Deaf Interpreter Curriculum

Module 1: Deaf Interpreters–
Past, Present & Future

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Unit Titles & Sequence

☐ **Historical Evolution of Deaf Interpreting**

☐ **Foundational, Language, Cultural & Communication Competencies**

☐ **Interpreter Service Models & Methods of Interpreting**

☐ **Language, Culture, Oppression & the Deaf-World Community**

☐ **Deaf Interpreter or Deaf Advocate?**

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Unit 1: Historical Evolution of Deaf Interpreting

Key Questions

- ☐ What knowledge and skills are required?

- ☐ Why do we need a specialized curriculum in addition to generic curricula offered in ITPs?

- ☐ In what situations are Deaf interpreters needed and beneficial?

- ☐ How can we improve others' perspectives of Deaf interpreters?

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Unit 1: Historical Evolution of Deaf Interpreting

Origins of Deaf Interpreting

- ☐ When did Deaf people begin to function as interpreters?

- ☐ What were early Deaf interpreter roles & functions?

- ☐ Research: Historical milestones

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Unit 1: Historical Evolution of Deaf Interpreting

Deaf Interpreters: A Brief History

☐ In colonial New England, Matthew Pratt, a Deaf person, interpreted for Sarah Pratt, his wife, during her 1683 Puritan conversion by translating her signs to written text for Puritan elders and translating the elders' written text to signs for Sarah (Carty, Macready & Sayers, 2009)

☐ Forestal (2011): Traditionally, Deaf people have undertaken a variety of translation and interpreting roles within the Deaf community (Bauman, 2008; Stone, 2007); only recently they have been recognized as Deaf Interpreters within the interpreting profession, as they are "brought in" to work with hearing interpreters to provide optimal information access to Deaf individuals (Langholtz, 2004)

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Unit 1: Historical Evolution of Deaf Interpreting

Deaf Interpreters: A Brief History

☐ Deaf Interpreters now practice in myriad settings, such as courts, hospitals, work-related sites, training programs, conferences, theatres, and classrooms across the country, primarily in major cities. They work as translators from spoken or written English into ASL, international sign language, or in a gestural form. They are now everywhere in the field of interpreting with Deaf people and where ASL-English interpreting occurs (Forestal, 2005)

☐ Deaf interpreting has been around for centuries. Deaf people have been interpreting for each other and others since the first oldest known mention of sign language in 427-347 BC (Per Eriksson, *The History of Deaf People*)

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Unit 1: Historical Evolution of Deaf Interpreting

RID Reverse Skills Certificate

- ☐ During what years was the RSC offered?

- ☐ Describe typical RSC roles & work settings

- ☐ How did RSC holders benefit consumers?

- ☐ What led to RSC suspension?

- ☐ What is the Deaf Caucus?

- ☐ What is relay interpreting called today?

REGISTRY of INTERPRETERS for the DEAF, INC.

This certificate for
*Reverse Skills**
is hereby awarded to

EILEEN M. FORESTAL

by authority of the Certification Board

Granted this 29TH day of   APRIL   , 19 79. Expires APRIL 1984

*REVERSE SKILLS:
Ability to render
(manually, orally, or
written) a hearing-
impaired person's
message.

Evelyn Zola
Chairman, National Certification Board

James Stangarone
President, Registry of Interpreters for the Deaf

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Unit 1: Historical Evolution of Deaf Interpreting
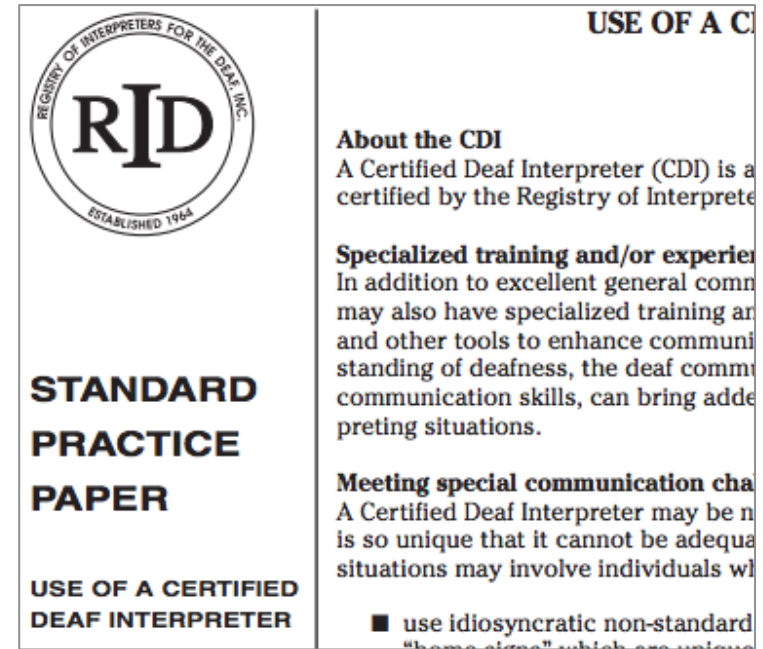
Interpreter Certification: Brief History

- ☐ RID has since 1964 offered national testing & certification for sign language interpreters. From 1972 to 1988, RID offered the Reverse Skills Certificate (RSC); since then they have offered Certified Deaf Interpreter (CDI) testing and certification.

- ☐ During the late 1980s to the mid-2000s, the NAD offered national testing and certification for sign language interpreters. In 1993, RID and NAD formed a task force; they later agreed to develop a new joint test and certification system for interpreters.

- ☐ In 2005, the NAD-RID National Interpreter Certification (NIC) test was released, followed by the NAD-RID Code of Professional Conduct (CPC). Both organizations continue to collaborate.

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Unit 1: Historical Evolution of Deaf Interpreting

RID Standard Practice Paper: Use of a Certified Deaf Interpreter

☐ What functions of DIs go beyond the SPP?

☐ How does the SPP advocate for use of Deaf interpreters?

☐ In what ways should the SPP be updated?

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RID

ESTABLISHED 1964

About the CDI
A Certified Deaf Interpreter (CDI) is a...
certified by the Registry of Interprete...

Specialized training and/or experien...
In addition to excellent general comm...
may also have specialized training an...
and other tools to enhance communi...
standing of deafness, the deaf comm...
communication skills, can bring adde...
preting situations.

Meeting special communication cha...
A Certified Deaf Interpreter may be n...
is so unique that it cannot be adequa...
situations may involve individuals wh...

■ use idiosyncratic non-standard...

STANDARD PRACTICE PAPER

USE OF A CERTIFIED DEAF INTERPRETER

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Unit 1: Historical Evolution of Deaf Interpreting

RID Certified Deaf Interpreters

- ☐ What are the benefits of DI/HI teams?
- ☐ In what ways do CDIs benefit Deaf & DeafBlind consumers?
- ☐ What specialized training requirements do prospective & working Deaf interpreters require?
- ☐ In what ways are the roles & functions of Deaf interpreters evolving?
- ☐ How can we further the professionalization of Deaf interpreters?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Key Questions

☐ How can Deaf interpreters use formative experiences for self-assessment?

☐ How do foundational competencies prepare individuals to work as Deaf interpreters?

☐ Foundational competences support what Deaf interpreter skill sets?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Deaf Interpreters

- ☐ **What are four key skill areas?**
- ☐ **Why is it important to analyze one's own biases?**
- ☐ **What linguistic skills are required?**
- ☐ **Why is it important to be comfortable in a variety of bicultural and bilingual settings?**
- ☐ **What areas of interpreter practice are of primary importance?**

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Foundational Competencies

☐ **What is your exposure to ASL & other signed languages?**

☐ **What are your past experiences dealing with various communication modes and forms used by Deaf people?**

☐ **How have these experiences influenced you as a Deaf interpreter?**

☐ **Why is analysis of personal challenges (e.g., comprehending situations, interpreters, communication styles) of critical importance?**

☐ **How have or will personal experiences of discrimination & oppression impact you as a Deaf interpreter?**

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Language & Cultural Competencies

- ☐ Evaluate your ASL skills; in what areas are you native or native-like?

- ☐ Are you fluent in additional signed language/s?

- ☐ Do you have spontaneous use of pragmatic & sociolinguistic features of ASL?

- ☐ Are you adept and flexible in working across a range of registers, genres, and variations of ASL?

- ☐ How will you develop competencies in the above areas?

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Unit 2: Foundational, Language, Cultural & Communication Competencies

Language & Communication Competencies

- ☐ Review rubrics for ASL, visual gestural communication, and home signs

- ☐ Work in pairs, share experiences of growing up, then use rubrics to assess one's own and partner's language skills

- ☐ Engage in dialogue on skills assessment findings

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Unit 3: Interpreter Service Models & Methods of Interpreting

Evolution of Interpreter Service Models & Application to Deaf interpreters

- ☐ Helper
- ☐ Conduit/machine
- ☐ Language facilitator
- ☐ Bilingual-bicultural mediator
- ☐ Ally

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Unit 3: Interpreter Service Models & Methods of Interpreting

Which Methods Used Most by Deaf Interpreters?

- ☐ **Simultaneous**
- ☐ **Consecutive**

Application of Processes to Deaf Interpreters?

- ☐ **Interpretation**
- ☐ **Transliteration**
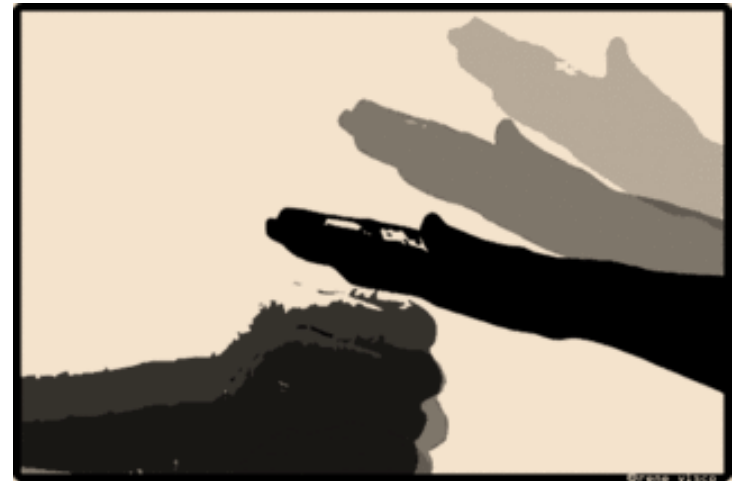- ☐ **Sight Translation**
- ☐ **Mirroring**

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Unit 4: Language, Culture, Oppression & the Deaf-World Community

Personal Experiences: Impact Deaf Interpreter Effectiveness & Practice

☐ **Discrimination**

☐ **Oppression**

☐ **Lack of access to communication**

How can Deaf interpreters mediate the potential pitfalls of identifying with consumers' experiences?

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Unit 5: Deaf Interpreter or Deaf Advocate?

Self-Analysis

- ☐ **What does advocacy mean?**

- ☐ **Does the work of Deaf interpreters include advocacy?**

- ☐ **Do you want to be a Deaf interpreter or a Deaf advocate?**

- ☐ **How might your role/s affect your work as a Deaf interpreter?**

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