# MODULE 4

## DECISION POINTS: WORKING WITH DIVERSE CONSUMERS EXHIBITING ATYPICAL LANGUAGE

*Curriculum Guide for Facilitators and Mentors*

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# TABLE OF CONTENTS

## ABOUT THE PROJECT

Northeastern University's American Sign Language Program was awarded two U.S. Department of Education Rehabilitation Services Administration grants to establish and later expand the **Center for Atypical Language Interpreting (CALI)**. The project addresses the growing demand for interpreters with specialized skills to serve Deaf and DeafBlind persons with atypical language. You can learn more about the project by visiting the website: https://cssh.northeastern.edu/cali/

The first five-year cycle officially launched on January 3, 2017. One of the initial endeavors was to record samples of atypical ASL. A language analysis team analyzed the samples and created a matrix of indicants and descriptors of atypical language. Building on this foundation and other effective practices research, a program of study was created and offered, including online learning modules, face-to-face instruction, practical experience placements, as well as supervised induction, communities of practice, and webinars.

The four modules developed for online delivery as part of a facilitated program of study were adapted and later updated for self-directed online learning. The public versions of the modules allow individual interpreters to engage in self-directed continuing education around the topics addressed in the four modules. Although this approach does not provide the more comprehensive approach used in CALI's Program of Study, it does allow practitioners to gain a solid foundation in the factors and considerations for working with Deaf and DeafBlind individuals who exhibit atypical language.

The four online learning modules are as follows:

- **Module 1** - Atypical Language: Contributing Factors and Implications
- **Module 2** – Working with Individuals Exhibiting Atypical Language: Unpacking our Bias, Understanding our Privilege
- **Module 3** - Interpreting Strategies for Individuals with Atypical Language

- **Module 4** - Decision Points: Working with Diverse Consumers Exhibiting Atypical Language

Learning activities within each module include viewing filmed presentations in ASL by Deaf, Deaf-parented, and hearing content experts, reading research and relevant publications addressing some aspect of the subject matter, viewing other related media, and engaging in self-reflection about how the information applies to an individual's own practice.

Successful completion of the self-directed online learning modules involves completing the learning activities and self-reflection and taking a post-test for each module. A minimum score of 80% on the post-test is required for earning Continuing Education Units (CEUs) through the Registry of Interpreters for the Deaf, Inc. (RID). Participation in Module 4 is worth 1.0 CEU in Professional Studies.

Access to the self-directed online learning modules is available at the following link:

[www.CALIOnlineLearning.org](http://www.CALIOnlineLearning.org)

What the self-directed online learning process does not provide is the opportunity for the participant to engage in facilitated discussion and reflection on the learning with a facilitator and a small group of peers. For that reason, this Curriculum Guide has been developed to support mentors and facilitators in providing the opportunity to include facilitated discussion and reflection as part of the learning process, and, by doing so, increase the depth of learning that occurs while creating more opportunities for application of the learning. As well, these additional activities make the participants in the learning community eligible for an additional .5 CEUs for each module.

## HOW TO USE THIS GUIDE

The purpose of this Curriculum Guide is to provide mentors and facilitators with tools and strategies for creating learning communities that will gain knowledge and skills related to working with diverse Deaf and DeafBlind individuals who exhibit atypical language. By establishing and guiding such learning communities, the resources associated with CALI are made accessible to individuals who are not enrolled in the Program of Study being administered by CALI at Northeastern University. This will contribute to expanding the pool of practitioners who are better qualified to work with individuals within the Deaf and DeafBlind populations who use atypical language.

## CEUS FOR SELF-DIRECTED ONLINE LEARNING MODULES

This Curriculum Guide is a supplement to the Module 3 Syllabus. By using the discussion questions and small group activities provided in this Guide to facilitate a Community of Practice (CoP), the number of total CEUs available for Module 3 can be increased by .5 CEUs. So, instead of Module 4 being worth 1.0 CEU, a practitioner can earn a total of 1.5 CEUs for this module.

CEUs available for Self-Directed Online Learning Modules:

| Module | RID CEUs available through successful completion with CALI as CEU Sponsor | RID CEUs available through independent study and participation in a CoP |
|---|---|---|
| Module 1 - Atypical Language: Contributing Factors and Implications | 1.0 CEU | 1.5 CEUs |

| Module 2 – Working with Individuals Exhibiting Atypical Language: Unpacking our Bias, Understanding our Privilege | 1.0 CEU | 1.5 CEUs |
|---|---|---|
| Module 3 - Interpreting Strategies for Individuals with Atypical Language | 1.2 CEUs | 1.7 CEUs |
| **Module 4 - Decision Points: Working with Diverse Consumers Exhibiting Atypical Language** | **1.0 CEU** | **1.5 CEUs** |

If you plan to go through the module on your own, CALI will be your CEU Sponsor. You will need to complete all sections of the module and earn a score of 80% or higher on the quiz and the post-test. Further instructions will be provided in the module.

If you are planning to form a Community of Practice in order to earn additional CEUs for independent work within the self-directed online modules, search for a CMP Approved Sponsor on the RID website: https://myaccount.rid.org/Public/Search/Sponsor.aspx. Be sure to select "Yes" in the "Independent Study" dropdown menu, as not all sponsors can approve independent studies. With guidance from a CMP Approved Sponsor and this Curriculum Guide, you can design an independent study activity.

## USING THIS GUIDE WITH A COMMUNITY OF PRACTICE

This Curriculum Guide begins with an introduction to communities of practice. The remainder of this guide focuses on information and resources that will support you as a facilitator of the self-directed online modules. In this document, you will find the following:

- An introduction to this module
- The learning outcomes of this module

- A list of the terminology associated with this module
- A set of discussion questions associated with this module
- A set of small group activities associated with this module

The first three bullets are designed to help you, as the facilitator of the Community of Practice, to have access to the essential information from this module for reference purposes. The information will help focus your attention on the information participants might encounter on the post-test. By familiarizing yourself with this information and key content, you can help support the participants by reviewing and emphasizing this information during discussions and reflections, as appropriate.

Of particular value during your facilitation are the fourth and fifth bullets – the set of discussion questions and small group activities for this module. These are the materials you will draw from to engage the participants of the Community of Practice in the collaborated activities they need to complete to earn the extra CEUs associated with the module. At least five hours of contact time is required. You can engage participants in these five hours through a combination of activities and discussions.

You are not limited to the questions or activities that are listed in this section – feel free to generate your own. The only requirement is that your questions or activities align with the module objectives. Furthermore, you are not required to complete all the content that is included in this Curriculum Guide – the interest of the participants in the Community of Practice and enough content to meet the five-contact-hour requirement should serve as your guide.

There are two types of Discussion Questions included: those that are content-based and those that are reflective in nature. The content-based questions allow Community of Practice participants to examine the subject matter associated with this module to solidify their understanding. The reflective questions allow students to consider the implications of the subject matter for their own practice as interpreters.

The Small Group Activities provide opportunities for the participants of the Community of Practice to apply the learning from the modules to build their skills and improve their ethical decision-making. Most involve a combination of individual work that is then reviewed and discussed with peers.

## COMMUNITIES OF PRACTICE

Communities of practice are a growing trend in the fields of interpreting and interpreter education, often as part of in-service and professional development training.

A community of practice is a group of people who share a common set of situations, problems, or perspectives, and who work together to increase their collective skills and knowledge (Wenger, McDermott & Snyder, 2002). In a community of practice, members share norms and values, carry out critical reflection, share a common way of communicating ideas, and engage in dialogue with each other at a professional level, which generates an environment characterized by high levels of trust, shared behavioral norms, and mutual respect and reciprocity (Sharratt & Usoro, 2003).

## PARTICIPATING IN A COMMUNITY OF PRACTICE

Participation in a community of practice can provide a variety of benefits to members, including the following:

### ENHANCES DECISION-MAKING AND IMPROVES DISCRETION

The process of critical reflection with other colleagues is an extremely valuable benefit of participation. Critical reflection is reviewing and analyzing decision-making as it occurred during interpreting events. Critical reflection with colleagues deepens a practitioner's discretion – the range of decision latitude that can be applied by an interpreter within the boundaries of an ethical framework.

### FOSTERS A HABIT OF REFLECTIVE PRACTICE

One of the most significant benefits of communities of practice is the opportunity to engage in reflection upon decision-making and practice. Bown (2013) argues that reflection is one of the essential skills required for effective practice of sign language interpreting.

"Reflection allows for thinking time to understand decisions in practice (Thompson & Thompson, 2008) and by the key activity of monitoring one's own learning (Hamilton & Druva, 2010; Thorpe, 2000), helps to establish 'the accountability of professional practice' (Fook, 1999, p. 207)."

## PROVIDES SUPERVISION

A community of practice provides a form of supervision for interpreters. Unlike other practice professions (Dean & Pollard, 2005), interpreters often work without the benefit of access to supervision (Curtis, 2017; Fritsch-Rudser, 1986; Dean & Pollard, 2001, 2005, 2011, 2018, 2022; Heatherington, 2011, 2012). This results in default autonomy, where a practitioner has no support system to rely on when counsel and feedback is needed. The use of the term supervision, in this context, refers to guidance and direction that comes as a result of the wisdom and counsel of competent colleagues. It fosters accountability.

## CREATES COLLECTIVE KNOWLEDGE AND RESOURCES

Wenger (2000) identifies three things that bind such a community together: their understanding of what their community is about and a process for holding each other accountable to this sense of joint enterprise; mutual engagement; and shared resources – language, routines, sensibilities, artifacts, tools, stories, styles, etc. (p. 230). He asserts that all three are interdependent and must be present for a community of practice to be effective.

## FORMING A COMMUNITY OF PRACTICE

Follow these recommended steps to form an effective community of practice.

## IDENTIFY A MODERATOR

A moderator is key to the success of any learning community of practice. That is where you – as a mentor or facilitator – play a critical role. You will be the one to get things organized,

recruit participants, guide discussions, keep the group on task, and serve as a liaison between the group and the CMP Approved Sponsor for the purpose of processing RID CEUs. These tasks can also be shared by working as a team and co-facilitating based on your strengths and areas of interest. And, of course, you too can earn CEUs in the process.

## ESTABLISH CLEAR GOALS
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Have a clear intention or purpose in mind. Determine the goals and objectives that the community of practice hopes to achieve. In terms of the self-directed online learning modules, the purpose is to deepen understanding of the content through group discussion, reflection, and application. And, as a result, increase the number of interpreters who are better prepared to work with Deaf and DeafBlind individuals who exhibit atypical language – all while earning CEUs together.

## ADDRESS INFRASTRUCTURE AND LOGISTICS
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Every community of practice must have a clear infrastructure in place. Will the group meet in person? Or, will the group engage around some type of networked discussion board, like a Facebook Group? Create a plan that identifies the strategy by which the group will meet and connect, as well as how and when they will communicate. This provides participants with clear expectations.

Even if a community of practice chooses to meet face to face, consider the benefit of using another form of networked communication between meetings. Facebook, Twitter, email lists, and online forums can serve as invaluable communication tools. Through sharing ideas and working together, the community of practice can come up with innovative ways to connect, which can be used to encourage one another, ask questions, and share resources.

For a community of practice dedicated to completing the self-directed modules through group discussion, reflection, and application of content, it is imperative that the community schedule allows for successful completion of all CEU requirements. And, if the modules will be

completed in sequence, one after the other, determine if there will be a break in between completion of one and the start of another. Avoid long breaks to prevent lost momentum.

## RECRUIT PARTICIPANTS

Circulate calls for participants through local RID chapters or with entities that employ large numbers of interpreters, such as VRS companies, post-secondary institutions, or interpreter referral agencies. Certified interpreters are always looking for new and interesting opportunities to earn CEUs, and novice interpreters are always looking for ways to learn more about interpreting topics and how to network with other interpreters.

Ideally, groups would be kept to five to seven individuals. This is a good number for creating thought-provoking and dynamic discussion. This size also allows for more connection and interaction between the members and for delving into topics sufficiently so that everyone has an opportunity to participate. It will also be easier to track and monitor the progress of a smaller group of individuals, and to provide the support and encouragement needed to meet the completion of work within a four- or six-week period. Doing this with a large group of participants would be more difficult to manage and would require more time from the mentor/facilitator.

## FIND A CEU SPONSOR

If you are planning to form a Community of Practice in order to earn additional CEUs for independent work within the self-directed online modules, search for a CMP Approved Sponsor on the RID website: https://myaccount.rid.org/Public/Search/Sponsor.aspx. Be sure to select "Yes" in the "Independent Study" dropdown menu, as not all sponsors can approve independent studies. With guidance from a CMP Approved Sponsor and this Curriculum Guide, you can design an independent study activity.

## FACILITATE EFFECTIVELY

As a mentor or facilitator, it is your job to start and end on time, keep participants motivated through feedback, encouragement, and support, answer questions, and keep the learning process on track so everyone can be successful in their completion of the activity. Some tips:

- Monitor group interactions for civility and respect. Model your expectations for participants as the community engages.
- Encourage diverse perspectives. Each person brings unique experiences, and the population of Deaf people is very diverse. Each person's experience is valuable!
- Answer questions promptly so participants are not delayed in moving forward.
- Track progress. Consider creating a checklist of tasks and due dates. If you develop tools you find useful, be sure to share them with the CALI team so that other mentors/facilitators can benefit from your creativity!
- Promote critical thinking. This process is not about finding the ONE right answer; instead, it is about building discretion – the ability to identify a range of acceptable actions/decisions and to assess the implications of each for consumers and interpreting practice – within practitioners.

## MANAGING ACCOUNTABILITY WITHIN A COMMUNITY

Accountability refers to each participant taking personal responsibility for their own engagement and participation in a community of practice. If a community is gathered for the purpose of discussion and reflection, then each participant must engage in that process to be accountable. Simply observing while others take risks and engage is not active learning, which is the cornerstone of a community of practice. Irregular or lacking participation can foster apathy and discouragement. The following are some suggestions for strengthening accountability within a community of practice, with the goal of promoting personal responsibility, engagement, and collaboration.

13

## SET CLEAR EXPECTATIONS
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Set expectations in advance and have each participant confirm agreement. Rather than create a specific contract for everyone to sign, allow each participant to create their own and share it with the other participants. At minimum, each must contain all that is required for successful completion of the module(s) for earning CEUS. As the mentor/facilitator you can offer ideas for what participants can include in their agreements, such as time commitment, honoring of deadlines, communicating with respect and civility, taking risks, and participating, etc. It may be useful to include in the contract or statement how the individual prefers to be reminded if they are not honoring what they have committed to do. You and the participants should also feel free to ask each other to consider additional expectations that will improve the overall learning experience for the group, such as coming to meetings prepared, being attentive when others are commenting, etc. The key is that each individual ultimately decides what they agree to commit (beyond the base expectations).

## ESTABLISH CONSEQUENCES
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In advance, establish and communicate straightforward consequences for lacking participation and have each participant acknowledge them. Determine, as a group, the consequences for not honoring agreements. Is there a point at which a noncompliant individual is no longer a part of the community? Should this happen, how will it impact their earning of CEUs? This should be explicitly stated to avoid misunderstandings.

## ESTABLISH GROUP NORMS AND VALUES
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Group norms, or the ways in which the group agrees to function together, are important to effective collaboration. Sample group norms include…

- starting and ending on time,
- communicating with respect and civility,
- treating each other with respect and dignity,
- being transparent – no hidden agendas,

14

- being genuine with each other regarding feelings, ideas, and challenges, and
- trusting one another.

Beginning each meeting with a review and reminder of the group norms helps participants to remain focused on the group agreements. Checking in at the beginning of each meeting to see how everyone feels about whether the norms remain effective and are being honored is also useful. It allows for resolution to any issues before the learning activities begin.

## CELEBRATE INDIVIDUAL AND GROUP SUCCESS
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As individuals and the group meet timelines, participate in difficult discussions, take risks, and actively participate in the learning process, make it a practice to celebrate by recognizing and valuing such contributions and achievements. Letting participants know that their efforts are an important contribution to the effectiveness of the group and that they are appreciated is a great way to honor one another. This practice also sets a positive tone for all interactions within the community of practice.

## MODULE 4 - DECISION POINTS: WORKING WITH DIVERSE CONSUMERS EXHIBITING ATYPICAL LANGUAGE

### OVERVIEW

This module is designed to focus on decision-making as part of interpreting for individuals who demonstrate unique cultural and linguistic characteristics and atypical language use. There are identifiable decision points that occur throughout the interpreting process and become even more critical when working with consumer populations who are more vulnerable as a result of linguistic, educational, and social deprivation. The module is comprised of four units, each focusing on a specific aspect of decision-making as it relates to consumers exhibiting atypical language. Throughout the module, various strategies that can be employed in articulating decision-making, and its implications for interpreting and/or linguistic access, will be introduced and discussed.

## LEARNING OUTCOMES

At the end of Module 4, you will achieve the following Learning Outcomes:

- Participants will be able to identify the implications of vicarious trauma for interpreters and identify at least two strategies an interpreter could employ to manage the impact of vicarious trauma arising from interpreting experiences.
- Participants will be able to assess the decision-making of a Deaf and hearing interpreter in response to an unfolding scenario and identify the ethical tenets and principles, values held by the Deaf and interpreting communities, and/or best practices that influenced their decisions.
- Participants will be able to respond to a series of decision points that emerge in an unfolding scenario and offer rationale for each decision that is grounded in ethical tenets and principles, values held by the Deaf and interpreting communities, and/or best practices.
- Participants will be able to reflect on their decision-making and offer insight into the implications of their decisions and what areas of decision-making they can improve.

## TERMINOLOGY

**Atypical Language:** Language use that does not conform to the recognized norms of a language community due to deviations in form, content, or function of the language. In some instances, a consumer's language use may be viewed as atypical to an individual interpreter due to the interpreter's limited exposure to diverse members of the deaf population. In such instances, the interpreter needs training and experience to work with a broader and diverse community of language users.

**Case Study:** An up-close, in-depth, and detailed examination of a subject of STUDY, as well as its related contextual conditions, for the purpose of identifying concepts and examples that illustrate guiding principles within a discipline.

**Cohesion-creating Devices:** Those words or grammatical features that connect ideas together or demonstrate the transition of one idea or topic to another.

**Decision-Making:** The cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities.

**Decision Point:** A critical juncture in a process when an informed decision must be made in order for the process to move forward effectively.

**Dysfluent Language:** Impairment to the smooth and articulate production of language [pathological perspective].

**Message Coherence:** A message that sticks together in a logical and organized fashion, where the parts connect in a consistent and orderly manner.

**Narrative Interpreting:** Typically, interpretations are generated in the first person – the interpreter speaks as the individual who is producing the information being interpreted. This is an appropriate strategy when the message being generated is whole and complete. When a consumer doesn't use whole and complete language, it can be misleading to use first person as it may indicate a greater degree of language competence than the consumer is expressing. In such instances, the use of narrative interpreting, where the interpreter constructs a narrative about what they are observing and understanding from the signing, is a more appropriate strategy.

**Pattern:** A recurring instance of deviation in language use.

**Risk:** Potential for harm or damage.

**Self-Assessment:** Evaluation of oneself and/or one's actions or performance in relationship to some objective standard or expectation. Data collected is used to assist in making decisions about work readiness and priorities for continued professional development.

**Strategy:** An action applied during interpreting, designed to facilitate the interpreting process. Sometimes strategies are referred to as controls when applying Demand Control Schema (DC-S).

**Think Aloud Protocols:** Involves participants thinking aloud as they are performing a set of specified tasks. Participants are asked to say whatever comes into their mind as they complete the task. This might include what they are looking at, thinking, doing, and feeling. This gives observers insight into the participant's cognitive processes (rather than only their final product), to make thought processes and decision-making as explicit as possible during task performance. For interpreters, it is a process of watching a stimulus text and simultaneously talking/signing about what they are thinking, doing, and feeling to provide insight into how they are processing information. Afterwards, assuming the out loud/signed comments are recorded, the interpreter can reflect with peers and/or a mentor about the implication of their process for decision-making and interpreting. Think Alouds are useful towards the goal of deepening the meta-cognition skills that support more informed decision-making and fuller message meaning analysis during interpreting.

**Unfolding Scenario:** A scenario in which decision points impacting an interpreter's work unfold one at a time over the course of an interpreting assignment case study. This provides the opportunity for practitioners to apply and reflect upon their critical thinking and ethical decision-making toward the goal of increasing decision-making competence.

**Vicarious Trauma:** The emotional residue of exposure that interpreters may experience from working with d/Deaf people as they are exposed to their trauma stories and become witnesses to the pain, fear, and terror. Sometimes referred to as *compassion fatigue* and should not be confused with burn-out.

## DISCUSSION QUESTIONS

- View the following video: https://vimeo.com/446870199/233a3ff93d
  Then, as a group, respond to the following questions:
    - What are three critical decision points that an interpreter should consider if interpreting for this particular respondent? Why?
    - What types of questions would the interpreter need to answer to make a decision at each of those decision points?

- What are at least two decisions the interpreter might make? What is the implication of each decision?

- View the following video: https://vimeo.com/446875931/8f17e26f1a
  As you watch, write down all the questions you would ask the Deaf individual for clarification, comprehension, etc. Then, as a group, discuss and demonstrate HOW you would ask these questions. Reflect together about what you learned from this exercise and how the discussion will impact your work moving forward.

- Self-assessment is an essential part of self-awareness. In a small group, discuss how you approach self-assessment. How frequently do you engage in self-assessment? What are the elements of your performance or decision-making that you focus on during self-assessment? How do you utilize your findings as a result of self-assessment? On a scale of 1-10, how important do you rate self-assessment? Is your rating consistent with the attention you give self-assessment as part of your practice? How do your perspectives compare those of with your peers? What did you learn about yourself by listening to their responses to these questions? What insight did you gain that you can apply to your practice? Who can support you in your efforts?

- In a small group, explore the meaning of the phrase: DO NO HARM. How does this phrase translate into an approach to decision-making? By which criteria do interpreting professionals determine what constitutes HARM during interpreting and the implications of that harm for their decision-making? Reflect on examples of experiences or observations of when HARM occurred during the interpreting process because of your or another interpreter's behavior. What was the specific harm that was done? How does this description of harm fit with the criteria the group articulated earlier in the discussion? How will your insight from this discussion impact your day-to-day work as an interpreter? Who can support you in your efforts?

- In a small group, reflect on recent interpreting experiences. Without disclosing any confidential elements of the assignment, reflect on your decision-making during one of those assignments. What were three or four decision points at which you were required to make a decision? What did those decision points involve? What were the decisions that you made at the time? Why? What other options were available that you did not choose? As you reflect on the decision points and your decisions, is there anything you would change now as a result of your reflection? As you listen to others in your group discuss their decision points and decisions, what insight is provided? How will this discussion impact your day-to-day work as an interpreter?

- In a small group, reflect on a time when you were interpreting and some type of intervention was required, but you chose to do nothing. What were the circumstances? What was the outcome of your decision? What were the implications for the consumer? What were the implications for you? Did this impact how you feel about your work? If so, how? If you could go back to that moment in time, would you still choose to do nothing (even though some type of intervention was warranted)? What would you do differently, and why? If you would do nothing differently, why? As you listen to others in your group discuss a time when they decided to do nothing, what is the impact? How will engaging in this discussion impact your day-to-day work as an interpreter?

- In the module you watched Kelly Decker's "Think Out: A way in" presentation. Discuss how think outs can help you better understand the factors that impact your decision-making process. How can the Think Out process assist you in preparing to interpret for individuals who exhibit atypical language?

### ACTIVITY #1: ASL SKILL DEVELOPMENT
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This activity has three parts:

1. View two scenarios that the Language Analysis Team used as stimuli when collecting language samples: https://vimeo.com/446876929/17edcf606c
2. Film your retelling of these two scenarios in ASL.
3. Choose one peer and assess each other's retellings using the following two forms, which can be found within the "Supplemental Resources" folder in the module:
   - *CALI Form A - Category Descriptions*
   - *CALI Form A - Overall Discourse Assessment of Language*

   Discuss your assessments with each other, including a summary of your main points from the assessment form.

### ACTIVITY #2: VICARIOUS TRAUMA
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Make sure you have read "Vicarious Trauma and the Professional Interpreter." Then, watch the following video of a Deaf individual from Mexico, making note of your reactions and observations.

Video: https://vimeo.com/446876767/3a6e83fd46

In a small group, discuss your reactions, drawing on observations and recommendations offered by Harvey in the article on vicarious trauma. Address the following questions:

- What skill sets do you think are necessary for an interpreter working with the Deaf woman in the video?
- How might witnessing the telling of her story impact your work and well-being as an interpreter?

- What strategies might an interpreter use to support their wellness and ability to effectively interpret in such situations?

## ACTIVITY #3: IDENTIFYING AND LABELING LANGUAGE FEATURES
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View the following video of various individuals describing a picture:
https://vimeo.com/446876854/398ee3658f

After each person's description of the picture, pause the video and try to draw the picture from their description (three drawings total).

In a small group discussion, address the following:

- Identify three to four specific language features observed in each of the picture descriptions in the video.
- Discuss the drawing you think is the most accurate representation of the space. (Don't worry about your artistic ability!) What were some areas where you had trouble drawing the space? Why?
- Discuss the different options for most effectively representing the space during an interpretation. Which option(s) would lead to the most accurate representation?

## ACTIVITY #4: APPLICATION OF NARRATIVE INTERPRETING
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You will view the following video clip and generate a narrative of it (not an interpretation!) in spoken English or ASL. Set up your camera so that you can record yourself talking or signing while watching the video. Do not pause or rewind the video while narrating it, and do not watch the video ahead of time. Do your best to narrate in third person what the Deaf individual is saying.

When you are done with your narration, review your video and comment on the specific challenges that existed and how you managed them. What do you feel was effective about your narration? What could be improved?

In discussion with a peer, show your video and discuss your experience and observations. Allow your peer to do the same with their video. Provide each other with feedback and discuss strategies and resources for improving narrative skills as part of professional development.

Video clip: https://vimeo.com/446875931/8f17e26f1a

## ACTIVITY #5: IDENTIFYING AND LABELING LANGUAGE FEATURES
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View the following video: https://vimeo.com/446870199/233a3ff93d

In discussion with a peer, address the following:

- What specific language features do you note in the narratives generated by this individual?
- Identify at least four language features you observe and reference two specific examples of each.

Discuss how the identification of specific language behaviors impacts your decisions about your own language use when interpreting for this individual. How are the requirements for meeting this consumer's communication access needs impacted by your current skill level? What skills might you need to improve? How can you go about making the needed improvements and who can support you in your efforts?

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