

Deaf/Hearing & Deaf/Deaf Interpreter Teams



Overview of Module & Related Units

Module 6

Overview

This module covers the rationale, theories, and practices of Deaf/Hearing and Deaf/Deaf interpreter teams. Learners engage in dialogue on justification for teaming and the critical roles and contributions of team members in achieving full communication access. Learners also explore and practice effective teaming strategies.

Purpose

Teamwork involves advance preparation and collaboration to manage and adapt to the needs of interpreted interactions, to gain closure post-assignment, and to apply new understandings to future interactions. Learners gain a greater understanding of the importance of Deaf interpreters' successful teamwork with interpreter colleagues, both Deaf and hearing.

TRAINER NOTE

This module uses DI/HI, HI/HI, and DI/DI teams to represent Deaf interpreter/hearing interpreter teams, hearing interpreter teams, and Deaf interpreter teams.

Competencies

- 1.0 Foundational Competencies (1.4)
- 2.0 Language, Culture & Communication Competencies (2.3, 2.4, 2.6)
- 3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this module, learners will:

1. Articulate three or more strategies for effective team building.



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2. Effectively explain the roles, functions, and processes of the interpreting team.
3. Explain the purpose and key components of effective pre-, *in situ*, and post-conference meetings.
4. Demonstrate effective team processes for verifying meaning, gathering clarifying information, managing information flow within the team, and ensuring an agreed upon team monitoring process for complete and accurate interpretation.
5. Give at least two examples of how power dynamics may affect interpreting teams, and suggest possible solutions.
6. Describe the politics of working with Deaf interpreters from the perspectives of Deaf interpreters, hearing interpreters, employers, and Deaf and DeafBlind consumers. Propose at least two ideas as to how Deaf interpreters can constructively contribute to this conversation.
7. Understand the importance of planning for smooth transitions during Deaf interpreting team efforts.

Prior Knowledge & Skills

Module 1: Deaf Interpreters–Past, Present & Future

Module 2: Ethnic & Cultural Diversity within the Deaf Community

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

Module 4: Ethical Considerations & Challenges for Deaf Interpreters

Module 5: Interpreting Theory & Practice for Deaf Interpreters

Approach & Sequence

The six 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: Team Development

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

Unit 3: Preparation–Pre- & Post-Conferencing

Unit 4: DI/Hi Team Practices

Unit 5: DI/DI Team Practices

Unit 6: Power & Politics in Deaf Interpreter Teams

Unit 1: Team Development



Purpose

This unit enables learners to explore how concepts and approaches to team building apply to creating effective Deaf/hearing interpreter teams.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.6)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Describe team development theories and their application to team interpreting.
2. Identify basic team development requirements and challenges.
3. Explain how theories and models of team development apply to effective team interpreting.

Key Questions

1. What specific techniques and strategies foster team building?
2. What factors affect the dynamics of team development in a given setting?

Activity 1

Define the word *team* based on *Effective Teambuilding* (Adair, 2011) and *Improving Work Groups* (Francis & Young, 1992). Have learners discuss what constitutes a team and the various types of teams.

Working first in pairs, and then as a class, have learners share personal experiences of working within teams:

1. What was the purpose of the team? Were there shared goals?
2. Who decided how the team would function?
3. What were the successes?
4. What were the obstacles?
5. Identify common threads in these stories.

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TRAINER NOTE

Arrange for experienced Deaf interpreters to share their team-related experiences and perspectives and engage learners in dialogue on effective team building.

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Activity 2

As preparation for this activity, have learners review and discuss *The Team Building Tool Kit: Tips, Tactics, and Rules for Effective Workplace Teams* (Mackin, 2007).

Next, have learners do online research on general characteristics of effective teams, and complete the tasks below:

1. List definitions for the word team.
2. List the top five characteristics of effective teams.
3. Describe basic team development stages.
4. List three benefits and drawbacks (each) of working as a team.
5. List three behaviors that support or hinder team effectiveness.

Working in small groups, have learners compare their findings in each of these areas. Based on their shared research findings, have each group agree on the following:

1. Definition of the word *team*
2. Top five characteristics of effective teams
3. Basic team development stages
4. Three benefits and drawbacks (each) of working as a team
5. Three behaviors that support or hinder team effectiveness

Engage each small group in dialogue on how they did with this exercise. Did their group meet their criteria for an effective team? Have each group explain to the full class.

As a class, have learners compare the results of their work and discuss how general team concepts may be similar or different in HI/HI, DI/HI, and DI/DI teams.

Activity 3

Have learners review and discuss Team Interpreting: Defining What We Do in *Team Interpreting as Collaboration and Interdependence* (Hoza, 2010), as follows:

1. How should DI/HI and DI/DI teams be defined?
2. How can DI/HI and DI/DI teams adopt the qualities and assets of collaboration and interdependence?

Activity 4

As preparation for this activity, have learners review *Standard Practice Paper: Team Interpreting* (RID, 2007) and *Standard Practice Paper: Use of a Certified Deaf Interpreter* (RID, 1997).

Explain that in 1997, RID released *Standard Practice Paper: Use of a Certified Deaf Interpreter*. In 2007, they released *Standard Practice Paper: Team Interpreting*. The latter focuses on hearing interpreter team processes. Engage learners in dialogue on ways to update both documents to reflect and support Deaf interpreter practice.

TRAINER NOTE

Provide background on both documents and assign the above as homework. Have learners share their findings and engage in dialogue with the full class.



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Unit 1

Have learners view and discuss *Perspectives on the 1997 RID CDI Standard Practice Paper: Introduction and Panel Discussion* (NCIEC, 2014), as follows:

1. What are the most immediate improvements needed to the Standard Practice Paper (SPP) on use of a certified Deaf interpreter?
2. How should RID address these?
3. Should the NAD also be involved in this process? If yes, how?
4. How can Deaf interpreters contribute to this process?

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

Adair, J. (2011). *Effective teambuilding: How to make a winning team* (Rev. Ed.). London, England: Pan Macmillan.

Francis, D. & Young, D. (1992). *Improving Work Groups, A Practical Manual for Team Building* (Rev. ed.). Hoboken, NJ: John Wiley & Sons.





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Hoza, J. (2010). *Team Interpreting as Collaboration and Interdependence*. Alexandria, VA: RID Press. Also retrieved from http://www.diinstitute.org/wp-content/uploads/2014/08/RIDPressTeamInterpretingChap1_HOZA2.pdf

Mackin, D. (2007). *The team building tool kit: tips, tactics, and rules for effective workplace teams (Rev. ed.)*. New York City, NY: AMACOM.

National Consortium of Interpreter Education Centers. (2014). *Perspectives on the 1997 RID CDI standard practice paper: Introduction and panel discussion*. [Videos]. Retrieved from <https://vimeo.com/104121344> and <https://vimeo.com/104121341>

Registry of Interpreters for the Deaf (2007). *Standard practice paper: Team interpreting*. Retrieved from <http://rid.org/about-interpreting/standard-practice-papers/>

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



National Consortium of Interpreter Education Centers. (2014). *Perspectives on the 1997 RID CDI standard practice paper: Introduction and panel discussion*. Retrieved from <https://vimeo.com/104121344> and <https://vimeo.com/104121341>

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



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Unit 2

Purpose

This unit enables learners to begin understanding the complex dynamics of working as a team with a hearing interpreter. Through observation, discussion, and direct experience, learners explore collaborative processes in achieving accurate and meaningful interpretation.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.6)
- 4.0 Interpreting Practice Competencies (4.5, 4.6, 4.7, 4.8, 4.9)

Objectives

Upon completion of this unit, learners will:

1. List five requisite skills for effective DI/HI teaming.
2. Describe how hearing interpreters adjust their interpretations when working with Deaf interpreters.
3. Begin to identify their strengths, preferences, and areas for improvement when working as part of DI/HI teams.
4. Explain the difference between interpreting and shadowing.

Key Questions

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

Activity 1

Engage learners in dialogue on the types of settings where DI/HI teams work, where they may be helpful, and where they are a necessity in consideration of consumer needs.



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Unit 2

Discuss requisite skills for effective teaming by Deaf and hearing interpreters:

1. Aptitude for independent and interdependent collaboration
2. Ability to make connections and build synergy within team/s
3. Language and cultural mediation skills
4. Stamina
5. Mental agility
6. Tolerance for ambiguity
7. Tolerance for diverse situations
8. Maturity
9. Personality traits that indicate successful work with a broad range of people

TRAINER NOTE

Learners can engage in analysis of their skills and traits through various means. Feedback from trusted peers and colleagues is one such method. Talking with mentors, teachers, and advisors are also helpful. Personality assessments are available online. Guide learners into awareness of skills and traits that contribute to or detract from their effectiveness within DI/HI teams.

Activity 2

Have learners view and discuss *Learning Community Series–Deaf/Hearing Interpreting Team Training* (GURIEC, 2012), as follows:

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

Activity 3

Engage learners in discussion of Deaf interpreters as feed interpreters (e.g., conferences, platform, large group sessions).

Emphasize the importance of Deaf interpreters in this role. Arrange learners into small groups.

In each group, one person assumes the role of the feed, the second is the interpreter, the third is the consumer, and the fourth is the observer (plural if there are more than four people in each small group). The consumer sits facing the interpreter, and the feed stands behind the consumer. The observer watches carefully and takes notes on the team process. The feed describes a procedure in ASL (e.g., how to cook chili

or how to fix a broken chair). The interpreter provides simultaneous interpretation by paraphrasing (not mirroring) the feed's text.

In small groups, have learners discuss:

1. Check the accuracy of the interpretation. Have the consumer compare their understanding of the interpretation with what the feed interpreter signed.
2. Did the feed adapt her/his signing to accommodate the interpreter's needs? How was this done and what did the observer/s see?
3. Did the interpreter provide an interpretation or a mirror rendition (or some of each)? What did the observer/s see?
4. If mirroring occurred, what may have caused this to happen?
5. What would the feed and the interpreter do differently next time?

After the above dialogue, switch roles so that each learner has a chance to perform in each role. Determine whether the feed and interpreter are to do preparation before beginning to work.

Returning to the full group, obtain learners' reactions to the activity. What did they come away with regarding the team process? What worked well? If any of the interpreter/feed teams decided to prepare, what specifically did they do? Were they effective in collaborating on their work efforts?

Activity 4

Have learners view and discuss *Learning Community Series–Deaf/Hearing Interpreting Team Series: Deaf/Hearing Interpreting Team Expert Panelists* (GURIEC, 2012), as follows:

1. Identify potential supports and barriers to effective teaming.
2. Describe strategies for effective pre-conferencing as a team.
3. Discuss team approaches to interpreting vs. mirroring. How did the panelists use mirroring as an opportunity to analyze their work?
4. What about corrections? How open are you to feedback on your work? From another Deaf interpreter? From a hearing interpreter?
5. There was considerable dialogue about trust. Give some examples from the panel on how to create a safe environment and build trust between members of DI/HI teams.



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TRAINER NOTE

Engage learners in dialogue on best approaches to providing and receiving feedback. An additional resource is *Feedback: A Conversation About “The Work” Between Learners and Colleagues* (Witter-Merithew, 2001).

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Activity 5

Have learners discuss and design a poster on how they envision a DI/HI team working together. Arrange them into small groups. Provide poster paper and markers to each group. On completion of group efforts, have one person from each group share their collaborative process with the full class, leading up to the design (and explanation) of their respective posters. As a class, and based on group posters, engage learners in dialogue on key strategies for successful DI/HI team efforts.

Activity 6

Have each learner arrange and conduct an interview with a DI/HI team or select one video from either the *Medical Appointment Series* or the *IEP Appointment Series* (NCIEC, 2014) and glean information about team processes. Each learner is to prepare a video or written summary to share with the class. The video or written summary must include what they learned and their assessment of team processes and techniques, aptitudes, and skills required for effective teamwork.

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

Gallaudet University Regional Interpreter Education Center. (2012). *Learning community series: Deaf/hearing interpreting expert team training*. [Video]. Retrieved from <https://www.youtube.com/watch?v=aGRMTbcsdkw>

Gallaudet University Regional Interpreter Education Center. (2012). *Learning community series: Deaf/hearing interpreting team expert panel*. [Video]. Retrieved from <https://www.youtube.com/watch?v=smpz5Ene114>

Gallaudet University Regional Interpreter Education Center. (2012). *Learning community series: Deaf/hearing interpreting expert team training*. [Video]. Retrieved from <https://www.youtube.com/watch?v=aGRMTbcsdkw> [Curriculum Resource]

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H> [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2014). *Individualized education program (IEP) meeting series*. [Videos]. Boston, MA: NCIEC.

National Consortium of Interpreter Education Centers. (2014). *Job Training: Dishwasher operation*. [Videos]. Boston, MA: NCIEC. [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2014). *Medical appointment series*. [Videos]. Boston, MA: NCIEC.

Witter-Merrithew, A. (2001). *Feedback: A conversation about “the work” between learners and colleagues*. Student handout. Denver, CO: University of North Colorado Distance Opportunities for Interpreter Training Center (UNC-DO IT). Retrieved from http://www.unco.edu/doit/resources/Publication_PDFs/FeedbackAConversationAboutTheWork.pdf



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National Consortium of Interpreter Education Centers. (2014). *Perspectives on the 1997 RID CDI standard practice paper: Introduction and panel discussion*. Retrieved from <https://vimeo.com/104121344> and <https://vimeo.com/104121341>



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National Consortium of Interpreter Education Centers. (2014). First day: Pre-conference with interpreting team in *Individualized education program (IEP) meeting series*. [Videos]. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104182641>



National Consortium of Interpreter Education Centers. (2014). Medical appointment 2: Pre-conference with interpreting team in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104177983>



Unit 3: Preparation– Pre- & Post-Conferencing



Purpose

This unit enables learners to observe and practice the art of building collaboration for DI/HI team efforts through pre- and post-conference meetings.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3, 2.4, 2.6)
- 4.0 Interpreting Practice Competencies (4.9)

Objectives

Upon completion of this unit, learners will:

1. Explain at least three key elements of pre- and post-conference sessions by DI/HI teams.
2. List at least three points of consensus DI/HI teams should reach before the start of interpreting assignments.
3. Demonstrate the ability to carry on pre- and post-conferences with team interpreters.
4. Identify the purpose of *in situ* conferences with consumers and give examples of the types of shareable information.
5. Give three reasons why DI/HI post-conference sessions are important for future interpreter practice.

Key Questions

1. How does pre-conferencing set the stage for interpreting assignments?
2. What information-sharing should occur in pre-conferences?
3. What pitfalls can be avoided by making plans ahead of time?
4. How can Deaf interpreters make the most of post-conference sessions?

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Unit 3

Activity 1

Have learners review *Toward Effective Practice: Competencies of the Deaf Interpreter* (NCIEC, 2010) and identify specific references to team preparation and agreements:

1. As a group, view a trainer-selected pre-conference in *Deaf interpreting: Team strategies for interpreting in a mental health setting* (Hollrah, 2012) or one of the segments in Deaf Interpreter Pre-Conference Sessions (NCIEC, 2013) and analyze the interaction of the team.
2. Using the Pre-Conference Analysis Worksheet in Appendix B, have learners identify the skills, techniques and strategies covered (and those not covered), and make note of agreements made by the team.
3. Discuss the factors and considerations included (and not included) as preparation for the interpreting assignment.

What points of consensus did the interpreters reach on the following?

1. Language use
2. Techniques and strategies for routine and complex situations
3. Ways to adapt and change course as needed
4. Use of consecutive or simultaneous interpretation and how to adapt as needed
5. Management of potential breakdowns

Activity 2

Have learners view the consumer meetings or *in situ* conference sessions in *Deaf interpreting: Team strategies for interpreting in a mental health setting* (Hollrah, 2012) and analyze the interaction of the team.

Using the Consumer Meeting Analysis Worksheet in Appendix B, have learners identify the skills, factors and strategies covered (and those not covered).

Describe the relationship between the interpreters. Did you perceive any power issues? Who took the lead?

Did the interpreting team learn anything new that would cause them to change their original plans and points of consensus for the interpreting assignment? Review the following:

1. Language use
2. Techniques and strategies for routine and complex situations
3. Ways to adapt and change course as needed

4. Use of consecutive and simultaneous interpretation and how to adapt as needed
5. Management of potential breakdowns



Activity 3

Have learners view the post-conference session in *Deaf Interpreting: Team Strategies* and analyze the interaction of the team. Discuss how the team uses interpreting model/s to assess the success of the work, identify teaming techniques, and prepare for the continuation of the assignment.

Activity 4

Have learners view the Adult Classroom vignette in *Interpreting in Spanish-Influenced Settings: Video Vignettes of Working Trilingual Interpreters* (ASL/Spanish/English), (NCIEC, 2014). The vignette demonstrates a pre-conference and a trilingual interpreting assignment, followed by discussion from each of the interpreters individually.

Discuss the interpreters' pre-conference points of consensus, topics covered in the consumer meetings, and how the interpreters analyzed their performance after the assignment, as follows:

1. What issues did the interpreters point to in the follow-up interviews?
2. How could those issues be avoided?
3. What additional complexities emerged in this ASL/Spanish/English environment?

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

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H>

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National Consortium of Interpreter Education Centers. (2014). *Interpreting in Spanish-influenced settings—Video vignettes of working trilingual interpreters (ASL/Spanish/English)*. <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

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Unit 3



Unit 4: DI/HI Team Practices



Purpose

This unit enables learners to practice interpreting as members of DI/HI teams. Learners use collaborative strategies to prepare for interpreting assignments. During interpreted interaction, learners strategize for verification of meaning, clarification, mutual monitoring, and flow management. Learners also employ effective approaches to post-conference debriefing. Overall, learners apply models of interpretation to the analysis of internal processing as well as to the interaction and co-construction of the interpretation.

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Unit 4

Competencies

- 2.0 Language, Culture & Communication Competencies (2.3, 2.4, 2.6)
- 3.0 Consumer Assessment Competencies (3.1, 3.2, 3.3)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

Objectives

Upon completion of this unit, learners will:

1. Demonstrate the ability to prepare as a team for interpreting assignments.
2. Demonstrate the ability to interpret in mock settings and apply models of interpretation and teaming to analyze the effectiveness of the interactions.
3. Demonstrate skills of mutual monitoring, verification of meaning, gathering of clarifying information, and management of the process and flow.
4. Articulate the rationale for use of consecutive and simultaneous methods of interpretation.
5. Explain the roles, functions and processes of the interpreting team.
6. Demonstrate effective post-conference debriefing techniques, activities, and protocols.

Key Questions

1. How do theoretical models of interpreting apply to the conjoint process of DI/HI team interpreting?



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2. How are breakdowns in the team process recognized and managed?
3. How can DI/HI team members best support one another in achieving effective interpretation?
4. What team-internal techniques and cues can DI/HI team members use to create synergy in the team?
5. How can Deaf interpreters learn from each experience to enhance the next?

TRAINER NOTE

Whenever possible, invite experienced interpreters, professionals, and consumers who are Deaf, DeafBlind, and hearing to take part in the case study role-play exercises. Include videotaping as a learning tool, if all participants agree to this. Ensure learners have sufficient opportunity for preparation, including consumer assessment, situational analysis, and desired approach to interpretation. Also, include in situ and post-conference in-depth analysis and feedback.

Activities 1-5

Trainer-assigned case studies should involve the discourse styles listed below (select one from each category):

1. Inquiry Discourse
 - Taking down a medical history
 - Conducting a college interview
 - Applying for unemployment benefits
2. Narrative Discourse
 - Day on the campaign trail with a candidate
 - Trip to Alaska
 - Journey to becoming an interpreter
3. Procedural Text
 - How to fix a dripping faucet
 - How to design and plant a garden
 - How to do math problems
4. Expository Discourse
 - Passage of the Civil Rights Bill of 1964
 - Healthcare disparities in the U.S.
 - Rise of China as a global economic power
5. Persuasive/Argumentative Discourse
 - Community meeting to argue for improved recycling programs
 - Lobbying effort to fund a service for the DeafBlind community
 - Advantages of Deaf seniors' participation in a yoga program



Activity 6

Review and discuss settings and practices when Deaf interpreters work within more than one DI/HI team, as follows:

1. 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
2. Existing team models and ways to apply or adapt these to more than one DI/HI team
3. Practices for more than one DI/HI team
4. Consumers who would need more than one DI/HI team
5. Requisite skills for effective teaming for all DI/HI team members (refer back to Unit 2, Activity 1 in this module)



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Activity 7

Engage learners in discussion of techniques and strategies involving more than one DI/HI team. Arrange for two hearing interpreters experienced in working with DIs to participate in this activity. Have them join learners in viewing a trainer-selected video from a source such as *TED Talks* containing lectures that are 20 minutes or longer. Planning and preparation are essential for learners to fully benefit from these activities.

TRAINER NOTE

Video lectures on TED Talks have both subtitle and audio tracks; transcripts are useful for discourse analysis. Select lectures that are challenging for learners, yet appropriate for their skill level and experience.

Provide a description of a Deaf consumer using either the *Medical Appointment Series* or the *IEP Meeting Series* (NCIEC, 2014) stimulus materials. Walk participants through the pre-conferencing, *in situ* interpreting, and post-conferencing processes. Guide them through team decision-making processes and determination of feed preferences.

Videotape the full team interpreting a trainer-selected segment from the video. Using the taped segment, guide learners in the analysis of:

1. Effectiveness of interpretation within the context of a trainer-selected interpreting model
2. Effectiveness of processes used
3. Team processes, techniques, and skills required for effective teamwork



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Activity 8

This activity has the same components as Activity 5. Stimulus material, however, is different. Designate a team of two Deaf interpreters to work with two hearing interpreters, creating a full team. All other learners are to act as observers.

Walk participants through the pre-conferencing, *in situ* interpreting, and post-conferencing processes. Also, guide participants through team decision-making processes and determination of feed preferences.

Provide a description of the Deaf consumer, setting, and purpose using the VR Staff Meeting segment in *Interpreting in Vocational Rehabilitation Settings* (NCIEC, 2012). Videotape the full team interpreting a trainer-selected segment from the video.

Using the taped segment, guide the class in the analysis of:

1. Effectiveness of interpretation within the context of a trainer-selected interpreting model
2. Effectiveness of process/es used
3. Team processes, techniques, and skills required for effective teamwork

TRAINER NOTE

Provide learners with opportunities to create work samples that demonstrate optimal team processes using trainer-selected (or learner-developed) case studies. Ensure learners make use of the NCIEC Release Form included in this curriculum.

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

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H> [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2012). *Interpreting in vocational rehabilitation settings*. <http://www.interpretereducation.org/tim/video-series/>. Boston, MA: NCIEC. Also retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#N>

National Consortium of Interpreter Education Centers. (2014). *Interpreting in Spanish-influenced settings: Video vignettes of working trilingual interpreters (ASL/Spanish/English)*. <http://www.interpretereducation.org/tim/video-series/>. Boston, MA: NCIEC. Also retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#N> [Curriculum Resource]

TED Talks. (2014). *TED Talks*. [Videos]. Retrieved from <http://www.ted.com/talks/browse>



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Unit 4



National Consortium of Interpreter Education Centers. (2014). First day: IEP Meeting in *Individualized education program meeting series*. [Videos]. Boston, MA: NCIEC. (Pictured left to right: Deaf interpreter, teacher, learning disability specialist, hearing interpreter, and parents, with observer in standing in background).



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Unit 4



National Consortium of Interpreter Education Centers. (2014). Medical appointment 1: Pre-conference with the interpreting team in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104156407> (Hearing interpreter with two Deaf interpreters in pre-conference).



National Consortium of Interpreter Education Centers. (2014). First day: Pre-conference with the teacher in *Individualized education program meeting series*. Boston, MA: NCIEC. Retrieved from <https://vimeo.com/104182643> (Deaf interpreter/hearing interpreter team in pre-conference with hearing consumer).

Unit 5: DI/DI Team Practices

Purpose

This unit focuses on the concept of Deaf/Deaf interpreter teams. Learners apply theories and practices for and within DI/DI teams to become effective advocates and service providers. Learners use collaborative strategies for pre-conferencing, *in situ* interpreting, and post-conference debriefing. Learners also apply models of interpretation to the analysis of internal processing as well as to the interaction and co-construction of the interpretation.

Competencies

- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

Objectives

Upon completion of this unit, learners will:

1. Apply teaming models and techniques for teaming.
2. Determine and apply team approaches and strategies in specific settings and with specific consumers for effective team interpreting.
3. Demonstrate the application of theories and models of teaming and decision-making processes to adapt techniques for effective team interpreting.
4. Evaluate the effectiveness of the DI/DI team processes.
5. Identify techniques for mediation and conferences within team/s.
6. Identify issues and needs for effective team processes.
7. Apply interpreting models in team dialogue to achieve message equivalence.

Key Questions

1. How do theoretical models of interpreting apply to the conjoint process of DI/DI team interpreting?
2. What techniques and strategies are needed to recognize and manage breakdowns in the team process?
3. What techniques and cues can DI/DI team members use to create synergy within the team?



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4. How can Deaf interpreters advocate the benefits of DI/DI teams to a variety of stakeholders (e.g., hearing interpreters, agencies, Deaf consumers)?

Activity 1

In small groups, have learners record on poster paper and discuss how they envision DI/DI teams working collaboratively.

Engage learners in dialogue:

1. How are DI/DI team dynamics different from DI/HI team dynamics?
2. What issues may arise that are unique to DI/DI teams?
3. How can DI/DI teams work through challenges within the team?

Activity 2

Guide learners in investigating and reporting findings, as follows:

1. Settings where DI/DI teams can occur, may be required, or are a necessity in consideration of the needs and practices of consumers for DI/DI teams
2. Existing team models and application or adaptation of these for DI/DI teams
3. Consumers who could benefit from DI/DI teams
4. Requisite skills for effective teaming for Deaf interpreter teams (refer back to Unit 2, Activity 1 in this module)

Activity 3

Arrange learners in small groups. Have each group select two members to serve as a DI/DI team and two observers to provide feedback. Using investigation report/s from Activity 2, have learners select one of the activities below:

1. Tactile communication with DeafBlind consumer
2. Sight/text translation (e.g., job application, training material for a vocational class)
3. Platform interpreting (e.g., international conference, a hearing presenter with a transliterator and audience of native ASL users)

Debrief and engage learners in discussion about pre-conferencing, *in situ* and post-conferencing team processes in the selected setting. Have the two observers provide assessment and feedback of DI/DI teamwork and process. Switch participants' roles and follow the same procedure as above.

TRAINER NOTE

For sight/text translation practice, either as an in-class activity or as homework assignment, have learners watch at least two vignettes in *Examples of a Deaf Interpreter's Work* (Hollrah, 2012).



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

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting*. [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from <http://www.diinstitute.org/resources-2/annotated-bibliography/#H>



Module 6

Unit 5



Module 6

Unit 5



Unit 6: Power & Politics of DI/HI Teams



Purpose

This unit brings to light attitudes and perspectives that can support or hinder the use and functioning of DI/HI teams as well as challenge learners to propose approaches that can help enhance DI/HI team practice. Learners also explore the influence of power and politics on team dynamics and interpreter practice.

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Competencies

- 1.0 Foundational Competencies (1.4)
- 2.0 Language, Culture & Communication Competencies (2.3, 2.4, 2.6)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

Objectives

Upon completion of this unit, learners will:

1. Give two examples of how power dynamics may impact the functioning of DI/HI teams, and suggest possible solutions.
2. Describe the politics of working with Deaf interpreters from the perspective of Deaf interpreters, hearing interpreters, employers, and Deaf and DeafBlind consumers.
3. Propose at least two ideas as to how Deaf interpreters can constructively contribute to this conversation.

Key Questions

1. What are the advantages and disadvantages of working with Deaf interpreters from the point of view of hearing interpreters?
2. What power dynamics may arise in DI/HI relationships?
3. How can Deaf interpreters and hearing interpreters effectively make the case for use of DI/HI and DI/DI teams in various situations?
4. How can interpreting education programs create a welcoming climate for DI/HI teamwork and better prepare hearing interpreters to work with Deaf interpreters?



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Activity 1

As preparation for this activity, have learners review the following resources, including reader comments if applicable:

1. *The Benefits of Deaf Interpreters* (ASLized, 2014)
2. *Team Me Up? CDI* (Beldon & McCutcheon, n.d.)
3. *Interpreters: Gatekeepers for the Deaf Interpreter Community* (Bronk, 2012)
4. *Who Needs a Deaf Interpreter? I Do!* (Burns, 1999)
5. *Deaf Interpreters: The State of Inclusion* (Howard, 2013)
6. *Are Hearing Interpreters Responsible to Pave the Way for Deaf Interpreters?* (Mindess, 2014)
7. *Interpreting Without a Deaf Interpreter is an RID CPC Violation* (Brick & Beldon, 2014)

Discuss the following questions:

1. What are the main points of each of these articles/vlogs?
2. What are the various attitudes described in these articles/vlogs?
3. Why would some hearing interpreters resist teaming with a Deaf interpreter?
4. How can attitudes be changed?

DID YOU KNOW?

Deaf people engage with the world primarily through sight and vision. Deaf people are more visually oriented, have enhanced visual attention, place more value on vision, are biologically predisposed to be more visually oriented, and are reliant on vision for learning (Hauser, P., et al., 2010). Deaf interpreters bring this predisposition to their work as part the interpreting team.

Activity 2

View and discuss Making a Case for a Deaf Interpreter/Hearing Interpreter Team in *Teaching Modules for the Classroom: Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013):

1. Explain (or develop a plan for) how Deaf interpreters can share this information with hearing interpreters and Deaf community members.
2. Develop justifications for DI/HI teamwork for both hearing interpreters and hiring entities.

TRAINER NOTE

Learners can create video or written homework to share with classmates, published as an article in RID VIEWS, or given as a presentation to their local RID chapter.



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Activity 3

For this activity and as homework assignment, have learners interview a DI/HI team to learn more about their team processes, strategies, and interpersonal dynamics. Possible interview questions include:

1. Why did the DI/HI team members choose to work together?
2. How did they improve their teamwork over time?
3. Explore power dynamics that may have arisen in their team. How did it impact their decision-making, and how did they recognize and resolve these?
4. If they experienced audism or other forms of discrimination on the job, how did it impact their work and how did they resolve this?
5. What message would they like to send to other DI/HI interpreters about the benefits of working as a team?
6. What justifications have they given to promote the hiring of DI/HI teams?

Have learners prepare written or video responses to the above questions to share for in-class dialogue.

Activity 4

Have learners discuss their experience/s as interpreter education program (IEP) students, guest presenters, lecturers, or trainers. Guide learners in dialogue as follows:

1. What were the advantages for aspiring Deaf interpreters learning alongside aspiring hearing interpreters? What were the challenges?
2. How did the involvement of Deaf students and professionals benefit the IEP and its students?
3. What strategies can IEPs use to generate greater acceptance of and involvement and collaboration with Deaf students, trainers, and professionals by their hearing counterparts?

Arrange learners into small groups and have them brainstorm ideas to support active involvement by aspiring and experienced Deaf interpreters in IEPs. Taking this further, have learners create video narratives explaining the benefits, challenges, and recommendations.



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Activity 5

If possible, invite a hearing interpreter, a hearing consumer (e.g., tax expert, bank officer, IRA consultant, etc.), an interpreter referral agency representative, and a DeafBlind consumer to participate in this activity. Arrange learners into small groups. Assign one learner in each group the role of Deaf interpreter. Assign one stakeholder to each group. Have group interview the assigned stakeholder using the questions below:

1. What are the benefits of working with Deaf interpreters?
2. What are the challenges?
3. After conducting interviews, have learners compile responses and create vlogs on the following:
 - Benefits of using Deaf interpreters outweigh the challenges
 - Tips for advocating, hiring, and working with Deaf interpreters

TRAINER NOTE

The above activity can be a homework assignment. Have learners report back to the class and share outcomes, providing opportunities for in-depth dialogue.

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

ASLized. (August 10, 2014). *The benefits of Deaf interpreters*. [Videos]. Retrieved from <http://www.deafvideo.tv/235079> and <https://www.youtube.com/watch?v=Ec8LjnVuJx8&list=UU0jdsYSKy1VNHKw79mw0RsA>

Beldon J. & McCutcheon, P. (n.d.). Team me up? CDI. *Street Leverage*. Retrieved from <https://www.streetleverage.com/team-me-up-cdi/>

Brick, K. & Beldon, J. (2014). Interpreting without a Deaf interpreter is an RID CPC violation. *Street Leverage*. Retrieved from <http://www.streetleverage.com/2014/09/interpreting-without-a-deaf-interpreter-is-an-rid-cpc-violation/>





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Bronk, A. (2012) *Interpreters: Gatekeepers for the Deaf interpreter community*. *RID VIEWS*, 26 (2), 27-28. Also retrieved from <http://www.diinstitute.org/wp-content/uploads/2012/07/0409VIEWS-RIDCommittess-DML.pdf>

Burns, T.J. (1999). Who needs a Deaf interpreter? I do! *RID VIEWS*, 16 (10), 7. Retrieved from <http://www.diinstitute.org/wp-content/uploads/2012/07/Burns.pdf>

Hauser, P., O'Hearn, A., McKee, M., Steider, A., & Thew, D. (2010). Deaf epistemology: Deafhood and deafness. *American Annals of the Deaf*. 154(5), 486-492.

Howard, N. (2013). Deaf interpreters: The state of inclusion. *Street Leverage*. Retrieved from <http://www.streetleverage.com/2013/04/nigel-howard-deaf-interpreters-the-state-of-inclusion/>

Mindess, A. (2014). Are hearing interpreters responsible to pave the way for Deaf interpreters? *Street Leverage*. Retrieved from <http://www.streetleverage.com/2014/08/are-hearing-interpreters-responsible-to-pave-the-way-for-deaf-interpreters/>

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom—Deaf interpreter/hearing interpreter teams*. [Requires account login]. Retrieved from <http://interpretereducation.org/online/>

- Unit 2.1—Making the case for a Deaf interpreter-hearing HI) team. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/8931ea84-5308-4d45-a367-d2329f2e3de9>
- Unit 2.2—Coda vs Deaf interpreter. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/e8581154-8972-486f-bdc3-b0e7f35066e3>
- Unit 2.3—Benefits of having a Deaf interpreter as part of a team. Also retrieved from <http://echo360.gallaudet.edu:8080/ess/echo/presentation/4dc4f44a-f3e1-4498-b72e-0888158e63f1>



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Group dialogue during NCIEC *Deaf Interpreter Train the Trainers* Session held June 2014.