

Ethnic & Cultural Diversity within the Deaf Community



Module 2

Overview of Module & Related Units

Overview

This module covers ethnic and cultural diversity within the American Deaf community, specifically, Deaf people of color. Learners explore how biases and stereotypes form, do self-analysis, and consider how these factors may impact their work as Deaf interpreters. Learners also research a variety of organizations representing Deaf ethnic and cultural groups, further developing their individual resources.

TRAINER NOTE

This module focuses on the unique considerations of working with ethnically diverse people, including the traditions, beliefs, and cultural mores they share. It does not address other cultures (e.g., DeafBlind, LGBT, and senior communities).

Purpose

Learners develop a greater understanding of ethnic and cultural diversity within the American Deaf community. Through lectures, in-class activities, and external assignments, learners examine how biases and stereotypes develop, their impact on work with Deaf people of various ethnicities, and strategies for effective interaction with Deaf people of color.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.2, 2.3, 2.4, 2.6.1, 2.6.4)
- 3.0 Consumer Assessment Competencies (3.2, 3.4)
- 4.0 Interpreting Practice Competencies (4.5.3, 4.5.4)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)





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Objectives

Upon completion of this module, learners will:

1. Recognize and negotiate cultural behaviors, values, mores, and discourse features and styles for effective communication.
2. Identify organizations that support Deaf people of color.
3. Recognize existing stereotypes and biases.
4. Recognize individual stereotypes and biases.
5. Work effectively with Deaf people of color.

Prior Knowledge & Skills

Module 1: Deaf Interpreters–Past, Present & Future

Approach & Sequence

The five units in this module taught in sequence (recommended) include readings, videos, presentation slides, and activities involving in-class exercises and open dialogue. These enable trainers to support learners in understanding essential concepts for effective Deaf interpreter practice, supplemented by resources assigned in advance as well as homework assignments.

Unit 1: Ethnic & Cultural Diversity

Unit 2: Examining Cultural Differences

Unit 3: Examining Bias & Stereotyping

Unit 4: Immigrants & Refugees

Unit 5: Knowledge & Skills Needed as a Deaf Interpreter



National Consortium of Interpreter Education Centers
(2014). *Reflections on cultural & religious diversity* by Peterkin,
L.G. Retrieved from <https://vimeo.com/104122971>

Unit 1: Ethnic & Cultural Diversity



Purpose

This unit enables learners to identify and examine ethnic and cultural diversity within the American Deaf community. Through lectures, in-class activities and external assignments, learners study organizations supporting Deaf people of color.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3)
- 3.0 Consumer Assessment Competencies (3.4)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Describe at least three ethnically and culturally diverse groups that exist in the American Deaf community.
2. Identify at least two current challenges that Deaf people of color face in their communities.
3. Name at least three key national organizations serving Deaf people of color.

Key Questions

1. 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?
2. What can organizations established to support Deaf people of color do to support the work of Deaf interpreters?
3. 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?
4. Is it possible for individuals to not have any stereotypes and biases?

Activity 1

Review Exploring Students' Personal Cultures in *Deaf Plus: A Multicultural Perspective* (Christensen, 2000). Engage learners in dialogue, as follows:

1. What ethnic cultures exist within the Deaf community?
2. What organizations exist to support Deaf people of color?

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3. How do these organizations address issues unique to immigrants and refugees?
4. To what ethnic group(s) do you belong?
5. What are your experiences as a Deaf person of color, if applicable?
6. Have you worked with Deaf people whose ethnicity is different from yours? If yes, based on your experiences, what insights can you share that would be helpful to Deaf interpreters who may work with Deaf people of color?

DID YOU KNOW?

The term “Deaf Plus” may be used to describe a person who is Deaf in addition to having significant medical, physical, emotional, educational, or social challenges.

Activity 2

Assign learners the Organization Comparative Analysis Worksheet in Appendix B to research three of the organizations listed below that support ethnically diverse groups within the Deaf community:

- Concil de Manos
- Mano a Mano
- National Alliance of Black Interpreters
- National Asian Deaf Congress
- National Association of the Deaf
- National Black Deaf Advocates
- Registry of Interpreters for the Deaf
- Sacred Circle

This activity enables learners to discover the purpose of these organizations, the services they provide, ways they support Deaf interpreters, and considerations for Deaf interpreters when offered interpreting assignments by one of these organizations.

Engage learners in dialogue on the value of engaging in professional development activities through these and related organizations, including interaction with colleagues and other professionals.

Encourage learners to participate in professional learning communities of Deaf interpreters and to keep abreast of current trends in interpretation, linguistics, cultural studies, and research, as well as stay current in trends in other subject areas (e.g., medical and legal).

Assessment

Formative evaluation:

1. Analysis of readings and videos as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments as applicable

Resources

Christensen, K. (2000). Exploring students' personal cultures. In *Deaf plus: A multicultural perspective* (pp. 221-223). San Diego, CA: DawnSignPress.

Mano a Mano. (n.d.) *Mano a Mano*. Retrieved from <http://www.manoamano-unidos.org/>

National Alliance of Black Deaf Interpreters. (2008). *National Alliance of Black Interpreters*. Retrieved from <http://www.naobidc.org/>

National Asian Deaf Congress. (2012). *National Asian Deaf Congress*. Retrieved from <http://www.nadcusa.org/>

National Association of the Deaf. (2013). *National Association of the Deaf*. Retrieved from <http://nad.org/>

National Black Deaf Advocates. (2013). *National Black Deaf Advocates*. Retrieved from <http://www.nbda.org/>

National Council of Hispano Deaf and Hard of Hearing. (n.d.). *NCHDHH renamed its organization to Council de Manos (2015)*. Retrieved from <http://www.councildemanos.org/>

Registry of Interpreters for the Deaf. (2014). *Registry of Interpreters for the Deaf*. Retrieved from <http://www.rid.org/>

Sacred Circle. (2010). *Sacred Circle*. Retrieved from <http://www.deafnative.com>



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National Consortium of Interpreter Education Centers.
(2014). *Reflections on cultural & religious diversity* by Napier, C.
Retrieved from <https://vimeo.com/104047057>



National Consortium of Interpreter Education Centers.
(2014). *Reflections on cultural & religious diversity* by
Forestal, E. Retrieved from <https://vimeo.com/104121347>

Unit 2: Examining Cultural Differences



Module 2 Unit 2

Purpose

This unit enables learners to examine how cultural differences can influence and challenge personal beliefs and behaviors. Through lectures, in-class activities, and external assignments, learners identify challenges and strategies to work effectively with consumers from multiple cultures.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.2, 2.3, 2.4, 2.6.1, 2.6.4)
- 3.0 Consumer Assessment Competencies (3.2, 3.4)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Describe two to three personal experiences interacting with people from other cultures.
2. List four ways to maintain respect for other cultures.
3. Describe at least two challenges working with individuals whose cultures are different from theirs.

Key Questions

1. Why is it important for Deaf interpreters understand their culture before working with people of different cultures?
2. What challenges may be present for Deaf interpreters when working outside of their culture?
3. In what ways can Deaf interpreters demonstrate respect for the beliefs and mores of consumers of ethnicities or cultures that are different from theirs?
4. 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?



TRAINER NOTE

It is important for learners to understand and engage in open dialogue when discussing differences in cultural values, expectations, and behaviors.

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Activity 1

Lead learners in continued analysis of and discussion on Exploring Students' Personal Cultures in *Deaf Plus: A Multicultural Perspective* (Christensen, 2000), using the following as a guide:

1. Linguistic Behaviors
 - Give examples of accent, dialect and sign choice. For example, Southern Black Deaf people have accents; their signs may also include some borrowed from African American vernacular.
 - For additional study, have learners review Lexical Variation in *The Hidden Treasure of Black ASL* (McCaskill et al., 2011).
2. Nonverbal Behaviors
 - Give examples of facial expression, gestures, use of space, and eye contact. Ask learners to offer examples.
3. Temporal Orientation
 - Give examples of Deaf vs. Hearing time, Black vs. White time. Ask learners to offer examples.
4. Thinking and Cognitive Processes
 - Show the presentation slide depicting three people and a life raft, with one person stepping out of the raft (see Module 2 presentation slides in Appendix F).
 - Ask learners to share their initial reactions; explain that there is to be no filtering, no screening, and no analysis of thoughts during this process.
 - Engage learners in dialogue, explaining that this image could represent a corporate executive telling his or her employees to either “swim for it” or wait for rescue/arrival of a ship.
5. Religious/Spiritual Affiliation
 - Explain how beliefs, rituals, and traditions can influence decisions within an interpreting situation. Ask learners to offer examples.
6. Observances
 - Discuss how one's experiences with celebrations, holidays, and ceremonies can influence decisions and actions within an

interpreting situation, using Native American Powwow and Asian Funeral video clips (NMIP, 2000). Ask learners to offer examples.

7. Dominant Ethnic Identity
 - Explain how self-identification, national origin/affiliation, and ethnic density can influence decisions and actions within interpreting situations, using the above two video resources (NMIP, 2000). Ask learners to offer examples.
8. Decision-Making/Action-Taking Attitude
 - Discuss how individualistic attitudes (Western cultures) and collective/consensual attitudes (non-Western cultures) can influence decisions and actions within an interpreting situation. Ask learners to offer examples.

Select one of the above sections and engage learners in dialogue:

1. How does what you've learned relate to your culture?
2. How can this information relate to another culture?
3. Why is this information important for interpreters?
4. How does this information help you as a Deaf interpreter?

Activity 2

Have learners review the five Case Study worksheets adapted from *Deaf Plus: A Multicultural Perspective* (Christensen, 2000). Introduce the *Demand Control Schema* (Dean & Pollard, 2013):

Demands:

1. *Environmental*—Setting or assignment-specific, e.g., physical surroundings, seating, terminology
2. *Interpersonal*—Consumer and interpreter dynamics, e.g., hearing consumer/deaf consumer, hearing consumer/interpreter
3. *Para-linguistic*—Expressive skills of consumers, e.g. pace, volume, signing style, accents
4. *Intrapersonal*—Interpreter-specific, e.g., feelings or concerns about safety, performance, liability

TRAINER NOTE

The acronym EIPI summarizes the above demands (challenges), as outlined in the Demand Control Schema (Dean & Pollard, 2013).



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Controls:

1. *Pre-assignment*—Education, experience, assignment preparation
2. *Assignment*—Acknowledgements, self-talk, RID Code of Professional Conduct, interpreting models
3. *Post-assignment*—Supervision, debriefing, follow-up

Using the *Demand Control Schema* (Dean & Pollard, 2013) as a guide, have learners develop a strategy for working with one of the consumers from the five Case Study worksheets in Appendix B. Guide learners in analyzing demands that may arise when working with the consumer. What controls do they need to work successfully with the consumer?

Engage learners in dialogue as follows:

1. Explain challenges and how different behaviors may affect an interpreted interaction.
2. Describe barriers to communication or an interpersonal conflict that can arise.
3. Identify possible ways to reduce communication barriers and manage interpersonal conflicts.

Activity 3

Have learners view *From the Deaf Multicultural Perspective* (NMIP, 2000), then write or share what they learned about the presenters.

Include dialogue on working with interpreters who do not share the same culture. Using the *Demand Control Schema* (Dean & Pollard, 2013) as a guide, discuss:

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

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions

3. Active participation during in-class activities, including role-play and group exercises, as applicable
4. Delivery of written and video assignments, as applicable



Resources

Christensen, K. (2000). Exploring students' personal cultures. In *Deaf plus: A multicultural perspective* (pp. 221-223). San Diego, CA: DawnSignPress.

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>

Dean, R. & Pollard, R. (n.d.). *Introduction to demand control theory*. [Videos]. Retrieved from <http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos/>

McCaskill, C., Lucas, C., Bayley, R., & Hill, J. (2011). *The hidden treasure of Black ASL: Its history and structure*. Washington, DC: Gallaudet University Press. See also <http://blackaslproject.gallaudet.edu/BlackASLProject/Welcome.html>

National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*. [ASL with English voiceover]. El Paso, TX: El Paso Community College. Retrieved from <http://ncrtm.ed.gov/>. Instructional supplement retrieved from <http://ncrtm.ed.gov/>. *This curriculum contains resources from The National Clearinghouse of Rehabilitation Training Materials (NCRTM).*



National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*.

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National Consortium of Interpreter Education Centers.
(2014). *Reflections on cultural & religious diversity* by Beldon, J.
Retrieved from <http://vimeo.com/104121348>



National Consortium of Interpreter Education Centers.
(2014). *Reflections on cultural & religious diversity* by Peterkin,
L.G. Retrieved from <https://vimeo.com/104122971>

Unit 3: Examining Bias & Stereotyping



Module 2 Unit 3

Purpose

This unit enables learners to examine their personal biases and stereotypes about various ethnic minorities within the American Deaf community. Through lectures, in-class activities, and external assignments, learners gain a greater understanding of how these biases and stereotypes can affect their work as Deaf interpreters, including their work with team interpreters outside of their culture.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.2, 2.3, 2.4, 2.6)
- 3.0 Consumer Assessment Competencies (3.4)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.5)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Define and describe their personal experiences involving bias and stereotyping.
2. Give two to three examples of how and when bias and stereotyping can impede interpreting processes.
3. Make appropriate choices when offered interpreting assignments
4. Describe at least two strategies that help reduce the influence of bias and stereotyping in interpreting processes.

Key Questions

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



TRAINER NOTE

Emphasize to learners the importance of being open to understanding and having open dialogue on the concepts of bias and stereotyping. Remind them to respect the opinions of others, keep their minds open and ready to learn, participate actively, support safe and open learning, and accept comments in an objective manner during this unit.

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Activity 1

Engage learners in dialogue on bias and stereotyping, including the definitions for each word. Ask if bias tends to be only negative.

- Bias—One-sided, prejudice for or against
- Stereotype—Oversimplified or standardized image, negative

DID YOU KNOW?

It may not be possible to avoid the automatic stereotype or prejudice, but it is certainly possible to become conscious of it and take corrective action.

Learn more about ways to Test Yourself For Hidden Bias online (Teaching Tolerance, n.d.).

Activity 2

View and discuss *Redefining D-E-A-F* (Commerson, 2008). Two video segments, Stuart Hall and Contesting Stereotypes, can be assigned as homework for in-class or online discussion. Discuss the terminology used in both segments (e.g., “limited information” and “powerless to change”).

Activity 3

The goal of this activity is for trainers to enable learners to observe and understand what it feels like to experience the influence of both positive and negative bias. A Deaf interpreter-trainer of color originally piloted this activity. Learners, especially those who were not of an ethnic minority group, realized first-hand how bias felt. It is therefore imperative that the trainer feels comfortable doing this exercise and devises a way to impress upon learners the impact of bias on people of color.

Carefully select two or three learners at random. Give them your full attention by directing all questions and comments to them. Ensure that other learners do not participate; focus is on the selected learners.

TRAINER NOTE

*Warning—this activity should take no more than 15-20 minutes from start to end. Cease when excluded learners become too uncomfortable. See also *Reflections on Cultural & Religious Diversity* by Napier, C. (NCIEC, 2014) for a video description of this activity.*



Next, discuss as a group what transpired and why. Debrief by asking learners how it felt to be excluded based on the random selection of learners, which was beyond their control.

DID YOU KNOW?

Becoming aware of personal biases can help us monitor and try to eliminate them before taking action in or responding to a given situation.

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Activity 4

Read and discuss *Characteristics of Oppressed and Oppressor Peoples: Their Effect on the Interpreting Context* (Baker-Shenk, 1986). Review the various characteristics of oppression such as being put down, feeling inferior, and being denied privilege, opportunity, or service.

View and discuss *Life Experiences of Donnette Reins* (NMIP, 2000). Ask questions relevant to the video to elicit learner responses on how Donnette felt about the oppression she experienced while growing up.

View and discuss *Are You a Victim of White Privilege, Hearing Privilege, or Both?* (Gallaudet, 2007). The goal is to help learners understand the meaning of privilege.

Lead learners in dialogue on how to apply their understanding of the history and significance of oppression in the Deaf community to:

1. Analysis of power relationships among participants within an interpreted interaction
2. Determination of consumer's position within the power dynamic and how this may influence interpreting decisions or strategies

DID YOU KNOW?

*Oppression is not always overt. Microaggressions can slip into personal behavior with one intentional or unintentional slight, slur or behavior. Examine and discuss microaggressive behaviors. Learn more online at *Practicing Awareness of Microaggression* (2013).*



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Activity 5

Guide learners through the Privilege Walk activity using the applicable worksheet in Appendix C. Engage learners in post-activity dialogue as follows:

1. What happened?
2. How did this exercise make you feel?
3. What were your thoughts as you did this exercise?
4. What have you learned from this experience?
5. What can you do with this information in the future?

Activity 6

Engage learners in post-Privilege Walk dialogue:

1. With what ethnic culture/s and linguistic group/s are you *most* comfortable working?
2. With what ethnic culture/s and linguistic group/s are you *least* comfortable working?
3. Have you ever experienced bias or stereotyping? If yes, how did you respond?
4. Have you shown bias or stereotyping to another person or group? Explain.
5. What can you do to overcome bias against you due to race or hearing status?
6. Should you take any action if you witness bias or stereotyping?
7. In what ways can you reduce your personal bias or stereotyping?

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises, as applicable
4. Delivery of written and video assignments, as applicable

Resources

Baker-Shenk, C. (1986). Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. In M. McIntire (Ed.), *Interpreting: The art of cross cultural mediation. Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf* (pp. 43-54). Silver Spring, MD: RID Publications.

Commerson, R. (2008). *Redefining D-E-A-F*. [Video]. Master's thesis. Washington, DC: Gallaudet University. Retrieved from <http://www.youtube.com/watch?v=JH0n342f9IA&list=PL0E80FFAC6FA77C76>

Gallaudet University. (2007). *NCHDHH: Are you a victim of white privilege, hearing privilege, or both?* [Video, 53:50-58:43]. Retrieved from <http://videocatalog.gallaudet.edu/?video=16649>

National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity by Napier, C.* [Video]. Retrieved from <https://vimeo.com/104047057>

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—Interpreting in vocational rehabilitation: Faces of Deaf consumers*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. (Baker-Shenk, 1986).

National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*. [ASL with English voiceover]. Retrieved from <http://ncrtm.ed.gov/>. El Paso, TX: El Paso Community College. Instructional supplement retrieved from <http://ncrtm.ed.gov/>. *This curriculum contains resources from The National Clearinghouse of Rehabilitation Training Materials (NCRTM).*

Practicing awareness of microaggressions. (June 1, 2013). [Blog post]. Retrieved from <http://littlelaughter.wordpress.com/2013/06/01/practicing-awareness-of-microaggressions/>

Teaching Tolerance. (n.d.). *Test yourself for hidden bias*. Retrieved from <http://www.tolerance.org/activity/test-yourself-hidden-bias>



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Gallaudet University. (2007). *NCHDHH: Are you a victim of white privilege, hearing privilege, or both?* [Video, 53:50-58:43]. Retrieved from <http://videocatalog.gallaudet.edu/?video=16649>



Commerson, R. (2008). *Redefining D-E-A-F*. Master's thesis. Washington, DC: Gallaudet University. Retrieved from <http://www.youtube.com/watch?v=JH0n342f9IA&list=PL0E80FFAC6FA77C76>

Unit 4: Immigrants & Refugees



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Unit 4

Purpose

This unit enables learners to examine the current state of Deaf immigrants and how the experiences of refugees and immigrants impact the community at large, including the Deaf community. Through lectures, in-class activities, and external assignments, learners examine their attitudes about their experiences with refugees and immigrants and how these impact their effectiveness as Deaf interpreters.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3)
- 3.0 Consumer Assessment Competencies (3.2, 3.4)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Compare and contrast experiences of Deaf immigrants and refugees.
2. Describe how the mainstream Deaf community currently interacts with Deaf immigrants and refugees.
3. Articulate two to three unique issues Deaf immigrants and refugees face that are different from those faced by the mainstream Deaf community.
4. Examine individual bias and stereotyping of immigrants and refugees.
5. Identify three key resources available from organizations that support Deaf people of color, particularly immigrants and refugees, and the role these resources play in Deaf interpreter effectiveness.

Key Questions

1. How have immigrants contributed to diversity within the Deaf community?
2. How have refugees contributed to diversity within the Deaf community?
3. What do refugees and immigrants have in common?
4. How do refugees and immigrants differ? (citizen status is one example)



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5. What organizations, if any, exist to support Deaf and DeafBlind immigrants and refugees?

Activity 1

Review and discuss the terms *immigrant* and *refugee*. Explain that the U.S. Census Bureau does not tabulate the number of Deaf, DeafBlind, and hard of hearing residents, including immigrants and refugees.

1. How are refugees viewed in the U.S.?
2. With the previous questions in mind, how does the U.S. view Deaf people who immigrate or are refugees?
3. Describe personal perceptions, as Deaf interpreters, toward immigrants and refugees?

Activity 2

Review and discuss the chapter that focuses on immigrants and refugees in *Deaf Plus: A Multicultural Perspective* (Christiansen, 2000):

1. How are immigrants and refugees alike? How are they different?
2. Relate your experiences working with either or both groups.

Activity 3

View *Deaf students New to US find their footing* (Powers, 2012) and *Seeking freedom, en masse* (Olson, 2011). Have learners share their thoughts and reactions to each video.

Activity 4

View and discuss three Stories from Life Experiences videos—Victor from Haiti, Mohamed from Somalia, and Crisanta from Mexico—within *Interpreting in Vocational Rehabilitation Settings* (NCIEC, 2012). Read and view *Deaf Immigrant's Dream on Ellis Island* (Doane, 2010). Ask learners to share their thoughts and reactions to each of these videos.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Christensen, K. (2000). Exploring students' personal cultures. In *Deaf plus: A multicultural perspective* (pp. 221-223). San Diego, CA: DawnSignPress.

Doane, S. (2010, July 5). Deaf immigrant's American dream on Ellis Island [article & video]. *CBS News*. Retrieved from <http://www.cbsnews.com/news/deaf-immigrants-american-dream-on-ellis-island/>

National Consortium of Interpreter Education Centers. (2012). *Interpreting in vocational rehabilitation settings*. <http://www.interpretereducation.org/tim/video-series/>. Boston, MA: NCIEC.

Olson, D. (2011). Seeking freedom, en masse. *The Press-Enterprise*. Retrieved from <http://www.pe.com/articles/deaf-599498-asylum-people.html>

Powers, M. (2012, March 12). Deaf students new to US find their footing. *The Boston Globe*. Retrieved from <http://sbilingual.wordpress.com/2012/03/12/deaf-students-new-to-us-find-their-footing/>



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National Consortium of Interpreter Education Centers. (2012). Stories of immigrant experiences (Victor/Haiti) in *Interpreting in vocational rehabilitation settings*. Boston, MA: NCIEC.



National Consortium of Interpreter Education Centers. (2012). Stories of immigrant experiences (Crisanta/Mexico) in *Interpreting in vocational rehabilitation settings*. Boston, MA: NCIEC.

Unit 5: Knowledge & Skills Needed as a Deaf Interpreter



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Unit 5

Purpose

This unit enables learners to identify and examine knowledge and skills to work effectively with people who are ethnically and culturally diverse within the American Deaf community. Through lectures, in-class activities, and external discussions, learners identify resources that help them work effectively with diverse cultures.

Learners also identify knowledge they currently have about working with ethnically diverse populations and how this impacts their work as Deaf interpreters. Considering the concepts covered in Units 1 through 4 on ethnic and cultural differences, bias, stereotyping, immigrants, and refugees, learners discuss how understanding this information guides their behavior as Deaf interpreters.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3)
- 3.0 Consumer Assessment Competencies (3.4)
- 4.0 Interpreting Practice Competencies (4.5)
- 5.0 Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1. Identify important cultural values and mores when working with Deaf people of diverse cultures.
2. Describe strategies to work effectively with Deaf people from ethnically diverse groups.
3. Explain interpreting strategies that may be effective with Deaf people from ethnically diverse groups, as well as immigrants and refugees.
4. Apply the Demand Control Schema to determine challenges and possible solutions that may be present when working with ethnically diverse Deaf people.



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Key Questions

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

Activity 1

Review and discuss *Introduction and Generalist Competencies* (NCIEC, 2012) and *Use of a Certified Deaf Interpreter* (RID, 1997).

Arrange learners into small groups. Have each group select which domains and competencies apply to their work with ethnically and culturally diverse Deaf people, and be prepared to explain why they focused on these. Have each small group to present their findings to the full class.

Activity 2

Prepare for this activity by reviewing the Instructional Supplement for *Life Experiences of Donnette Reins* (NMIP, 2000). Explain to learners that this activity involves viewing of the NMIP video, followed by dialogue on linguistic terminology and challenges:

1. What oppression did Donnette experience growing up as an American Indian?
2. What was her dominant culture growing up?
3. Did this culture change? If so, how?
4. What signs did she use that appeared to be different?
5. Is the usage of these signs permitted outside of American Indian Deaf culture? Why or why not?
6. How does the usage of Donnette's preferred signs or cultural-specific gestures support the interpreted interaction?
7. How would viewing this video be useful for Deaf interpreters?
8. What considerations must be kept in mind when interpreting with American Indian Deaf people?
9. How would the application of the *Demand Control Schema* support the work of Deaf interpreters with this ethnic/cultural group? (Dean & Pollard, 2013)

DID YOU KNOW?

In American Deaf culture, maintaining eye contact during conversation is polite and linguistically required. However, not making eye contact with a person of greater status (e.g., an older person, supervisor, leader) is a sign of respect in some cultures. With this knowledge, Deaf interpreters would need to develop strategies for overcoming this paralinguistic demand.



View the Native American Powwow and Asian Funeral video clips in *From the Deaf Multicultural Perspective* (NMIP, 2000). Applying the *Demand Control Schema*, engage learners in dialogue:

1. What challenges or issues (demands) must Deaf interpreters be aware of when working in a setting outside of their culture?
2. What were some cultural and linguistic errors made by the interpreters who interpreted in the two video clips?
3. How was using a sign language interpreter who knew Cuban sign language (control) helpful?
4. Explain logistical considerations (controls) for effective interpreting at cultural events?
5. Are you skilled and knowledgeable in another sign language or culture?
6. 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?
7. What resources may be helpful when working with people who are ethnically diverse?

Activity 3

Have learners view and discuss *Reflections on Cultural & Religious Diversity* by Peterkin, L.G. (NCIEC, 2014):

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

Module 2 Unit 5



Module 2

Unit 5

TRAINER NOTE

Activity 3 can be done either in-class or provided as a homework assignment. Learners can provide their responses and observations either in writing or via video.

Activity 4

Using the Case Study worksheets provided in Appendix B for this activity, discuss strategies for working with various consumers. Creativity and flexibility in the use of alternative visual communication strategies to convey complex concepts to consumers, including drawing, mime, props, etc., is encouraged.

Using a chosen case study, focus specifically on linguistic, interpersonal, and intrapersonal considerations, as follows:

1. What linguistic challenges may arise?
2. What interpersonal challenges may arise?
3. What intrapersonal challenges may arise?
4. What interpreting strategies would best work with the consumer and why?
5. What are other considerations for working with the consumer?
6. How would you explain the following to those involved in the interaction?
 - Rationale for using specific interpreting strategies
 - Analysis of how the interpreter's linguistic negotiation and the consumer's language constraints may affect interpreted information

TRAINER NOTE

Supplement with trainer-selected stimulus materials to ensure learners can demonstrate adeptness and flexibility in working across a range of registers, genres, and variations of ASL, and/or a second sign language. These may be attributable to consumer's age, gender, ethnicity and cultural background, region, socioeconomic status, physical and cognitive health, and education levels.

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>

Dean, R. & Pollard, R. (n.d.). *Introduction to demand control theory*. [Videos]. Retrieved from <http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos>

National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity* by Forestal, E. Retrieved from <https://vimeo.com/104121347> [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity* by Peterkin, L.G. [Video]. Retrieved from <https://vimeo.com/104122971>

National Consortium of Interpreter Education Centers. (2012). *Deaf interpreter institute: Introduction and generalist competencies*. [Includes video clip]. Retrieved from <http://www.diinstitute.org/di-competencies/introduction-generalist-competencies/>

National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*. [ASL with English voiceover]. El Paso, TX: El Paso Community College. Retrieved from <http://ncrtm.ed.gov/>. Instructional supplement retrieved from <http://ncrtm.ed.gov/>. *This curriculum contains resources from The National Clearinghouse of Rehabilitation Training Materials (NCRTM).*



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National Multicultural Interpreter Project (2000). *Multicultural Interpreter Issues: From the Deaf multicultural perspective with Dr. Angel Ramos, Martin Hiraga and Dr. Howard Busby*. [ASL with English voiceover. Includes *Native American Powwow* segment 6:55-8:58, and *Asian Funeral* segment 9:26-10:46]. El Paso, TX: El Paso Community College. Retrieved from <http://ncrtm.ed.gov/>. This curriculum contains resources from *The National Clearinghouse of Rehabilitation Training Materials (NCRTM)*.

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Registry of Interpreters for the Deaf (1997). *Standard practice paper: Use of a certified Deaf interpreter*. <http://rid.org/about-interpreting/standard-practice-papers/>



National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity* by Napier, C. Retrieved from <https://vimeo.com/104047057>



National Consortium of Interpreter Education Centers. (2012). *Deaf interpreter institute: Introduction and generalist competencies*. Retrieved from <http://www.diinstitute.org/di-competencies/introduction-generalist-competencies/>