



ENGLISH SCRIPT FOR CALI UNFOLDING SCENARIO 12: EDUCATIONAL TESTING SETTING

This is an interpreting assignment in an educational setting—specifically, standardized testing. In this scenario, two interpreters are scheduled to team interpret for several juniors in high school who are taking a standardized test. They have not worked together before, although know of each other from the community.

One of the Deaf students is from Russia and has only been in the US a little over a year. He is not yet fluent in ASL. The other two are American-born and fluent in ASL. All are 16 years of age and enrolled in mainstream classrooms in the public school system.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf young man from Russia. He is being interviewed by another Deaf interpreter. This will help you to visualize the type of Deaf consumer for whom the interpreting team will interpret.

CLIP OF DEAF CONSUMER

Next, are a series of decision points associated with this assignment. As with any interpreting assignment, different issues or demands arise that require the interpreter to make decisions using sound judgement and discretion associated with an ethical framework. There will be a total of seven such decision points in this scenario.

You will see a slide that alerts you that a decision point will follow. Watch the explanation of what happens. Then, there will be a pause for you to videotape and upload your two-minute response. There are two parts to your response—what you would do and why. When you discuss the why, include information about the ethical principle or value that guides your decision. For example, maybe your decision is guided by an ethical principle involving respect for consumers, or respect for a colleague, or confidentiality, or message accuracy and accessibility, or informing the consumers when some adjustment to the communication process needs to change, or some other ethical value. Be sure to discuss what principle or value is guiding your decision.

So again, you will videotape and upload your two-minute response in ASL. Be sure to include the two parts—what you would do and why. And remember, part of the why includes information about what ethical principle or value influenced your decision.



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Next you will see a slide indicating the first decision point, followed by a pause. After the pause, the next decision point will be introduced. This process will be repeated for all seven decision points. Let's begin.

Slide for Decision Point 1.

The hearing interpreter has never worked with the other hearing interpreter, Don, before

but he recognizes his name from the community. Upon arriving at the testing site, the two interpreters pre-conference and Don indicates he has interpreted this test annually for years.

When it is time for the testing to begin, per testing requirements, the students are seated in a special way. All seem to see the "hot seat" fine. Don begins interpreting the directions. For standardized testing, all directions are read to the students and the proctor is speaking abnormally fast. All the while the student from Russia is asking for the information to be slowed down so he can try to follow. Don is not interpreting his remarks.

What could/should the hearing interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

The test proctors contact their supervisor to discuss the need for extra time for the student from Russia. Afterwards, they tell the two hearing interpreters that the Deaf student from Russia can take the test at a different time under different conditions to allow him more time. Don disagrees with this decision. He tells the test proctor these special conditions should not be allowed as they extend a privilege to the Deaf student that other students are not provided. The other hearing interpreter is uncomfortable with Don making comments.

What can the other hearing interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.



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One of the test proctors asks the hearing interpreter (not Don) to interpret while he explains the decision to the Deaf student from Russia. You do this and the Deaf student expresses his appreciation and leaves the testing venue. Don is continuing the interpretation of instructions by the other proctor to the remaining Deaf students. When it is time to switch, Don refuses to allow the other hearing interpreter to replace him. The other hearing interpreter waits a few minutes and tries again and the same happens. Don also refuses to accept the other interpreter's feeds.

What can the other hearing interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

When there is a break the other interpreter approaches Don and asks why he is refusing to work as a team. He tells the other interpreter that he failed to support him when he expressed his opinion about the Deaf student from Russia and then when interpreted for the proctor and the Deaf student without first consulting with him as the "lead" interpreter.

What could/should the other interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

Don and the other interpreter are working together more collaboratively after the break. At one point while the other interpreter is interpreting, Don indicates that he needs to leave the room briefly. He is gone for an extended period of time – the working interpreter needs to switch out, but can't.

What could/should the working interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

During the next break, the other interpreter finds Don in the hallway chatting with some teachers. The other interpreter approaches Don and ask if he is OK. Don indicates that he wanted to wait for the break to enter the room so as not to disturb



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any of the test-takers. The other interpreter disagrees with Don's decision as it had implication for the team process.

What could/should the other interpreter do and why?

Pause and Decide Slide.

Slide for Decision Point 7.

After the assignment, the two team interpreters have a brief discussion and agree that they each have different approaches to the team process and may not be a good match for future assignments. The other interpreter indicates his intention to follow up with the agency that booked the two interpreters for this assignment. The other interpreter calls the agency.

What could/should the other interpreter say to the agency and why?

Pause and Respond Slide.

Closing Slide.