



Module 2 - Working with Individuals Exhibiting Atypical Language

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 2 Collection Northeastern University Digital Repository System](#)

[Module 2 Welcome and Learning Objectives](#)

[Module 2 Curriculum Guide](#) (for educators)

[Module 2 CALI Self-Directed Syllabus](#)

Unit 1: Personal Attributes & Implicit Bias

1. Watch "Introduction to Module 2"

[Introduction to Module 2](#)

[Introduction to Module 2 \(English Transcript\)](#)

2. Watch "Framing the IAT" video

[Framing the IAT](#)

[Framing the IAT \(English Transcript\)](#)

3. Take the IAT

Click the link below to take the IAT online. Select the topic with which you feel the LEAST familiar: Disability, Race, or Religion.

<https://implicit.harvard.edu/implicit/takeatest.html>

4. Watch ASL summary of "Oppression, Empowerment, and the Role of the Interpreter" article

[Oppression, Empowerment, and the Role of the Interpreter \(ASL Summary\)](#)

[Oppression Empowerment and the Role of the Interpreter](#)

5. Watch "Bias Regarding Deaf Senior Citizens"

[Bias Regarding Deaf Senior Citizens](#)

[Bias Regarding Deaf Senior Citizens \(English Transcript\)](#)

6. Take the Cultural Awareness and Sensitivity Self-Assessment

[Cultural Awareness and Sensitivity Self-Assessment Tool](#)

Unit 2: Intersectionality, Decision Latitude, and Role Space

1. Watch Four Videos on Intersectionality

[What is Intersectionality?](#) By Rezenet Moges-Riedel, National Deaf Center (ASL with captions)

[Intersectionality Stories](#) by Rezenet Moges-Riedel, National Deaf Center (ASL with captions)

[Open Letter in ASL about Intersectionality](#) directed by Rezenet Moges-Riedel, National Deaf Center

[Intersectionality and Black ASL](#) by Dr. Joseph Hill- An Interview on The Daily Moth

2. Complete "Understanding Definitions: Diversity and Intersectionality" worksheet

[Understanding Definitions: Diversity and Intersectionality Worksheet](#)

After downloading the worksheet, take a moment to view the intersectionality graphic on the first page. Then, follow the instructions on the second page to shade in the appropriate sections and answer the questions. Even if you do not actually fill out the worksheet, you are encouraged to take the opportunity to think about the questions and consider what your answers might be.

You do not need to upload or submit your responses. This activity is for your benefit, to give you a better understanding of diversity and intersectionality.

3. Watch Role Space

This webinar is presented in ASL. PowerPoint Slides have been embedded into the recording. Feel free to pause on each PowerPoint slide if you need additional time.

[Role-Space and Interpreting with Deaf People who use Atypical Language- Part 1: Background and Fundamental Principles](#)

[Role-Space and Interpreting with Deaf People who use Atypical Language- Part 1: Background and Fundamental Principles \(English Transcript\)](#)

[Role-Space and Interpreting with Deaf People who use Atypical Language- Part 2: The Role-Space Axes](#)

[Role-Space and Interpreting with Deaf People who use Atypical Language- Part 2: The Role-Space Axes \(English Transcript\)](#)

[Role-Space and Interpreting with Deaf People who use Atypical Language- Part 3: Applications](#)

[Role-Space and Interpreting with Deaf People who use Atypical Language- Part 3: Applications \(English Transcript\)](#)

4. OPTIONAL: Watch presentation on cases of atypical language

Watch Carole Lazorisak's presentation on three cases of atypical language. We encourage you to pause the video to read the slides, as they will only appear for a few seconds each.

[Deaf Individuals who Exhibit Atypical Language](#)

Unit 3: Privilege, Privilege, Oppression and Reflections on Diversity

1. Watch ASL summary of "White Privilege" article

[White Privilege: Unpacking the Invisible Knapsack \(ASL Summary\)](#)

[White Privilege Unpacking the Invisible Knapsack](#)

2. Watch "Self-Awareness" presentation

Watch Stacey Storme's StreetLeverage presentation, "[Self-Awareness: How Sign Language Interpreters Acknowledge Privilege and Oppression.](#)"

3. Watch videos on diversity and oppression

[Reflections on Diversity: Lillian Garcia Peterkin](#)

[Reflections on Diversity: Eileen Forestal](#)

[Reflections on Diversity: Jimmy Beldon](#)

4. Watch Conversation Series video on interpreting strategies

Watch Moníca Gallego and Rayni Plaster Torres discuss interpreting strategies for interpreting for deaf individuals who exhibit atypical language use, among other diverse characteristics.

[Conversation Series 4: Monica Gallego and Rayni Plaster Torres](#)

[Conversation Series 4: Monica Gallego and Rayni Plaster Torres \(English Transcript\)](#)

Use the Observation Guide for the Conversations Video to record your thoughts.

[Observation Guide for Conversations Video](#)

5. Optional: Watch video on "[Black ASL](#)".

Unit 4: Applying Strategies- Working with Deaf Immigrants and Refugees

1. Watch “Interpreting Strategies with Deaf Immigrants”

[Interpreting Strategies with Deaf Immigrants: Introduction to Unit](#)

[Interpreting Strategies Used with Deaf Immigrants: Introduction to Unit \(English Transcript\)](#)

2. Activity: “Living in America: Challenges Facing New Immigrants and Refugees”

Read the report “Living in America: Challenges Facing New Immigrants and Refugees.” Using the response sheet provided, complete the four main hurdles and related key points to better understand the barriers and challenges immigrants and refugees experience living in America.

1. Watch: [Living in America](#)

[Living in America \(English Transcript\)](#)

2. Read the report: [Living in America Article](#)

3. Optional- Fill out the response sheet: [Living in America Response Sheet](#)

3. Watch “Introduction to Exploring the Deaf Immigrant Experience”

[Introduction to Exploring the Deaf Immigrant Experience](#)

[Introduction to Exploring the Deaf Immigrant Experience \(English Transcript\)](#)

4. Activity: Learn how to make an ecomap

Now that you have a sense of the challenges faced by immigrants and refugees living in the United States, let’s narrow our focus to the Deaf community. We will build a visual

diagram of a deaf immigrant experience as a way to conceptualize the quality of relationships and types of resources available to them.

For this next exercise, we will be using a type of ecomap called a Culturagram. A Culturagram is a specialized ecomap used in social work to diagram, using a cultural frame, the way an immigrant family engages with the outside world. The goal of a culturagram is to examine the family through their own cultural values and beliefs with the goal of preserving them. In social work it is a tool to guide the social worker in how to engage with families by referring services, connecting families to resources etc.

1. Learn how to build an ecomap by viewing: [How to make an ecomap](#). Be sure to turn on captions.
2. Learn the [10 categories of the Culturagram](#)
5. Activity: Explore Deaf Immigrant Experiences

Typically you would build a Culturagram collaboratively through interviews with the family over time, however, we will be using the tool to examine recorded narratives. As you watch each narrative imagine you are at an interpreting assignment and this is an opportunity to learn about the family. Since this is only one encounter it may not be possible to capture information in all of the Culturagram categories. Rather, you are encouraged to practice listening using this framework to home in on important relationships and resources, as well as cultural values, beliefs and experiences of deaf immigrants.

1. Choose two (2) deaf immigrant narratives to explore.
2. Create an ecomap and fill in the categories of the Culturagram for each family based on the information provided. Note, this template will need to be printed.

Narratives to choose from:

1. [Deaf Immigrant Eduardo](#)
 2. [Deaf Immigrant Francis](#)
 3. [Deaf Immigrants Maria & Luis](#)
 4. [Deaf Immigrant Elias](#)
 5. [Deaf Muslims in Minnesota](#)
 6. [Deaf Refugees Bhutan](#)
 7. [Deaf & In Detention: Challenges to Outreach, Advocacy & Support](#)
6. Reflection Opportunity

Reflection Opportunity

Reflection Opportunity (English Transcript)

7. Watch additional videos with Su Kyong Isakson

- [Resources for Deaf Immigrants](#)

[Resources for Deaf Immigrants \(English Transcript\)](#)

- [Advocacy Groups](#)

[Advocacy Groups \(English Transcript\)](#)

- [Finland Model for Supporting Deaf Immigrants](#)

[Finland Model for Supporting Deaf Immigrants \(English Transcript\)](#)

- [Finland Study Summary](#)

[Finland Model Summary \(English Transcript\)](#)

8. Optional: Watch "Interpreting for Refugees" presentation

Watch Stephanie Cramer's two-part presentation on interpreting for deaf refugees. We encourage you to pause the video to read the slides, as they will only appear for a few seconds each.

[Interpreting for Refugees Part 1](#)

[Interpreting for Refugees Part 2](#)

9. Optional: Watch interviews with Bhutanese refugees

Watch the following videos of Stephanie Cramer interviewing Bhutanese refugees.

[Interview with Bhutanese Refugees 1](#)

[Interview with Bhutanese Refugees 2](#)

10. Optional: Read "Interpreting with Immigrant Deaf People"

[Interpreting with Immigrant Deaf People.pdf](#)

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