Is there an intention of *rudeness?* Will there be a perception of rudeness without a cultural adjustment?

If the *form* of the comment is difficult, can I look at the *function* of the statement to interpret?

Are points being presented in an unclear *order*?

Can my *own reactions* measure comments in this situation? Confusion? Surprise? Offense?

Does the comment *assume prior knowledge* or *assumptions?*

Will the participant leave with the *same conclusion* that I have?

—Mindess, 1999

1. "Waiting Room" Chat | 2. Targeted Translation | 3. Inoculated Questions

Description		
How does the Deaf person retain control over his/her commun-ication and linguistic needs?	· allows interpreter to get an idea of context, timeline, and main points of the situation from the Deaf person's perspective—the more we understand his/her view of the situation, the better we can choose our words/signs for both parties · establish language preference, usage, identify specific linguistic needs (signs, references, etc.) · get information without overtly requesting it, asking questions to open conversation ("can you tell me...", "have you been here before?", etc.)—need to have this in order to have context for unclear references (that thing, your problem, etc.) · this information is not binding · careful to "walk the line"; neutrality · allows Deaf person to maintain control	· Cultural misunderstandings: 1) variations in form, 2) surprises in content · Pay attention to the form of interactions (Q&A, 1-on-1 situations, interviews) to choose an appropriate translation (numerical response, narration, description, yes/no, time frame—present, past, future)	· specifically state what kind of response should be given/interpreted; if yes/no is required, but overdose of background and context is given, can cause confusion.

4. Signposting and/or Road Mapping

5. Identify the Function

6. Highlighting the Point

Description

How does the Deaf person retain control over his/her communication and linguistic needs?

Signposting: for hearing clients

· manage expectations and anticipations with added phrases or comments that alert clients that something that is coming that is not expected
  · "By way of background"
  · "Let me go back to the beginning to explain"
  · additions to culturally-laded information (Gallaudet, a university for Deaf and hard-of-hearing students back East...

Roadmapping: for Deaf clients

· understanding the sequence of events that is to take place to provide needed or missing context to a situation

· determining what is really being expressed—requires our familiarity with linguistic actions: asking for information, clarifying, connection-building, criticisms, explanations

· requires a fundamental understanding of values of both cultures (Deaf: value of info, sharing info, us vs. them, loyalty; hearing: brevity, value of time, value of recognition)

Two questions:

· do I need to add an intro, conclusion, or summary to clarify the point?

· do I need to additionally stress points through facial expression, vocal inflections, reiteration, specific lexical choices?

Two results:

· garbage in/garbage out: relaying an unclear though will result in confusion (huh? or expression)

· clarification of information before delivering the information (i.e. blood pressure is 150/80...)

7. Balancing Context

8. Feedback, Cues, and Empathy

Description

How does the Deaf person retain control over his/her communication and linguistic needs?

· to offset the differences between ASL and English discourse style, contextualization strategies should be used:
  · specifying description
  · comparing
  · contrasting
  · reiteration
  · listing
  · shifting perspective
  · topic elaboration
  · labeling
  · demonstration
  · detailing

· for English, a label (word, phrase, or technical term) will suffice; reducing the amount of context is more appropriate for English speakers

· required when other client doesn't have the same understanding or access to cultural information

Feedback ("back-channel")

· listening behaviors (uh-huh, yeah, right, oh yes, OH-I-SEE, TRUE? nose wrinkle (YES or I KNOW) indicate active listening; is information that contributes to the overall flow of a situation

· understanding of silences (respect, thinking before an answer, emotional) is also appropriate to convey, helps clients key into the unseen/unheard meaning

Cues

· closing a meeting—vocal inflections, speed, delivery, body language all change; may require explicit emphasis that closing is happening

· voice inflection without facial expression—requires additional notice to client to fully convey attitude or intent (i.e. SEEM)

Empathy

· additional signs indicate a feeling of empathy (SORRY, OH-I-SEE, TRUE+, UNDERSTAND) that generally preface a negative remark, comment, or a denial

· it is rude not to show empathy for the plight of another