



Deaf Interpreter Curriculum

Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles



Module 3: Consumer Assessment–Culture, Language & Communication Styles

Unit Titles & Sequence

- ☐ **Community & Cultural Identity**
- ☐ **Assessment of Consumer Language Usage**
- ☐ **Effective Communication Strategies**
- ☐ **Significance & Impact of Oppression**



Unit 1: Community & Cultural Identity

Key Questions

- ☐ How does understanding of Deaf/DeafBlind communities support Deaf interpreters in assessing the communication needs and preferences of consumers?
- ☐ In what ways do Deaf interpreters' understanding of their cultural identity/ies support understanding and working with consumers?
- ☐ In what ways are grassroots Deaf/DeafBlind consumers different from other groups within the Deaf/DeafBlind communities?
- ☐ How do educational, cognitive, physiological, cultural, and sociolinguistic factors affect membership in the Deaf/DeafBlind communities?



Unit 1: Community & Cultural Identity

Definition: Community

- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

Definition: Deaf Community

- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view





Unit 1: Community & Cultural Identity

Definition: Culture

- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

Definition: Deaf Culture

- ☐ General population view
- ☐ Deaf view
- ☐ DeafBlind view

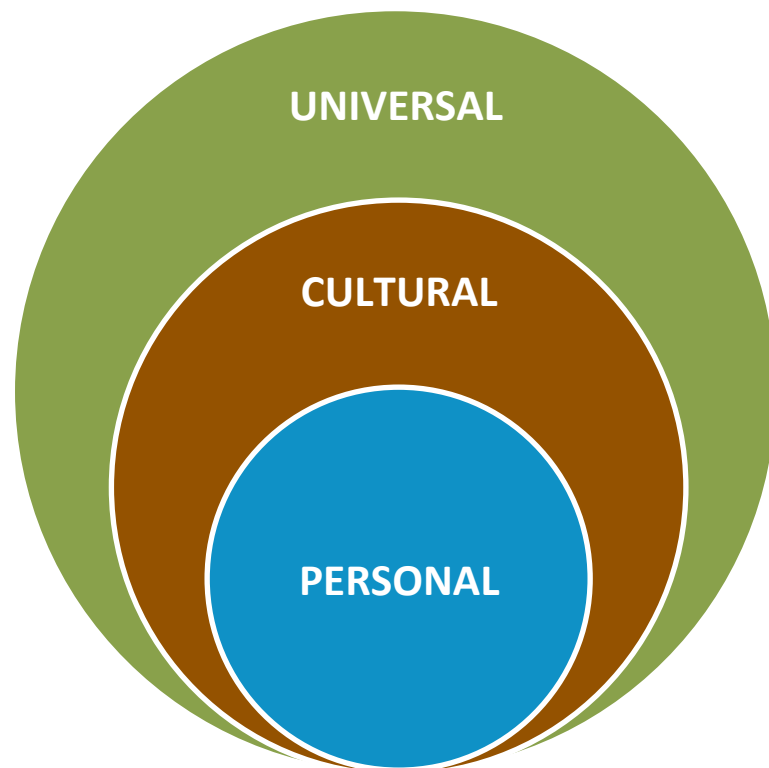




Unit 1: Community & Cultural Identity

Cultural Levels of Behavior

- ☐ Personal – Shared with no one
- ☐ Cultural – Shared with certain group of people
- ☐ Universal – Shared by all

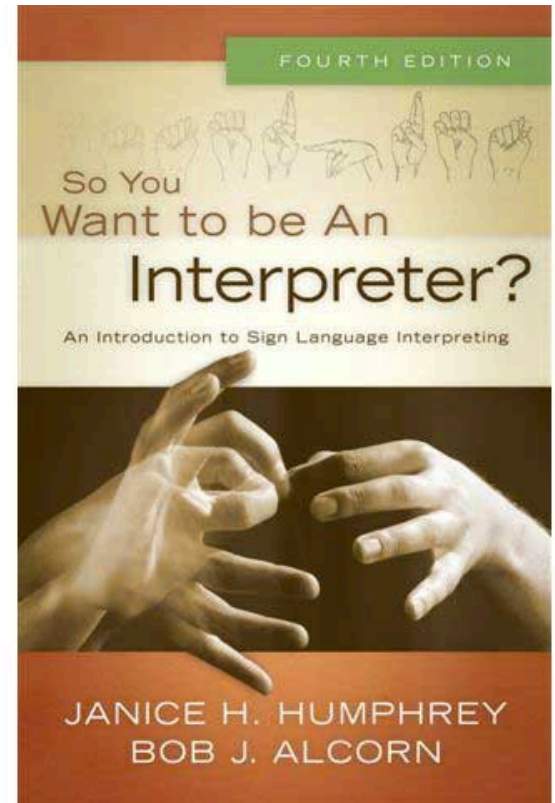




Unit 1: Community & Cultural Identity

Chapter Review: *So You Want to be An Interpreter*

- ☐ Discuss application to Deaf interpreter practice
 - ☐ The Importance of Communication
 - ☐ The Influence of Culture on Communication
 - ☐ Working in Multicultural Communities
 - ☐ Identity and Communication





Unit 1: Community & Cultural Identity

Group Dialogue

- ☐ Culture's influence on behavior
- ☐ Culture's influence on communication
- ☐ Importance of understanding own cultural identity/ies
- ☐ Importance of understanding Deaf consumers' cultural identity/ies
- ☐ And how these influence Deaf interpreter competence





Unit 1: Community & Cultural Identity

Group Dialogue: Experience with Deaf & DeafBlind Consumers

- ☐ U.S. citizens
- ☐ Tourists—visitors from other world countries
- ☐ Visa-based students or workers
- ☐ Immigrants
- ☐ Refugees
- ☐ Grassroots
- ☐ Disabled
- ☐ Cudas





Unit 1: Community & Cultural Identity

Group Dialogue: Consumer Interpreting Needs

- ☐ Balanced bicultural
- ☐ Deaf-dominant bicultural
- ☐ Hearing-dominant bicultural
- ☐ Culturally isolated
- ☐ Culturally separate
- ☐ Culturally marginal
- ☐ Culturally captive





Unit 1: Community & Cultural Identity

Five Stages of Cultural Awareness

- ☐ Conformity
- ☐ Dissonance
- ☐ Resistance & immersion
- ☐ Introspection
- ☐ Awareness





Unit 1: Community & Cultural Identity

Five Stages of Cultural Awareness, cont'd

- ☐ What is your current bicultural identity stage?
- ☐ Is your current stage different than one you previously experienced?
- ☐ If so, what caused the change?





Unit 2: Assessment of Consumer Language Usage

Key Questions

- ☐ Who are consumers of Deaf interpreter services?
- ☐ How would Deaf consumers' life experiences, educational backgrounds, and physical and mental wellness factor into decisions about interpreting strategies and communication interventions?
- ☐ How do we label and describe the various language and communication forms used by Deaf and DeafBlind consumers of Deaf interpreter services?





Unit 2: Assessment of Consumer Language Usage

Possible Consumers & Communication Considerations

- ☐ Bilingual, monolingual, semi-lingual, alingual
- ☐ Foreign-born
- ☐ International sign
- ☐ DeafBlind
- ☐ Deaf Plus
- ☐ Minors
- ☐ Under influence or experiencing trauma





Unit 2: Assessment of Consumer Language Usage

Consumer Assessment: NCIEC Critical Issues Forum

- ☐ Deaf Interpreter and Sign Language Assessment
- ☐ Deaf Consumer Language Development
- ☐ Decision-Making Criteria





Unit 2: Assessment of Consumer Language Usage

International Sign

- ☐ Definition
- ☐ Background
- ☐ Applications
- ☐ Distinction between IS and world (country) sign languages
- ☐ Current significance of IS





Unit 2: Assessment of Consumer Language Usage

Gesture

- ☐ Definition
- ☐ Applications
- ☐ Idiosyncratic non-standard signs (e.g., home signs)
- ☐ International culture-specific gestures
- ☐ Regional and local variations





Unit 2: Assessment of Consumer Language Usage

How DeafBlind People Communicate

- ☐ Tactile sign
- ☐ Tactile fingerspelling
- ☐ Tracking
- ☐ Adapted signs
- ☐ Tadoma method
- ☐ Palm on print
- ☐ Pro-tactile





Unit 3: Effective Communication Strategies

Key Questions

- ☐ How can Deaf interpreters explain the intuitive decision-making process/es involved in the assessment of the communication, interpreting needs, and preferences of Deaf and DeafBlind consumers?
- ☐ How can Deaf interpreters adjust interpretation strategies and communication interventions to the experiential and linguistic framework of Deaf and DeafBlind consumers in specific situations?
- ☐ What specific strategies are available to Deaf interpreters?





Unit 3: Effective Communication Strategies

Group Dialogue: *Functional Communication Assessment...with Individuals who are Deaf and Lower Functioning*

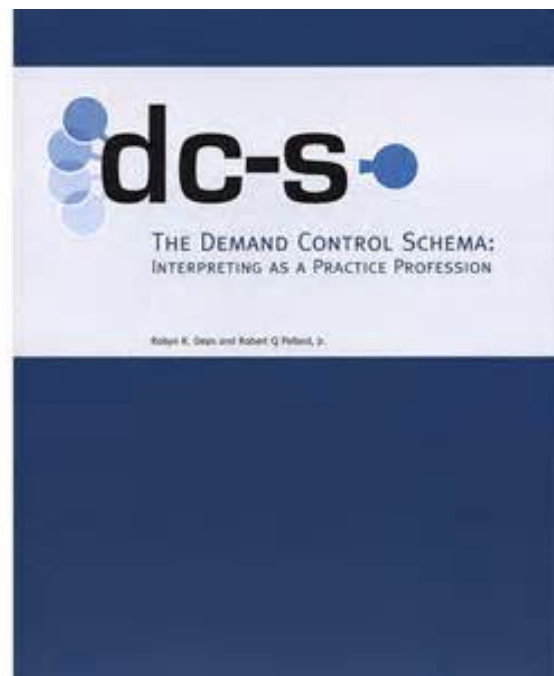
- ☐ How should Deaf Interpreters prepare for interpreting assignments?
- ☐ What do they need to know before walking in the door?
- ☐ What situation-specific protocols can be used?
- ☐ When faced with communication gaps or discrepancies, what strategies can be used?



Unit 3: Effective Communication Strategies

Demand Control Schema

- Analysis of environmental, interpersonal, paralinguistic, and intrapersonal (EIPI) demands
- Development of possible controls and strategies that best facilitate communication





Unit 3: Effective Communication Strategies

Elicitation strategies

- ☐ Prompting
- ☐ Probing
- ☐ Questioning
- ☐ Referencing (e.g., previous comments)
- ☐ Paraphrasing
- ☐ Verifying the intended message



How can the above strategies serve as controls?



Unit 3: Effective Communication Strategies

Group Dialogue: *Reflections on Cultural & Religious Diversity* by J. Beldon

- ☐ What alternate visual communication strategy/ies did Beldon use?
- ☐ Were they effective?
- ☐ Why and how did he decide to use a different strategy?





Unit 3: Effective Communication Strategies

Alternate Visual Communication Strategies

- ☐ Drawing
- ☐ Mime
- ☐ Props
- ☐ Other (specify)

How would each strategy apply to Activity 2 scenarios?

What demands are present?

What controls would work best?





Unit 3: Effective Communication Strategies

Syntactic Form

- ☐ Temporal sequencing
- ☐ Spatial representation
- ☐ Temporal referencing
- ☐ Pronominal referencing
- ☐ Constructed action
- ☐ Restructuring of question forms
- ☐ Adjusting register





Unit 3: Effective Communication Strategies

Deaf & DeafBlind Consumer Assessment Processes

- ☐ Rationale for use of particular interpretation strategies?
- ☐ What controls do Deaf interpreters need to for successful interaction?
- ☐ How can Deaf interpreters best assess whether consumers understand the message/s being conveyed?
- ☐ What are possible cues (obvious and indirect/subtle) that can help Deaf interpreters better assess the communication needs of consumers?
- ☐ Why are creativity and flexibility so important?



Unit 3: Effective Communication Strategies

Group Dialogue & Self Analysis

- In what ways do Deaf interpreters refine their acuity in perceiving language needs and modalities in the people for whom they interpret?
- Lifelong learning for Deaf interpreters includes the ability to monitor, self-assess, and self-regulate performance. As proficiency develops, how can Deaf interpreters evaluate their effectiveness on a continuous basis?





Unit 4: Significance & Impact of Oppression

Key Questions

- ☐ Why does oppression occur within the Deaf and DeafBlind communities?
- ☐ What happens when people feel oppressed?
- ☐ What are the forms of oppression?
- ☐ Why is it important for Deaf interpreters to understand the characteristics of oppressed people?
- ☐ How should Deaf interpreters handle audism in work settings?

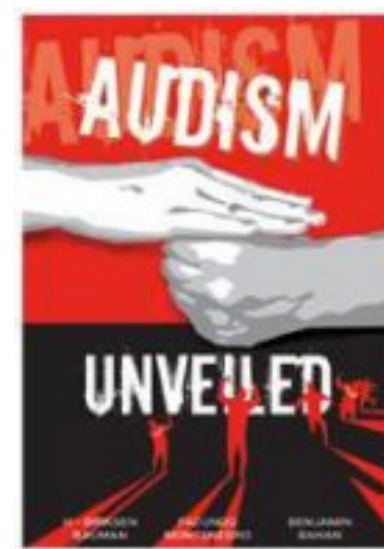




Unit 4: Significance & Impact of Oppression

Group Dialogue: *Audism Unveiled*

- ☐ Deaf & DeafBlind people as stigmatized groups
- ☐ Devaluation of signed languages
- ☐ Deficit thinking toward Deaf & DeafBlind people
- ☐ Hearing-centric education
- ☐ Medicalization & emphasis on auditory status
- ☐ Importance of speech & lip reading
- ☐ Deaf people as disabled individuals





Unit 4: Significance & Impact of Oppression

Group Dialogue: Deaf-World Context

- ☐ Deaf identity
- ☐ Deaf community and culture
- ☐ American Sign Language
- ☐ Deaf education





Unit 4: Significance & Impact of Oppression

Oppression

- ☐ Why does oppression occur within the community?
- ☐ What happens when people feel oppressed?
- ☐ What are the forms of oppression?
- ☐ What are the characteristics of oppressed people?
- ☐ How does the above impact Deaf interpreter practice?





Unit 4: Significance & Impact of Oppression

Characteristics of Oppressed Deaf and DeafBlind People

- ☐ Ambivalence (existential duality)
- ☐ Self-deprecation
- ☐ Distrust of self and others
- ☐ Horizontal violence
- ☐ Passivity, adaptation & fatalism
- ☐ Emotional dependence
- ☐ Fear of freedom and backlash





Unit 4: Significance & Impact of Oppression

Characteristics of Oppressors

- ☐ Their way is the only/best way
- ☐ Pejorative view (of the oppressed)
- ☐ Assumption that the oppressed want to be like them
- ☐ Take charge attitude
- ☐ Paternalism
- ☐ Possessive consciousness
- ☐ Fearful/angry reaction to oppressed efforts for freedom
- ☐ Desire for approval/gratitude





Unit 4: Significance & Impact of Oppression

Group Dialogue: Oppression

- ☐ Ways oppression of Deaf & DeafBlind people is analogous to other cultural and ethnic groups
- ☐ Importance of Deaf interpreters doing self-analysis and understanding of the oppression of Deaf & DeafBlind people
- ☐ Position of Deaf & DeafBlind consumers within the power dynamic and influence on Deaf interpreter decision-making/strategies