



Deaf Interpreter Curriculum

Module 2: Ethnic & Cultural Diversity Within the Deaf Community



Ethnic & Cultural Diversity within the Deaf Community

Unit Titles & Sequence

- ☐ Ethnic & Cultural Diversity
- ☐ Examining Cultural Differences
- ☐ Examining Bias & Stereotyping
- ☐ Immigrants & Refugees
- ☐ Knowledge & Skills Needed as a Deaf Interpreter



Unit 1: Ethnic & Cultural Diversity

Key Questions

- ☐ How do organizations established to support Deaf people of color address the needs of the people they serve? In what ways can they more fully support the people they serve?
- ☐ What can these organizations do to support the work of Deaf interpreters?
- ☐ In what ways can Deaf interpreters, who are not themselves people of color, benefit from joining organizations such as NBDA and NCHDHH and learning more about these cultures?
- ☐ Is it possible for individuals to not have any stereotypes and biases?





Unit 1: Ethnic & Cultural Diversity

Group Dialogue

- ☐ What ethnic cultures exist within the Deaf community?
- ☐ What organizations exist to support Deaf people of color?
How are these organizations addressing issues unique to immigrants and refugees?
- ☐ To what ethnic group(s) do you belong?
- ☐ What are your experiences as a Deaf person of color, if applicable?
- ☐ Have you worked with Deaf people whose ethnicity is different from yours? If yes, what insights can you share that would be helpful to Deaf interpreters who may work with Deaf people of color?



Unit 1: Ethnic & Cultural Diversity

Organizational Analysis

- ☐ Mano a Mano
- ☐ National Alliance of Black Interpreters
- ☐ National Asian Deaf Congress
- ☐ National Association of the Deaf
- ☐ National Black Deaf Advocates
- ☐ National Council of Hispano Deaf and Hard of Hearing
- ☐ Registry of Interpreters for the Deaf
- ☐ Sacred Circle





Unit 1: Ethnic & Cultural Diversity

Organizational Analysis, cont'd

- ☐ How do these organizations support their members?
- ☐ What is missing?
- ☐ Would you join one of these organizations?
- ☐ Why or why not?





Unit 2: Examining Cultural Differences

Key Questions

- ☐ Why is it important for Deaf interpreters to understand their culture before working with people of different cultures?
- ☐ What challenges may be present for Deaf interpreters when working outside of their culture?
- ☐ In what ways can Deaf interpreters demonstrate respect for the beliefs and mores of consumers of ethnicities or cultures that are different from theirs?
- ☐ Why is it important for Deaf interpreters to understand minority group dynamics and the impact of oppression on the Deaf community in general? Deaf people of color?



Unit 2: Examining Cultural Differences

Analysis of Cultural Elements

- ☐ Linguistic behaviors
- ☐ Nonverbal behaviors
- ☐ Temporal orientation
- ☐ Thinking & cognitive processes
- ☐ Religious/spiritual affiliation
- ☐ Observances
- ☐ Dominant ethnic identity
- ☐ Decision making /action taking attitude





Unit 2: Examining Cultural Differences

Linguistic Behaviors

- ☐ Accent
- ☐ Dialect
- ☐ Sign choice





Unit 2: Examining Cultural Differences

Nonverbal Behaviors

- ☐ Facial expression
- ☐ Gestures
- ☐ Use of space
- ☐ Eye contact





Unit 2: Examining Cultural Differences

Temporal Orientation

- ☐ Deaf vs. Hearing time
- ☐ Black vs. White time
- ☐ Others??

USA: Time runs
Latin America: Time
walks





Unit 2: Examining Cultural Differences

Thinking/Cognitive Processes

- ☐ Concrete vs. abstract
- ☐ Black and white
- ☐ Linear vs. conceptual/pictorial
- ☐ Socialized vs. isolated/
independent





Unit 2: Examining Cultural Differences

Thinking/Cognitive Processes – Activity

First thoughts

- ☐ No filtering
- ☐ No screening
- ☐ No analysis





Unit 2: Examining Cultural Differences

Religious/Spiritual Affiliation

- ☐ Beliefs
- ☐ Rituals
- ☐ Traditions





Unit 2: Examining Cultural Differences

Observances

- ☐ Celebrations
- ☐ Holidays
- ☐ Ceremonies





Unit 2: Examining Cultural Differences

Dominant Ethnic Identity

- ☐ Self-identification
- ☐ National origin/affiliation
- ☐ Ethnic density
 - ☐ Biracial
 - ☐ Multiracial





Unit 2: Examining Cultural Differences

Decision Making/Action-Taking Attitude

- ☐ Individualistic
(Western cultures)
 - ☐ Internal vs. external factors
- ☐ Collectivist/Consensual
(Non-Western)
 - ☐ Interdependence vs. independence





Unit 2: Examining Cultural Differences

Cultural Elements: Group Dialogue

- ☐ How does what you've learned relate to your culture?
- ☐ How does this relate to other cultures?
- ☐ Why is this important for interpreters?
- ☐ How does this help you as a Deaf interpreter?





Unit 2: Examining Cultural Differences

Case Study Analysis

- ☐ Selection of one of the five case studies
- ☐ Approach to the interpreting assignment
- ☐ Resources needed
- ☐ Application of Demand-Control Schema
 - ☐ Challenges/behaviors that may impact the interpreting situation
 - ☐ Communication barrier/s or interpersonal conflicts
 - ☐ Mitigation of barriers/managing of conflicts

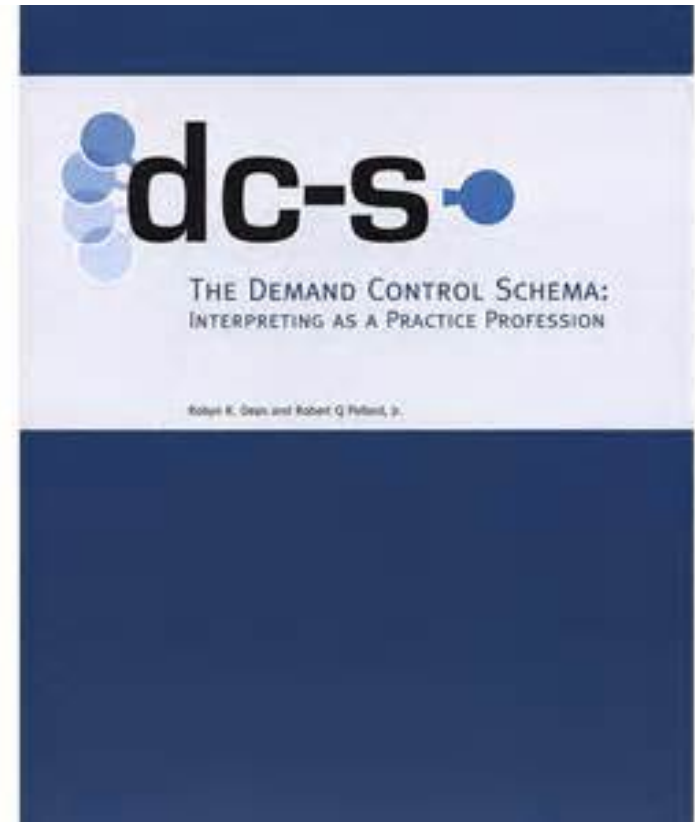




Unit 2: Examining Cultural Differences

Demand-Control Schema

- ☐ Demands
 - ☐ Environmental
 - ☐ Interpersonal
 - ☐ Para-linguistic
 - ☐ Intrapersonal
- ☐ Controls
 - ☐ Pre-assignment
 - ☐ Assignment
 - ☐ Post-assignment





Unit 2: Examining Cultural Differences

Demand-Control Schema, cont'd

- ☐ Challenges and how different behaviors may affect an interpreted interaction
- ☐ Barriers to communication or an interpersonal conflict
- ☐ Mitigating barriers or managing conflicts





Unit 2: Examining Cultural Differences

Group Dialogue: *From the Deaf Multicultural Perspective*

- ☐ What demands did the interpreter face in each of the assignments?
- ☐ What controls could they have used?
- ☐ What did you learn from this activity?
- ☐ How will this activity help you in deciding whether or not to accept an assignment?
- ☐ Have you or someone you know had a similar experience?
If yes, what lessons can you use to interpret more effectively?



Unit 3: Examining Bias & Stereotyping

Key Questions

- ☐ What gives rise to biases and stereotypes?
- ☐ Why is it important to examine personal bias?
- ☐ In what ways can bias and stereotypes influence interpreting processes?
- ☐ What strategies work effectively when bias and stereotyping (either yours or others') influences or interferes with interpreting?

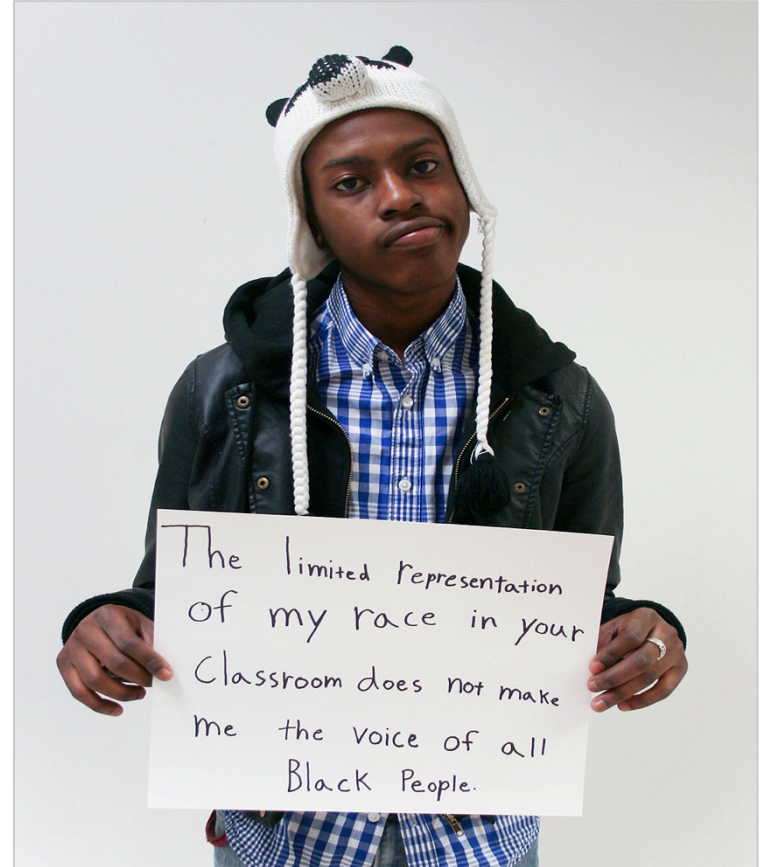




Unit 3: Examining Bias & Stereotyping

Concept Review

- ☐ Bias – One sided, prejudice for or against
- ☐ Stereotyping – Oversimplified or standard image; negative
- ☐ Does bias tend to be negative?





Unit 3: Examining Bias & Stereotyping

Group Dialogue: *Redefining D-E-A-F*

- ☐ Stuart Hall (19:11-24:49)
- ☐ Contesting Stereotypes (31:42-33:14)

Terminology

- ☐ Limited information-stuck with standards
- ☐ Powerlessness-to change





Unit 3: Examining Bias & Stereotyping

Group Dialogue

- ☐ How does oppression feel?
- ☐ How does oppression affect others?





Unit 3: Examining Bias & Stereotyping

Characteristics of Oppression

- ☐ Being put down
- ☐ Feeling inferior
- ☐ Denied privilege, opportunity or service





Unit 3: Examining Bias & Stereotyping

Group Dialogue: *Muskogee Indian Donnette Reins*

- ☐ Hair cut & style
- ☐ Black garb
- ☐ Totem pole

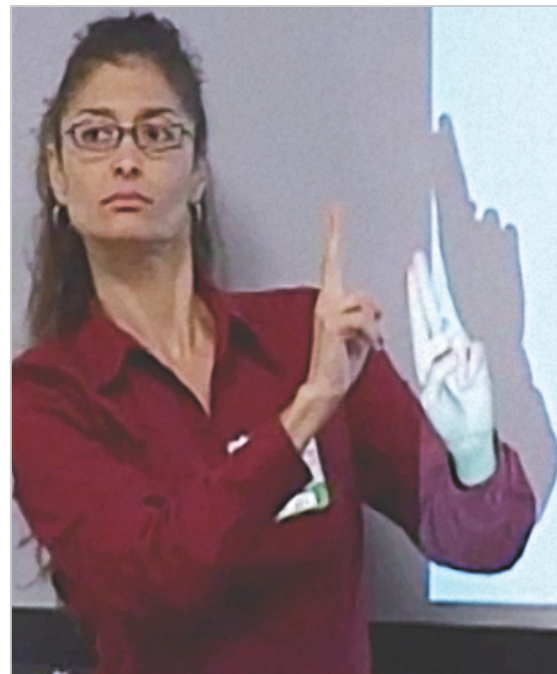




Unit 3: Examining Bias & Stereotyping

Group Dialogue: *Are You a Victim of White Privilege, Hearing Privilege or Both?*

- ☐ What is white privilege?
- ☐ What is hearing privilege?





Unit 3: Examining Bias & Stereotyping

Group Dialogue

- ☐ Characteristics of oppression
- ☐ Meaning and impact of privilege
- ☐ Power relationships and impact on interpreted interactions
- ☐ Impact of consumer position within power dynamic on interpreting decisions or dynamics





Unit 3: Examining Bias & Stereotyping

Privilege Walk Debriefing

- ☐ What happened?
- ☐ How did this exercise make you feel?
- ☐ What were your thoughts as you did this exercise?
- ☐ What have you learned from this experience?
- ☐ What can you do with this information in the future?





Unit 3: Examining Bias & Stereotyping

Group Dialogue

- ☐ Ethnic cultures/linguistic groups you are most/least comfortable working with
- ☐ Personal experience with bias/stereotyping
- ☐ Overcoming bias/stereotyping due to race or hearing status
- ☐ Taking action if you witness biases/stereotyping
- ☐ Reducing your biases/stereotyping



Unit 4: Immigrants & Refugees

Key Questions

- ☐ How have immigrants contributed to diversity within the Deaf community?
- ☐ How have refugees contributed to diversity within the Deaf community?
- ☐ What do refugees and immigrants have in common?
- ☐ How do refugees and immigrants differ?
- ☐ What organizations, if any, exist to support Deaf and DeafBlind immigrants and refugees?





Unit 4: Immigrants & Refugees

Group Dialogue

- ☐ How are refugees viewed in the USA?
- ☐ With the previous questions in mind, how do people in the USA view Deaf people who immigrate or are refugees?
- ☐ Describe personal perceptions, as Deaf interpreters, toward immigrants and refugees?





Unit 4: Immigrants & Refugees

Group Dialogue

- ☐ How are immigrants and refugees alike?
- ☐ How are they different?
- ☐ Relate your experiences working with either or both groups





Unit 4: Immigrants & Refugees

Group Dialogue: Trainer-Selected Videos

- ☐ What are your thoughts and reactions?
- ☐ What unique issues do immigrants and refugees face that are different from those in the mainstream Deaf or DeafBlind communities?
- ☐ What organizations or resources might be able to provide support?
- ☐ Did you become more aware of your own biases or stereotypes?
- ☐ How would you apply what you have learned as a Deaf interpreter?



Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Key Questions

- ☐ What ethnicities exist within the Deaf community?
- ☐ What experiences do you have as a Deaf interpreter with ethnically diverse Deaf people?
- ☐ How does/did this experience impact or influence your effectiveness as a Deaf interpreter?
- ☐ What knowledge and skills do you possess that enables you to work as a Deaf interpreter with ethnically diverse consumers?





Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Domains & Competencies

- ☐ Which apply to Deaf interpreters working with culturally diverse Deaf people?
- ☐ Which competencies support Deaf interpreter work effectiveness?
- ☐ How do these impact Deaf interpreter practice?





Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: *Muskogee Indian Donnette Reins*

- ☐ What was Donnette's dominant culture?
- ☐ Did this change? If so, how?
- ☐ What signs were used that are different than yours?
- ☐ Are these signs permitted outside of her culture?
Why/why not?
- ☐ Could adopting her signs/culture-specific gestures support the interaction?
- ☐ How was this activity helpful for you as a Deaf interpreter?



Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: Trainer-Selected Videos

- ☐ What challenges or issues (demands) must Deaf interpreters be aware of when working in a setting outside of their culture?
- ☐ What, if any, cultural and linguistic errors did the interpreters make?
- ☐ How is using a sign language interpreter who knows the consumer's country sign language (controls) helpful?
- ☐ Describe logistical considerations (controls) for effective interpreting at cultural events



Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: Trainer-Selected Videos, cont'd

- ☐ Are you skilled and knowledgeable in another sign language/s or culture/s?
- ☐ What would you do if you were called to interpret an event or meeting that was outside of your cultural/linguistic comfort zone? What demands would exist? What controls could be used to address the demands?
- ☐ What resources may be helpful when working with people who are ethnically diverse?



Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Dialogue: *Reflections on Cultural & Religious Diversity* by L.G. Peterkin

- ☐ What cultural adjustments did Lillian make when working with the client?
- ☐ What extra-linguistic knowledge (ELK) did she have that supported her work with this ethnic group?
- ☐ What adjustments can you make when working both within and outside of your ethnicity?





Unit 5: Knowledge & Skills Needed as a Deaf Interpreter

Group Discussion

- ☐ Using the five Case Study worksheets, discuss strategies for working with various consumers
 - ☐ Linguistic challenges
 - ☐ Inter- and intra-personal challenges
 - ☐ Interpreting strategies and rationale
 - ☐ Other considerations needed

