



# Deaf Interpreter Curriculum

## Module 6: DI/HI & DI/DI Interpreter Teams



# Module 6: DI/HI & DI/DI Interpreter Teams

## Unit Titles & Sequence

- ☐ Team Development
- ☐ DI/HI Teams–Roles, Functions & Processes
- ☐ Preparation–Pre- & Post-Conferencing
- ☐ DI/HI Team Practices
- ☐ DI/DI Team Practices
- ☐ Power & Politics in DI/HI Teams



# Unit 1: Team Development

## Key Questions

- ☐ What techniques and strategies foster team building?
- ☐ What factors affect the dynamics of team development in a given setting?





# Unit 1: Team Development

## Group Dialogue

- ☐ Definition of team
- ☐ Composition of teams
- ☐ Types of teams





# Unit 1: Team Development

## Teamwork: Personal Experiences

- ☐ What was the purpose of the team?
- ☐ Were there shared goals?
- ☐ Who decided how the team would function?
- ☐ What were the successes?  
Obstacles?
- ☐ Identify common threads in stories shared.





# Unit 1: Team Development

## Small Group Activity

- ☐ Definition of team
- ☐ Top five characteristics of effective teams
- ☐ Basic team development stages
- ☐ Benefits and drawbacks of working as a team
- ☐ Behaviors that support and hinder team effectiveness





# Unit 1: Team Development

## Full Group Agreement

- ☐ Definition of team
- ☐ Top five characteristics of effective teams
- ☐ Basic team development stages
- ☐ Benefits and drawbacks of working as a team
- ☐ Behaviors that support and hinder team effectiveness





# Unit 1: Team Development

## ***Review Team Interpreting as Collaboration & Interdependence***

- ☐ How should DI/HI and DI/DI teams be defined?
- ☐ How can DI/HI teams and DI/DI teams adopt the qualities and assets of collaboration and interdependence?



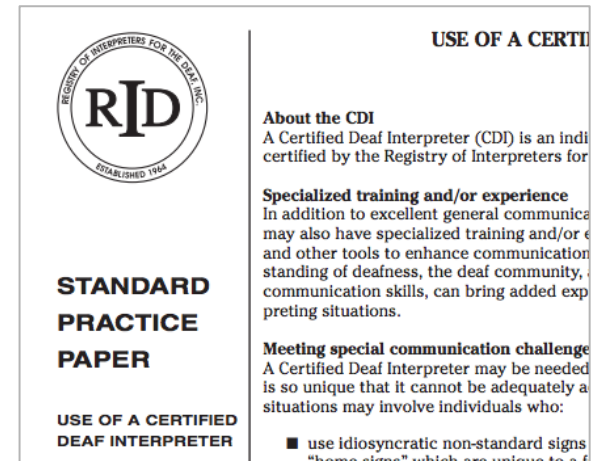




# Unit 1: Team Development

## ***RID Standard Practice Papers: Use of a Certified Deaf Interpreter (1997) & Team Interpreting (2007)***

- ☐ What are the most immediate improvements needed?
- ☐ How should RID address these? Should the NAD also be involved in this process? How?
- ☐ How can Deaf interpreters contribute to this process?





# Unit 1: Team Development

## *RID Standard Practice Papers, cont'd*

- ☐ View NCIEC Panel Discussion on *Use of a Certified Deaf Interpreter*
- ☐ Engage in further group dialogue





## Unit 2: DI/HI Teams–Roles, Functions & Processes

### Key Questions

- ☐ What are key factors in developing strong working relationship with team interpreters?
- ☐ Why is it important to understand how hearing interpreters adjust their interpretations when working with Deaf interpreters?
- ☐ What should Deaf interpreters take into consideration in decision-making on feeds to and from hearing team interpreters?





## Unit 2: DI/HI Teams–Roles, Functions & Processes

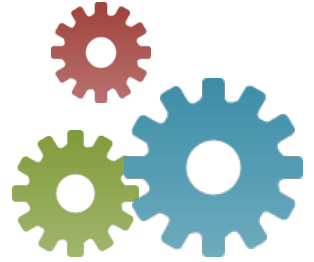
### Brainstorm & Discuss

- ☐ Where are Deaf interpreters/hearing interpreters typically employed?
- ☐ Where might Deaf interpreters be required?
- ☐ Where might Deaf interpreters be a necessity in consideration of Deaf interpreter needs?





## Unit 2: DI/HI Teams–Roles, Functions & Processes



### Skills for Effective Teaming

- ☐ Aptitude for independent & interdependent collaboration
- ☐ Ability to make connections & build synergy within team/s
- ☐ Language and cultural mediation skills
- ☐ Stamina
- ☐ Mental agility
- ☐ Tolerance for ambiguity
- ☐ Tolerance for diverse situations
- ☐ Maturity
- ☐ Personality traits that indicate successful work with a wide variety of people



## Unit 2: DI/HI Teams–Roles, Functions & Processes

### View *GURIEC Learning Community Series–Deaf/Hearing Interpreting Teams*

- What adjustments do hearing “feed” interpreters make when working in DI/HI teams? Give examples.
- How is Ressler’s research on DI/HI teams useful to interpreters-in-training?





## Unit 2: DI/HI Teams–Roles, Functions & Processes

### Small Group Activity

- ☐ Feed–stands behind consumer, describes procedure
- ☐ Interpreter–provides simultaneous interpretation, paraphrasing (not mirroring)
- ☐ Consumer–faces interpreter
- ☐ Observer–watches, takes notes
- ☐ Debrief after each exercise and switch participant roles





## Unit 2: DI/HI Teams–Roles, Functions & Processes

### Debrief: Discussion Points

- ☐ Was the interpretation accurate? Did what was understood match with what was originally said?
- ☐ Did the feed adapt signing to accommodate the interpreter's needs? How?
- ☐ Did the interpreter provide an interpretation or a mirror rendition or some of each? What did the observer see?
- ☐ When mirroring occurred, what may have caused that to happen?
- ☐ What would the feed and the interpreter do differently next time?





## Unit 2: DI/HI Teams–Roles, Functions & Processes

### Debrief: Full Group Dialogue

- ☐ What did you learn regarding team processes?
- ☐ What worked well? What did not?
- ☐ If you prepared in advance, what specifically did you do?
- ☐ Did the feed-interpreter teams collaborate on their work?





## Unit 2: DI/HI Teams–Roles, Functions & Processes

### *View GURIEC Learning Community Series–Deaf/Hearing Interpreting Team Expert Panelists*

- ☐ Identify potential supports and barriers to effective teaming
- ☐ Describe strategies for effectively pre-conference as a team before the interpreting task begins
- ☐ Discuss team approaches to interpreting vs. mirroring





## Unit 2: DI/HI Teams–Roles, Functions & Processes

### *GURIEC Deaf/Hearing Interpreting Team Expert Panelists, cont'd*

- ☐ How open are you to feedback?
  - from Deaf interpreters?
  - from hearing interpreters?
- ☐ Give examples from the panel on ways to create a safe environment and build trust between DI/HI team members





## Unit 2: DI/HI Teams–Roles, Functions & Processes

### Small Group Activity: Strategies for Successful DI/HI Teams

- ☐ Discuss how you envision Deaf and hearing interpreters working together as a team
- ☐ Agree on key points
- ☐ Design a creative and informative poster containing your group's key points
- ☐ Present on behalf of each small group
- ☐ Agree on key strategies for successful DI/HI team efforts

*Deaf & Hearing Teams:  
Strategies That Work!*

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_



## Unit 2: DI/HI Teams–Roles, Functions & Processes

### Research & Share Findings

- ☐ Interview a DI/HI team or watch DI/HI team efforts via video
- ☐ Prepare vlog or written summary:
  - ☐ Key concepts learned
  - ☐ Assessment of team processes, techniques, and aptitudes
  - ☐ Skills required for effective teamwork





## Unit 3: Preparation–Pre- & Post-Conferencing

### Key Questions

- ☐ How does pre-conferencing set the stage for interpreting assignments?
- ☐ What information needs to be shared during pre-conferences?
- ☐ What pitfalls can be avoided by making a plan ahead of time?
- ☐ How can Deaf interpreters make the most of a post-conference session?

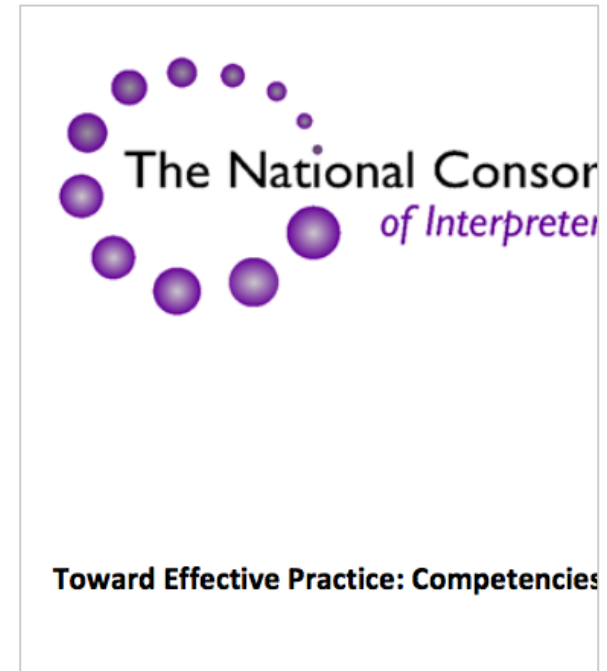




## Unit 3: Preparation–Pre- & Post-Conferencing

### ***Review NCIEC Toward Effective Practice: Competencies of the Deaf Interpreter***

- ☐ Identify specific references to team preparation and agreements made





## Unit 3: Preparation–Pre- & Post-Conferencing

***View GURIEC Deaf Interpreting Series–  
Team Strategies: Pre-Conference***

- ☐ **Pre-Conference Worksheet Analysis**
  - ☐ Identify which skills, techniques and strategies were discussed and not discussed
  - ☐ Make note of preparation factors and agreements made or not made







## Unit 3: Preparation–Pre- & Post-Conferencing

### View *GURIEC DI Series–Team Strategies: Pre-Conference, cont’d*

- ☐ Language use and power issues
- ☐ Techniques/strategies for routine and complex situations
- ☐ Adaptations to change course as needed
- ☐ Use of consecutive and/or simultaneous interpretation, as needed
- ☐ Management of potential breakdowns





## Unit 3: Preparation–Pre- & Post-Conferencing

**View *GURIEC DI Series–Team Strategies: Interpreting in a Mental Health Setting***

- ☐ **Consumer Meeting Worksheet Analysis**
  - ☐ Language use and power issues
  - ☐ Techniques/strategies for routine and complex situations
  - ☐ Adaptations to change course as needed
  - ☐ Use of consecutive and/or simultaneous interpretation, as needed
  - ☐ Management of potential breakdowns





## Unit 3: Preparation–Pre- & Post-Conferencing

### View *GURIEC DI Series–Team Strategies: Post-Conference*

- Post-Conference Worksheet Analysis
  - Team usage of interpreting models to assess the success of their work, identify effective teaming techniques, and prepare for assignment continuation





## Unit 3: Preparation–Pre- & Post-Conferencing

View vignettes in *NCIEC Interpreting in Spanish-Influenced Settings*



- ☐ What pre-conference agreements were made?
- ☐ What was communicated in consumer meetings?
- ☐ How did the interpreters analyze their post-assignment performance?
- ☐ What issues did the interpreters raise in the follow-up interviews? How could those issues be avoided?
- ☐ What were the complexities in this trilingual environment?



## Unit 4: DI/HI Team Practices

### Case Study: Inquiry Discourse

- ☐ Taking a medical history
- ☐ Conducting a college interview
- ☐ Applying for unemployment benefits





## Unit 4: DI/HI Team Practices

### Case Study: Narrative Discourse

- ☐ Day on the campaign trail with a candidate
- ☐ Trip to Alaska
- ☐ Journey to becoming an interpreter





## Unit 4: DI/HI Team Practices

### Case Study: Procedural Text

- ☐ How to fix a dripping faucet
- ☐ How to design and plant a garden
- ☐ How to do math problems





## Unit 4: DI/HI Team Practices

### Case Study: Expository Discourse

- ☐ Passage of the Civil Rights Bill of 1964
- ☐ Healthcare disparities in the U.S.
- ☐ Rise of China as a global economic power







## Unit 4: DI/HI Team Practices

### Case Study: Persuasive/ Argumentative Discourse

- ☐ Community meeting to argue for recycling programs
- ☐ Lobbying effort for funding of services for the DeafBlind community
- ☐ Advantages of Deaf seniors' participation in a yoga program





## Unit 4: DI/HI Team Practices

### Group Dialogue: Two+ DI/HI Teams

- ☐ Rationale and settings where more than one DI/HI team, such as two or three teams, can occur, may be required, or are a necessity in consideration of the needs of consumers
- ☐ Existing team models and how they may apply or may be adapted to more than one DI/HI team
- ☐ Practices for more than one DI/HI team
- ☐ Consumers who would require more than one DI/HI team
- ☐ Requisite skills for effective teaming for all DI/HI team members



## Unit 5: DI/DI Team Practices

### Key Questions

- ☐ How do models of interpreting apply to the conjoint process of DI/DI team interpreting?
- ☐ What techniques and strategies are needed to recognize and manage breakdowns in the team process?
- ☐ What techniques and cues can DI/DI team members use to create synergy within the team?
- ☐ How can Deaf interpreters advocate for DI/DI teams to a variety of stakeholders (e.g., hearing interpreters, agencies, Deaf consumers)?





## Unit 5: DI/DI Team Practices

### Small Group Activity

- ❑ How do DI/DI team dynamics differ from DI/HI team dynamics?
- ❑ What issues may arise that are unique to DI/DI teams?
- ❑ How do DI/DI teams work through challenges within the team?

**Record small group consensus on poster paper and share/discuss with full group**





## Unit 5: DI/DI Team Practices

### Group Dialogue: DI/DI Teams

- ☐ Rationale and settings where DI/DI teams may be required, or are a necessity in consideration of the needs of consumers
- ☐ Existing team models and how they may apply or may be adapted to DI/DI teams
- ☐ Practices for more than one DI/DI team
- ☐ Consumers who would benefit from a DI/DI team
- ☐ Requisite skills for effective teaming by DI/DI team members



## Unit 5: DI/DI Team Practices

### Small Group Activity

- ☐ DI/DI team practice with two observers who provide assessment/feedback
- ☐ Use one of three scenarios:
  - ☐ Tactile communication
  - ☐ Sight/text translation
  - ☐ Platform interpreting
- ☐ Debrief–teamwork & processes
- ☐ Switch participant roles





## Unit 6: Power & Politics in DI/HI Teams

### Key Questions

- ☐ What are the advantages and disadvantages of working with Deaf interpreters from hearing interpreters' point of view?
- ☐ What power dynamics might arise in Deaf/hearing interpreter relationships?
- ☐ How can Deaf interpreters effectively make the case for teaming with Deaf interpreters?
- ☐ How can interpreting education programs create a welcoming climate for Deaf and hearing interpreters?





# Unit 6: Power & Politics in DI/HI Teams

## Research & Share Findings

- ☐ *The Benefits of Deaf Interpreters*
- ☐ *Team Me Up? CDI*
- ☐ *Interpreters: Gatekeepers for the Deaf Interpreter Community*
- ☐ *Who Needs a Deaf interpreter? I Do!*
- ☐ *Deaf Interpreters: The State of Inclusion*
- ☐ *Are Hearing Interpreters Responsible to Pave the Way for Deaf Interpreters?*
- ☐ *Interpreting Without a Deaf interpreter is an RID CPC Violation*







## Unit 6: Power & Politics in DI/HI Teams

### Group Dialogue

- ☐ What are the main points of each of these feature articles and vlogs?
- ☐ What are the various attitudes described in these articles/vlogs?
- ☐ Why might some hearing interpreters resist teaming with Deaf interpreters?
- ☐ How can attitudes be changed?





## Unit 6: Power & Politics in DI/HI Teams

**View ASL videos in *NCIEC Teaching Modules for the Classroom: DI/HI Teams—Making the Case for a DI/HI Team***

- ☐ Explain (or develop a plan for) how Deaf interpreters can share this information with hearing interpreters and Deaf community members
- ☐ Develop justifications for DI/HI teams to both hearing interpreters and hiring entities





## Unit 6: Power & Politics in DI/HI Teams



### Interview & Share Findings

- ☐ Why do DI/HI teams choose to work together?
- ☐ How did they improve their teamwork over time?
- ☐ What power dynamics did they deal with? How did these impact their decision-making, and how did they recognize and resolve these?
- ☐ How did audism, if any, impact their work?
- ☐ What would they like to share with other interpreters on team work?
- ☐ What justifications did they use to promote hiring of DI/HI teams?



## Unit 6: Power & Politics in DI/HI Teams

### Research & Share Findings

- ☐ Interview stakeholders (Deaf, DeafBlind, hearing)
  - ☐ What are the benefits – and – challenges to working with Deaf interpreters?
- ☐ Create vlogs
  - ☐ Explain benefits of working with Deaf interpreters outweigh challenges
  - ☐ Provide tips on advocating for, hiring, and working with Deaf interpreters





## Unit 6: Power & Politics in DI/HI Teams

### Group Dialogue

- ☐ Share Interpreter Education Program experience/s (student, lecturer, trainer, etc.)
- ☐ Learning together: Deaf & hearing IEP students & interpreters—advantages and challenges
- ☐ Benefits of Deaf students and professionals to IEPs and other students
- ☐ Strategies for greater IEP acceptance of Deaf students, educators, trainers, researchers, etc.
- ☐ Deaf involvement and collaboration with hearing counterparts

