Consumer Assessment–Identifying Culture, Language & Communication Styles

Module 3

Overview of Module & Related Units

Overview

This module covers the wide variety of languages and communication styles, education levels, physical characteristics, cognitive abilities, and sociolinguistic factors among consumers with whom Deaf interpreters work. Learners practice strategies for recognizing consumer characteristics that may influence Deaf interpreter practice.

Purpose

Learners identify Deaf and DeafBlind consumer language usage, cultural identity, education, physical and cognitive health, and experiential framework. Learners also identify situational dynamics. Based on these assessments, learners determine effective interpreting strategies.

Competencies

1.0 Foundational Competencies (1.1)
2.0 Language, Culture & Communication Competencies (2.2, 2.4, 2.6.1)
3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3, 3.4)
4.0 Interpreting Practice Competencies (4.2, 4.4, 4.5.1, 4.5.4)
5.0 Professional Development Competencies (5.1, 5.2. 5.3. 5.4)

Objectives

Upon completion of this module, learners will:

1. Describe cultural identities of Deaf and DeafBlind persons, including their own, and how this understanding supports Deaf interpreters' work with stakeholders.

2. Demonstrate the ability to identify and engage in the preferred communication modes of Deaf and DeafBlind consumers.
3. Analyze power dynamics within interpreted interactions and their potential influences on interpreter decisions and strategies.
4. Provide rationale for using particular strategies and interventions.

Prior Knowledge & Skills

Module 3

Module 1: Deaf Interpreters–Past, Present & Future
Module 2: Ethnic & Cultural Diversity within the Deaf Community

Approach & Sequence

The four 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: Community & Cultural Identity
Unit 2: Assessment of Consumer Language Usage
Unit 3: Effective Communication Strategies
Unit 4: Significance & Impact of Oppression

Tactile sign (includes fingerspelling), one of several methods used to communicate with DeafBlind people. Retrieved from http://aadb.org/factsheets/db_communications.html

Unit 1: Community & Cultural Identity

Purpose

This unit enables learners to develop a greater understanding of the Deaf and DeafBlind communities. Through lectures, discussion, in-class activities, and external assignments, learners become familiar with diverse characteristics within the Deaf and DeafBlind communities, including language fluency, cultural norms, and communication preferences.

Module 3

Unit 1

Competencies

3.0   Consumer Assessment Competencies (3.1, 3.2, 3.3, 3.4)

Objectives

Upon completion of this unit, learners will:

1. Explore definitions of the Deaf and DeafBlind communities.
2. Identify diverse groups within the Deaf and DeafBlind communities.
3. Describe cultural identities of Deaf and DeafBlind persons, including their own, and how this understanding supports the work of Deaf interpreters in the communities they serve.
4. Analyze and identify educational, cognitive, physiological, sociolinguistic, and cultural factors influencing communication and interpretation strategies.

Key Questions

1. How does understanding of Deaf and DeafBlind communities support Deaf interpreters in assessing the communication needs and preferences of consumers?
2. In what ways do Deaf interpreters' understanding of their cultural identity (or identities) support understanding and working with consumers?
3. In what ways are grassroots Deaf and DeafBlind consumers different from other groups within the Deaf and DeafBlind communities?
5. How do educational, cognitive, physiological, cultural, and sociolinguistic factors affect one's membership in the Deaf and DeafBlind communities?

Module 3

Unit 1

Activity 1

Discuss the definition of *community:*
1. What does the word community mean to you?
2. "Community refers to people in social interaction within a geographic area and having one or more additional common ties." (Hillery, 1955)

Review and discuss the definitions of community and Deaf community in *Inside the Deaf Community* (Kannapell, 1989).

Compare definitions of *Deaf community* expressed over time:
1. "The deaf community comprises those deaf and hard of hearing individuals who share a common language, common experiences and values and a common way of interacting with each other and with hearing people. The most basic factor determining who is a member of the deaf community seems to be `attitudinal deafness,' which occurs when a person identifies him/herself as a member of the deaf community and other members accept that person as part of the community" (Baker & Padden, 1978).
2. "A group of people who live in a particular location, share the common goals of its members, and in various ways work toward achieving these goals" and "...may also include persons who are not themselves Deaf, but who actively support the goals of the community and work with Deaf people to achieve them" (Padden, 1989).
3. Clinical/Pathological: "Takes the behaviors and values of the Hearing majority as the 'standard' or the 'norm' and then sees how Deaf people deviate from that norm." Cultural: "Focuses on the language, experiences, and values of a particular group of people who happen to be Deaf" (Cokely & Baker-Shenk, 1991).

Have learners share what the term *Deaf community* means to them individually and as a group.

Activity 2

Review and discuss definitions of *culture* and *Deaf culture:*
1. Definition of culture in *Interpreting in multilingual, multicultural contexts* (McKee & Davis, 2010):
   - Dualism—Deaf and hearing
   - Pluralism—Variety of languages, cultures, and identities

2. Definition of *Deaf culture:*
    ○ "A set of learned behaviors of a group of people who have their own language, values, rules of behaviors, and traditions" (Padden, 1989)
    ○ "A way of life for people–the way of looking at the world, their beliefs, the things they create, and the stories they tell" (Ladd, 1994)

Review definition of culture as Levels of Behavior (Mindess, 2004 & 2014).
1. Personal—Shared with no one else
2. Cultural—Shared with a certain group of people
3. Universal—Shared by all

Hand out the Levels of Behavior Worksheet in Appendix B for individual completion by learners. Discuss as a group the significance of this activity.

Activity 3

Review and discuss the following chapters in *So You Want to be an Interpreter?* (Humphrey & Alcorn, 2007), including the applications of each to Deaf interpreter practice:
1. The Importance of Communication
2. The Influence of Culture on Communication
3. Working in Multicultural Communities
4. Identity and Communication

Engage learners in dialogue, as follows:
1. How does culture influence behavior?
2. How does culture influence communication?
3. Why is it important for Deaf interpreters to know the cultural identity/ies of the Deaf and DeafBlind consumers with whom they work?
4. Why is it important for Deaf interpreters to understand their own culture to increase their interpreting competence?

Module 3

Unit 1

Module 3

Unit 1

Activity 4

Have learners share their personal experiences with Deaf or DeafBlind individuals or groups, as well as their observations of communication or language use by the following:

1. Deaf and DeafBlind U.S. citizens
2. Deaf and DeafBlind tourists/residents of other countries
3. Deaf and DeafBlind visa-based students/workers
4. Deaf and DeafBlind immigrants
5. Deaf and DeafBlind refugees
6. Deaf and DeafBlind grassroots
7. Deaf and DeafBlind with disabilities
8. Deaf and DeafBlind children of Deaf adults

Identify additional Deaf or DeafBlind individuals or groups, if any.

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 5

Review and discuss the seven bicultural identity categories defined by Holcomb in *Development of a Deaf Bicultural Identity* (NCIEC, 2012). See also Glossary definitions in Appendix D.

1. Balanced bicultural
2. Deaf-dominant bicultural
3. Hearing-dominant bicultural
4. Culturally isolated
5. Culturally separate
6. Culturally marginal
7. Culturally captive

Arrange learners into small groups to list hypothetical interpreting needs and preferences that may arise when interpreting with individuals from each category. Have each group share their ideas with the larger group.

Review and discuss the five stages of cultural awareness, as these apply to a Deaf person of hearing parents (Holcomb 2013). See also Glossary definitions in Appendix D.

1. Conformity
2. Dissonance
3. Resistance and immersion

4. Introspection
5. Awareness

Have learners share the bicultural identity stage that currently reflects their personal status. Ask if the identity they chose is different from their status in the past. If they have moved from one stage to another, what caused the change? Share perspective/s.

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

American Association of the Deaf-Blind. (2011). American Association of the Deaf-Blind: *A new beginning.* Retrieved from http://www.aadb.org/index.html

Baker, C., & Padden, C. (1978). Focusing on the nonmanual components of American Sign Language. In P. Siple (Ed.) *Understanding language through sign language research*, 27-57. New York City, NY: Academic Press.

Cokely, D. & Baker-Shenk, C. L. (1991). *American Sign Language: A teacher's resource text on grammar and culture.* Gallaudet University Press.

Hillery, G. A., Jr. (1955). Definitions of community: Areas of agreement. *Rural Sociology,* 20: 111-123.

Holcomb, T. K. (2013). *An introduction to American Deaf culture.* New York City, NY: Oxford University Press.

Holcomb, T. K. (1997). Development of Deaf bicultural identity. *American Annals of the Deaf,* 142 (2), 89-93. Retrieved from http://muse.jhu.edu/journals/aad/summary/v142/142.2.holcomb.html See also https://www.youtube.com/watch?v=RMOVHREOqqk&feature=youtu.be (NCIEC, 2012).

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting (4th ed.).* Everett, WA: H&H Publishing Co., Inc.

Kannapell, B. (1989). Inside the Deaf community. In S. Wilcox (Ed.), *American Deaf culture: An anthology.* Burtonsville, MD: Linstock Press, Inc.

Ladd, P. (1994). Deaf culture: Finding it and nurturing it. In C. Erting, R.C. Johnson, D. Smith & B. Snider (Eds.). *The Deaf way.* Washington, DC: Gallaudet University Press.

McKee, R.L. & Davis, J. (2010). *Interpreting in multilingual, multicultural contexts.* Washington, DC: Gallaudet University Press.

Mindess, A. (2014). *Reading between the signs: Intercultural communication for sign language interpreters (3rd edition).* Yarmouth, ME: Intercultural Press.

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/

- ○ The challenge of terminology. (NCIEC, 2013). [Curriculum Resource]

- ○ Identity, communication and characteristics. (NCIEC, 2013). Includes *Development of a Deaf bicultural identity* (Holcomb, 1997) and companion video (NCIEC, 2012).

- ○ Inside the Deaf community. (Kannapell, 1989).

Padden, C. (1989). The Deaf Community and the Culture of Deaf People. In S. Wilcox (Ed.), *American Deaf culture: An anthology.* Burtonsville, MD: Linstock Press, Inc.

Holcomb, T. K. (1997). Development of Deaf bicultural identity. *American Annals of the Deaf,* 142 (2), 89-93. Retrieved from http://bit.ly/1vllH7b (NCIEC, 2012).

Unit 2: Assessment of Consumer Language Usage

Purpose

This unit provides information on language and communication characteristics of individuals and groups within the Deaf and DeafBlind communities. Through lectures, in-class activities, and external assignments, learners identify a range of language and communication preferences of Deaf and DeafBlind people.

Competencies

1.0   Foundational Competencies (1.1)
2.0   Language, Culture & Communication Competencies (2.2, 2.4, 2.6)
3.0   Consumer Assessment Competencies (3.1, 3.2, 3.3)
4.0   Interpreting Practice Competencies (4.2)
5.0   Professional Development Competencies (5.3)

Objectives

Upon completion of this unit, learners will:

1   Identify a range of possible consumers of Deaf interpreter services.
2.   Identify Deaf and DeafBlind consumers' language usage (e.g., bilingual, monolingual, semi-lingual, familiarity with the language/s being used, communication system interference, international signs, culture-specific and idiosyncratic gestures or home signs, tactile or close-vision communication) to determine target language/communication form.
3.   Recognize the ways in which educational, cognitive, physiological, and sociolinguistic factors and communication needs may influence interpretation strategies and communication interventions.

Key Questions

1.   Who are possible consumers of Deaf interpreter services?
2.   How would Deaf consumers' life experiences, educational backgrounds, and physical and mental wellness factor into decisions about interpreting strategies and communication interventions?

3. How do we label and describe the various language and communication forms used by Deaf and DeafBlind consumers of Deaf interpreter services?

Module 3

Unit 2

Activity 1

Review or view Possible Consumers in *Teaching Modules for the Classroom: Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013). Identify consumers with whom Deaf interpreters may work. Guide learners in discussing each consumer type and tie each to learners' experiences, skill level, and comfort level in communicating with each. Give examples.

1. Semi-lingual—This is one of several terms that describe the language profile of Deaf people who possess a small vocabulary and produce incorrect grammar, and whose language production is not automatic. Semi-lingual Deaf persons may sometimes [engage in] "survival communication," meaning their limited communication enables them to get what they need, but not much more. It is very important to refer to the Deaf person's linguistic status or communication abilities humanely and with respect and not by assigning denigrating labels (Boudreault, 2005). Deaf interpreters currently work most frequently, though not exclusively, with this consumer population. Other labels sometimes used to describe these consumers include minimal language skills (MLS), highly visual, monolingual, low functioning, limited English proficiency (LEP). Though these terms are used in various contexts, the preferred and more appropriate terms are a-lingual or semi-lingual (NCIEC, 2010).

TRAINER NOTE *An additional resource is Individuals Who Are LFD Report (Dew, 1999), in Teaching Modules for the Classroom– Interpreting in Vocational Rehabilitation (NCIEC, 2013).*

2. Foreign-born—This term to some Deaf people who have immigrated to the U.S. from foreign countries. They may or may not be fluent in their country's signed language, and may be at various stages in the process of acquiring ASL.
3. International Sign—Formerly called Gestuno, this term involves a system of signs created by a committee of the World Federation of the Deaf (WFD) in 1973. This system draws on the most easily understood signs from a diverse variety of signed languages (NCIEC, 2010). International Sign is now the preferred term used to

describe this created, non-natural signed communication system (Boudreault, 2005). Some Deaf consumers of interpreting services may be international travelers who are fluent and native users of signed languages other than ASL, but may also have an understanding of, and the ability to use, International Sign.

4. DeafBlind—This term refers to individuals with a wide spectrum of hearing and vision abilities who require certain accommodations for communication (e.g., spatial positioning–close or far; tactile sign or fingerspelling, tracking).

5. Deaf Plus—This term refers to Deaf individuals who have one or more disabilities (e.g., cognitive, motor) that may impact their language expression or comprehension. Working with Deaf Plus consumers may necessitate the inclusion of Deaf interpreters on the interpreting team.

6. Minors—This includes any Deaf person under the age of 18. Depending on their language environments, education levels/backgrounds, and ages, minors may have varying levels of language competency.

7. Deaf persons who would not typically require the services of a Deaf/hearing interpreter team, but for a particular event or setting a Deaf/hearing interpreter team would be the best provision of services. Examples involve Deaf persons who are under the influence (e.g., anesthesia, alcohol, drugs) or who have experienced a traumatic or stressful event (e.g., physical or sexual assault, the loss of a loved one).

Activity 2

View and discuss the following Consumer Assessment videos in *Deaf Interpreter Institute: Critical Issues Forum* (NCIEC, 2012):

○ Deaf Interpreter and Sign Language Assessment (Boudreault, 2006)

○ Deaf Consumer Language Development (Moyers, 2006)

○ Decision-making Criteria (Napier, C., 2006)

Have learners either view trainer-selected videos or attend a community event, or interview consumers, as described below:

1. Select two or three of videos from the *Teaching Modules for the Classroom–Interpreting in Vocational Rehabilitation: Faces of Deaf Consumers* (NCIEC, 2013). Complete the Community Event Worksheet in Appendix B.

Module 3
Unit 2

2. Attend a community event to observe Deaf and/or Deafblind participants' language use and cultural behaviors. Complete the Community Event Worksheet in Appendix B.
3. Select three Deaf or DeafBlind people to engage in casual and brief conversation. Afterward, complete the Deaf Interviewees Worksheet in Appendix B.

Wrap up the above by encouraging learners to share their findings with the full class using completed worksheets as a reference.

Activity 3

Arrange learners into small groups. Each group should develop an interpreting scenario involving an individual from each of the consumer groups listed in Activity 1. Each scenario should include a role for a Deaf or DeafBlind consumer, a Deaf interpreter, a hearing interpreter, and a hearing consumer.

Have learners describe the setting, consumers, language, environment, and interpreters for their scenario. Ensure they have the needed information to role-play their assigned scenario.

Select one or two scenarios representing each of the possible consumer groups to role-play in the classroom. Guide learners as follows:

1. Describe the communication challenges encountered by the interpreter and how they were approached;
2. Identify how the Deaf or DeafBlind consumer's age, education, cognitive or physical health, and background contributed to the need for particular interpretation strategies and communication interventions; and
3. Identify the interpreter's efforts to communicate in a manner consistent with the Deaf or DeafBlind consumer's experiential and linguistic framework. What did the interpreter do and why?

Activity 4

Discuss each of the following English-based communication systems. Have learners share their experiences, skill level, and comfort with each. Encourage exploration of each for ongoing professional development.

- Rochester Method (fingerspelling)
- Signing Exact English/Seeing Essential English
- Signed English
- Contact signing
- Cued speech

Activity 5

Have learners research International Sign (EUD, 2011 & Mench, 2010) and discuss the distinction between International Sign and the signed languages of other countries (WFD, n.d.).

Define and identify the applications of International Sign, with provision of visual examples. Discuss individual experiences, skill level, and comfort with International Sign. Encourage learners to research International Sign as ongoing professional development.

Activity 6

Discuss the definition of *gesture.* Review and engage learners in dialogue on visual gestural communication concepts (Crouch, 2009).

Differentiate between the various forms of gestural communication:
- ○ Idiosyncratic non-standard signs (e.g., home signs)
- ○ International culture-specific gestures
- ○ Regional and local variations

View and discuss Language Foundations: Gestures (Morales, 2006) in *Deaf Interpreter Institute: Critical Issues Forum* (NCIEC, 2012).

Group learners into pairs. Using trainer-developed questions, have learners practice using gestures based on given scenarios (e.g., "where is my blue bike?"). Have learners discuss their experiences, skill level, and comfort with gestural communication. Encourage learners to explore gesture as ongoing professional development.

Activity 7

Have learners view and read the resources listed below in *Teaching Modules for the Classroom–Deaf Blind Interpreting* (NCIEC, 2013), followed by group dialogue:
- ○ Overview of the DeafBlind Community
- ○ Modifications to Your Interpreting
- ○ DeafBlind Modifications to Environment
- ○ DeafBlind Additional Responsibilities

Have learners review and discuss *Spotlight on the Deaf-Blind Community* and *How Do Deaf-Blind People Communicate?* (AADB, 2011).

Module 3
Unit 2

Module 3

Unit 2

Review and discuss the forms of communication that may be used by DeafBlind people, below. See also Glossary definitions in Appendix D.

- ○ Tactile sign
- ○ Tactile fingerspelling
- ○ Tracking
- ○ Adapted signs
- ○ Tadoma method
- ○ Palm on print

Explain the spatial needs of DeafBlind consumers (e.g., restricted/small space) and the fairly recent emergence of Pro-Tactile as a form of communication used by DeafBlind consumers.

Review and discuss *Interpreting for Individuals Who Are DeafBlind (RID, 2006) and Implications of Vision Loss on the Interpreting Process* (Foxman & Lampiris, 1999). Discuss the application of the above forms of communication to Deaf interpreter practice.

Select videos from the *Interpreting in Vocational Rehabilitation Settings* (NCIEC, 2012) for learners to view and discuss. Identify the various methods of communication. Encourage learners to discuss their individual experiences, skill level, and comfort with each method.

Encourage learners to explore the communication needs of DeafBlind consumers as ongoing professional development.

DID YOU KNOW? *DeafBlind people value touch for purposes of communication, in the same way that hearing people value the auditory and Deaf people value the visual.*

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

American Association of the Deaf-Blind. (2011). *How do Deaf-Blind people communicate?* Retrieved from http://www.aadb.org/factsheets/db_communications.html

American Association of the Deaf-Blind. (2011). *Spotlight on the Deaf-Blind community.* Retrieved from http://aadb.org/deaf-blind_community/spotlight.html

Boudreault, P. (2005). Deaf interpreters. In T. Janzen (Ed.) *Topics in signed language interpreting: Theory and practice* (pp. 323-355). Philadelphia, PA: John Benjamins Publishing.

Crouch, C. (2009). *What I've learned at Gallaudet: Mime and gesture vs. sign.* [Video]. Retrieved from http://gallaudetblog.wordpress.com/2009/07/08/what-ive-learned-at-gallaudet-mime-and-gesture-vs-sign/

European Union of the Deaf. (2011). *International sign disclaimer.* Changed to *International Sign Guidlines (2012).* Retrieved from http://www.eud.eu/about-us/eud-position-paper/international-sign-guidelines/

Foxman, L. & Lampiris, A. (1999). Implications of vision loss on the interpreting process 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. 63-77). Silver Spring, MD: RID Publications.

Mesch, J. (2010). *Perspectives on the concept and definition of International Sign.* Publication prepared for the World Federation of the Deaf. Retrieved from http://www.wfdeaf.org/wp-content/uploads/2012/03/Perspectives-on-the-Concept-and-Definition-of-IS_Mesch-FINAL.pdf

Mindess, A. (2004). *Reading between the signs workbook: A cultural guide for sign language students and interpreters.* Boston, MA: Intercultural Press.

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Deaf Blind interpreting.* [Requires account login]. Retrieved from http://interpretereducation.org/online/

- ○ Overview of the DeafBlind community. [Video]. Also retrieved from http://vimeo.com/30374196

- ○ Modifications to the environment. [PDF].

- ○ Additional responsibilities. [PDF].

Module 3
Unit 2

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Deaf interpreter/hearing interpreter teams.* [Includes video resources; requires account login]. Retrieved from http://interpretereducation.org/online/course/index.php?categoryid=4

- ○ Units 3.1 & 3.2 on Possible Consumers. [Video with slides]. Also retrieved from https://echo360.gallaudet.edu:8443/ess/portal/section/206d9d3d-585d-4b69-80ee-68d1362bf2c8

Module 3
Unit 2

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Interpreting in vocational rehabilitation: Faces of Deaf consumers.* [Includes video resources; requires account login]. Retrieved from http://interpretereducation.org/online/

- ○ Discussing the case of Elizabeth Smart (with Marsh, T.). [Video]. Also retrieved from http://youtu.be/5KGvPVInvSo

- ○ Individuals who are LFD report. (Dew, 1999)

- ○ Remembering the events of 9/11 (with Sifuentes, A.). [Video]. Also retrieved from https://youtu.be/-Y6TN6jit0Y

- ○ Remembrances of 9/11 from Diana. [Video]. Also retrieved from https://youtu.be/lN-9K4L9JaI

- ○ Stories of growing up with Charlotte. [Video]. Also retrieved from https://youtu.be/br64ONx5Ckk

- ○ National Consortium of Interpreter Education Centers. (2012). *Deaf Interpreter Institute: Critical issues forum 2006.* [Includes video clips]. Retrieved from http://www.diinstitute.org/learning-center/critical-issues-forum-2006/

- ○ *Consumer assessment: Deaf interpreters and sign language assessment* [Video]. (Boudreault, 2006).

- ○ *Consumer assessment: Overview of Deaf consumer language development.* [Video]. (Moyers, 2006).

- ○ Consumer assessment: Decision-making criteria. [Video]. (Napier, C., 2006).

- ○ Language assessment: Gestures. [Video]. (Morales, 2006).

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

National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter.* Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

Registry of Interpreters for the Deaf. (2007). *Standard practice paper: Interpreting for Individuals Who Are DeafBlind.* Retrieved from http://rid.org/about-interpreting/standard-practice-papers/

World Federation of the Deaf. (n.d.). *Sign language.* Retrieved from http://wfdeaf.org/our-work/focus-areas/sign-language

Module 3
Unit 2

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Interpreting in vocational rehabilitation: Faces of Deaf consumers.* [Includes video resources; requires account login]. Retrieved from http://interpretereducation.org/online/ – *Remembering the events of 9/11 with Sifuentes, A.* Retrieved from https://www.youtube.com/watch?v=-Y6TN6jit0Y&feature=youtu.be

Module 3

Unit 2

National Consortium of Interpreter Education Centers. (2012). *Deaf Interpreter Institute: Critical issues forum 2006.* Retrieved from http://www.diinstitute.org/learning-center/critical-issues-forum-2006/ Seated (L-R): Peterson, D., Malcolm, T., Lazorisak, C., and Morales, M.; standing (L-R): Boudreault, P., Solow, S.N., Forestal, E., Cole, J., Napier, C., Storme, S., DeLap, J., and Moyers, P.

Unit 3: Effective Communication Strategies

Purpose

This unit considers consumer assessment in the context of the communication demands and protocols of particular situations. Through discussion, in-class activities, and external assignments, learners identify and practice a range of interpreting strategies and interventions.

Competencies

   1.0   Foundational Competencies
   3.0   Consumer Assessment Competencies (3.2, 3.3, 3.4)
   4.0   Interpreting Practice Competencies (4.5, 4.7)
   5.0   Professional Development Competencies (5.1, 5.2, 5.3)

Objectives

Upon completion of this unit, learners will:

1. Identify Deaf and DeafBlind consumers' potential gaps (e.g., informational, experiential, educational, visual, protocol-related, cognitive, cultural frame of reference) relative to the demands of particular interactions or settings.
2. Discuss how to determine target language/communication strategies that are consistent with the experiential and linguistic framework of Deaf consumers, and appropriate to the situational protocol.
3. Demonstrate a variety of alternative visual communication strategies to convey complex concepts to Deaf or DeafBlind consumers, including drawing, mime, props, etc.

Key Questions

1. 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?
2. How can Deaf interpreters adjust interpretation strategies and communication interventions to the experiential and linguistic framework of Deaf and DeafBlind consumers in specific situations?
3. What specific strategies are available to Deaf interpreters?

Module 3
Unit 3

Activity 1

As preparation for this unit, have learners view *Using Functional Communication Assessment to Develop Meaningful Interventions with Individuals who are Deaf and Lower Functioning* (Long, 2010). Review accompanying resources available for download, then discuss the following:

1. Why does Long emphasize situational assessment?
2. Which aspects of the communication assessment paradigm are useful, or not useful, in understanding how Deaf interpreters can assess the communication needs and preferences of Deaf and DeafBlind individuals ?
3. How should Deaf interpreters prepare for interpreting assignments? What do they need to know before walking in the door?
4. What should Deaf interpreters specifically know when they arrive at interpreting assignments?

Activity 2

Arrange learners into small groups. Have each group develop a case study that incorporates communication strategies Deaf interpreters must consider: Case study descriptions must:

1. Paint a detailed picture of the Deaf or DeafBlind participant, including such factors as age; gender; her/his place in Holcomb's bicultural identity categories; school experiences and achievement; literacy; family background, culture, and languages used at home. Consider employment experiences; general well-being; and physical, motor, cognitive, or other disabilities affecting communication. Include expressive and receptive communication (e.g., ASL, English-based sign, tactile sign, fingerspelling, gestures, pantomime, drawing, pictures, props, and written communication).
2. Provide a detailed explanation of the situation in which the communication takes place (Where? What is the purpose of the interaction? Who are the people involved? What are their goals? Any situation-specific protocols? What are the Deaf/DeafBlind participant's requirements or demands?)
3. Describe any gaps or discrepancies between what the Deaf or DeafBlind participant is required to do and her/his linguistic or experiential framework and current abilities.

Have one member of each small group film a video description of their case study, explaining it as fully as possible.

Activity 3

Introduce the *Demand Control Schema* (Dean & Pollard, 2013). Have learners review and discuss videos describing this concept, either as an in-class or homework assignment (Dean & Pollard, n.d.).

Guide learners in viewing each scenario developed in Activity 2, as a group, to identify the environmental, interpersonal, paralinguistic, and intrapersonal (EIPI) demands and offer possible controls and strategies that best facilitate communication.

Activity 4

Using one of the scenarios created in Activity 2, describe and give examples of elicitation strategies designed to draw out information and seek clarification of messages conveyed by Deaf and DeafBlind consumers. Discuss the rationale for using the strategies below:

1. Prompting
2. Probing
3. Questioning
4. Referencing
5. Paraphrasing
6. Verifying the intended message

How can these strategies serve as controls?

How would each strategy apply to the scenarios discussed above?

Activity 5

View *Reflections on Cultural & Religious Diversity by Beldon, J.* (NCIEC, 2014). Engage learners in dialogue:

1. What alternate visual communication strategy/ies did Beldon use?
2. Were they effective?
3. Why and how did he decide to use a different strategy?

Have learners describe and give examples of other alternate visual communication strategies to convey complex concepts to Deaf and DeafBlind consumers, including drawing, mime, props, etc.

How would each strategy apply to the scenarios discussed in Activity 2? What demands are present? What controls would work best?

Activity 6

Using one of the scenarios developed in Activity 2, engage learners in dialogue on adaptations to syntactic form in the interpretation process (e.g., temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, and adjusting register).

Activity 7

Again, using one of the scenarios created in Activity 2, have learners role-play and experiment with a variety of communication strategies, based on the personal and situational factors associated with each scenario. Guide learners in using the *Demand Control Schema* to develop and apply strategies.

Activity 8

Engage learners in dialogue on Deaf and DeafBlind consumer assessment processes discussed thus far. Review the various rationales for using particular interpreting strategies in given situations.

What controls do Deaf interpreters need to create successful interaction? Specifically, discuss:

1. How can Deaf interpreters best assess whether consumers understand the message/s being conveyed?
2. What are possible cues (obvious and indirect/subtle) that can help Deaf interpreters better assess the communication needs of consumers?
3. Why are creativity and flexibility so important?

Activity 9

Discuss the following questions:

1. In what ways do Deaf interpreters refine their acuity in perceiving language needs and modalities in the people for whom they interpret?
2. 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?

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

Long, G. (2010). *Using functional communication assessment to develop meaningful interventions with individuals who are Deaf and lower functioning.* [Two-part webcast; resources available for download]. Retrieved from http://www.pepnet.org/resources/using-functional-communicationwc

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

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Module 3
Unit 3

National Consortium of Interpreter Education Centers.
(2014). *Experiences with oppression: IEP session by Tester, C.*
Retrieved from https://vimeo.com/104093027

National Consortium of Interpreter Education Centers.
(2014). *Experiences with oppression: IEP session by Clark S.*
Retrieved from https://vimeo.com/104093026

Unit 4: Significance & Impact of Oppression

Purpose

The purpose of this unit is to understand the significance of oppression in the Deaf and DeafBlind communities. Learners examine how past experiences of oppression influence behaviors of Deaf and DeafBlind consumers. Learners increase awareness of potentially oppressive behaviors or situations (their own or others) and how these can influence interpreting decisions or strategies when working with Deaf and DeafBlind consumers.

Competencies

   1.0   Foundational Competencies (1.4)
   3.0   Consumer Assessment Competencies (3.4)

Objectives

Upon completion of this unit, learners will:
1. Explain levels and forms of oppression experienced by the Deaf and DeafBlind communities, past and present.
2. Describe audism as a form of oppression.
3. Identify specific characteristics of oppression.

Key Questions

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

Activity 1

View and discuss *Audism Unveiled* (Bahan, Bauman & Montenegro, 2008) and the effects of audism on Deaf and DeafBlind individuals. Engage learners in dialogue on each of the concepts below:

1. Deaf and DeafBlind people as stigmatized groups
2. Devaluation of signed languages
3. Deficit thinking toward Deaf and DeafBlind people
4. Hearing-centric education
5. Medicalization of Deaf people and emphasis on auditory status
6. Importance of speech and lip-reading
7. Deaf people as disabled individuals

Module 3
Unit 4

DID YOU KNOW? *Stigmas have the potential to rob those stigmatized of their individuality and debilitate their attempts to break out of stereotypical roles. For further reading, see Test Yourself for Hidden Bias (Teaching Tolerance, n.d.)*

Engage learners in dialogue on the concepts below, within the Deaf-World context:

1. Deaf identity
2. Deaf community and culture
3. American Sign Language
4. Deaf education

Activity 2

Read and discuss the concept of oppression in *Characteristics of Oppressed and Oppressor Peoples: Their Effect on the Interpreting Context* (Baker-Shenk, 1986), and view *Interpreting in Vocational Rehabilitation: Faces of Deaf Consumers* (NCIEC, 2013).

TRAINER NOTE *An additional resource is The Deaf World in the Developing Countries (ASLized, 2013). This can be used for an in-class or homework activity.*

Discuss the subject of oppression and encourage the sharing of personal experiences. Guide learners in dialogue:

1. Why does oppression occur within the community?
2. What happens when people feel oppressed?
3. What are the forms of oppression?
4. What are the characteristics of oppressed people?
5. Generally speaking, how does the above impact Deaf interpreter practice?

Activity 3

Discuss the impact of oppression on Deaf and DeafBlind people, based on *Characteristics of Oppressed and Oppressor Peoples: Their Effect on the Interpreting Context* (Baker-Shenk, 1986):

1. Ambivalence (existential duality)
2. Self-deprecation
3. Distrust of self and others
4. Horizontal violence
5. Passivity, adaptation, fatalism (pervasive, magical belief in the power and invulnerability of the oppressor)
6. Emotional dependence on the oppressor
7. Fear of freedom (losing dependence) and backlash (increased repression)

Continuing the above discussion, review the characteristics of oppressors and the impact on Deaf and DeafBlind persons (Baker-Shenk, 1986):

1. Their way is the only or the best way
2. Pejorative view of the oppressed
3. Automatic assumption that the oppressed want to be like them
4. Take charge attitude
5. Paternalism
6. Possessive consciousness
7. Desire for approval and gratitude
8. Fearful and angry reaction to oppressed attempts to become free

Discuss the concepts below:

1. Based on the above, in what ways is oppression of Deaf and DeafBlind people analogous to ethnic and cultural groups discussed in Module 2?
2. Why is it important for Deaf interpreters to analyze themselves and understand oppression of Deaf and DeafBlind people?
3. Explain how the Deaf or DeafBlind consumer's position within the power dynamic could influence decisions or strategies as a Deaf interpreter?

Assessment

Formative evaluation:

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

Module 3

Unit 4

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

Resources

ASLized. (May 14, 2013). T*he Deaf world in the developing countries.* [Video]. Retrieved from http://aslized.org/developingcountries/

Bahan, B., Bauman, H-D, & Montenegro, F. (2008). *Audism unveiled.* [DVD]. San Diego, CA: DawnSignPress.

Baker-Shenk, C. (1986). Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. In M. McIntire (Ed.), I*nterpreting: 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.

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/

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

ASLized. (May 14, 2013). *The Deaf world in the developing countries.* Retrieved from http://aslized.org/developingcountries/