



Northeastern University

Center for Atypical Language Interpreting

ENGLISH TRANSCRIPT FOR UNFOLDING SCENARIO 4: COMMITTEE MEETING

SETTING:

This is an interpreting scenario that occurs during a Deaf Community Committee Meeting setting. In this assignment, a hearing interpreter has been scheduled to team interpret a committee meeting for a DeafBlind person. Both interpreters know the consumer and have interpreted for her in various situations. Both interpreters have worked with DeafBlind consumers in the past. As well, both interpreters have worked together before, although never for a DeafBlind consumer. Neither has interpreted for this particular committee meeting before.

The consumer is a 38-year old Deaf woman who has low vision and relies on close vision signing, preferably by a Deaf interpreter. She is very active in the DeafBlind community and the Deaf community in general and is a frequent consumer of interpreting services.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the DeafBlind woman in this scenario. She is being interviewed by another Deaf interpreter. This will help you to visualize the type of Deaf consumer for whom the Deaf-hearing 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.

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 arrives 15 minutes early to the site. The DeafBlind person and the Deaf teammate arrive about five minutes after the interpreters do. Before the hearing interpreter has greeted the DeafBlind consumer, another hearing interpreter arrives who mentions that she usually interprets for the consumer the Deaf-hearing interpreter team are assigned to work with. Today, she has been assigned to interpret for one of the other DeafBlind participants. She asks the hearing interpreter if the team interpreters are willing to trade consumers?

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

It turns out that the DeafBlind person for whom the Deaf-hearing interpreter team will interpret has been asked at the last minute to chair the committee meeting today. There are two hard of hearing, blind consumers who participate by speaker phone, one blind hearing woman at the table and three hearing and sighted people who work at the agency are also at the table, and one other DeafBlind participant for whom the other interpreter is scheduled to work.

The Deaf interpreter guides the DeafBlind consumer to the front of the meeting space and position's herself in a way that her back is to all the other participants, but her signs are easily accessible to the consumer. As her team interpreter, the hearing interpreter sits facing the Deaf interpreter and the group.

During the meeting people who want to make a comment raise their hand without signifying by their voice. The Deaf interpreter cannot see their hands.

What could/should the hearing interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

During the meeting while the Deaf-hearing interpreter team are working with the DeafBlind consumer who is leading the meeting, the voice on the speakerphone begins to break up and is very hard to hear.

What could/should the hearing interpreter do? Why?

Pause and Respond Slide.

Slide for Decision Point 4.

At one point, the hearing interpreter is interpreting into spoken English information about something the DeafBlind consumer is describing using a variety of classifiers. She does not include any signs or specifies what the thing being described is. The hearing interpreter is not understanding the DeafBlind consumer's meaning or the Deaf interpreter's explanation. The hearing interpreter asks for clarification from the Deaf interpreter several times, but still does not understand.

What could/should the hearing interpreter do? Why?

Pause and Respond Slide.

Slide for Decision Point 5.

During the break in the meeting everyone leaves the room except the DeafBlind consumer, the Deaf interpreter and the hearing interpreter. The hearing interpreter is hoping to catch a minute to talk with the Deaf interpreter but, instead she is chatting with the DeafBlind person about Deaf community news. The hearing interpreter feels conflicted because she feels the discussion about the interpreting process is of greater importance at that moment.

What could/should the hearing interpreter do? Why?

Pause and Respond Slide.

Slide for Decision Point 6.

The Deaf-hearing interpreter team has a chance to talk about the breakdown in the work that occurred. The Deaf interpreter expresses both frustration and embarrassment at the difficulty the hearing interpreter is having and how it has shaken her confidence in the ability of the two of them to work effectively as a team.

The hearing interpreter feels the breakdown is a shared issue, since classifiers were being used to describe something that were unfamiliar to her. She learns in this discussion that it was some type of equipment, which had not been stated during the meeting.

The Deaf teammate disagrees that the breakdown is shared—and perceives the issue as a lack of fluency in interpreting ASL classifiers on the part of the hearing interpreter, or how to ask more specifically about what information she needs when asking for clarification.

What could/should the hearing interpreter do? Why?

Pause and Respond Slide.

Slide for Decision Point 7.

About three weeks later, the hearing interpreter is contacted to team interpret another assignment with the same Deaf colleague.

What could/should the hearing interpreter do and why?

Pause and Respond Slide.

Closing Slide

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