaf-Blind_SPP%281%29.pdf

NIEC Modifications to your interpreting http://vimeo.com/30801444

NCIEC Deafblind Modifications to Environment (PDF)

NCIEC Deafblind Additional Responsibilities (PDF)

IMPLICATIONS OF VISION LOSS ON THE INTERPRETING PROCESS, Leslie Foxman; Angela Lampiris. -- Registry of Interpreters for the Deaf, Inc. 1999, p. 63 - 77. Proceedings of the 16th National Convention of the Registry of Interpreters for the Deaf 1994-0055

Purpose

The purpose of the reading the articles and viewing the videos is to provide an overview on working with Deafblind consumers.

What to Look For

As you read the articles and view the videos, think about these points.

1. The different types of vision loss and how they impact the approach to interpreting.

2. The various modes of communication that are utilized for people with dual sensory loss.

3. Ways in which interpreting for a person with dual sensory loss are different.

4. Environmental, background, and clothing considerations that need to be made.

5. Additional roles an interpreter may take when interpreting with a Deafblind consumer.

6. Including environmental information within the interpretation.

7. How ergonomics plays an important role when working with Deafblind consumers.

8. The role Deaf interpreters have when interpreting with people with dual sensory loss.

Activity 4.3 Discussion

Online Discussion

Purpose

You have completed the activities that introduced you to the Deafblind consumer. Now, it is time to discuss your learning with your peers and respond to TWO discussion questions about working with the Deafblind VR consumer.

NOTE: Although you are only required to post substantive, original responses to two of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Assignment 1. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.

What to Look For

Reply to two of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

Required – Choose at least two of the following:

- What are some important ways that interpreting for a person with Dual Sensory loss are different?

- Describe some additional roles that an interpreter may take when interpreting with a Deafblind consumer.

- Describe types of environmental information that would be important to include during the interpretation when working with a Deafblind consumer.

- Explain the different types of communication modes used with people who have dual sensory loss and any personal experience you have using them.

- Explain why a Deaf interpreter can play an important role when working with individuals with sensory loss.

Unit 5 Interpreting Assessment: Application to Skills Performance

Introduction

The purpose of this unit of learning is to engage the learner in hands-on translation and interpretation experiences. VR consumers come from many different walks of life and employ a variety of communication styles. Interpreters must be prepared to meet the unique needs of VR consumers. Interpreters must be prepared to determine if, and when, translation and consecutive interpretation are appropriate. The activities in this unit will provide a foundation for making these determinations and employing appropriate interpreting approaches.

Objectives

The learner will be able to:

- appropriately identify and categorize demands and controls related to a variety of interpreting scenarios drawn from the VR setting

- discuss decision latitude as it applies to interpreters and factors that impact the degree of latitude afforded to interpreters in VR settings

Key Questions

1. What constitutes a quality sight translation?

2. When is consecutive interpretation an appropriate approach when working with VR consumers?

3. If consecutive interpretation is employed, is an explanation to the interlocutors required? If so, how should it be rendered?

4. What factors should be assessed when critiquing a VR interpreting activity?

Activity 5.1 - Unit Insights

Read the Insights below

The interpreting demands in vocational rehabilitation settings will vary. Interpreted interactions between VR professionals and consumers will include trainings, evaluations, meetings, interviews, counseling, along with other settings.

Additionally, vocational goals of consumers will range from post-secondary education to manual labor. We also know VR consumers come from a variety of backgrounds and have different communication styles and needs. Interpreters will work with consumers who are multilingual, bilingual, and monolingual and need to be prepared to meet these needs by implementing a variety of tools such as sight translation, consecutive and simultaneous interpreting.

Here's an interesting look at the importance of sight translation…

Misinterpreting George Washington

It's a dark and rainy night. You're handed a document for sight translation. The ink is blurry on the wet paper; the handwriting is nearly illegible.

It's also in a language that you don't speak natively. These are the articles of surrender proposed by the French army. By candlelight, you must decipher, comprehend and interpret this information orally into yet another language you didn't grow up with, so that George Washington and his men can determine whether the terms of surrender are acceptable.

No pressure, right?

Back in the 1754, Jacob Van Braam was hired to interpret for Washington. He was a member of the Dutch army and came to know a brother of George Washington who had served in the British army. Apparently, his French was excellent. His English, however, needed some work.

Why is a good interpreter so hard to find?

When doing a sight translation, Van Braam unfortunately misinterpreted a single French word l'assassinat into English, leading to a major misunderstanding. Washington wrote, "We were wilfully or ignorantly deceived by our interpreter in regard to the word assassination, I do aver, and will to my dying moment; so will every officer that was present. The interpreter was a Dutchman, little acquainted with the English tongue, therefore might not advert to the tone and meaning of the word in English; but, whatever his motives were for so doing, certain it is, he called it the death, or the loss..."

Had Van Braam rendered that term properly, Washington would never have surrendered Fort Necessity to the French. Van Braam's error is not an inspiration for interpreters to emulate, but it's important to note that even the best interpreter could have stumbled under such difficult conditions. These are the types of challenges that interpreters "in the field" are faced with every day -- sometimes, changing the course of history in the process.

Key Terms:

Sight Translation
Consecutive Interpreting
Simultaneous Interpreting
Limited English Proficiency

Activity 5.2 Reading

Read the following:

The National Council on Interpreting in Health Care, "Sight Translation and Written Translation: Guidelines for Healthcare Interpreters" Link to article

Patrie, C.J. (2004). Consecutive interpreting from English. San Diego, CA: Dawn Sign Press. Introduction to Consecutive Interpreting, pages 25-44.

Patrie, C.J. (2005). Simultaneous interpreting from English. San Diego: Dawn Sign Press. (Suggest reading Unit 2: Bridging to Simultaneous Interpreting, pp. 75-80)

Russell, Deborah, prod. Consecutive Interpreting 1 & 2. Region 10 Interpreter Education Center at Western Oregon University, DVD. (Available publicly)

Purpose

The purpose of these readings is to provide an overview of sight translation, consecutive and simultaneous interpretation. While the sight translation article is intended for interpreters in the health care setting much of the information applies to a social service setting like vocational rehabilitation.

What to Look For

- Definitions of sight translation, consecutive, and simultaneous modes of interpreting.

- Various reasons for implementing a particular mode of interpretation.

- Research based information on the efficacy of consecutive versus simultaneous interpretation.

- Techniques that can be utilized for each approach.

- Potential applications of each approach to the VR setting.

Activity 5.3 –Practice Activities

Practice sight translation
[Sample VR form 1](#)

Practice consecutive interpreting

Purpose

The purpose of these activities is to provide practice in skills that may be required in the VR setting.

What to Look For

In this activity you will have the opportunity to practice and apply some of the skills that are utilized in the final assignment for this course.

The practice packet available in Blackboard includes the following items:

- A typical VR form for you to practice delivering sight translations. To create a realistic situation, you might ask a relative or friend to be the "consumer" and you practice sight translation for the forms. Another option is to select a more complex portion of the form and record yourself performing a sight translation. You may then use the recording for further analysis by you and/or a "consumer".

- Instructions for practicing consecutive interpretation. The instructions will include two vignettes from the DVD. Watch these vignettes and determine if consecutive or simultaneous interpretation would be appropriate. If consecutive interpretation is appropriate explain the rationale for this approach. Then interpret the vignette that was identified for consecutive interpretation.

After your consecutive interpretation practice, post a reflection in Blackboard that includes the following information:

- The factors that influenced your decision for consecutive interpretation
- Impact using consecutive interpreting had on the overall effectiveness of the interpretation
- Any issues that arose related to doing the interpretation consecutively
- Overall observations of the consecutive interpreting process
- How you could apply what was learned to future interpretations

For the final assignment you will be asked to do a similar activity using different source materials.

Please complete the final assignment now.

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