

Appendix B: Worksheets



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Worksheets



Organization Comparative Analysis Worksheet

Module 2, Unit 1, Activity 2

The purpose of this activity is to compare and analyze the services and support provided for people of color from organizations serving the Deaf, DeafBlind, and interpreting communities.

Instructions: Select three organizations from the list below. Fill in or complete a separate document delineating the mission statement for each organization. Complete the second part below to determine what services and activities are offered to support members of each.

Organization	Website	Mission
Concil de Manos	http://www.councildemanos.org/	
Mano a Mano	http://www.manoamano-unidos.org	
National Alliance of Black Interpreters	http://www.naobidc.org/	
National Asian Deaf Congress	http://www.nadcusa.org/	
National Association of the Deaf	http://www.nad.org	
National Black Deaf Advocates	http://www.nbda.org	
Registry of Interpreters for the Deaf	http://www.rid.org	
Sacred Circle	http://www.deafnative.com/	

Instructions: Complete the questions below for the three organizations you have selected. Note: These questions can be answered either in writing or in ASL. If in ASL, please provide a link to your video.

1. How and why were the organizations established?
2. What services does each organization provide to support its members?
3. Do any of the organizations support the use of Deaf interpreters at events? If yes, how?
4. How would you approach an interpreting assignment provided by these organizations?
5. Can one organization meet the needs of all Deaf people? Why or why not?

Organization Origins	Services & Support	Key Activities



Case Study 1 Worksheet

Module 2, Unit 2, Activity 2

Case Study 1: Deaf Adolescent of Hearing Parents

Age: 14

Gender: Male

Ethnicity: Caucasian American

Socioeconomic Status: Middle-upper class

Sense of Group Membership: None

Experience with Deaf Community: Limited to interactions at school

Family Communication: Parents use English-based sign system

Language Use: Manual English system with peers

School/Program: Rural mainstream

Other Variables: Spends two hours/day in self-contained classroom

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)



Case Study 2 Worksheet

Module 2, Unit 2, Activity 2

Case Study 2: Recent Immigrant from Mexico

Age: Adult

Gender: Female

Ethnicity: Mexican

Socioeconomic Status: Upper-lower class

Sense of Group Membership: Member of Deaf community in Juarez, with no connection to local Deaf community

Experience with Deaf Community: European American Deaf community

Family Communication: Husband (deaf) and sister (hearing) use LSM/Spanish

Language Use: Survival Spanish (reading); LSM

School/Program: Two years oral school in Ciudad Juarez

Other Variables: Lives in a *colonia* near the US/Mexico border

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)



Case Study 3 Worksheet

Module 2, Unit 2, Activity 2

Case Study 3: African American from the Rural South

Age: Adult

Gender: Male

Ethnicity: African American/Black

Socioeconomic Status: Upper-middle class

Sense of Group Membership: Interacts mostly with family

Experience with Deaf Community: Just beginning to interact with other Black Deaf

Family Communication: Parents and siblings sign (ASL-like)

Language Use: Standard ASL and Black ASL

School/Program: Deaf school two hours from home

Other Variables: Becoming involved with NBDA

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)



Case Study 4 Worksheet

Module 2, Unit 2, Activity 2

Case Study 4: Native American

Age: Adult

Gender: Female

Ethnicity: Native American/Indian

Socioeconomic Status: Lower class

Sense of Group Membership: Indian tribal

Experience with Deaf Community: Limited; lives on reservation

Family Communication: Navajo and home signs (with Deaf sibling)

Language Use: Gestures, home signs

School/Program: Residential program, Indian school

Other Variables: Actively involved with cultural events and ceremonies on the reservation

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)



Case Study 5 Worksheet

Module 2, Unit 2, Activity 2

Case Study 5: Second generation Asian American

Age: Adult

Gender: Male

Ethnicity: Asian American

Socioeconomic Status: Middle class

Sense of Group Membership: None

Experience with Deaf Community: Residential school

Family Communication: Written English, mother and brother speak Mandarin, hearing sister signs (learning ASL)

Language Use: First language Mandarin (deaf age four), learned ASL later, strong English proficiency

School/Program: Deaf school at age five

Other Variables: High academic achievement, strong work ethic, little to no social interaction or recreational involvement

Considerations & Challenges:

Reasons for Above:

Adapted from DeafPlus: A Multicultural Perspective (Christensen, 2000)



Privilege Walk Worksheet

Module 2, Unit 3, Activity 5 - Page 1 of 2

Instructions: The purpose of this activity is to examine unearned privilege based on race, gender, sexual orientation, religion, ability, etc. It is important to create a safe environment and establish ground rules. If the group is unfamiliar, spend time on introductions and icebreakers. Explain that once the activity and discussion is over, while the general activity may be discussed, the specifics of the activity and specific details of participant responses are not to be discussed. Explain that everyone will stand in a circle (or line) holding hands with the people on either side of them. Read out a series of statements to the group. Individuals will respond by either taking steps forward, backward, or remaining in place in response to each statement. As people begin to move forward or backward, they are to continue holding hands with the people they are connected to for as long as possible, stretching out where necessary. However, eventually it may no longer be possible to stay connected, and at that point they need to break the connection and let go. Explain to participants that this activity is meant to challenge them. Still, it is important that they feel safe; therefore, participants may remain in place if they are uncomfortable moving forward or backward on any statement. No one other than the trainer makes comments during the exercise. The trainer asks participants to form either a circle or a line (depending on size of classroom), holding hands. The trainer will then read each statement in ASL, pausing for a few seconds after each to allow participants to move forward, backward, or remain in place.

Statements Exercise:

1. If you walk into a store, and the workers sometimes suspect you are going to steal something because of your race, take one step back.
2. If you have attended private school, take one step forward.
3. If you studied the history and culture of your ethnic ancestors in elementary and secondary school, take one step forward.
4. All those who come from, or whose parents came from, rural areas, take one step back.
5. All those who have been taken to art galleries or museums by their parents as a child, take one step forward.
6. If you had negative role models of your particular identity (religious affiliation, gender, sexual orientation, class, ethnicity) when you were growing up, take one step back.
7. If school is not in session during your major religious holidays, take one step forward.
8. All those with immediate family members who are doctors, lawyers, or "professionals," take one step forward.
9. If you or your ancestors have ever learned that because of race, skin color, or ethnicity, you are ugly or inferior, take one step back.
10. If you can turn on the television or open the front page of the paper and see people of your ethnicity or sexual orientation widely represented, take one step forward.
11. All of those who ever got a good paying job because of a friend or family member, take one step forward.
12. All those who have never been told that someone hated them because of their race, ethnic group, religion, or sexual orientation, take one step forward.
13. If you have ever been afraid to walk home alone at night, take one step back.
14. If there were times in your childhood when you went hungry because your family couldn't always afford food, take one step back.
15. All those who were given a car by their family, take one step forward.
16. If you can walk down the street holding hands with your partner without fear, take one step forward.

Continue to the next page for the second part of this activity.





Privilege Walk Worksheet

Module 2, Unit 3, Activity 5 - Page 2 of 2

Statements Exercise, cont'd from Page 1:

17. All those who were raised in homes with libraries of both childrens' and adults' books, take one step forward.
18. If you have difficulty finding products for your hair or someone to cut your hair, take one step back.
19. All those who commonly see people of their race or ethnicity as heroes or heroines on television programs or in movies, take one step forward.
20. All those with parents who completed college, take one step forward.
21. All those who were told by their parents that they were beautiful, smart, and capable of achieving their dreams, take two steps forward.
22. If your parents had to sit you down when you were young and explain to you "this is what people might call you, and this is how they may treat you, and this is how you should deal with it" because they knew you were going to encounter it and because it was an important issue in your family and community, take one step back.
23. If, prior to your 18th birthday, you took a vacation outside the US, not including Mexico, take one step forward.
24. If you were raised in a home where the newspaper was read daily, take one step forward.
25. If one of your colleagues or students ever wished you a Merry Christmas when you left for break, forgetting/or not knowing that you did not celebrate Christmas, take one step back.
26. If you can easily find public bathrooms that you can use without fear, take one step forward.
27. For every dollar earned by white men, women earn only 72 cents. African American women earn only 65 cents; Hispanic women earn only 57 cents. All white men, take two steps forward.

Evaluation:

Circle up (sitting or standing) and process the activity as a group. Questions to ask the group include:

1. How did it feel to take part in the activity?
2. What did you observe?
3. What were you aware of?
4. How did it feel to take steps forwards?
5. How did it feel to take steps backwards?
6. How did it feel to be left behind as people took steps away from you?
7. How did it feel to move forward and leave others behind?
8. How did it feel to be in the front?
9. How did it feel to be in the back?
10. What did it feel like when you had to let go of someone's hand?
11. What was the point of this activity?
12. How can you apply what you learned here?



Levels of Behavior Worksheet

Module 3, Unit 1, Activity 2

Instructions: Apply the appropriate levels of behavior to each action or situation below.

P – Personal

C – Cultural

U – Universal

- _____ 1. Having a nickname
- _____ 2. Enjoying a birthday cake with candles
- _____ 3. Liking red roses
- _____ 4. Walking while texting
- _____ 5. Disliking spicy food
- _____ 6. Taking turns
- _____ 7. Eating with fork, spoon, & knife
- _____ 8. Putting a lost tooth under your pillow for the “tooth fairy”
- _____ 9. Eating salad at the end of the meal
- _____ 10. Being shocked if a guest wears white to a wedding
- _____ 11. Wearing hoodies
- _____ 12. Celebrating Easter
- _____ 13. Sleeping with a bedroom window open
- _____ 14. Chatting through a videophone
- _____ 15. Giving someone yellow flowers to show you miss him or her
- _____ 16. Eating noodles on New Year’s Eve
- _____ 17. Playing soccer instead of reading a book

(Adapted from Mindess, 2004)

Answer Key - Block out this section when photocopying for handout purposes

1-C, 2-C, 3-P, 4-P, 5-P, 6-C, 7-C, 8-C, 9-C, 10-C, 11-P, 12-C, 13-P, 14-C, 15-C, 16-C, 17-P



Community Observation Worksheet

Module 3, Unit 2, Activity 2 - Page 1 of 2

Instructions: The purpose of this activity is to observe and understand variations in consumer language and communication, cultural identities, and related factors that can affect decisions about interpretation and communication interventions. Option 1: Attend a community event, e.g., Deaf or DeafBlind club or social event, Deaf or DeafBlind organization meeting or conference. Option 2: View trainer-selected stimulus video featuring a community event. For one of the two options, use the following questions to guide your observation of the event. Next, select three individuals to interview (instructions on second page).

1. What type of event is this?
2. Are there shared interests among the participants?
3. What is the most commonly used language and communication mode?
4. What bicultural identities stand out the most?

Describe the event and participants using the above questions:

Continue to the next page for the second part of this activity.



Deaf Interviewees Worksheet

Module 3, Unit 2, Activity 2 - Page 2 of 2

Instructions: Use this worksheet only if you attend a community event in person. Engage three separate Deaf or DeafBlind individuals in casual conversation for a few minutes, and then on your own, record your observations. Keep diversity in mind, so you can identify consumer language and communication, cultural identities, background, and related factors. This activity will also help you understand how these can influence decisions about interpretation and communication interventions.

Interviewee 1

Gender: Male Female Age: Child Teen Young Adult Adult Senior

Cultural identity: Balanced bicultural Deaf-dominant bicultural Hearing-dominant bicultural Culturally separate
 Culturally isolated Culturally marginal Culturally captive

Language: ASL monolingual ASL-dominant bilingual English-dominant bilingual English monolingual
 Balanced bilingual Semilingual or Alingual Other (describe) _____

Interviewee 2

Gender: Male Female Age: Child Teen Young Adult Adult Senior

Cultural identity: Balanced bicultural Deaf-dominant bicultural Hearing-dominant bicultural Culturally separate
 Culturally isolated Culturally marginal Culturally captive

Language: ASL monolingual ASL-dominant bilingual English-dominant bilingual English monolingual
 Balanced bilingual Semilingual or Alingual Other (describe) _____

Interviewee 3

Gender: Male Female Age: Child Teen Young Adult Adult Senior

Cultural identity: Balanced bicultural Deaf-dominant bicultural Hearing-dominant bicultural Culturally separate
 Culturally isolated Culturally marginal Culturally captive

Language: ASL monolingual ASL-dominant bilingual English-dominant bilingual English monolingual
 Balanced bilingual Semilingual or Alingual Other (describe) _____

Based on the above interviews, describe the benefits of consumer observation and assessment to Deaf interpreter practice.



Linguistic Registers Worksheet

Module 5, Unit 4, Activity 4

Instructions: Apply the appropriate linguistic register to each scenario below.

FR – Frozen

FO – Formal

CO – Consultative

INF – Informal

INT – Intimate

- _____ 1. High school classroom
- _____ 2. Meeting with Deaf marriage counselor
- _____ 3. Star Spangled Banner at baseball game
- _____ 4. Deaf keynote speaker at graduation ceremony
- _____ 5. Dinner break during local board of directors meeting
- _____ 6. DeafBlind couple arguing with each other at Deaf club
- _____ 7. Employment interview
- _____ 8. Pledge of Allegiance at school assembly
- _____ 9. Panel discussion during workshop
- _____ 10. Courtroom proceeding

Answer Key - Block out this section when photocopying for handout purposes

1-CO, 2-CO, 3-FR, 4-FO, 5-INF, 6-INT, 7-FO, 8-FR, 9-CO, 10-FO



Pre-Conference Analysis Worksheet

Module 6, Unit 3, Activity 1

Instructions: View Pre-Conference Discussion, in *Deaf Interpreting: Team Strategies* (Cogen, Forestal, Hills & Hollrah, 2006), and analyze team interaction. Using this worksheet, identify which skills, techniques, and strategies were discussed and not discussed (missed opportunities), and note agreements that the team made.

Pre-Conference Components	Used or Discussed	Not Discussed	Agreements Made
Consumer language assessment: Deaf consumer			
Consumer language assessment: Hearing consumer			
Coordination of mediation and team processes			
Communication modalities and modes			
Continuum of simultaneous and consecutive interpreting			
Team language			
Analysis of setting, purpose, procedures, power dynamics, and audience			
Approach to co-construction of meaning and interpretation			
Discourse frames			
Linguistic/cultural adjustments			
Chunking and delivery of chunks			
Relational contexts			
Cueing			
Feed of additions or omissions			
Mutual monitoring and support (schema, discourse frames, and interpretations)			
Interruptions			
Team conferencing during assignment			
Note taking			



Consumer Meeting Analysis Worksheet

Module 6, Unit 3, Activity 1

Instructions: View Pre-Conference Discussion, in *Deaf Interpreting: Team Strategies* (Cogen, Forestal, Hills & Hollrah, 2006), and analyze team interaction. Using this worksheet, identify which skills, techniques, and strategies were discussed and not discussed (missed opportunities), and note agreements that the team made.

Consumer Meetings (In-situ conferences)	Used or Discussed	Not Discussed	Agreements Made
Analysis of setting, purpose, procedures, power dynamics, and audience within setting			
Consumer assessment			
Approaches for follow up and check in			
Consecutive, simultaneous, CS-SI continuum			
Coordination of mediation and team processes			
Communication modalities and modes			
Team language			
Co-construction of meaning and interpretation			
Note taking			
Clarification and use of cues			
Techniques for interpretation			
Decisions regarding interpretation			

