



Northeastern University

Center for Atypical Language Interpreting

ENGLISH SCRIPT FOR CALI UNFOLDING SCENARIO 6—EDUCATIONAL (K-12) SETTING

This is an interpreting assignment in a K-12 setting. In this scenario, a Deaf interpreter is part of the interpreting staff in a public school system. The Deaf interpreter is scheduled to team interpret a class that has a six year old Deaf girl in it who is just starting to learn ASL. The Deaf interpreter will be working with a new hearing interpreter who was hired by the school system. So, the two interpreters have never worked together before. The hearing interpreter is fairly new to the field—she has been working for about two years. The Deaf interpreter has over 10 years of experience. The last two years, the Deaf interpreter has been working in the K-12 setting.

The Deaf child was born in Mexico and has moved to the United States with her family in the past six months. Although she went to school in Mexico, she has very limited use of LSM, and is just beginning to learn ASL. She is bright and eager to learn, but struggling a bit due to the language limitations.

Because this consumer is a minor, there is no video clip of her being interviewed available.

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

This is the first time the Deaf and hearing interpreter have worked together. The Deaf interpreter suggests they meet regularly to engage in planning and discussion around the best way to collaborate on working with this Deaf student. The hearing interpreter is clearly reluctant to do so, in part because meetings would have to occur prior to or after the end of the school day, and she is a single mother with children of her own.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

The Deaf-hearing interpreter team meet with the classroom teacher prior to the first day of class to discuss tips for working with interpreters and information about roles and responsibilities. The Deaf interpreter also uses it as an opportunity to learn about the classroom structure, lesson plans and goals for the school year. The Deaf-hearing interpreter team also touch base with other key personnel at the school so as to begin building relationships as part of the educational team.

Once the term starts, the Deaf interpreter notices the hearing interpreter frequently talks with the classroom teacher and/or hearing students in the classroom without signing—essentially excluding you and the Deaf student from the conversations.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

The Deaf-hearing interpreter team have asked the classroom teacher for access to the Deaf student's IEP. She has indicated she would get it to you, but she has not. It is now the fifth week of class and the interpreter team still do not have a clear sense of the goals for the student. The hearing interpreter has said she can move forward without it but you disagree.

What could/should the Deaf interpreter do and why?

Pause and Decide Slide.

Slide for Decision Point 4.

The classroom teacher gives little attention to the Deaf student, and rarely interacts with her or with the Deaf interpreter. The result is that the pace at which the Deaf child is learning is even further delayed.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

The Deaf interpreter finds a time to talk with the teacher about his concerns and his perception that an ASL language mentor/teacher is needed to formally teach ASL to the Deaf child. The teacher indicates that is not possible and asks the Deaf interpreter what he might do to support her acquisition of language. The Deaf interpreter realizes the teacher may not have a full understanding of your role as an interpreter and the purpose of the IEP.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

A few weeks later, the Deaf child begins acting out in class in ways she has never done before. The teacher becomes impatient and insists that the Deaf interpreter do whatever is needed to manage her behavior.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 7.

The parents ask for a meeting between the classroom teacher, the Early Childhood Coordinator, and the interpreters. Since the parents are not fluent in English, a Spanish interpreter is scheduled, as well as a sign language interpreter so that the Deaf-hearing team can participate. During that meeting, the parents ask what the Deaf-hearing team think is going on and what should be done to improve the situation.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Closing Slide.

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