



Module 1- Atypical Language: Contributing Factors and Implications

This module is located in Northeastern University Library's Digital Repository Service. The links below provide the order in which to complete the module components.

[Module 1 Collection Northeastern University Digital Repository System](#)

[Module 1 Welcome and Learning Objectives](#)

[Module 1 Curriculum Guide \(for educators\)](#)

[Module 1 CALI Self Directed Syllabus](#)

Unit 1: Introduction to Atypical Language

1. Watch "Introduction to Atypical Language" series

Watch Rosemary Wanis's three-part "Introduction to Atypical Language" series

[Introduction to Atypical Language: Part 1](#)

[Introduction to Atypical Language: Part 2](#)

[Introduction to Atypical Language: Part 3](#)

[Introduction to Atypical Language Three-Part Series \(English Transcript\)](#)

2. Watch "CALI Language Analysis Team's Atypical Language Model" video

[CALI Language Analysis Team's Atypical Language Model](#)

[CALI Language Analysis Team's Atypical Language Model \(English Transcript\)](#)

3. Read CALI's Language Analysis Team Report:

[CALI LAT REPORT](#)

Unit 2: Educational, Social and Developmental Implications of Language Deprivation

1. Watch Dr. Gulati's presentation on Language Deprivation Syndrome

[Dr. Sanjay Gulati's presentation on Language Deprivation Syndrome](#)

*NOTE: There is a presentation and a Q&A session. You only need to watch the presentation, which ends at 53:49 min. You are not required to watch the Q&A session.

2. Watch: "Effects of Linguisticism and Audism on the Developing Deaf Person" TEDx Gallaudet Presentation by Peter Hauser.

[Effects of Linguisticism and Audism on the Developing Deaf Person](#)

3. Watch ASL summary of "Language Deprivation Syndrome" article

[Language Deprivation Syndrome: A Possible Neurodevelopmental Disorder with Sociocultural Origins \(ASL Summary\)](#)

[Language deprivation syndrome: A possible neurological disorder with sociocultural origins](#)

4. Watch ASL summary of "Deaf Education Policy" article

[Deaf Education Policy \(ASL Summary\)](#)

[Deaf education policy as language policy: A comparative analysis of Sweden and the United States](#)

5. Optional: Watch James Tucker's lecture on Educational Policy

Watch James Tucker's three-part lecture on Educational Policy as it relates to deaf individuals with atypical language.

[Education Policy: Part 1](#)

[Education Policy: Part 2](#)

[Education Policy: Part 3](#)

[Education Policy: Parts 1-3 \(English Transcript\)](#)

6. Optional: Review Resources

P.L. 94-142 / IDEA: <https://sites.ed.gov/idea/?src=policy-page>

IEP Overview: <http://www.parentcenterhub.org/iep-overview/>

LEAD-K: <http://www.lead-k.org>

Unit 3: Introduction to Language Dysfluency for Interpreters

1. Watch "Introduction to Language Dysfluency" presentation

Watch Dr. Neil Glickman's three-part presentation on Dysfluent Language. The presentation is in spoken English and interpreted into ASL. We encourage you to pause the video to read the slides, as they will only appear for a few seconds each.

[Language Dysfluency: Part 1](#)

[Language Dysfluency: Part 2](#)

[Language Dysfluency: Part 3](#)

[Language Dysfluency: Parts 1-3 \(English Transcript\)](#)

2. Watch ASL summary of "Mental Health Interpreting" article

[Mental Health Interpreting with Language Dysfluent Deaf Clients \(ASL Summary\)](#)

[Mental Health Interpreting with Language Dysfluent Deaf Clients](#)

Unit 4: Communication Assessment as Part of the Interpreting Process

1. Watch: Watch ASL Lecture on Communication Assessment as Part of the Interpreting Process

[Module 1 Communication Assessment as Part of the Interpreting Process](#)

[Communication Assessment as Part of the Interpreting Process \(English Transcript\)](#)

2. Complete the communication assessment

Download and complete the Communication Assessment as Part of the Interpreting Process Self-Assessment form. Completing this form will help you determine your readiness to conduct a communication assessment.

[Communication and Language Assessment as Part of the Interpreting Process: Self Assessment](#)

3. Review the Observation of Communication/Language Features Form

[Observations of Communication/Language Features Form](#)

4. Watch: Introduction to the Observation of Communication/Language Features Form

[Module 1 Introduction to the Observation of Communication and Language Features Form.mp4](#)

[Introduction to the Observation of Communication/Language Features Form \(English Transcript\)](#)

5. Practice: Record your observations

Watch "[Ona on 9/11](#)". Record your observation about their communication use on the [Observations of Communication/Language Features Form](#)—be specific about what you observe. Identify at least 5 observations for each individual. Identify strategies you might employ as an interpreter.:

6. Watch: Sample of Ona on 9/11 Observation of Communication/Language Features Form

[Sample of Ona on 9/11 Observation of Communication Language Features Form.mp4](#)

[Sample of Ona on 9/11 Observations of Communication/Language Features Form \(English Transcript\)](#)

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