



## ***NCIEC Deaf Interpreting Initiative***

**RID Deaf Caucus Gala  
August 4, 2009**

**Jimmy Beldon, Eileen Forestal,  
Lillian M. Garcia, & Deborah Peterson**

For more information please visit our website at [www.nciec.org/](http://www.nciec.org/)



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# **INTRODUCTION AND BACKGROUND OF DEAF INTERPRETER WORK TEAM**

Lillian Garcia

[www.nciec.org/](http://www.nciec.org/)



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## Today's Presentation

- National Consortium of Interpreter Education Centers
- NCIEC Deaf Interpreting Initiative
- Deaf Interpreting Institute Website
- Proposed Domains & Competencies for Deaf Interpreting
- Case Study
- RID CDI Task Force



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# National Consortium of Interpreter Education Centers

**Goal:** To increase the number of qualified interpreters and advance the field of interpreting education

**Mission:** Products, programs and services that....

Maximize resources

Replicable

Measurable

Sustainable and

Non-proprietary

**U. S. Department of Education, Rehabilitation Services  
Administration**

[www.nciec.org/](http://www.nciec.org/)





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## **Six Centers sharing leadership, funding, decision-making responsibility and personnel**

WESTERN OREGON  
UNIVERSITY



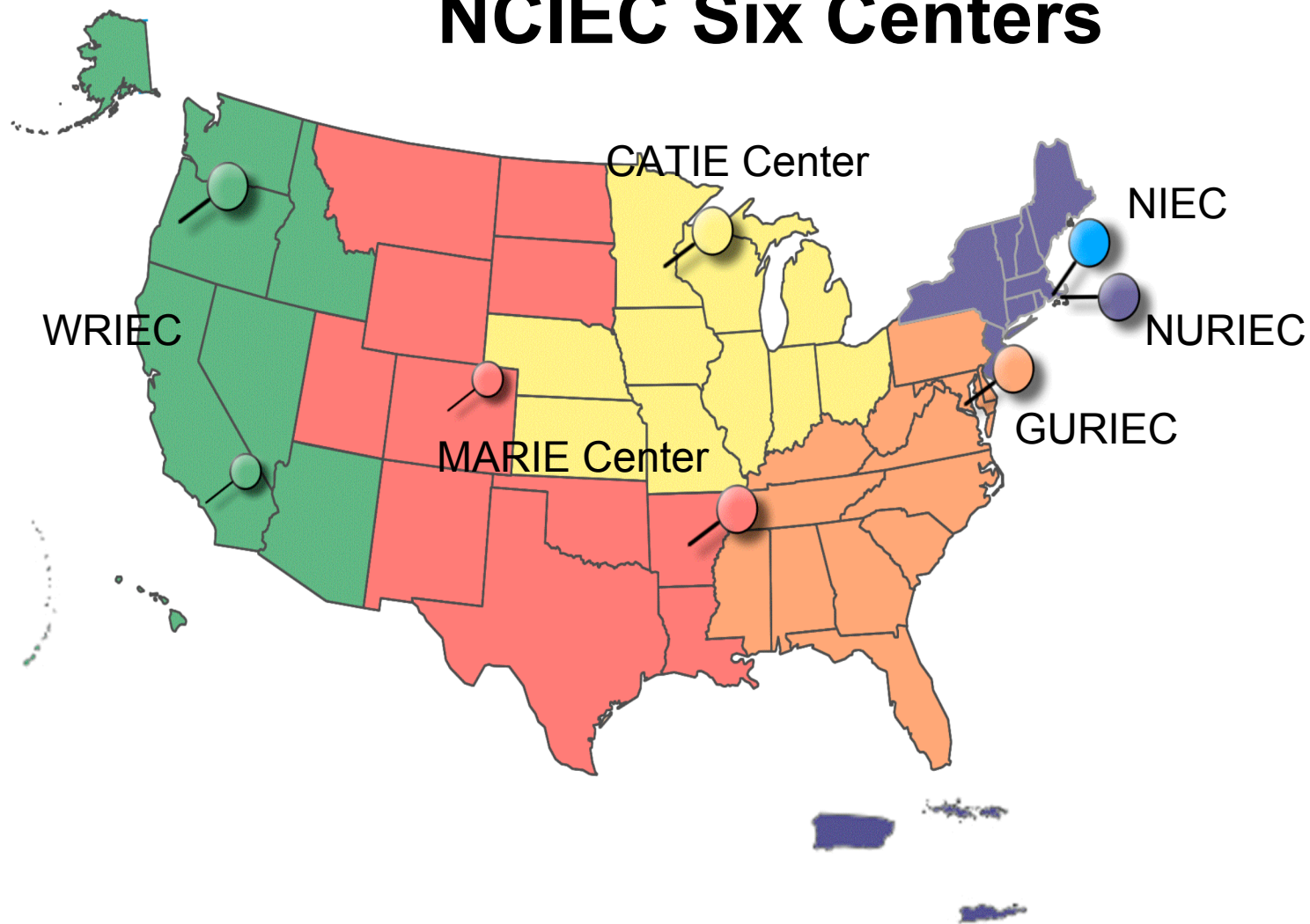
THE COLLEGE OF  
ST. CATHERINE



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## NCIEC Six Centers



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## Our Partner Network



CIT



NCHDHH

*ccie*



NADC



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## NCIEC Projects

- AA to BA Transition
- ASL Standards
- Deaf Advocacy Training
- **Deaf Interpreting**
- DeafBlind Interpreting
- Effective Practices
- Discover Interpreting
- Interpreting via Video
- Legal Interpreting
- Linguistic and Cultural Diversity
- Healthcare Interpreting
- Mentoring
- Needs Assessments

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# Deaf Interpreting Work-Team Partners

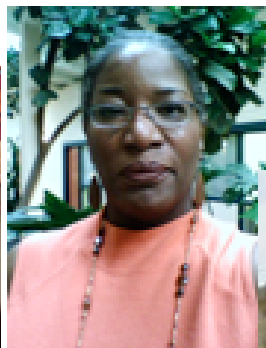
Debbie  
Peterson



Patrick  
Boudreault



Steven Collins



Cynthia  
Napier



Eileen  
Forestal



Jimmy Beldon



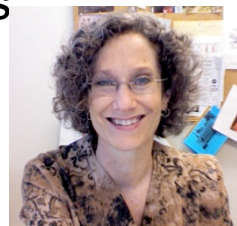
Carole Lazorisak



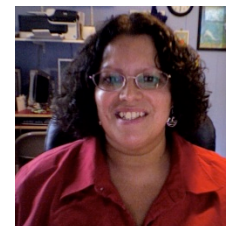
Priscilla Moyers

NCIEC Staff

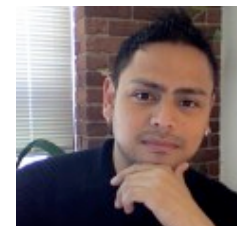
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Cathy Cogen



Lillian M. Garcia



Alberto Sifuentes

# Deaf Interpreting Institute

## What is on the website?

- Resource Center for Deaf Interpreters
- Calendar
- Annotated Bibliography
- Case Study
- Study Results
- Learning Center
- And more to come





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# **Domains and Competencies Development**

Goal:

An understanding of requisite skills and  
knowledge for effective Deaf Interpreting

Domains and Competencies are foundation  
for curriculum development and testing



# Domains and Competencies

## 1. Background

- Formative Experiences
- Generalist Competencies
- Specialty Areas of Interpreting

## 2. Specialized Competencies for Deaf Interpreting

- Consumer Assessment
- Language and Communication Foundations
- Interpreting Process
- Professional Development





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# Formative Experiences

## Development of Knowledge of Language and Communication Forms Used by Deaf People (KL)\*

- Exposure to ASL and a wide variety of other communication forms of deaf people through life-long interactions with Deaf family members, Deaf peers within the education system, and Deaf people in the community;
- Early experiences of interpreting for family and peers

\*D. Gile 1995

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# Formative Experiences

## Development of Deaf Extralinguistic Knowledge (DELK)\*

- Experiences of personal challenges to comprehending situations, interpreters, and various communication styles;
- Personal experiences of discrimination, oppression, and what it is like not to have access to communication.

\*Based on D. Gile 1995



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# Formative Experiences

$$C = KL + ELK$$

**Comprehension is the interaction between  
KL and ELK**

D. Gile 1995

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## **DELK=** **Deaf Extralinguistic Knowledge**

- Developed through first-hand Deaf world experiences
- Used extensively in:
  - Consumer assessment
  - Message analysis
  - Production phase of the interpreting process to achieve an interpretation consistent with linguistic and experiential frame of deaf consumer
- Foundation for DI training



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# Generalist Competencies

- The Deaf Interpreter possesses interpreting competencies expected of all generalist interpreters.
- Domains of effective generalist practice:
  - Theory and Knowledge Competencies
  - Human Relations Competencies
  - Language Skills Competencies
  - Interpreting Skills Competencies
  - Professionalism Competencies

*(Entry to Practice Competencies for ASL-English Interpreters)*



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## Specialty Areas of Interpreting

Like hearing interpreters, Deaf Interpreters who work in specialty areas of interpreting (e.g. conference, legal, medical, mental health, VRS, foreign signed language, and International Sign Language) pursue and demonstrate a thorough understanding of institutional culture, demands, protocols and procedures, terminology, resources, legal and ethical mandates, competencies, and self-care strategies associated with any of those areas in which he or she works.



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# **Specialized DI Domains & Competencies**

- Consumer Assessment
- Language and Communication Foundations
- Interpreting Process
- Professional Development



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# Consumer Assessment

- **Identify educational, cognitive, physiological, and socio-linguistic factors and communication needs** likely to influence the interpretation strategies and interventions.
- **Identify consumer's language** to determine a compatible production target for the interpretation.





## Consumer Assessment

- Apply DELK to **intuit consumer's potential gaps** relative to the particular interaction or setting and determine required interpretation target language interventions.
- Apply DELK and understanding of the history and significance of oppression in the Deaf community, **analyze power relationships** among participants within the interpreted interaction and determine how the consumer's position within the power dynamic might influence interpreting decisions or require intervention.



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# Language Foundations

- **Native or native-like competency in ASL** including spontaneous use of pragmatic and sociolinguistic features of ASL discourse including ASL prosody, accent, transition markers, discourse markers, and turn taking.
- **Mastery of and suppleness** in all registers, genres, and variations of ASL attributable to age, gender, region, class, physical and cognitive health, and education levels.



# Language Foundations

- **Creativity and flexibility in various visual communication strategies** needed to convey complex concepts to consumers including ability to employ an arsenal of visual communication strategies, including drawing, mime, props, etc.
- **Ability to read and write English** at a level sufficient for accurate sight translation of routine forms and instructions, written translation of the deaf consumer's responses, working independently and under significant time pressure.



# Language Foundations

- Ability to effectively **explain and discuss** the following concepts to a variety of stakeholders in an **articulate, professional manner using ASL**:
  - Process of consumer assessment and the rationale for using particular interpreting strategies and interventions;
  - Deaf interpreter's role and function;
  - Roles, functions, and processes of the interpreting team;
  - Rationale for the decision to use consecutive or simultaneous interpreting;
  - Rationale for using a Deaf Interpreter for routine and complex assignments.



# Interpreting Practice

Ability to **engage the deaf consumer** in the interpreting process to ensure access to accurate, meaningful, and effective communication.

Strategies for **effective analysis** of deaf consumer's message, e.g.:

- Elicitation strategies to draw out sufficient information to make sense of the message
- DELK-based contextual strategies to infer implicit meaning and discern meaning in spite of production interference
- Strategies to maintain deaf consumer's focus on information relevant to the discourse



# Interpreting Practice

Ability to effectively **produce target language/communication** form consistent with the experiential and linguistic framework of the deaf consumer, i.e....

- Appropriate strategies to **address consumer's identified linguistic and contextual gaps** relevant to the interaction and setting, including:
  - Adapting syntactic form
  - Managing flow of information according to consumer's receptive capacity, comprehension, and level of participation in the discourse....



# Interpreting Practice

- Appropriate strategies (continued)
  - Providing **contextual information** to make the source language message comprehensible to the consumer.
  - Utilizing consumer assessment and monitoring consumer feedback to determine **alternative modes of communication and other interventions** as needed to make the message comprehensible.
  - **Seeking clarification** from source language speaker and/or feed interpreter concerning details as needed to accomplish above.



# Interpreting Practice

Demonstrate ability to **monitor interaction** to determine whether interpreting is effectual; determine when it might be appropriate to stop the proceedings and offer appropriate alternative resources.

When working as a **team** with a hearing interpreter, demonstrate ability to **effectively negotiate** aspects of the conjoint work:

- Agree in advance on **compatible feed language**, techniques and strategies for routine and complex interpreting situations;
- Agree in advance on the use of **consecutive or simultaneous** interpretation modes;





# Interpreting Practice

When working as a **team** (continued):

- Proactively plan how to **manage communication breakdowns**, including replacing members of the team, when necessary, in a professional manner;
- Foster a **collaborative interpreting process**, working together to verify meaning, gather clarifying information, manage information flow within the team, and effect a mutual monitoring process to produce complete, accurate, and comprehensible interpretation.
- Recognize and effectively **navigate potential power dynamics** within the team process.



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# Professional Development

- Promote opportunities for face-to-face professional development.
- Keep abreast of current trends in interpretation, linguistic, cultural study research (ASL-English and hearing and deaf cultures).
- Encourage and participate in professional learning communities of Deaf Interpreters.



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# Domains and Competencies Your Input

## Questions for you...

- Did we define what Deaf interpreter actual does on daily basis?
- Did we miss anything?
- Any feedback, please provide one at [DIInstitute.org](http://DIInstitute.org) website or talk with one of us.



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# Case Study Project

**Domains and Competencies**

**Identification of issues for case studies**

**Tailored for DIs and Deaf interpreter-Hearing interpreter teams**

**Expert Team Consultation**

**Development for DII**

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# Purpose of Online Case Study Program

- Provide resources of study designed for DIs
- Provide enrichment and learning opportunities for DIs

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# Objectives

- **Demonstrate ability for self-reflection**
- **Demonstrate effective decision-making processes**
- **Demonstrate ability to analyze and synthesize the given situation**
- **Demonstrate ability to identify available resources**
- **Demonstrate ability to use resources effectively**
- **Apply meta-ethical considerations**
- **Develop several possible solutions**
- **Discuss short-term and long-term consequences of each solution**
- **Demonstrate ability to determine the optimal solution**
- **Provide a rationale for the decision**
- **Explain how the solution will be carried out effectively**
- **Based on the decision, explain the potential impact on the individuals and communities affected by the situation.**



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# **Our First Case Study Online!**

- **A pilot program**
  - **Still under construction**
  - **Feedback**
  - **on case study will be welcomed on website**
- **Debut -**
  - **“Power in the Interpreting Team”**

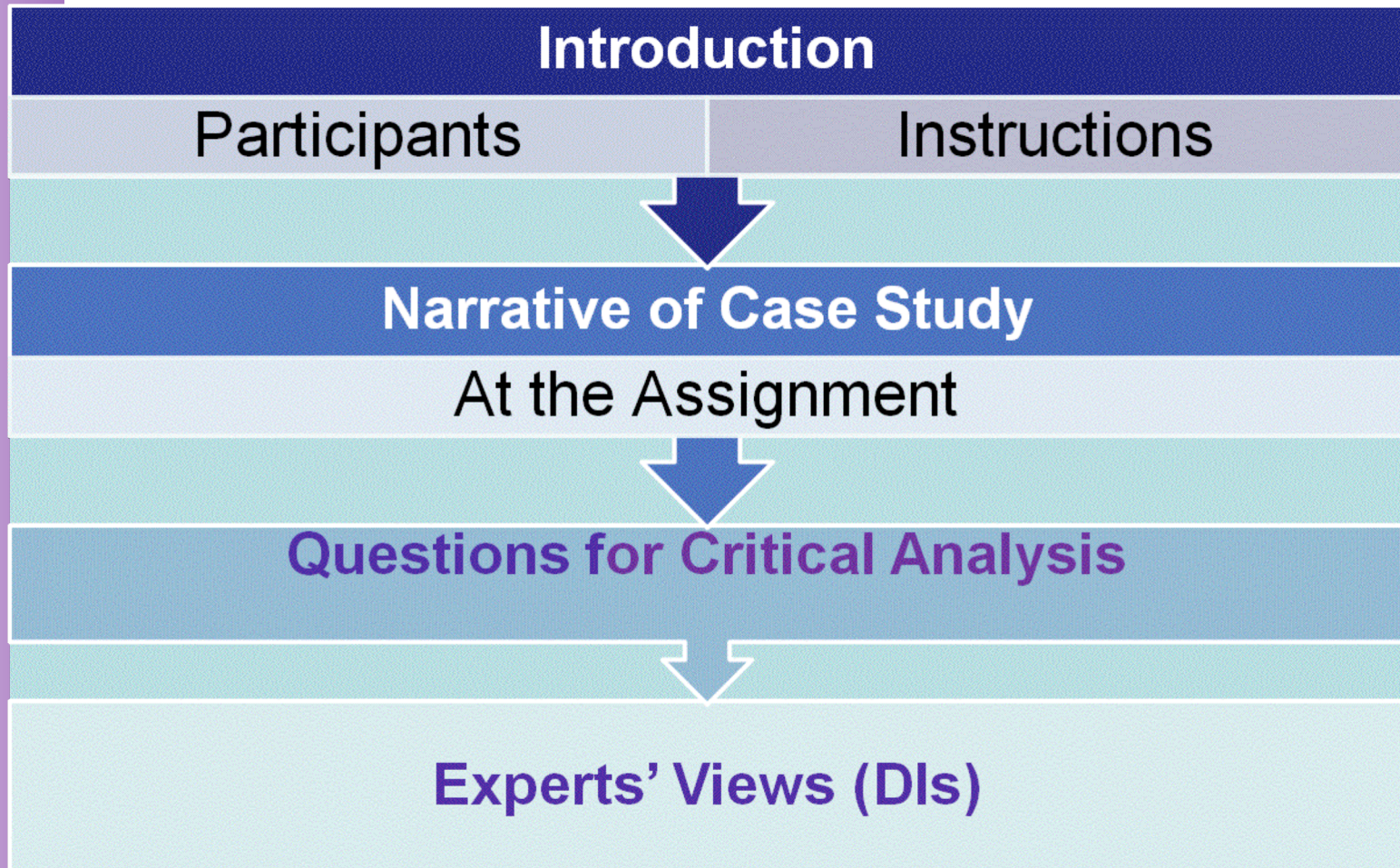
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# Structure of Online DI Case Study







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## Case Study Program

- **All materials presented in ASL with English transcriptions**
- **Future plans:**
  - Glossary will have ASL video soon
  - 1-2 hearing interpreters will share their views on video
  - Participants will have opportunities to post responses either in ASL or English
  - Resources for further study
  - Mentoring online



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# **DI Institute's Case Study: “Power in the Interpreting Team”**

[http://diinstitute.org/learning-  
center/case/](http://diinstitute.org/learning-center/case/)

[www.nciec.org/](http://www.nciec.org/)



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# Future Case Study Topics

Power Issues

Teaming Protocol

Consumer and Language  
Assessment

Processes



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## CDI Task Force

- RID approached NCIEC for assistance with a problem: Low pass rate on CDI Knowledge Test
- Task Force Reconstituted: NCIEC-RID-NAD



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## CDI Task Force

### **NCIEC Representatives**

Jimmy Beldon, CDI

Lillian M. Garcia, CDI

Carole Lazorisak, CDI

Cynthia Napier, CDI

Debbie Peterson, CDI

### **NAD Representative**

Judith Gilliam, CDI

### **Administrative Liaison**

Cathy Cogen, NCIEC

### **Consultants in Testing & Assessment**

Judith Mounty

Kirk Vandersall, Arroyo

Research Services



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## CDI Task Force

### **RID's Commitment:**

- Thorough examination of knowledge test
- Consideration of short-term and long-term solutions
- Including input of all interested
- A CDI test that effectively measures the qualifications of Deaf Interpreters.



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# **CDI Task Force**

**First full Task Force meeting  
July 11-12, 2009**

- Full review of knowledge test, English and ASL
- Identification of possible short-term revisions and long-term solutions



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# CDI Task Force

## Short-term Recommendations:

- RID to post ASL FAQ to clarify the current status of the test, recommended study materials, and recommended pre-requisites.
- In the coming months, Task Force to work with RID to:
  - Ensure that all test questions are current.
  - Ensure revision of any items identified as structurally or statistically problematic.
  - Establish appropriate educational pre-requisites.





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# CDI Task Force

## Proposed Long-term Activities:

- Identify test process that effectively recognizes qualified Deaf Interpreters and that is appropriate for Deaf adult test-takers.
  - Conduct demographic surveys and focus groups of test-takers
  - Revisit job delineation in light of NCIEC findings and Domains and Competencies
  - Explore a variety of test formats to determine which ones allow candidates to best demonstrate their knowledge and skills.
  - Identify appropriate educational pre-requisites for certification



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## CDI Task Force

The Task Force welcomes the ideas of all who are interested in the CDI test.

Anyone interested in taking part in focus groups, pilot tests, etc. in future should leave contact information with Task Force members.

[www.nciec.org/](http://www.nciec.org/)



## References

- Distance Opportunities for Interpreter Training Center. Entry-to-Practice competencies for ASL/English Interpreters.  
[http://www.unco.edu/doit/Competencies\\_brochure\\_handout.pdf](http://www.unco.edu/doit/Competencies_brochure_handout.pdf)
- Gile, D. (1995). *Basic Concepts and Models for Interpreter and Translator Training*. Paris: Benjamins Translation Library, Vol. 8, 1995, 75-99.



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## Thank you for coming!

The National Consortium of Interpreter Education Centers is funded from 2005 - 2010 by the U.S. Department of Education RSA CFDA #84.160A and B, Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind.

For more info visit [www.nciec.org/](http://www.nciec.org/) and  
[www.diinstitute.org](http://www.diinstitute.org)

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