



Module 3 - Interpreting Strategies for Individuals with 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 3 Collection Northeastern University Digital Repository System](#)

[Module 3 Welcome and Learning Objectives](#)

[Module 3 Curriculum Guide \(for educators\)](#)

[Module 3 CALI Self-Directed Syllabus](#)

Unit 1: System Assessment via System Thinking

1. Watch: "Systems Thinking"

Watch Anna Witter-Merithew's three-part presentation on Systems Thinking as it relates to interpreters:

[Systems Thinking for Interpreters Part 1](#)

[Systems Thinking Part 1 \(English Transcript\)](#)

[Systems Thinking for Interpreters Part 2](#)

[Systems Thinking Part 2 \(English Transcript\)](#)

[Systems Thinking for Interpreters Part 3](#)

[Systems Thinking Part 3 \(English Transcript\)](#)

2. Watch ASL Summary of "Health Literacy and Deafness: Implications for Interpreter Education"

[Health Literacy and Deafness: Implications for Interpreter Education \(ASL Summary\)](#)

[Health Literacy and Deafness: Implications for Interpreter Education](#)

3. Watch ASL Summary of "Health-Related Vocabulary Knowledge Among Deaf Adults"
[Health-Related Vocabulary Knowledge Among Deaf Adults \(ASL Summary\)](#)

Unit 2: Pre-Conferencing & Consumer Assessment

1. Watch Keven Poore's "And So It Begins..." Presentation
 - [And So It Begins Part 1](#)
 - [And So It Begins Part 1 \(English Transcript\)](#)
 - [And So It Begins Part 2](#)
 - [And So It Begins Part 2 \(English Transcript\)](#)
2. Watch two pre-conferencing samples
 - [Medical Appointment 1: Pre-Conference Interpreting Team](#)
 - [Medical Appointment 2: Pre-Conference Interpreting Team](#)
3. Watch ASL Summary of "Assessing Linguistic Diversity in Deaf Criminal Suspects" article
 - [Assessing Linguistic Diversity in Deaf Criminal Suspects \(ASL Summary\)](#)
 - [Assessing Linguistic Diversity in Deaf Criminal Suspects](#)
4. Optional: Watch Part 3 of Keven's presentation
 - [And So It Begins Part 3](#)
 - [And So It Begins Part 3 \(English Transcript\)](#)

Unit 3: Assessing and Explaining the Need for Deaf-Hearing Interpreter Teams

1. Activity: Understanding the Role of the Interpreters
 - Watch: [Deaf Interpreters: Things to Know](#)
 - Watch: Interlingual and Intralingual Interpreting
 - [Interlingual and Intralingual Interpreting](#)
 - [Interlingual and Intralingual Interpreting \(English Transcript\)](#)
 - Watch: What do Deaf Interpreters Bring to their Work
 - [What do Deaf Interpreters Bring to their Work.mp4](#)

[What do Deaf Interpreters Bring to their Work \(English Transcript\)](#)

- Watch: [GURIEC Learning Community Series – Deaf/Hearing Interpreting Team Series: Deaf/Hearing Interpreting Team Expert Panelists \(2012\)](#)

2. Activity: Situational Assessment

- Watch: Communication Assessment

[Communication Assessment](#)

[Communication Assessment \(English Transcript\)](#)

- Read: [Recommended Guidelines for the Use of Deaf Intermediary Interpreters](#). Pay special attention to page 2 "When a Court Needs a Deaf Interpreter". *Note: This resource is specific to courts and can also be extended to other settings.*
- Read: CALI's Language Analysis Team Report

[CALI Language Analysis Team Report](#)

Unit 4: Expanding Your Interpreting Toolbox

1. Watch Presentation on Interpreting Strategies

Watch Molly Wilson's presentation on interpreting strategies. We encourage you to pause the video to read the slides, as they will only appear for a few seconds each.

[Expanding Your Interpreting Toolbox](#)

[Expanding Your Interpreting Toolbox \(English Transcript\)](#)

2. Watch "Lights! Camera! PROPS! Action!" presentation

Watch Rosemary Wanis's presentation on props. We encourage you to pause the video to read the slides, as they will only appear for a few seconds each.

[Lights Cameras Props Action](#)

[Lights Camera Props Action \(English Transcript\)](#)

3. Read articles on various interpreting topics

Read the specified pages of the following articles:

[A Preliminary Study on Interpreting for Emergent Signers](#) (only read pages 210-213)

[Guidelines for Proceedings that Involve Deaf Persons Who Do Not Communicate Competently in American Sign Language](#) (read the entire article)

[Laying the Foundation for Deaf Interpreter Education_ Deaf Interpreting as a Career Choice within the Realm of the Deaf Studies Curriculum](#) (only read page 4)

[Toward Effective Practice Competencies of the Deaf Interpreter](#) (only read pages 4 and 6)

4. Watch Reflection on Interpreting with Props

[Reflections on Interpreting with Props](#)

[Reflections on Interpreting with Props \(English Transcript\)](#)

Unit 5: Applying Strategies- Interpreting with d/Deaf Senior Citizens

1. Activity: Observe Deaf Senior Citizens with Atypical Language

Watch at least two (2) examples of deaf senior citizens who exhibit atypical language. While watching these sample videos, journal your observations.

[Language Sample 1](#)

[Language Sample 3](#)

[Language Sample 4](#)

[Language Sample 7](#)

[Language Sample 15](#)

[Language Sample 17](#)

[Language Sample 21](#)

[Language Sample 24](#)

[Language Sample 28](#)

[Language Sample 38](#)

2. Watch and reflect on “Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens”

Watch and reflect on the three part “Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens”

Note: In this three-part panel discussion, the camera framing doesn't capture one

panelist's full signing space. We know this limits visual access, but her contributions are too valuable to cut. We've kept this footage to preserve the full conversation.

- Watch “Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens”
- While watching, consider the following:
 - Something I have learned is...
 - When interpreting with this population, I will...
 - When interpreting with this population, I will not...
 - Unexpected points:
 - Did anything make you uncomfortable?
 - What inspired or excited you?

[Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens, Part 1](#)

[Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens, Part 1 \(English Transcript\)](#)

[Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens, Part 2](#)

[Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens, Part 2 \(English Transcript\)](#)

[Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens, Part 3](#)

[Panel Discussion: Interpreters on Interpreting with Deaf Senior Citizens, Part 3 \(English Transcript\)](#)

3. Review handouts

Review the following handouts:

[Characteristics That May be More Prevalent Among Deaf Senior Citizens Focus on Communication](#)

[Strategies, Techniques and Approaches to Interpreting with Deaf Senior Citizens with Atypical Language Use](#)

Unit 6: Compassion & Respect

1. Watch "The Heart of It All: Compassion and Respect" presentation

NOTE: *This presentation was filmed with the assumption that each unit would be completed on a weekly basis. If you are completing the units at a different pace, please disregard the mention of "week."*

[The Heart of It All: Compassion and Respect](#)

[The Heart of It All: Compassion and Respect \(English Transcript\)](#)

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