

Action Plan – ASL Production	
Goal - Skill to improve: Interpret using clear and effective signs, fingerspelling, and numbers	Source: English Target: ASL Related terms: clarity, ASL parameters (handshape, movement, location/contact point, palm orientation)
Root cause - What is causing the error in your work? <ul style="list-style-type: none"> • Did you have problems understanding exactly what the hearing person said in English? (comprehension) • Was the source information unfamiliar to you? (background knowledge) • Did you have a clear mental picture of what the hearing person meant? (visualization) • Did you know how to sign what the hearing person meant, using clear and effective ASL production? (reformulation) • Did you think you used clear and effective ASL production, but you mistakenly did not? (monitoring) 	
Knowledge Resources: <ol style="list-style-type: none"> 1) Read this resource: pages 15-31 in “Interpretation Skills: English to American Sign Language” by Marty M. Taylor, Ph.D. (available for purchase at http://www.aslinterpreting.com) 2) Read this resource from your center library: “American Sign Language - A Teacher’s Resource Text on Grammar and Culture” (The Green Book) by Charlotte Baker-Shenk and Dennis Cokely, pages 79-80. 	
Activities: <ol style="list-style-type: none"> 1) Do the “Biomechanics Awareness Activity”. (This document can be accessed by center management in the SharePoint QSSR “Materials Library” section.) 2) While interpreting on the VRS floor, have the manager (or mentor, when appropriate) plug-in and concentrate specifically on the use of clear ASL production. Manager (or mentor) should mark instances of both unclear ASL production and effective use and subsequent consequences (negative and positive) in the call. Afterwards, attempt to find a pattern within the examples of unclear ASL production and possible root cause(s). 3) Using the older version of the Language Mentoring DVD in your center, find the clip entitled “Environmental Responsibility”. Watching from 0:40 – 3:00, review the discourse of the Deaf person, focusing on their ASL production (fingerspelling, numbers, etc.). Next, film yourself mirroring the Deaf person in the same clip (0:40 – 3:00), concentrating specifically on your use of clear ASL production. Afterwards, journal your thoughts on the effectiveness of the work. Review the recording – were your signs, fingerspelling, and numbers clear? If not – why? 4) Film yourself simultaneously interpreting the first five minutes from the English video version of the old “Conduct in the Workplace” DVD in your center. Go back and review your recording of the work <u>without sound</u>, recognizing instances of both effective and ineffective ASL production (signs, fingerspelling, numbers) used. Watch the ASL version on the DVD that provided for the same information. How did your interpretation compare with the ASL sample in regards to clear and effective ASL production? Journal potential root cause(s) for ineffective production. Reinterpret the same text simultaneously and check for errors again. 	