



Northeastern University

Center for Atypical Language Interpreting

ENGLISH SCRIPT FOR CALI UNFOLDING SCENARIO 9: RELIGIOUS SETTING

This is an interpreting assignment in a religious setting. In this scenario a hearing interpreter is a member at a local worship community and has been volunteer interpreting the services there for five years. The Deaf individuals who attend and the interpreter have been well received the entire time. In fact the leaders of the worship community have expressed their appreciation for the interpretation you have provided.

There is a group of 11 Deaf individuals who attend that include: several senior citizens, (66, 68, 70), a Deaf couple (age 38 and 39) with three hearing children, and several Deaf individuals ranging in age from 26-51 who reside in a group home for Deaf individuals who have developmental disabilities.

Next, you will see a few brief clips of some of Deaf consumers who have similar characteristics as the Deaf consumers in this scenario. They are each being interviewed by another Deaf interpreter. This will help you to visualize the type of Deaf consumers for whom the interpreter provides service.

CLIP OF DEAF CONSUMERS

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.

One day the interpreter receives a phone call from one of the spiritual leaders who has known him for a while. He informs the interpreter that he and the Deaf individuals will have to move from the front to the side of the church because the signing has become a distraction.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

At the next service, the interpreter arrives at building where the worship services occur and notices that the reserved seating has been moved to the side. When the Deaf members arrive, they are a little taken back by the new seating arrangements. When they ask the interpreter for clarification, he tells them of the phone call stating that they were being asked to move because the signing has become a distraction. Insulted for not being contacted directly several of the Deaf members of the worship community decide to immediately talk to someone in charge. They proceed to find an available spiritual leader and they begin to inquire about the change. The interpreter is interpreting the interaction, but the spiritual leader looks at the interpreter instead of the Deaf individuals and asks the interpreter to please explain the situation to them.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

The interpreter successfully navigates maintaining the role of the interpreter during the conversation and he and the Deaf members return to the service. They agree to try out the new seating arrangement because they do not want to be confrontational. While trying to arrange the interpreter's seat in line of sight a different spiritual leader who is new to the worship community, he walks up and tells the Deaf members, they cannot have the chair for the interpreter there because it is in the aisle. The Deaf members proceed to explain why it is the best place for the interpreter to sit, but the spiritual leader says, "Perhaps you all can just sit in the back, out of the way!" Then he tells the interpreter to please resolve this matter quickly before the service starts.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

The interpreter interprets the service and leaves feeling distraught at the changed attitude of the workshop community's leadership. A few days later, the leaders set a meeting with the Deaf members without the interpreter's knowledge. One of the Deaf members texts the interpreter assuming he was invited to the meeting. The interpreter decides just to lay low and wait to be contacted by the worship community's leadership. A few days later the Deaf member asks the interpreter again if he is going to be at the meeting. The interpreter indicates he will not be there because no one from the worship community has contacted him. The Deaf member asks the interpreter to come with her to the meeting for support-not to interpret.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

The interpreter decides not to attend the meeting and allow the worship leaders to coordinate securing another interpreter. The interpreter finds out later that the entire meeting was interpreted by the young son (age 12) of one of the Deaf members. Since the interpreter does not know what transpired at the meeting, he does not show up for the next worship service to interpret. Later the Deaf members contact the interpreter to tell him no one was there to interpret and asks if he can come and interpret or help find another interpreter.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

The interpreter receives a call from one of the leaders at the worship community expressing concern that the Deaf members continue to express their frustration and dissatisfaction. The leaders are also concerned that the interpreter is no longer working to support these members.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 7.

After multiple discussions with the Deaf members of the worship community and leadership, it is agreed that the interpreter's position should be expanded and include pay. The interpreter is asked to develop a job description and recommend a salary.

What could/should the interpreter do and why?

Pause and Respond Slide.

Closing Slide.

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