UNFOLDING SCENARIOS

CURRICULUM GUIDE

IMPORTANT UPDATE: *The federal funding for CALI ended on September 30, 2026. While the educational materials developed through CALI remain available for professional development, the project is no longer active and does not offer any support services, including CEU processing. Interpreters seeking CEUs should consult the current CMP Approved Sponsors listed on the RID website.*

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DEDICATION

For Dennis

The inspiration for the *Unfolding Scenarios* endeavor was Dr. Dennis Cokely, CALI's first Principal Investigator. His vision of creating an instructional resource that improves decision-making among interpreter practitioners and students was in the early stages of conceptualization when he passed away in August 2018. He had begun compiling and field-testing unfolding scenarios with students in the interpreting program at Northeastern University. He was also exploring the creation of a web-based decision-making tool, following the logic of a decision tree, that would allow students and practitioners to engage in the analysis of an interpreting assignment leading to a decision point requiring the choice of one of several possible decisions. Different decision choices would lead to varying consequences, new circumstances requiring another decision choice, and ultimately result in varying outcomes.

In his honor, a team of CALI staff and consultants collaborated to bring his vision further along through the packaging of *Unfolding Scenarios*, with the hope that they serve as a starting point that inspires and stimulates further development and application within the fields of interpreting and interpreting education.

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How to Use This Resource

Interpreting educators, mentors, and supervisors are encouraged to explore this Curriculum Guide package, which provides the theoretical foundation for the project, an overview of the scenarios, and suggested instructional activities.

The Curriculum Guide is to be used in conjunction with the *Unfolding Scenarios* video recordings. The goal of *Unfolding Scenarios* is to improve the critical thinking and ethical reasoning of interpreting students and practitioners. The purpose of this guide is to provide an overview of the *Unfolding Scenarios*, as well as suggested instructional activities for use of the product while teaching and mentoring interpreters to foster improved decision-making.

Accessing The Scenario Videos Online

The scenario videos can be found on the CALI website and via links in this and other accompanying documents. In the Curriculum Guide package, links to the scenarios can be found in the Scenario Details section of this document, the Scenarios Index, and the Learner Handbook. Some videos may also be incorporated in CALI Online Learning modules. Transcripts for each video are also available in the Scenario Details section.

Unfolding Scenarios Curriculum Guide © CALI, 2019; 2020

Suggested Activities

Engagement with the Scenarios

The scenarios are designed to engage learners and practitioners in the act of decision-making. It is important to remember that unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right answer." Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall within a range of appropriate and acceptable ethical standard. The overarching goal of the process is to help practitioners to build upon the range of actions available to them, help their discretion to mature, and prepare them to self-monitor their decision-making effectiveness.

Following the established scenario format provides multiple opportunities for decisions to be made, expressed, and later discussed and reflected upon. Ideally, learners will be able to video record their responses. This allows learners to directly observe their own responses and avoid any confusion or conflict regarding what transpired.

Responses are designed to include two critical elements—what the interpreter would do (their decision) and why (their rationale). The rationale is important in helping the learner become more aware of the ethical standards, values, and best practices that are impacting their actions. It also enables the learner to identify gaps in their decision-making process and improves their critical thinking skills.

Reflection and Discussion

Of greatest significance is the discussion and reflection on decision-making with mentors, colleagues, teachers, and supervisors. It is through these discussions that shared discretion is forged and alternative actions can be identified and practiced.

The *Unfolding Scenarios* are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right" answer. Instead, the unfolding process is designed to bring the learner to a point where they draw on their discretion to make decisions that fall within a range of appropriate and acceptable ethical standards.

Reflection and Discussion Prompts:

The following are examples of questions that can be used during reflection and discussion:

- What is your overall impression of the interpreting assignment?
  - What stood out for you?
  - What thoughts do you have about what would be required to prepare for such an assignment?
  - What has been your experience in assignments like this before?
  - What about the assignment was familiar to you?
  - What occurred that you would not have anticipated or that you have not encountered in your work before?
- Which of the decision points was the most challenging for you and why?
- Which of the decision points was the most impactful in terms of heightening your awareness of potential implications for consumers? For you as a practitioner? What decisions did you make during this assignment that were familiar to you? In other words, what circumstances or issues arose that may be generalizable to other interpreting assignments? Why?
- What decisions did you make during this assignment that you can predict you are likely to apply to other interpreting situations and why?

- What areas for further development or exploration on your part surfaced as a result of this assignment?
- What decision do you wish you had handled differently?
    - Why?
    - If you could make and articulate the decision over again, what would you do and why?
- In considering your rationale for the different decision points, are there specific ethical standards, values, or best practices you tend to rely on more than others?
    - Why?
    - Are there specific ethical standards, values, or best practices that you overlooked in any of the decision points?
- What might be the resulting consequences associated with your decisions?
    - Is there a specific decision you articulated that comes to mind that you can elaborate in terms of possible consequences?

Reflection and Discussion Formats

The following descriptions provide observations about and recommendations for facilitating discussion within different learning group sizes.

Individual

Teachers, mentors, and supervisors may find it most advantageous to engage with a student or mentee one-on-one to discuss their performance in working through the scenarios. This strategy works well for individuals who are introverted and tend to listen and observe (versus participate) in group settings. This strategy also allows for a more detailed assessment of an individual's performance than is possible in a group setting.

In terms of paired or small group discussions, they are most effective when monitored by a teacher, mentor, or facilitator to ensure that each participant is actively engaged and participating, discussing their observations about their performance, as well as having their performance reviewed and discussed by peers.

Dyads

Two colleagues can collaborate to review each other's performance in working through the scenarios. They can alternate the review and share perspectives on their experiences. If the interaction is implemented in a structured and planned manner (such as following a set of prescribed questions or focusing on a set of objectives to be achieved during the interaction), it fosters collaboration and peer accountability. If there are multiple dyads functioning simultaneously, time can be set aside at the end of the reflection process for each dyad to share notable points from their discussion.

Triads

The inclusion of a third individual in the discussion and reflection process can allow for greater variation of perspectives and balance in the discussion process—particularly if there are individuals who might otherwise dominate. In a triad, each person can take on a different task, allowing for rotation through roles. For example, one person is the person whose work will be discussed; one person asks the questions, monitors the time, and takes notes; and one person provides the primary observations and feedback about their peer's performance. As they take turns rotating through each of the roles to allow each person's work to be discussed, the balance in turn-taking is easier to manage. To engage in each role effectively, all participants must have the ability to self-assess performance and discuss their observations about the work of others in clear, specific, descriptive and supportive terms. As with the dyad format, multiple triads can also report out about notable points from their discussion. Determining notable points includes looking for ways to add to the fuller group discussion by expressing perspectives that have not yet been portrayed by other triads.

Small Groups

The greatest benefit to small group discussion (involving 4-7 individuals) is the opportunity to have a variety of perspectives offered. This makes for a potentially rich discussion of observations and considerations. Drawbacks include the potential for one or two individuals to dominate the discussion (which can be reduced through

facilitation) and that looking at multiple samples of performance is more difficult due to time available for any given session. Options can include determining whose work will be reviewed through random drawing of names and/or selecting volunteers who want their work reviewed. Another option is that the small group meets regularly and over a period of weeks/months, the work of each individual will be reviewed during a group process. Multiple roles can also be assigned to members of a small group as well—a facilitator, a notetaker and timekeeper, and a clarifier/summarizer (who seeks or provides clarification when needed and articulates the "take-aways" from the discussion at the end of the process), among other possible roles. This is an additional way to assist participants in having ownership of the group process and outcomes.

Scenario Analysis

Students or practitioners can be assigned the task of analyzing the case study scenario and various decision points to determine what Code of Professional Conduct (CPC) ethical tenets and guiding principles impact decisions that will be made by an interpreter. This would enhance their understanding of ethical standards in practice and increase their ability to cite specific tenets and applicable principles as applied in context. This activity could be expanded further by including the task of including discussion of cultural norms, community values, models of decision-making (such as Dean & Pollard's Demand-Control Schema (2001), Llewellyn-Jones & Lee's Role Space (2014), or Yosso's Cultural Wealth Model (2005), etc.) and best practices that should be considered at various decision points. Requiring learners to include reference or citation for the source of their observations promotes research skills and exposure to scholarship.

Projects

The scenarios can be used to create project-based or portfolio product learning opportunities, like the following examples:

- Students in an interpreter education program (IEP) and mentees interview several interpreters and collect their responses to one of the scenarios in order to create a comparison of their similarities and differences as well as the implications for consumers, practitioners and the field-at-large.

- In an IEP that emphasizes peer review and discussion, students are assigned a specific number of scenarios with peer responses to review and provide feedback on over the course of a semester or multiple semesters.
- In an IEP, students respond to and record all the decision point prompts and complete a self-assessment of each to include as portfolio product to demonstrate specified entry-to-practice competencies.[1]

Creation of Additional Scenarios

Although the *Unfolding Scenarios* are based on single contact interpreting assignments—generally lasting no longer than a few hours—longer term assignments can also be used. Teachers, mentors, and supervisors can develop scenarios that unfold over the course of multiple days (as in the case of a conference or job training), a semester (as in the case of a classroom setting or a course in a university), or multiple months (as in assignments involving multiple session counseling or 12-step programs). Scenarios focused on longer periods of

[1] A set of 34 Entry-to-Practice Competencies have been defined and published in the text, *Toward Competent Practice: Conversations with Stakeholders*, written by Anna Witter-Merithew & Leilani Johnson and published by RID Publications. Competencies are organized around five domains and include the ability to self-assess and to make decisions during the interpreting process that are consistent with recognized ethical standards.

time provide an opportunity to consider how decision-making is impacted by growing familiarity with consumers, setting, and the content being discussed. Working practitioners can be sources for additional scenarios. They can draw from actual interpreting experiences to define circumstances and decision points that they confronted in their practice.

Recommendations:

- Encourage practitioners to maintain a journal with comments about circumstances that arose and led to decision points during an assignment. These comments can be analyzed and organized into themes or categories—such as, environmental, interpersonal, intrapersonal or linguistic factors (applying the DCS format), changes to assignment conditions (emergencies that occur, weather, who the consumer will be, number of consumers, focus of the interaction, etc.), team interpreter relationship, consumer awareness and expectations, setting procedures and protocol, role implementation, among any number of other possibilities.
- Request that practitioners also record the decisions they made in response to the varying circumstances. Discussing the assignments, decision points, and decisions made with a mentor, in a discussion group, or with a colleague can led to awareness of consequences and implications, alternative decision options and/or reinforce effective choices during decision-making.
- Remind the practitioner to take note of any patterns they observe. Patterns that reflect repeated challenges with the same type of decision points and/or circumstances may reveal an area of decision-making where practitioners can benefit from further development.
- Eliminate all information from practitioner notes that would infringe on the confidentiality of the assignment or consumer identity.

Using the Sample Responses and Reflections by Model Interpreters

The eight scenarios (1, 2, 3, 6, 7, 10, 11 and 12) for which sample responses and reflections were provided can be used in a variety of ways.

ANALYSIS

The scenarios can be used as stand-alone resources for training courses, workshops, mentoring sessions, and other learning experiences. Learners can access one or more of the scenarios online to engage in an analysis of the decisions made by each of the interpreters responding.

Sample prompts:

- What are your overall impressions of the scenario, the consumers involved and the circumstances that arose over the course of the assignment?
- How does the scenario fit with your own experience as an interpreter? Have you worked in similar settings or assignments before? What was familiar to you? What arose that was unexpected or new for you?
- What observations do you have about the consumers involved in the scenario? Have you provided interpreting services for consumers with similar communication characteristics? In what types of settings? What strategies did you find yourself employing? What challenges did you face?
- How would you characterize the appearance/presence of the interpreter(s) in relationship to dress, poise, articulateness, quality of response, ASL fluency and other observable criteria? How do you perceive the appearance/presence of the interpreter impacting their credibility? Reflecting on the profession-at-large?
- As you reflect on the decision-points, was the rationale for the decision choices of each interpreter clear? Select two or three responses from each interpreter and discuss the rationale they identified for the decision they articulated. How does their rationale relate to ethical standards (CPC tenets), values of the profession or recognized best practices?
- In what ways were the decisions of the interpreters similar? In what ways were they different? With which did you most readily identify and why?
- What considerations do you feel were missed in the responses of the interpreters? How might the decisions you would make differ? What

additional ethical standards, values, or best practices could have been addressed but were not?

- What do you anticipate as possible consequences for any of the decisions articulated by the interpreters? Select one or two from each interpreter and discuss what you perceive as the implications of that decision for the Deaf consumer, hearing consumer, and interpreter.
- What is your main "take away" from the responses offered by the interpreters? What from their responses can you use to strengthen your own decision-making as an interpreter? What did you learn that you can apply to your future work as an interpreter?

Learners can also analyze the discussion and reflection between the two interpreters at the end of the eight scenario(s).

Sample prompts:

- What are your impressions of the discussion between the two interpreters? What most stood out to you? What was discussed that impacted you the most and why?
- How would you characterize their use of language—specifically their fluency in ASL, their clarity/articulateness, and the way in which they talked about their decisions/the role of the interpreter/the field.
- How did the interpreters relate to one another? What did you specifically observe about their interaction that supports your observation?
- Who took the lead in asking questions? Who took the lead in responding? What if any implication did that have?
- How would you rate the quality of the discussion? How would you rate the depth of thinking that was reflected?
- What in their discussion did you most identify with and why? How did their responses relate to your own experiences as an interpreter? How did they differ? What questions from their discussion still remain for you? If you could meet the two interpreters in person, what would you like to ask them and why? What could they clarify or expand on for you?
- What ideals or decision-making models, other than the NAD-RID Code of Professional Conduct (CPC), were discussed? How were these ideals or models used to support or illuminate a rationale for decisions that were

made? In what ways were these ideals or models complimentary or expansive to the CPC? In what ways were these ideals or models different from or contrary to the guidance provided by the CPC? Can you provide specific examples? Were there any discussion points that left you with questions or concerns? If so, what and why?

- What were the key points made during the reflection discussion? If you were asked to summarize the discussion for a peer who was not present, what would you say and why?
- Were there any themes that surfaced in their discussion? If so, what were they? What circumstances in the scenario do you think contributed to those themes?
- How might the decisions you made in response to the decision points been different from these two interpreters? How would they have been similar?
- What did you learn from watching and analyzing their discussion and reflections? How will exposure to these types of scenarios and the work of master interpreters impact your own decision-making? What are two of your "take-aways"?

Other Applications

The sample interpreter responses, reflections, and discussions can also be used alone or in conjunction with the scenarios to enhance a wide variety of learning activities.

Suggested activities:

- Present the samples as a model, PRIOR to learners generating their own responses to the same or a different scenario.
- Compare and contrast learner responses with the sample responses AFTER they respond to each scenario.
- Use the samples as a stimulus for generating a written or signed analysis of findings.
- Offer the sample responses as a resource for exploring self-assessment and monitoring skills of interpreters.
- Use the samples as a guide for other master interpreters to video record their own responses and peer discussion for the remaining scenarios.

As the product associated with the *Unfolding Scenarios* project is disseminated and utilized, many additional applications are likely to surface.

Lesson Plan Template

Lesson Title

Meeting Date(s) and Time(s)

Learning Objectives

What should learners know or be able to do when they have completed this experience? How will they be different?

Assessments

How will you determine that learners have successfully met the objectives above?

Required Materials

Which videos will learners need to access? What equipment will learners use to record their responses?

Content Presentation

How will you introduce the scenario(s), describe assignments for learners, provide opportunities for reflection, and conduct assessments?

Evaluation

How will you provide opportunities for learners to provide feedback and/or evaluate their experience?

Scenario Details

CALI Unfolding Scenario 1: Mental Health Setting

Link: Unfolding Scenario 1: Mental Health Setting (video)

Description: In this scenario, a Deaf interpreter is working with a hearing team to interpret in the emergency services of a mental health facility for a Deaf man who has been brought in by his family. It is late at night. The Deaf interpreter has worked with the hearing interpreter a couple of times before, but never in a mental health or emergency setting. The Deaf interpreter has experience interpreting in mental health settings and in this facility on numerous occasions—just not on an emergency basis.

The consumer is a Deaf male, age 27, with persistent mental health challenges. He is difficult to understand due to distorted thinking patterns and for this reason a Deaf interpreter is always requested when he is provided services. He lives with his parents who do not sign well and who have struggled to support their son for many years.

A variety of issues arise during the assignment impacting the collaboration of the two team members, as well as access for the Deaf consumer during an emergency episode.

There are seven decision points.

Decision Points (DP)	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Interpreter Decision-Making
DP 1	Colleagues readiness for the assignment	3.0 Conduct—3.2; 6.0 Business Practices—6.1, 6.3, 6.5
DP 2	Delay in providing access to consumer(s)	2.0 Professionalism—2.2; 3.0 Conduct—3.4; 4.0 Respect for Consumers—4.4

Decision Points (DP)	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Interpreter Decision-Making
DP 3	Establishing role, assessing communication needs	3.0 Conduct—3.4; 4.0 Respect for Consumers—4.1,4.2, 4.4
DP 4	Colleague's lack of knowledge of narrative interpreting as a strategy	2.0 Professionalism—2.2, 2.3; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3; 7.0 Professional Development—7.1
DP 5	Colleagues readiness for the assignment	5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3, 6.5; 7.0 Professional Development—7.1
DP 6	Need for debriefing between team interpreters	5.0 Respect for Colleagues—5.3, 5.4
DP 7	Reporting issues to interpreting agency, resolving issues between colleagues	4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.3, 5.4

English Transcript for Scenario 1: Mental Health Setting

This is the introduction to an interpreting scenario that occurs in a Mental Health setting. In this scenario, a Deaf interpreter is working with a hearing team to interpret in the emergency services of a mental health facility for a Deaf man who has been brought in by his family. It is late at night. The Deaf interpreter has experience interpreting in mental health settings and in this facility on numerous occasions—just not on an emergency basis. The Deaf interpreters have worked together a couple of times before, but never in a mental health or emergency setting.

The consumer is a Deaf male, age 27, with persistent mental health challenges. He is difficult to understand due to distorted thinking patterns and for this reason a Deaf

interpreter is always requested when he is provided services. He lives with his parents who do not sign well and who have struggled to support their son for many years.
In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf male in this scenario. He 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 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 Deaf and hearing team interpreters meet in the parking lot to talk briefly before going into the lobby of emergency services. The hearing interpreter tells the Deaf interpreter this is his first time working in a mental health setting and that he is somewhat nervous about the assignment.

What can/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 2.

The Deaf and hearing teammate agree that the Deaf interpreter will take the lead in this situation. Upon entry into the facility, the Deaf interpreter approaches the receptionist, introduces themselves and indicates that the interpreting team requested for an emergency has arrived. The receptionist directs the interpreters to take a seat and she will let the emergency team know they have arrived. After fifteen minutes, no one has come to get them.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 3.
Finally, the team is escorted to emergency services and into a room where the Deaf consumer, two mental health professionals and the father of the Deaf consumer are waiting. The Deaf consumer is highly agitated and signing frantically, but is not making sense. His father is trying to comfort him but to no avail. The Deaf interpreter recognizes the Deaf consumer as someone she has interpreted for before. He appears to recognize her as well and begins signing to her, at the same time one of the mental health workers greets her and her team and attempts to provide the interpreters with an overview of what needs to happen.

What can/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 4:

The information being signed by the Deaf consumer is not logical or coherent. The Deaf interpreter begins interpreting what he is saying by using a narrative interpreting strategy—where she generates what she is seeing, but not in first person as if she were speaking for him. The hearing team interpreter is totally stumped by this strategy and is unable to convey the information to the mental health professionals. He asks the Deaf interpreter to repeat the information several times.
What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 5.

It is decided that the Deaf consumer will be admitted to the facility. The interpreter team is asked to escort him and the mental health workers to the floor to provide him with an orientation and get him settled. The hearing interpreter asks the Deaf interpreter for an opportunity to take a break and consult as a team. He tells the Deaf interpreter he is not comfortable continuing with the assignment because of the bizarre behavior of the Deaf consumer and his lack of experience in mental health settings.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 6:

By the time the Deaf interpreter leaves the assignment, it is early morning of the next day and she is exhausted. She and the hearing teammate are walking to their cars in the parking lot. The Deaf interpreter knows it is important that she and the hearing interpreter discuss what transpired during the assignment and the implications for the work as a team. She is just not sure now is the right time given how fatigued both interpreters are.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 7:

The following day, the Deaf interpreter contacted the interpreter agency to speak to the interpreter coordinator about what transpired and the issues that surfaced with the hearing interpreter and the implications for their work as a team. The Deaf interpreter also mention the implications for the Deaf consumer and the mental health professionals. The interpreter coordinator asks if the Deaf interpreter would be willing to come in for a face-to-face discussion that includes the hearing interpreter.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Closing slide with acknowledgements and CALI copyright.

CALI Unfolding Scenario 2: Medical Setting (Hospital)

Link: Unfolding Scenario 2: Medical Setting (Hospital) (video)

Description: This is an interpreting assignment that occurs in a Medical/Health Care setting. An interpreter has been sent to interpret in an emergency medical situation by the agency that they work for regularly as a freelance interpreter. The interpreter has interpreted in a variety of medical situations before.

There are two consumers. A 72-year old Deaf man, who has some early signs of dementia, has been hit by a car while crossing a street. He was rushed to the hospital and requires surgery for his injuries. His 68-year old wife, who is also Deaf and has

severe arthritis, is meeting with the surgeon about consent for surgery when the interpreter arrives.

During the assignment, the two consumers are not always in the same space which creates unique challenges for the interpreter that must be considered and addressed. As well, the assignment will continue past the interpreter's availability and raises concerns about continuing communication access and inclusion for the Deaf consumers.

There are seven decision points.

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Consumer understanding	2.0 Professionalism, 2.2 and 2.3; 4.0 Respect for Consumers, 4.4
DP2	Access for multiple consumers	2.0 Professionalism, 2.2; 4.0 Respect for Consumers, 4.4
DP3	Time available for communication between healthcare staff and Deaf consumer	2.0 Professionalism, 2.2 and 2.3; 3.0 Conduct, 3.1; 4.0 Respect for Consumers, 4.4; 6.0 Business Practices, 6.3
DP4	Consumer access and role implementation	2.0 Professionalism, 2.2 and 2.5; 3.0 Conduct, 3.1; 4.0 Respect for Consumers, 4.4
DP5	Communication barriers, educating hearing consumers	3.0 Conduct, 3.1; 4.0 Respect for Consumers, 4.4, Business Practices, 6.3
DP6	Access for multiple consumers	3.0 Conduct, 3.1; 4.0 Respect for Consumers, 4.4, 6.0 Business Practices, 6.3
DP7	Time limits of interpreter, access for multiple consumers	3.0 Conduct, 3.1 and 3.8; 4.0 Respect for Consumers, 4.4; 6.0 Business Practices, 6.2

English Transcript for Unfolding Scenario 2: Medical Setting (Hospital):

This is the introduction to an interpreting assignment that occurs in a Medical/Health Care setting. An interpreter has been sent to interpret in an emergency medical situation by the agency that s/he works for regularly as a freelance interpreter. The interpreter has interpreted in a variety of medical situations before.

There are two consumers. A 72-year-old Deaf man, who has some early signs of diminished cognitive functioning, has been hit by a car while crossing a street. He was rushed to the hospital and requires surgery for his injuries. His 68-year-old wife, who is also Deaf and has severe arthritis, is meeting with the surgeon when the interpreter arrives.

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 ASL 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 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 surgeon tells the Deaf wife that her husband needs surgery immediately. The doctor tells the wife they need her to sign consent forms. She feels very rushed, concerned, and confused, so refuses. The doctor indicates that because it is an emergency, he can proceed without her consent if necessary. She states to the interpreter that she is confused as to what happened and what the surgery involves.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2
The doctor explains in detail the procedure that he will perform on her husband. With this explanation, she signs the required consent forms. The wife starts feeling physically sick and is led out of the room by the nurse and the doctor attempts to tell the Deaf patient about his surgery. The interpreter is torn about where they should be because they can hear the nurse talking to the Deaf wife and so they feel like they should be interpreting for her.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3

The wife is ultimately led back to a waiting room and the interpreter interprets while the nurse advises her that someone will provide her with an update after the husband's surgery. The wife wants to ask further questions, but the nurse is clearly wanting to leave.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4

The medical team asks the interpreter to hang around until the patient is out of surgery. They head down to the cafeteria, but on their way out, the Deaf wife rushes over to them and begins grilling them with questions regarding the situation with her husband.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

After their visit to the cafeteria, the interpreter feels somewhat more energized, and they head back to the surgical department just as the Deaf patient is going into recovery. The hospital room is now crammed with machines that the man is hooked up to. He has a tube down his throat, his arms are strapped down and there is an IV inserted in one of his hands. He is also heavily sedated. Communication is nearly impossible.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

The wife is still in the waiting area and to the interpreter's knowledge has not yet been updated about her husband's condition.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 7.

The Deaf patient is resting comfortably. The interpreter has been at the hospital for about six hours and needs to leave due to other commitments. They check in with the agency that sent them to see if a replacement interpreter is on the way. The agency indicates they have been unable to find a replacement and ask you should alert the hospital and consumers if you need to leave. They will communicate with their contact at the hospital that they will continue to work to secure a replacement to send to the hospital. The interpreter feels very conflicted as the wife is still present and awaiting further updates.

What could/should the interpreter do and why?

Pause and Respond Slide.

Closing Slide.

CALI Unfolding Scenario 3: Health Care Setting (Doctor's Office)

Link: Unfolding Scenario 3: Health Care Setting (Doctor's Office) (video)

Description: This is an interpreting scenario that occurs in a Medical/Health Care setting. In this scenario, a Deaf interpreter will team interpret with a hearing interpreter during a medical appointment. The interpreters know each other and have worked together on one other occasion. Both have experience working in healthcare settings.

The Deaf consumer is a 59-year old Deaf man, who has some developmental disabilities. He did not complete school. Through the assistance of a program housed at Goodwill Industries he has learned to live on his own and is generally content with his life. He is a hard worker and likes his work and keeping busy. He lives in a small apartment and rides the bus to and from work every day. His life revolves around his work and a set of regular routines that include caring for a dog, eating out at his favorite diner two times a week, watching some of his favorite TV shows, and taking a 20 to 30-minute walk with his dog every day. He has no family nearby—only a sister who lives in another state and with whom he has little contact.

The Deaf patient needs surgery on his leg due to an injury he sustained at work. He has insurance and his employer has provided basic assistance to him in moving to this decision as part of the workman's compensation claim. Their assistance has been primarily related to helping him to schedule appointments, fill out paperwork, making sure he knows the bus routes to take for his appointments, and checking in with him periodically to see if he is OK.

During the assignment, the unique needs of the consumer for additional assistance surfaces and impacts the interpreter's role and responsibilities, raising issues that must be considered and addressed.

There are seven decision points.

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Consumer communication needs assessment	2.0 Professionalism-2.2; 4.0 Respect for Consumers—4.1, 4.2
DP2	Consumer access and understanding, interpreter role and responsibilities	2.0 Professionalism—2.3; 4.0 Respect for Consumers—4.1, 4.4; 6.0 Business Practices—6.3
DP3	Consumer understanding	2.0 Professionalism—2.3; 4.0 Respect for Consumers—4.1, 4.4; 6.0 Business Practices—6.3
DP4	Team collaboration, interpreter role implementation	3.0 Conduct—3.3, 3.4; 4.0 Respect for Consumers—4.2, 4.4; 5.0 Respect for Colleagues—5.2
DP5	Interpreter boundaries, liability	3.0 Conduct—3.4, 3.8; 4.0 Respect for Consumers—4.2, 4.4
DP6	Team debriefing, Post-assignment follow-up with interpreting agency	4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3
DP7	Accepting assignments, assignment preparation	4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3, 6.5

ENGLISH TRANSCRIPT FOR UNFOLDING SCENARIO 3: MEDICAL SETTING (DOCTOR'S OFFICE):

This is an interpreting scenario that occurs in a Medical/Health Care setting. In this scenario, a Deaf interpreter will team interpret with a hearing interpreter during a medical appointment. The interpreters know each other and have worked together on one other occasion. Both have experience working in healthcare settings.

The Deaf consumer is a 59-year-old Deaf man, who has some developmental disabilities. He did not complete school. Through the assistance of a program housed

at Goodwill Industries he has learned to live on his own and is generally content with his life. He is a hard worker and likes his work and keeping busy. He lives in a small apartment and rides the bus to and from work every day. His life revolves around his work and a set of regular routines that include caring for a dog, eating out at his favorite diner two times a week, watching some of his favorite TV shows, and taking a 20 to 30-minute walk with his dog every day. He has no family nearby—only a sister who lives in another state and with whom he has little contact.

The Deaf patient needs surgery on his leg due to an injury he sustained at work. He has insurance and his employer has provided basic assistance to him in moving to this decision as part of the workman's compensation claim. Their assistance has been primarily related to helping him to schedule appointments, fill out paperwork, making sure he knows the bus routes to take for his appointments, and checking in with him periodically to see if he is okay.

Next, you will see a brief clip of a Deaf man who has similar characteristics as the Deaf consumer in this scenario. He is being interviewed by another Deaf interpreter. This clip will help you visualize the type of individual for whom the interpretation is being provided.

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 ASL 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 ASL response. 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 Deaf interpreter and hearing team meet the Deaf consumer in the lobby of the doctor's office. He is very chatty and pleasant. However, it is apparent the breadth and depth of topics he is prepared to discuss are restricted and his sign production is skewed somewhat. While the Deaf interpreter is waiting to be called into the doctor's office, the Deaf patient tells them that he absolutely refuses to have surgery.
What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

The doctor examines the Deaf patient, describes the surgery, sets the date for the surgery, and gives him some medication to take the evening before the surgery. As well, he gives him a list of a few other things he wants the Deaf patient to follow prior to the surgery—such as not eating anything after 6 PM, and keeping his leg elevated for 24 hours prior to the surgery. The Deaf interpreter checks in frequently with the Deaf patient to ensure understanding. He has no questions and offers no comment other than to acknowledge he understands by affirming when asked. The Deaf interpreter has serious concerns as to whether the Deaf patient will comply with the doctor's instructions, particularly given what he told the Deaf interpreter in the waiting room. The Deaf interpreter is also not sure that the doctor knows about the Deaf patient's developmental disabilities and the impact on his cognitive abilities.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

When the Deaf interpreter and hearing team and the Deaf patient leave the office, the Deaf patient asks the Deaf interpreter what the medicine is for and if you will reiterate the list of instructions. He explains that he doesn't read or write much at all and feels unsure about what he is to do now.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

The hearing team suggests that they all return to the doctor or ask a nurse to explain everything again—although the Deaf interpreter's instinct is that this may not resolve his concern. The Deaf patient says no, and requests that the Deaf interpreter simply explain it to him again and that the Deaf interpreter call his work and speak to the person that typically helps him. He pulls out a card with her name and number.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

After making the call for the Deaf patient to the person from his workplace, the Deaf interpreter, the hearing team, and the Deaf patient leave the medical building. The Deaf patient indicates he must go to work but doesn't know the bus schedule and when the bus he needs to take will next arrive. He asks if the Deaf interpreter will give him a lift to his place of employment.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

The Deaf interpreter and the hearing interpreter connect to discuss the assignment. They both agree that the Deaf patient would have benefitted from having an advocate or other professional with him during his assignment who could have better assisted him with a variety of needs. You both feel it is important that this information be provided to those coordinating services for him.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 7.

A few weeks later the Deaf interpreter is contacted to serve as the Deaf member of an interpreting team who will interpret at the hospital for this same Deaf consumer during a surgical procedure and recovery.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Closing Slide.

CALI Unfolding Scenario 4: Committee Meeting Setting

Link: Unfolding Scenario 4: Committee Meeting Setting (video)

Description: 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 with a Deaf interpreter for a committee meeting. The consumer is 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.

During the assignment, a variety of issues arise relating to interpreting practice/protocol, team collaboration, and professionalism that must be considered and addressed.

There are seven decision points.

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Business practices	4.0 Respect for Consumers—4.1; 6.0 Business Practices—6.2
DP2	Role expectations, positioning of team interpreters, team collaboration	2.0 Professionalism—2.2; 3.0 Conduct—3.1, 3.5; 4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2
DP3	Interpreter's access to message	3.0 Conduct—3.1, 3.5
DP4	Message integrity, interpreter readiness for the assignment	2.0 Professionalism—2.3, 2.4; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3; 7.0 Professional Development—7.1
DP5	Team collaboration, professionalism, cultural competence	5.0 Respect for Colleagues—5.2; 5.3; 6.0 Business Practices—6.3

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP6	Team conflict/ collaboration, interpreter readiness for the assignment	5.0 Respect for Colleagues—5.2; 5.3; 6.0 Business Practices—6.3; 7.0 Professional Development—7.1
DP7	Relationship between colleagues	5.0 Respect for Colleagues—5.2; 5.3; 6.0 Business Practices—6.3

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

CALI Unfolding Scenario 5: Employment Setting

Link: [Unfolding Scenario 5: Employment Setting (video)]

Description: This is an interpreting assignment in an employment setting. In this scenario, it is the first day for an on-call interpreting assignment at a large federal agency. The interpreter is sent to this assignment by the interpreting agency he works for as a staff interpreter. The interpreting agency has a new contract with the federal agency to provide on-call interpreting services one day a week on Tuesdays. Other requests by the federal agency will be scheduled in advance, but an interpreter will always be available onsite on Tuesdays.

The interpreter has been given a tentative schedule for the day, and has been given the name and phone number of the on-site interpreter coordinator at the federal agency who will be able to give him an updated schedule for the day.

There are three Deaf employees (DE) who occasionally have meetings or make phone calls through interpreters: one (DE 1) is a 32-year old grassroots Deaf female who is a computer technician and fluent in ASL; another (DE 2) is a 28-year old DeafBlind female (with some useful but limited sight) who has some mild cognitive limitations and who works as a clerk in the mailroom; the third (DE 3) is a 37-year old Deaf male who has Cerebral Palsy (CP) and works as a standards and policy specialist.

Over the course of the day, there are several schedule changes or conflicts that may impact consumers and the expectations of the federal agency who has entered into a new contract with the interpreting agency for whom the interpreter works as staff.

There are five decision points.

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Team interpreter no-show	4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3
DP2	Role boundaries and implementation	2.0 Professionalism—2.2; 3.0 Conduct—3.4; 4.0 Respect for Consumers—4.2
DP3	Location of the assignment	2.0 Professionalism—2.2; 3.0 Conduct—3.1; 6.0 Business Practices—6.4
DP4	Location of the assignment, locating the consumer	2.0 Professionalism—2.2; Conduct—3.1; 6.0 Business Practices—6.4
DP5	Unexpected cancellation	6.0 Business Practices—6.2; 6.4

English Script for CALI Unfolding Scenario 5: Employment Setting

This is an interpreting assignment in an employment setting. In this scenario, it is the first day for an on-call interpreting assignment at a large federal agency. The interpreter is sent to this assignment by the interpreting agency he works for as a staff interpreter. The interpreting agency has a new contract with the federal agency to provide on-call interpreting services one day a week on Tuesdays. Other requests by the federal agency will be scheduled in advance, but an interpreter will always be available onsite on Tuesdays.

The interpreter has been given a tentative schedule for the day and has been given the name and phone number of the on-site interpreter coordinator at the federal agency who will be able to give him an updated schedule for the day.

There are three Deaf employees (DE) who occasionally have meetings or make phone calls through interpreters: one is a 32 year old grassroots Deaf female who is a computer technician and fluent in ASL (DE 1); another is a 28-year-old DeafBlind female (with some useful but limited sight) who has some mild cognitive limitations (DE 2) and who works as a clerk in the mailroom; and, the third who is a 37 year old Deaf male who has Cerebral Palsy (CP) (DE 3) and works as a standards and policy specialist.

In the following video clips, you will see three Deaf consumers who have similar characteristics as the consumers in this scenario. Each is being interviewed by a Deaf interpreter. This will help you to visualize the type of Deaf consumers for whom the interpreter will interpret.

CLIP OF THREE 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 five (5) 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 pause, the next decision point will be introduced. This process will be repeated for all five decision points. Let's begin.

Slide for Decision Point 1

The interpreter arrives on-site and as instructed in your schedule, go immediately to the first job—a two-hour, small group meeting with a grassroots Deaf employee (DE 1), who is fluent in ASL and is already present. The meeting facilitator announces they will begin in two or three minutes. According to the schedule, there is a co-interpreter for this meeting, but he has not shown up yet. The interpreter tries calling the on-site coordinator, but there is no answer.

What could/should the interpreter do, and why?

Pause and Respond Slide.

Slide for Decision Point 2

After the meeting, the interpreter asks Deaf Employee 1 (DE 1) if she can point the way to the on-site interpreter coordinator's office. DE 1 responds that the coordinator is away all week for training. The Deaf consumer and the interpreter decide to go to

the coordinator's office to see if the interpreter's schedule might be there. When the two arrive, there is no printed schedule for the interpreter, but DE 1 thinks the interpreter can access it on the coordinator's computer. She offers to show the interpreter how to log into it.

What could/should the interpreter do, and why?

Pause and Respond Slide.

Slide for Decision Point 3

The interpreter has located her updated schedule for the day, which shows a meeting to interpret for another Deaf employee (DE 2)—a consumer she has been told has low vision and some mild cognitive limitations. She is to meet this person in the lobby of the building. An hour later, DE 2 still has not arrived to get the interpreter in the lobby, and the interpreter does not know where the meeting is happening. The interpreter calls the interpreting agency, but they do not have any more information than the interpreter does.

What could/should the interpreter do, and why?

Pause and Respond Slide.

Slide for Decision Point 4

According to the schedule, the third job of the day at the federal agency is in a building across the street. With no sign of DE 2 showing up, the interpreter leaves for the third job—interpreting phone calls at a Deaf employee's (DE 3) desk—a Deaf consumer with CP. The instructions are for the interpreter to page this Deaf person's supervisor when she interpreter arrives in the lobby. After several attempts to page him, there is still no response.

What could/should the interpreter do, and why?

Pause and Respond Slide.

Slide for Decision Point 5

A small group of people exit the elevator in the lobby, and the interpreter asks them where DE 3's desk is. One of them tells her the location but also says that the Deaf person called in sick today. The interpreter decides to check his office to be sure. Seeing a new face in the hall, a co-worker of DE 3 tells the interpreter that the employee is definitely out sick for the day. There is one hour remaining on the interpreter's shift.

What could/should the interpreter do and why?

Pause and Respond Slide.

Closing Slide

CALI Unfolding Scenario 6: Educational (K-12) Setting

Link: Unfolding Scenario 6: Educational (K-12) Setting (video)

Description: 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.

Over the course of the school term, a variety of issues arise impacting student inclusion and access, team interpreter relationship, preparation and planning, and establishing the role and responsibility of the interpreters with the classroom teacher and others involved in the Deaf child's education.

There are seven decision points.

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Time for interpreter preparation and collaboration	Professionalism 2.0—2.2; 3.0 Conduct—3.1; 4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2
DP2	Team relationship	4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2
DP3	Consumer relationship, interpreter planning and preparation	Professionalism 2.0—2.2; 4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2
DP4	Teacher-student relationship	Professionalism 2.0—2.2; 3.0 Conduct—3.1
DP5	Role boundaries, interpreter qualifications	3.0 Conduct—3.1, 3.3, 3.4
DP6	Role boundaries	3.0 Conduct—3.1, 3.3, 3.4

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP7	Role boundaries, educating consumers	3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2

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.

CALI Unfolding Scenario 7: Employment Training

Link: Unfolding Scenario 7: Employment Training (video)

Description: This is an interpreting scenario in an employment setting involving job training. For this assignment, two hearing interpreters have been assigned to team interpret a new employee training. The two interpreters know each other and have worked together in multiple other settings. They have a good working relationship. They were given this assignment by an interpreting referral center they both work for as freelance interpreters.

The consumer in this scenario is a 42-year-old Deaf male with low vision and mental health problems. With the help of a VR counselor, this consumer has recently relocated to a new city to take a new job. The first week on the job involves his participation in an orientation and training program for new employees.

When the interpreters arrive early at the site for the week-long new employee training, the instructor of the training helpfully provides a copy of the trainee's packet for the interpreters to follow along. It includes the schedule with the breaks and other materials. The interpreters have accepted the assignment for the entire week.
Over the course of the day, there are a variety of issues relating to the behavior of the Deaf consumer and the role and responsibilities of the interpreters that arise and must be addressed.

There are seven decision points.

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Positioning and role implementation	2.0 Professionalism—2.2, 2.4; Conduct 3.0—3.1, 3.4, 3.8
DP2	Consumer disruptive behavior	4.0 Respect for Consumers—4.2; 4.4;

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP3	Consumer disruptive behavior, role implementation	Conduct 3.0—3.1, 3.4, 3.8; 4.0 Respect for Consumers—4.2; 4.4; 6.0 Business Practices—6.2, 6.3, 6.5
DP4	Role implementation	Conduct 3.0—3.1, 3.4, 3.8; 4.0 Respect for Consumers—4.2, 4.4; 6.0 Business Practices—6.2, 6.3, 6.5
DP5	Role conflict	Conduct 3.0—3.1, 3.4, 3.8; 4.0 Respect for Consumers—4.2, 4.4; 6.0 Business Practices—6.2, 6.3, 6.5
DP6	Interpreter comfort and professionalism	4.0 Respect for Consumers—4.2; 6.0 Business Practices—6.2, 6.3, 6.5

English Script for CALI Unfolding Scenario 7—Employment Training

This is an interpreting scenario in an employment setting involving job training.
For this assignment, two hearing interpreters have been assigned to team interpret a new employee training. The two interpreters know each other and have worked together in multiple other settings. They have a good working relationship. They were given this assignment by an interpreting referral center they both work for as freelance interpreters.

The consumer in this scenario is a 42-year-old Deaf male with low vision and mental health problems. With the help of a VR counselor, this consumer has recently relocated to a new city to take a new job. The first week on the job involves his participation in an orientation and training program for new employees.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf male in this scenario. He is being interviewed by a 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 six 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.

When the interpreters arrives at a job site for a week-long new employee training, the instructor of the training helpfully provides a copy of the trainee's packet for the interpreters to follow along. It includes the schedule with the breaks and other materials.

After setting up seating, the Deaf employee arrives. He is exhausted and disgruntled. Having transferred from the other side of the country, he is tired of traveling, moving, and his girlfriend. He decides the set-up is wrong and demands the interpreters move into a corner where there is no room to switch interpreters or see a feed from the support interpreter. The Deaf employee's suggestion conveniently positions the "off" interpreter to easily chat with the Deaf employee.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

The training begins with a dozen employees. Before the instructor finishes the first section, the Deaf employee interrupts to ask when the break will come so he can smoke. Finding that there is another hour or more of material to cover before the first break, the Deaf employee insists that people need breaks. The instructor agrees with having breaks but refuses to budge from the pre-printed schedule; the training is set into sections or modules with different instructors depending on the module.

The Deaf employee, displeased for not getting his way, proceeds to sulk while the rest of the class moves on. Sulking doesn't last long as he starts swearing about the training, He uses swearing that is inappropriate--particularly for the job-training setting of a new employee.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

Realizing that nothing is getting accomplished, the Deaf employee turns to the support interpreter and attempts to chat. The interpreter explains that she is focused on teaming with her colleague, but he continues. He tells the interpreter the meeting is dull and regales her with stories about his life. His girlfriend, that he brought with

him, was being a nag all weekend, so last night he kicked her out. When the interpreter offers to interpret his comments, he repeatedly tells her not to interpret and asks about what she did last weekend. The interpreter makes every effort to ignore him and remain on task, but he is very insistent.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

During a break, the Deaf employee asks permission of his new supervisor to use a company phone to make a long-distance call about a pay issue from his old job location. Very concerned that he didn't get his paycheck on Friday and has bills to care for with the move, he wants to be sure that his transfer signing bonus will also arrive soon. The supervisor, seeming displeased, grudgingly agrees to allow a short business-related phone call in the privacy of his office during the training break. Instead of calling immediately, the Deaf employee disappears. Just when the training is about to restart, the Deaf employee returns and calls one of the interpreters out to go to make his phone call.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

The interpreter accompanies the Deaf consumer to the supervisor's office to interpret the phone call. He places the long-distance call to his mother from the manager's office. They discuss her balancing his checkbook, not getting the paycheck Friday and other moving concerns. The call goes on and on. The supervisor shows up and requests that the call be immediately terminated and the Deaf employee return to the training. The Deaf employee states he is wrapping up and the supervisor leaves. But several minutes go by and the call is not yet finished.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

Both interpreters are frustrated by the Deaf consumer's behavior but continue to interpret the job training. At the end of the day, the Deaf consumer thanks both of the interpreters and says how much he looks forward to chatting with them the rest of the week since he doesn't have any friends here in this new area. He wants to trade numbers and get a cocktail after, which both interpreters decline. The interpreters feel very conflicted about whether they want to continue interpreting the assignment.

What could/should the interpreters do and why?

Pause and Respond Slide.

Closing Slide.

CALI Unfolding Scenario 8: Employment Interview Setting

Link: Unfolding Scenario 8: Employment Interview Setting (video)

Description: This is an interpreting assignment in an employment setting—specifically a job interview. In this scenario, a freelance interpreter is contacted by the HR department of a Rehabilitation Center to interpret for a job interview with a Deaf woman who is applying for a Group Home manager's position. The interpreter has worked for this Rehab Center on multiple occasions and agrees to accept the assignment. The interpreter requests a copy of the job description and applicants resume/application so you can prepare for the assignment and these are sent to you several days in advance.

The Deaf consumer is a 41-year-old Deaf woman with persistent mental health issues who is on medication. One side effect of the medication is it causes her to have mild tremors in her hands and head. This sometimes interferes with her sign production and clarity.

The interpreter is provided the name and information of the Deaf consumer and doesn't recognize it as someone she has worked with previously. Upon arrival, it becomes apparent that there may be some conflict in the interpreter providing service for this assignment based on consumer preference. The conflict unfolds into several issues that must be considered.

There are seven decision points.

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Prior knowledge of Deaf consumer	2.0 Professionalism—2.2; 3.0 Conduct—3.7
DP2	Consumer preference	4.0 Respect for Consumers—4.2, 4.4
DP3	Consumer trust, professionalism	3.0 Conduct—3.7, 3.8; 4.0 Respect for Consumers—4.2, 4.4
DP4	Consumer trust, professionalism	4.0 Respect for Consumers—4.2, 4.4
DP5	Consumer preference, professionalism	4.0 Respect for Consumers—4.2, 4.4

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP6	Confidentiality	3.0 Conduct—3.7, 3.8
DP7	Consumer preference, professionalism	4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.5

English Script for CALI Unfolding Scenario 8—Employment Interview Setting

This is an interpreting assignment in an employment setting—specifically a job interview.

In this scenario a freelance interpreter is contacted by the HR department of a Rehabilitation Center to interpret for a job interview with a Deaf woman who is applying for a Group Home manager's position. The interpreter has worked for this Rehab Center on multiple occasions and agrees to accept the assignment. The interpreter requests a copy of the job description and applicants resume/application so you can prepare for the assignment and these are sent to you several days in advance.
The Deaf consumer is a 41-year-old Deaf woman with persistent mental health issues who is on medication. One side effect of the medication is it causes her to have mild tremors in her hands and head. This sometimes interferes with her sign production and clarity.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf 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 interpreter was provided the name and other information about the applicant but did not recognize the name as someone she knew. However, when the interpreter walks into the lobby of the Rehab Center, she notices a Deaf woman she previously interpreted for during an emergency mental health situation when the Deaf consumer was suicidal. The Deaf consumer does not look up at the interpreter as she is filling out papers. The interpreter checks in with the receptionist who indicates the woman filling out the paperwork is the woman the interpreter will interpret for during the job interview.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

The Deaf woman is clearly uncomfortable with the idea that the interpreter will interpret for this job interview. The Deaf consumer expresses her discomfort to you and asks what alternatives might exist.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

While the interpreter and the Deaf consumer are trying to determine other options, the HR director enters the lobby and invites the two of them back to her office to begin the interview.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

The Deaf consumer awkwardly explains to the HR director that she and the interpreter realize a conflict of interest exists that makes it inappropriate for the interpreter to interpret for her and that the interview will need to be rescheduled. Because the HR Director knows the interpreter and she has worked for her agency before, the HR Director looks at the interpreter and asks if she agrees a conflict exists.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

The interpreter and consumer leave the building. The Deaf consumer asks the interpreter how such a situation could be avoided in the future? She has nothing

against the interpreter but doesn't want the interpreter interpreting for her and reminding her of that difficult period in her life or for the interpreter's knowledge of her past possibly impacting her interpretation or the job interview.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

A few days later, the HR director reaches out to the interpreter again. She has arranged for another interpreter and reschedule the job interview with the Deaf consumer. However, she is still perplexed as to what types of conflicts of interest would prevent an interpreter from providing services to a Deaf person. She asks if the interpreter can enlighten her.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 7.

About two weeks later a local interpreting agency calls the interpreter and asks her to interpret for a job interview for the same Deaf consumer at a social service agency serving the needs of Deaf individuals.
What could/should the interpreter do and why?

Pause and Respond Slide.

Closing Slide.

CALI Unfolding Scenario 9: Religious Setting

Link: Unfolding Scenario 9: Religious Setting (video)

Description: 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, (age 66, 68, and 70), a Deaf couple (age 38 and 39) with three hearing children, and several Deaf individuals ranging in age from 26 to 51 who reside in a group home for Deaf individuals who have developmental disabilities.

There have recently been some changes in leadership within the worship community that will begin having implications for the Deaf worshipers and the interpreter.

There are seven decision points.

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Positioning, consumer inclusion/access	2.0 Professionalism—2.2; 3.0 Conduct—3.1; 6.0 Business Practices—6.5, 6.7
DP2	Consumer preference, inclusion and access	3.0 Conduct—3.1, 3.4, 3.5; 4.0 Respect for Consumers—4.4
DP3	Consumer preference, inclusion and access	2.0 Professionalism—2.2; 3.0 Conduct—3.1, 3.4, 3.5

Decision Points	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP4	Role implementation and impartiality	2.0 Professionalism—2.2; 3.0 Conduct—3.1, 3.4, 3.5, 3.8
DP5	Qualifications of person providing interpreting services, consumer access	3.0 Conduct—3.4, 3.8; 4.0 Respect for Consumers—4.4
DP6	Role boundaries, professionalism	2.0 Professionalism—2.2; 3.0 Conduct—3.1, 3.4, 3.8
DP7	Role implementation , professionalism, impartiality	2.0 Professionalism—2.2; 3.0 Conduct—3.1, 3.4, 3.8; 6.0 Business Practices—6.5, 6.7, 6.8

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 develop-mental 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' 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.

CALI Unfolding Scenario 10: VRS Call Center Setting

Link: Unfolding Scenario 10: VRS Call Center Setting (video)

Description: This is the introduction to an interpreting assignment in a VRS Call Center setting. In this scenario, a hearing interpreter has recently been hired to work as a part-time interpreter for a VRS Call Center. This work will be in addition to the freelance community

interpreting work the interpreter does. In the Call Center, the interpreter will interpret for a variety of consumers, including some with limited language skills and/or who are foreign born and not fluent in ASL.

The interpreter completes two days of training and is now on her first official day of work. She meets for about an hour with the Call Center Manager to go over company policies and procedures, and then logs in and begins processing calls.

The interpreter receives a call from a 31-year-old Deaf consumer whom she interpreted for at a doctor's appointment earlier in the day, before starting your VRS shift. The consumer is Deaf and has both intellectual and physical disabilities that makes her signs difficult to understand.

During the call, and subsequent calls, the interpreter is confronted with several role conflicts that require some decision and/or action by the interpreter. As well, other professional issues relating to working within a system with multiple interpreters arise and must be considered.

There are five decision points.

Decision Points (DP)	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Role boundaries, role conflict, confidentiality	3.0 Conduct—3.4, 3.7, 3.8; 4.0 Respect for Consumers—4.2
DP2	Role conflict	3.0 Conduct—3.4, 3.7, 3.8; 4.0 Respect for Consumers—4.2
DP3	Role conflict, consumer trust/expectations	3.0 Conduct—3.4, 3,8; 4.0 Respect for Consumers—4.2, 4.4

Decision Points (DP)	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP4	Respect for consumers, confidentiality	1.0 Confidentiality—1.1; 3.0 Conduct—3.4; 5.0 Respect for Colleagues—5.3
DP5	Role implementation, role conflicts	3.0 Conduct—3.4, 3.7, 3.8

English Script for CALI Unfolding Scenario 10—VRS Call Center Setting

This is the introduction to an interpreting assignment in a VRS Call Center setting. In this scenario, a hearing interpreter has recently been hired to work as a part-time interpreter for a VRS Call Center. This work will be in addition to the freelance community interpreting work the interpreter does. In the Call Center, the interpreter will interpret for a variety of consumers, including some with limited language skills and/or who are foreign born and not fluent in ASL.

The interpreter completes two days of training and is now on her first official day of work. She meets for about an hour with the Call Center Manager to go over company policies and procedures, and then logs-in and begins processing calls.

The interpreter receives a call from a 31-year-old Deaf consumer whom she interpreted for at a doctor's appointment earlier in the day, before starting your VRS shift. The consumer is Deaf and has both intellectual and physical disabilities that makes her signs difficult to understand.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf 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 five 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 five decision points. Let's begin.

Slide for Decision Point 1.

The Deaf woman is happy to see the interpreter and places a call to her mother. During the call, she begins to explain to her mother that the interpreter who is interpreting the call is the same interpreter who interpreted at the doctor's office that morning, and that the interpreter can explain what the doctor said. Then she tells the VRS interpreter to go ahead and explain what happened at the doctor's office to her mom.
What could/should the VRS interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

After her daughter summarizes what transpired during the doctor's appointment the mother asks the interpreter if there are any other details the interpreter can provide to her? When the interpreter explains that you cannot, she asks to speak to the interpreter's supervisor.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

Another call the interpreter processes is from a social worker from the Department of Children and Family Services. He is calling a Deaf parent about scheduling a home visit in response to allegations that the house is filthy and the three children under the age of seven are living in squalor.

This consumer is a Deaf female who is 39 years old and originally from Mexico. She has lived in America for about ten years and has acquired some ASL fluency, although some of her language features are atypical.

Next, you will see a brief clip of a Deaf consumer with similar characteristics being interviewed by a Deaf interpreter. This clip will help you visualize the type of individual for whom the interpretation is provided.

CLIP OF SECOND DEAF CONSUMER

Next, are a series of decision points associated with this caller. There will be a pause after each decision point where you are to video record and upload your two-minute response in ASL. After the pause the scenario will continue onto the next decision point. Let's begin.

Slide for Decision Point 3.

When the social worker asks the Deaf parent if the home is clean and tidy, the parent responds that it is, and is quite upset at the question. It is obvious to the interpreter from what she can see on the screen, that the opposite is true. Dirty diapers, food containers and leftover food are visible in the room. Over the shoulder of the Deaf caller, you can see the doorway to the kitchen where trash and dirty dishes are visible. After hearing the Deaf person's response, the social worker decides to wait another week or two for the home visit. The Deaf parent leaves the screen to retrieve her calendar to make the appointment for the home visit. When the interpreter explains to the social worker that the Deaf parent has left the screen, he asks, "You can see the inside of her home, right? Does it look clean to you?"

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

During a break the interpreter goes to the breakroom and strikes up a conversation with another interpreter. The interpreter is acquainted with the other interpreter but have never worked with her before. After a little small talk she begins to complain about her most recent caller. She begins saying things like, "He is impossible to understand", "I can't believe he uses VRS when he cannot make himself understood" and "Can you believe we are expected to make calls for Deaf individuals who have multiple disabilities and are impossible to understand?"

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

After break, the interpreter logs back in and continues processing calls. On her way out of the building from her shift, the manager who worked with her at the beginning of her shift asks her how the shift went. The interpreter thinks about the earlier call

and the request to speak to a supervisor and wonders if she should provide a brief explanation in case there is any aftermath.

What could/should the VRS interpreter do and why?

Pause and Respond Slide.

Closing Slide.

CALI Unfolding Scenario 11: VRS Call Center Setting

Link: Unfolding Scenario 11: VRS Call Center Setting (video)

Description: This is an interpreting assignment in a VRS Call Center setting. In this scenario, the Deaf interpreter is supporting hearing interpreters during their shifts at a VRS call center. The Deaf interpreter teams with hearing interpreters to interpret a variety of calls for different consumers. One specific call involves a 48-year-old Deaf female consumer with cerebral palsy (CP) whose language use is atypical and challenging to comprehend. The Deaf woman currently lives at home with her aging parents but will soon be moving into a supervised apartment setting. She will be making several calls that are related to her transitioning to a supervised living situation.
During the course of working with this particular consumer, several issues regarding interpreter role, impartiality, and team collaboration arise and must be considered.

There are six decision points.

Decision Points (DP)	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Establishing role, colleague readiness for assignment	5.0 Respect for Colleagues, 5.1, 5.2 and 5.4
DP2	Consumer preference, educating hearing consumers	4.0 Respect for Consumers, 4.1, 4.2 and 4.
DP3	Impartiality, respect for consumers	4.0 Respect for Consumers, 4.1, 4.2 and 4.4
DP4	Role boundaries, professionalism	3.0 Conduct, 3.4; 6.0 Business Practices, 6.3
DP5	Colleagues debriefing, professionalism	5.0 Respect for Colleagues, 5.1, 5.2 and 5.4
DP6	Time for colleagues to debrief, professionalism , respect for colleagues	5.0 Respect for Colleagues, 5.1, 5.2 and 5.4

English Script for CALI Unfolding Scenario 11—VRS Call Center Setting

This is an interpreting assignment in a VRS Call Center setting. In this scenario, the Deaf interpreter is supporting hearing interpreters during their shifts at a VRS call center. The Deaf interpreter teams with hearing interpreters to interpret a variety of

calls for different consumers. One specific call involves a 48-year-old Deaf female consumer with cerebral palsy (CP) whose language use is atypical and challenging to comprehend.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf 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 six 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 six decision points. Let's begin.

Slide for Decision Point 1.

The Deaf woman currently lives at home with her aging parents but will soon be moving into a supervised apartment setting. She indicates that she wants to make several calls. The Deaf interpreter has been asked to support a hearing interpreter who is concerned she is not sufficiently understanding the Deaf consumer. The hearing interpreter tells the Deaf interpreter this is her first experience working with a Deaf interpreter and asks what to do.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

The first call the Deaf caller makes is to a furniture rental store. She is moving into her own apartment and is looking for the prices to rent living room and bedroom furniture. The salesperson at the furniture store becomes frustrated by how long the interpreting process is taking hangs up before the call is complete. The Deaf caller becomes upset and asks that the call be made again. The call is placed a second time and when the salesperson answers and learns it is a VRS call, hangs up again. A third attempt is made and fails.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

The second call the Deaf caller makes is to her mother at work. She tells her mom about the problems she had with the furniture rental store and the fact that she still doesn't know how much the rental for the two rooms of furniture will cost. She asks her mom to call the store for her, but the mother tells her it is her responsibility and part of the independent living plan they agreed upon with her when she decided she wanted to move out. This makes the Deaf caller mad and she refuses to speak any further with her mother …but she also makes no move to stop the call. There are long stretches of silence on both ends of the call.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

The third call she makes is to her cousin where she explains about the difficulty with the furniture rental store and that her mom refuses to help her out. She characterizes her mother as being hostile and very angry with her—which is consistent with the Deaf interpreter's perspective of what actually happened. The cousin feels bad for the Deaf caller and agrees to call the furniture rental store and get the prices she needs. The Deaf caller tells the Deaf interpreter to provide her cousin with the name of the store and the phone number as she closed her computer with the website containing the information.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

After the call is over there is a bit of a lull and the Deaf interpreter and hearing interpreter take a moment to reflect on what transpired. The hearing interpreter asks the Deaf interpreter if he conveyed the mother's affect accurately when interpreting her remarks. The hearing interpreter indicates that the mother was not angry or hostile from her perspective. She is concerned the Deaf interpreter misinterpreted the affect the hearing interpreter conveyed and that may have contributed to why the Deaf caller told her cousin her mom was hostile and very angry. The Deaf interpreter perceives the hearing interpreter as struggling with non-manual markers and wonders if that was what caused the potential misunderstanding.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

Another call comes in that requires the assistance of a Deaf interpreter and so the Deaf interpreter has to leave before the discussion with the hearing interpreter is complete. However, there is still more the Deaf interpreter wants to discuss related to the interpreting process—the challenges with the Deaf caller's language use, the hearing interpreter's use of non-manual markers that are not consistent with ASL, and strategies for working with a Deaf interpreter.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Closing Slide.

CALI Unfolding Scenario 12: Educational Testing Setting

Link: Unfolding Scenario 12: Educational Testing Setting (video)

Description: This is an interpreting assignment in an educational setting—specifically, standardized testing. In this scenario, two hearing interpreters are scheduled to team interpret for several juniors in high school who are taking a standardized test. They have not worked together before, although know of each other from the community. One of the two interpreters has interpreted for this particular standardized testing process several times.

One of the Deaf students is from another country and has only been in the US a little over a year. He is not yet fluent in ASL. The other two are American-born and fluent in ASL. All are 16 years of age and enrolled in mainstream classrooms in the public school system.

A number of issues arise during the assignment related to sufficient access to the message by the foreign-born Deaf student and the practices of the team interpreters and how they impact their working relationship and the interpreting process.

There are seven decision points.

Decision Points (DP)	Central Issue(s)	CPC Tenets, Community Values and/or Best Practices Potentially Impacting Decision-Making
DP1	Consumer access and preference, interpreter role implementation	2.0 Professionalism—2.2, 2.3; 3.0 Conduct—3.1, 3.4; Respect for Consumers—4.4
DP2	Impartiality, role boundaries, team relationship	3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.2, 4.4; Respect for Colleagues—5.1, 5.2
DP3	Team collaboration, spelling protocol	5.0 Respect for Colleagues—5.1, 5.2, 5.3
DP4	Team conflict	5.0 Respect for Colleagues—5.1, 5.2, 5.3
DP5	Team role and responsibility, team conflict	5.0 Respect for Colleagues—5.1, 5.2, 5.3
DP6	Team conflict	5.0 Respect for Colleagues—5.1, 5.2, 5.3; 6.0 Business Practices—6.3
DP7	Team conflict, agency notification	5.0 Respect for Colleagues—5.1, 5.2, 5.3, 5.4; 6.0 Business Practices—6.3

English Script for CALI Unfolding Scenario 12: Educational Testing Setting

This is an interpreting assignment in an educational setting—specifically, standardized testing. In this scenario, two interpreters are scheduled to team interpret for several juniors in high school who are taking a standardized test. They have not worked together before, although know of each other from the community.

One of the Deaf students is from Russia and has only been in the US a little over a year. He is not yet fluent in ASL. The other two are American-born and fluent in ASL. All are 16 years of age and enrolled in mainstream classrooms in the public school system.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf young man from Russia. He is being interviewed by another Deaf interpreter. This will help you to visualize the type of Deaf consumer for whom the 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 has never worked with the other hearing interpreter, Don, before but he recognizes his name from the community. Upon arriving at the testing site, the two interpreters pre-conference and Don indicates he has interpreted this test annually for years.

When it is time for the testing to begin, per testing requirements, the students are seated in a special way. All seem to see the "hot seat" fine. Don begins interpreting the directions. For standardized testing, all directions are read to the students and the proctor is speaking abnormally fast. All the while the student from Russia is asking for the information to be slowed down so he can try to follow. Don is not interpreting his remarks.

What could/should the hearing interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.
The test proctors contact their supervisor to discuss the need for extra time for the student from Russia. Afterwards, they tell the two hearing interpreters that the Deaf student from Russian can take the test at a different time under different conditions to allow him more time. Don disagrees with this decision. He tells the test proctor these special conditions should not be allowed as they extend a privilege to the Deaf student that other students are not provided. The other hearing interpreter is uncomfortable with Don making comments.

What can the other hearing interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

One of the test proctors asks the hearing interpreter (not Don) to interpret while he explains the decision to the Deaf student from Russia. You do this and the Deaf student expresses his appreciation and leaves the testing venue. Don is continuing the interpretation of instructions by the other proctor to the remaining Deaf students. When it is time to switch, Don refuses to allow the other hearing interpreter to replace him. The other hearing interpreter waits a few minutes and tries again and the same happens. Don also refuses to accept the other interpreter's feeds.

What can the other hearing interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

When there is a break the other interpreter approaches Don and asks why he is refusing to work as a team. He tells the other interpreter that he failed to support him when he expressed his opinion about the Deaf student from Russia and then when interpreted for the proctor and the Deaf student without first consulting with him as the "lead" interpreter.

What could/should the other interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

Don and the other interpreter are working together more collaboratively after the break. At one point while the other interpreter is interpreting, Don indicates that he

needs to leave the room briefly. He is gone for an extended period of time – the working interpreter needs to switch out but can't.

What could/should the working interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 6.

During the next break, the other interpreter finds Don in the hallway chatting with some teachers. The other interpreter approaches Don and ask if he is OK. Don indicates that he wanted to wait for the break to enter the room so as not to disturb any of the test-takers. The other interpreter disagrees with Don's decision as it had implication for the team process.

What could/should the other interpreter do and why?

Pause and Decide Slide.

Slide for Decision Point 7.

After the assignment, the two team interpreters have a brief discussion and agree that they each have different approaches to the team process and may not be a good match for future assignments. The other interpreter indicates his intention to follow up with the agency that booked the two interpreters for this assignment. The other interpreter calls the agency.

What could/should the other interpreter say to the agency and why?

Pause and Respond Slide.

Closing Slide.

Sample Interpreter Responses and Reflections

CALI Unfolding Scenario 1: Mental Health Setting

Sample Interpreter Responses and Reflection

Link: Sample Interpreter Responses and Reflection (video)

Description: In this video, Ryan Shepard, CDI and Melissa Smith, CI, CT, NAD V are the Model Interpreters responding to the decision point prompts and reflecting on the scenario and their thought process during decision-making. The setting is in a mental health facility emergency service. A young Deaf male with persistent mental health issues is being evaluated for possible admission.

It is important to remember that the unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right answer." Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall within a range of appropriate and acceptable ethical standard. So, the purpose of the sample interpreter responses and reflection discussion is not to demonstrate how to answer with the "right" answer, but to expose learners and practitioners to the decision-making process and variety of factors that must be considered.

The format of responses is that the Deaf interpreter, Ryan, responds first, followed by the response of the hearing interpreter, Melissa. What follows are the key points that surfaced in their responses to the seven decision points in this scenario and during the discussion and reflection between the two interpreters at the end of the scenario.

KEY POINTS IN INTERPRETER RESPONSES AND REFLECTIONS:

Key points are those that were addressed to some degree by both interpreters and reflect consideration of ethical standards, values of the Deaf and Interpreter Communities, and/or best practices of the profession.

- It is essential that practitioners spend sufficient time in advance of assignments determining their readiness to provide effective interpreting services. This requires predicting the types of system-based procedures or processes that are likely to be involved in the assignment, the level of risk and urgency associated with the setting and circumstances of the assignment, one's physical, cognitive and emotional states as it relates to the demands of interpreting, among other considerations. Too often interpreters focus on availability and demand for their service without attention to the other factors (**2.0 Professionalism—2.4; 3.0 Conduct—3.2; 6.0 Business Practices—6.3**).
- When one of the members of a team of interpreters expresses concerns regarding their readiness upon arrival at the assignment, it changes the dynamic of the team relationship and shifts more of the burden for monitoring accuracy and effectiveness to the other team member. This creates a disadvantage for both interpreters.
- Respect for colleagues and the value for collaboration between colleagues mandates that interpreters support one another to the best of our abilities (**3.0 Conduct—3.2; 5.0 Respect for Colleagues—5.2**). In addressing the concerns of one team member about their readiness to interpret the emergency mental health situation, it may be useful to spend time predicting what is likely to happen and what the team's options in response to specific events can be (**6.0 Business Practices—6.3**). As well, agreeing upon how to cue one another about specific needs that exist and/or the need for conferencing is a way to help the team prepare for success. Coming to agreement about who will take the lead and what that will entail in terms of process management is also an important part of the discussion (**6.0 Business Practices—6.3**).
- Consumer access is paramount (**4.0 Respect for Consumers—4.4**). It is important to recognize that the flow of communication within large systems like medical and mental health facilities may involve messages flowing through

several people before the relevant parties are informed. This can create further delays—as occurred in this scenario. Additionally, personnel within systems like medical and mental health facilities may not be sufficiently familiar with the experiences and barriers Deaf people face in securing communication access. Therefore, it is imperative that the interpreters encourage prompt access to the assignment—in a courteous and professional manner that educates versus aggravates the receptionist (**4.0 Consumers—4.4; 6.0 Business Practices—6.3**).

- Although 15 minutes of wait time may not seem long, it is too long in an emergency/urgent situation. Delays in arrival of the interpreters can escalate an already difficult and urgent situation. If the Deaf person has been waiting for an hour or more for the interpreters to arrive (in the middle of the night), further delay can increase frustration significantly (**4.0 Consumers—4.4**).
- When first entering the assignment, situation assessment is critical. Interpreters must strive to put their observations into situational context. The ability to do this is influenced in part by the interpreter's knowledge of the system in which they are working. The more the interpreters know about the system's personnel, structures, practices and procedures, the more effective they can be (**6.0 Business Practices—6.3**).
- The Deaf person's need to connect with the Deaf interpreter is the result of the long delay and their current psychological state. It is also possibly impacted by fatigue and the lateness of the hour. The desire of the mental health personnel to provide an overview of what has already transpired and needs to transpire is centered in their desire to conduct an appropriate assessment and determine next steps. That their communication is overlapping upon arrival of the interpreters is no surprise. And what each wants or needs to say is critical for the interpreters ((**6.0 Business Practices—6.3**). So, how does the interpreter decide whose communication to attend to first? Part of the situational assessment includes prioritizing urgency—where is the greatest demand for communication at the moment? In this case, because the Deaf individual is the one individual who has been out of the communication loop since arrival and is the focus of the appointment, it is important that the Deaf interpreter can connect with the Deaf consumer and establish role presence and ensure access (**4.0 Consumers—4.4)**.

- One of the benefits of having a team of interpreters—particularly one who is Deaf and one who is hearing—in this scenario is that they can each focus on different consumers during the initial entry into the assignment. The Deaf interpreter can engage in establishing role presence and language matching with the Deaf consumer and the hearing interpreter can explain to the mental health professionals and father what is happening, and gain insight into what has transpired and what needs to be accomplished next (**4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**).
- Assessing the situation, making adjustments, and working collaboratively with the individuals involved to manage the interaction so that communication access and inclusion is consistent is part of the ongoing ethical duty of the interpreters in this and all interpreting assignments (**2.0 Professionalism—2.2; 3.0 Conduct—3.4; 4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**).
- Often as interpreters we use strategies and shift the strategies we are using automatically. This can be problematic when working with a team for the first time and/or in unfamiliar settings. We must establish greater awareness of the strategies we employ (like narrative interpreting) and indicate shifts in strategies to our team member. This type of cuing is essential to an effective team process (**6.0 Business Practices—6.3**).
- That the hearing interpreter indicated a desire to leave the assignment prior to its conclusion is challenging and requires open and honest communication between the team, and possibly the consumers involved. On the one hand, interpreters must always reserve the option to discontinue assignments if working conditions are not safe, healthy or conducive to interpreting (**6.0 Business Practices—6.5**), they must also make sure they have done all within their ability before doing so (**3.0 Conduct—3.1; 4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.2**).
- As well, the Deaf interpreter has a duty to support the hearing interpreter as much as possible (**5.0 Respect for Colleagues—5.2, 5.3 and 5.4**). The consequences of leaving the assignment prior to the conclusion are great for the Deaf consumer and the Deaf interpreter. However, if the determination is made that the interpreter must leave, they should facilitate the acquisition of a

replacement out of respect for the consumers and their colleague. It is recognized that self-care is equally as important as respect for others.

- Debriefing is an essential part of the team interpreting process and considered best practice (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4**). It is a process that enables interpreters to review the assignment and implications of decisions made by the interpreters for consumers and one another. It is an opportunity to identify how to improve the collaborative process and how to improve individual performance. It can help with identifying professional development needs. It is recognized that the timing of debriefing sessions—particularly following a difficult assignment or challenging team collaboration—is important (**5.0 Respect for Colleagues—5.3**). If delaying debriefing is necessary, strive to limit the delay to a few days. It is important to debrief while the assignment is still fresh in the minds and experience of the interpreters.
- Interpreting agencies can be viewed as partners in the interpreting process. They often send interpreters to assignments based on a limited information and benefit greatly from additional insight and feedback—particularly when working with consumers on a repeat basis or for an ongoing assignment. It is anticipated that this scenario would lead to additional assignment of interpreters due to the Deaf consumers admission to the facility. For the interpreters and the interpreter coordinator from the agency to debrief together supports several ethical standards (**1.0 Confidentiality—1.1; 2.0 Professionalism—2.2, 2.4, 2.6; 3.0 Conduct—3.1, 3.4**).

CALI Unfolding Scenario 2: Medical Setting

Sample Interpreter Responses and Reflection

Link: Sample Interpreter Responses and Reflection (video)

Description: In this video, Michael McMahon, CDI and Annette Miner, CI, CT, NAD V are the Model Interpreters responding to the decision point prompts and reflecting on the scenario and their thought process during decision-making. The setting is in a medical/hospital situation. An older Deaf man was hit by a car. He has early onset

dementia and physical injuries that impact his communication. His Deaf wife, who has severe arthritis, is present as well.

It is important to remember that the unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right answer". Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall within a range of appropriate and acceptable ethical standard. So, the purpose of the sample interpreter responses and reflection discussion is not to demonstrate how to answer with the "right answer", but to expose learners and practitioners to the decision-making process and variety of factors that must be considered by interpreters.

The format of responses is that the Deaf interpreter, Michael, responds first, followed by the response of the hearing interpreter, Annette. What follows are the key points that surfaced in their responses to the seven decision points in this scenario and during the discussion and reflection between them at the end of the scenario.

KEY POINTS IN INTERPRETER RESPONSES AND REFLECTIONS:

Key points are those that were addressed to some degree by both interpreters and reflect consideration of ethical standards, values of the Deaf and Interpreter Communities, and/or best practices of the profession.

- It is not uncommon in many interpreting situations that a Deaf consumer needs or desires more time from the hearing professional than the hearing professional may be prepared or accustomed to providing. This can present a challenge for interpreter—particularly when there is an urgent or crisis situation that may require a quick decision or action. In the case of the Deaf wife who is being asked to sign a consent form, she is being asked to provide informed consent. If she has not been given sufficient information to feel comfortable signing the form and is feeling pressured or rushed, it impacts the risk involved

in the situation. The interpreter can support the intention of informed consent by ensuring the Deaf consumer that the interpreter will communicate what they want to know (thus reinforcing the Deaf person's agency) and to inform the Doctor about what factors are impacting the Deaf consumer's reluctance to sign the form (**2.0 Professionalism—2.2; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**).

- When Deaf consumers look to answers from interpreters instead of the hearing professional there is a need for caution (**3.0 Conduct—3.3**). The reasons a consumer might address concerns with an interpreter versus the hearing professional are many—inclusive of trust issues, awareness of the role of the interpreter to create inclusion, accessibility of the interpreter, the interpreter's ability to communicate directly with the consumer, etc. (**2.0 Professionalism—2.2**). However, when the interpreter is requested to provide information directly, several factors have to be weighed. What are the role boundaries that are impacting the interaction—the interpreter should not counsel, advise or give personal opinion (**2.0 Professionalism—2.5**)…the interpreter should do all that is possible to facilitate communication between the Deaf and hearing consumer (**3.0 Conduct—3.1, 3.3, 3.4**).
- Interpreters are constantly assessing the changing needs within an assignment and are adapting accordingly (**2.0 Professionalism—2.2**). When changes are needed to create inclusion and access, the changes should be discussed with those impacted and/or involved so that the communication can flow as smoothly as possible (**3.0 Conduct—3.1**).
- Interpreters convey the message in its entirety. This means including the spirit and intent of the speaker to the fullest degree possible (**2.0 Professionalism—2.3**). When the nurse wants to leave, that intent may not be as implicit to the Deaf consumer as it is to the interpreter and the interpreter should adapt the interpretation to make that intent explicit. Simultaneously, the fact that the nurse wants or needs to leave doesn't supersede the Deaf woman's right to seek further information and/or ask questions (**4.0 Respect for Consumers—4.4**).
- If the Deaf woman's need for more information is not addressed, it may perpetuate her seeking out the interpreter for further information. As part of

the interpreter's role delineation, the interpreter can seek to foster connection between the Deaf woman and the healthcare professionals by looking for someone who can respond to her questions (**4.0 Respect for Consumers—4.4**). If the questions are ones that the interpreter can accurately answer (because it relates to information interpreted earlier), the interpreter has to access the implications for boundaries (would answering lead the interpreter to provide personal opinion, counsel or advice-**2.0 Professionalism—2.5**) and consumer autonomy/agency (will answering directly encourage the Deaf consumer to continue to rely on the interpreter versus connecting with the health care professionals--**4.0 Respect for Consumers—4.4**).

- Interpreters have a duty to advise the parties involved if there are barriers to effective communication. This would be the case if the Deaf man's hands are in restraints and he cannot sign to ask or respond to questions (**3.0 Conduct—3.1, 3.4; 6.0 Business Practices—6.3**).
- The role of the interpreter is unique. For individuals who have very limited exposure to sign language interpreters, the potential for misunderstanding or erroneous assumption is high. So, it is possible that in a hospital setting, the interpreter might be viewed as "family" versus an independent professional. This could impact why the wife is not being updated in a consistent manner—out of sight, out of mind. The interpreter has a duty to advise the parties involved if there are barriers to inclusion and access (**3.0 Conduct—3.1, 3.4; 6.0 Business Practices—6.3**).
- If an interpreter has to leave an assignment before it is complete, it is imperative that it be done judiciously and for appropriate reasons (**6.0 Business Practices—6.2**). In leaving an assignment when the need for inclusion and access still exists, it is important to make sure efforts are being made for a replacement and that the transition is as smooth as possible. Is there information you can communicate between the healthcare providers and the Deaf consumers before leaving? Has everyone involved been notified of the interpreter's need to depart? (**6.0 Business Practices—6.3).** If the desire to leave is for some personal reason—such as a social event—leaving can be reassessed. If the interpreter can stay until a replacement arrives, that is preferred (**4.0 Respect for Consumers—4.4**). In staying longer, the interpreter may need to

pace themselves to conserve their energy for additional hours of work. This may involve relaxing/resting in between moments of interpreting. If staying longer is simply not possible, then ensuring a smooth transition is important.

- One of the more challenging barriers that faces interpreters is the challenge of time—the amount of time the hearing professional is able or willing to provide versus the amount of time the Deaf consumer needs or desires to achieve inclusion and connection. The interpreter is always seeking balance between these sometimes competing demands (**2.0 Professionalism—2.2**; **4.0 Respect for Consumers—4.4**).
- In addressing the competing needs of the two Deaf consumers for communication access, it may be that requesting a second interpreter would resolve the issue (**2.0 Professionalism—2.4**). If a second interpreter is not available, the interpreter will have to be diligent in assessing and balancing the needs of each (**2.0 Professionalism—2.2**).
- Part of the process in assessing consumer communication needs and the interpreting situation involves consideration of risk factors. This impacts the setting of priorities when competing priorities exist (**2.0 Professionalism—2.2, 2.4, 2.5**). It also impacts the application of role. For example, in a K-12 setting, an interpreter might engage and interact more directly with a student during her or his elementary school years, but much less as they gain more agency and autonomy in junior high and high school. Conversely, when working in more high-risk settings, like emergency surgery, an interpreter may recognize that their autonomy is more relational as a higher level of risk and expertise is required. To this end, relying more on the guidance and direction of healthcare professionals may be most appropriate (**3.0 Conduct—3.1, 3.3, 3.4**).
- Interpreting involves the co-construction of meaning between the interpreter and consumers. Application of this principle requires interpreters to check-in regularly with consumers to ensure that all is going as needed and seek appropriate clarification (**2.0 Professionalism—2.2, 2.3, 2.4**).
- In determining what constitutes Best Practice, it is of value to consider if the practice being considered advances the Deaf person's inclusion, access and agency (**4.0 Respect for Consumers—4.4**).

CALI Unfolding Scenario 3: Medical Setting

Sample Interpreter Responses and Reflection

Link: Sample Interpreter Responses and Reflection (video)

Description: In this video, Rayni Plaster Torres, CDI and Mónica Gallego, BEI Trilingual: Advanced are the Model Interpreters responding to the decision point prompts and reflecting on their thought process during decision-making. In the scenario, a Deaf – hearing interpreter team will interpret during a medical appointment. Both have experience working in healthcare settings. The Deaf consumer is a 59-year-old Deaf man, who has some developmental disabilities. He has a work-related leg injury requiring surgery.

It is important to remember that the unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right answer." Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall within a range of appropriate and acceptable ethical standards. So, the purpose of the sample interpreter responses and reflection discussion is not to demonstrate how to respond to decisions with the "right answer," but to expose learners and practitioners to the decision-making process and variety of factors that are and must be considered by interpreters.

The format of responses is that the Deaf interpreter, Rayni, responds first, followed by the response of the hearing interpreter, Mónica. What follows are the key points that surfaced in their responses to the seven decision points in this scenario and during the discussion and reflection between them at the end of the scenario.

Key Points in Interpreter Responses and Reflections:

Key points are those that were addressed to some degree by both interpreters and reflect consideration of ethical standards, values of the Deaf and Interpreter Communities, and/or best practices of the profession.

- Interpreting for deaf individuals who use sign language in an atypical manner requires a deep appreciation for what it means to *DO NO HARM*. Ideally, the Code of Professional Conduct (CPC) would provide more direct guidance with regard to the tenet of doing no harm. It is an area where the CPC would benefit from further elaboration (**CPC-Function of the Guiding Principles section**).
- In order to do no harm, interpreters must have a clear sense of themselves, their center and be self-aware so they can bring clarity and insight to their decision-making. They need to know and understand their WHY—why do they interpret? For what purpose and goal? What is their intention and what do they want to achieve through interpreting? Interpreting for deaf individuals who use sign language in an atypical manner also requires interpreters to do their due diligence in preparing for and engaging in interpreting in a deliberate and informed manner in order to understand and respond to the communication needs and demands of the situation (**2.0 Professionalism—2.2, 2.3, 2.4; 3.0 Conduct—3.1, 3.2, 3.4; 4.0 Respect for Consumers—4.1, 4.4**).
- Prior to the beginning of an assignment, it is critical that time is planned for the interpreting team to meet and come to agreement about how they will proceed during the assignment. Explore the frames through which each team member views their work and approaches the interpreting task, identify ways to manage differences in perspective during the interpreting process, discuss the strengths and areas of support of each team member, discuss how to utilize and rely on each other's strengths and how to support each other where needed. Discuss how duties will be shared or divided (ex: who will handle educating consumers and about what, how will time and task be managed to ensure communication access, comprehension, and participation?) (**4.0 Respect for Consumers—4.1, 4.4; 5.0 Respect for Colleagues—5.2**).
- Upon arrival to the assignment, it is critical that time is planned for the interpreting team to meet with the consumer(s) to engage in an assessment of language and communication needs. The bulk of this time is likely to be spent with the Deaf consumer, but time to connect with the hearing consumer(s) is also necessary. For example, in this specific scenario, the hearing consumers would include the person at the front desk of the doctor's office, the nurse who

will handle the preliminary interactions with the patient before the doctor's exam, and the doctor. It may include others within the healthcare system. This time is an opportunity to become acquainted, build trust and rapport, educate consumers about the role of the interpreter and how the interpreting process will work (**4.0 Respect for Consumers—4.1, 4.4; 5.0 Respect for Colleagues—5.2**).

- In terms of working with deaf individuals whose use of sign language is atypical, it is important to have sufficient information about their background to assess the strategies and techniques that will be most effective in establishing communication. For example, if you work deaf individuals who are immigrants, an understanding of their life experiences in their country of origin and the cultural norms to which they have adhered will be important. It may also mean relying on others within their sphere of influence—such as family members, advocates, case managers (ex: In some cultures, it is common that family members will accompany a patient to an appointment and anticipate actively participating in the discussion of medical care. In terms of deaf individuals with atypical language, these family members may be able to offer insight and assistance.) (**2.0 Professionalism—2.3, 2.4; 3.0 Conduct—3.1; 4.0 Respect for Consumers—4.1, 4.4; 5.0 Respect for Colleagues—5.2**).
- As interpreters think about the span of time required for an assignment, it should include the time needed for advance preparation, advance meeting with the consumers, the communication event, and post assignment activities. (**2.0 Professionalism—2.3, 2.4; 3.0 Conduct—3.1; 4.0 Respect for Consumers—4.1, 4.4; 5.0 Respect for Colleagues—5.2**). For example, it is not uncommon that a deaf consumer may want time at the end of an appointment for additional follow-up—such as was the case with the deaf consumer in Scenario #3. When interpreting for deaf individuals with atypical language, it is likely that additional time will be needed (**6.0 Business Practices—6.3**). For this reason, it is important to have as much information from the coordinating/hiring entity as possible and planning a sufficient amount of time to complete an assignment. Booking assignments too close together does not serve the interest of consumers or reflect appropriate business practices for interpreters (**6.0 Business Practices—6.2, 6.3, 6.4**). As well, interpreters may need to spend time educating

coordinating/hiring entities about the demands of interpreting in teams and for deaf individuals with atypical language so that they will do a better job of securing consumer and assignment details in advance of seeking to fill an assignment (**6.0 Business Practices—6.2, 6.3, 6.4**). For example, in Scenario #3, it was evident that the deaf consumer would benefit from the support of an advocate or case manager during his appointment involving details of an impending surgery (**2.0 Professionalism—2.4**). The coordinating/hiring entity needs to be aware of this should they be scheduling interpreters for this consumer in the future. These types of factors contribute to the span of timeframe required for an assignment.

- In addition to thinking about the span of time required, it is important to think about the tasks that may be involved in an assignment. For example, in Scenario #3, the deaf consumer needed additional assistance after seeing the doctor—talking with the front desk, placing a phone call to his place of employment, etc. So, in accepting an assignment to interpret a medical appointment, the interpreter should also anticipate the various ways in which interpreting services may be relied upon within that context and not limit their focus/availability only to the time the deaf consumer is seeing the doctor (**6.0 Business Practices—6.2, 6.3, 6.4**).
- In terms of demonstrating respect for consumers, interpreters need to acknowledge that deaf people have the right to disregard information, to 'play games', to fail, to misunderstand, to lie, to answer differently in one instance to another, etc. (**4.0 Respect for Consumers—4.2, 4.4**). Interpreters have the duty to make sure information is accessible in the form that is most readily understood by the consumer, and to assess their performance to ensure they have interpreted in a competent and accessible manner **4.0 Respect for Consumers—4.1**). But, what the consumer decides to do with the information is their choice. If the interpreter has question or concern as to whether the deaf individual has understood the information and the associated consequences, the interpreter has a duty to convey to the other parties involved in the communication event their observations so that there are no assumptions the interpretation has been effective when there is doubt (**6.0 Business Practices—6.3)**. Interpreters have no control over all of the experiences of a deaf consumer

leading up to the moment of interpretation, so cannot always accommodate the gaps that may exist. However, they can make sure that their observations about effectiveness or lack thereof of the communication exchange is known by all the consumers of the interaction **(2.0 Professionalism—2.4; 3.0 Conduct--3.1; 4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3)**.

- Cultural competence is an important part of interpreting. Knowledge and competence related to Deaf Culture, American culture, and potentially other cultures (ex: if you work with deaf individuals from marginalized communities within America or with deaf individuals from other countries) is necessary to achieve message accuracy and equivalency. Language and culture are intertwined—thus meaning is tied to both (**2.0 Professionalism—2.2, 2.3;. 4.0 Respect for Consumers—4.1**). For example, in collectivist cultures, the members share information, support, assistance, resources, and time as strategies for navigating life—these are core values. Deaf culture, and many other cultures have a collectivist orientation. Generally, the American culture (which is strongly influenced by white individuals) has an individualistic orientation. In an individualistic culture, the individual, autonomy, self-reliance and independence are core values. These cultural differences must be recognized and balanced by the interpreter as part of the interpreting process as they impact meaning, comprehension, and ways of being (**2.0 Professionalism—2.2, 2.3, 2.4;. 4.0 Respect for Consumers—4.1**).
- Interpreters bring their own cultural orientation to their work and they must be aware of how their own orientation may impact the interpreting process. They

should be careful not to demonstrate ABLEISM[2] or SAVIORISM[3] in the ways they engage and/or behave with deaf consumers—particularly those who are use sign language in an atypical manner due to a wide range of factors including disability and/or language/social/education deprivation (**4.0 Respect for Consumers—4.1, 4.2, 4.4**). This is not to say that deaf individuals with atypical language may not need additional support and/or resources. When the need for additional support is evident, interpreters should seek support from others as needed and share knowledge of networks and resources that may be able to help in serving the needs of deaf individuals who use atypical language (**2.0 Professionalism—2.4**).

- The actions and behaviors of interpreters impact hearing consumers in unique ways. Given that most hearing consumers have little to no prior experience with deaf individuals, they often look to the interpreter for cues about how to interface with deaf individuals. How the interpreter behaves and reacts may be the model followed by hearing consumers. Therefore, it is essential the interpreter behaves and performs in a manner that reflects respect for the deaf individual in a holistic manner. Respect includes both linguistic and cultural competence (**2.0 Professionalism—2.2, 2.4, 2.6; 4.0 Respect for Consumers—4.1, 4.2, 4.4; 6.0 Business Practices—6.3**).
- Issues of race and racism have implications for interpreting. Discussions around these issues has been limited within the fields of interpreting and interpreter education. This needs to change so that deaf individuals of color are better

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[2] **Ableism** is discrimination in favor of able-bodied people. It is rooted in the assumption that disabled people need to be 'fixed' or taught to function as 'close-to' able-bodied norms as possible. Ableist language is language that is offensive to people with disabilities. Using language that has negative connotations (ex: lame, crippled, handicapped, mentally retarded, low level/low IQ, etc.) is often offensive to people with disabilities and serves to perpetuate the discrimination associated with ableism. CALI continues to explore language that is used to discuss the language use of deaf individuals that does not conform to the norms of American Sign Language. The term *'atypical'* has the potential for being misused and being offense to members of the Deaf community. As a result, discussions regarding the use of the term *'atypical'* continue to be explored with members of the Deaf community and may be adjusted as a result.

[3] **Saviorism** is a world-view, belief and actions based on the assumption that some people are saviors and others need to be saved. It is often applied when those with disabilities are perceived as needing to be rescued, cared for, controlled and/or protected by those who are able-bodied. Other terms, such as *'paternalistic'*, *'patronizing'* and *'condescending'* carry a similar meaning.

served (**2.0 Professionalism—2.1**). As well, BIPOC[4] interpreters struggle in their efforts to serve the needs and interest of consumers from their communities and for acceptance and support within the field. For example, BIPOC interpreters who are teamed with white interpreters are often confronted by a lack of commonality in terms of world-view and center. In such instances, respect for one another is essential, as are having conversations about how to approach the work together (**5.0 Respect for Colleagues—5.2, 5.4**). As illustration is the amount of time the individual interpreters are willing to commit to the assignment—to prepare, to engage in language assessment, to pace the interpretation of an assignment in a more deliberate/slower pace that respects the deaf consumer's need for access and inclusion, to debrief afterwards about the assignment (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.1, 4.2, 4.4; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3**). Since BIPOC interpreters come from within marginalized communities—as members of the community—their life experiences are much more consistent with BIPOC deaf consumers. They share many of the same cultural and linguistic values/norms. This is not true for most white interpreters who come to the Deaf Community as sojourners who are much more aligned with the general American cultural norms and the use of English. This impacts their cultural competence and requires continuing professional development to address (**7.0 Professional Development—7.1**).

- *System Thinking* and learning to navigate different systems is easier for those for whom the system was built—which typically means white people. Most deaf and BIPOC people have found that systems are not designed for them and that navigating such systems is more difficult. As well, at times, the system has caused harm to deaf and BIPOC people and thus they are hesitant to trust the system or look to the system for solutions. This places an additional need for

[4] The acronym BIPOC refers to Black, Indigenous, and people of color. People of color is a general umbrella term that collectively refers to ALL people of color — anyone who isn't white. But because POC is so broad, it loses the specificity that is useful in identifying and addressing separate struggles faced by people of color with different ethnic backgrounds. BIPOC reflects the desire to draw attention to specific injustices impacting Black and Indigenous people—including those who are Deaf. https://www.healthline.com/health/bipoc-meaning#short-answer

BIPOC interpreters to learn how to navigate systems that have long served as a source of oppression for members of their communities and for deaf individuals. Part of system navigation is building relationships within the system and being available to provide interpreting services so that deaf consumers can access services offered within the system (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.1, 4.2, 4.4; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3**).

- When it is unclear whether the deaf consumer is sufficiently comprehending the information during an interpreting assignment, the interpreter has to employ a range of strategies—such as checking in often, asking the deaf consumer to restate information provided to them, and other elicitation techniques. When working with those deaf individuals who use atypical sign language, the possibility that sufficient comprehension and inclusion will not be achieved is an ongoing reality (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.1, 4.2, 4.4; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3**). Interpreters working with this portion of the Deaf Community must learn to live with the internal conflict of knowing that your best effort may not be enough.
- Ultimately, interpreters set the tone for the assignment based on how effectively they prepare, educate regarding role and process, and how they reflect respect and competence in working with both deaf and hearing consumers (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.1, 4.2, 4.4; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3**).

CALI Unfolding Scenario 6: Educational (K-12) Setting

Sample Interpreter Responses and Reflection

Link: Sample Interpreter Responses and Reflection (video)

Description: In this video, Samond Bishara, CDI and Michelle Draper, NIC, Ed:K-12, SC:L are the Model Interpreters responding to the decision point prompts and

reflecting on their thought process during decision-making. The setting is a K-12 classroom working with a Deaf child who 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.

It is important to remember that the unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right answer." Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall within a range of appropriate and acceptable ethical standards. So, the purpose of the sample interpreter responses and reflection discussion is not to demonstrate how to answer with the "right answer," but to expose learners and practitioners to the decision-making process and variety of factors that are and must be considered by interpreters.

The format of responses is that the Deaf interpreter, Samond, responds first, followed by the response of the hearing interpreter, Michelle. What follows are the key points that surfaced in their responses to the seven decision points in this scenario and during the discussion and reflection between them at the end of the scenario.

KEY POINTS IN INTERPRETER RESPONSES AND REFLECTIONS:

Key points are those that were addressed to some degree by both interpreters and reflect consideration of ethical standards, values of the Deaf and Interpreter Communities, and/or best practices of the profession.

- Part of accepting an assignment is a commitment to do the best you can in conveying a clear and accurate interpretation. This means planning for prep time with your team interpreter if one is scheduled. The planning with your team can focus on a variety of topics—role/task delineation, content knowledge

and associated research, collaboration strategies, perspectives on the work, needs and preferences for working together, etc. Making time for preparation is necessary and may require creativity (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.1, 4.2, 4.4; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3**). In Scenario #6, one of the interpreters was a single mom and making time outside of work for planning was challenging. In such situations, relying on technology—such as Zoom meetings—can provide the mechanism for meeting and planning. Planning is also a key element and best practice of interpreting in K-12 settings.

- Respect for colleagues and consumers is essential to successful interpreting. Part of working with someone as a team member—particularly in long term assignments such as occur in K-12 settings—is understanding their needs and preferences (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.1, 4.2, 4.4; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3**). Understanding elements of the work relationship that may cause triggers for each other is also an important consideration. For example, in Scenario #6, the fact that the hearing interpreter frequently left the Deaf interpreter out of conversations with the classroom teacher and other hearing members of the educational team was a real trigger for the Deaf interpreter. It was reminiscent of his life experiences where his inclusion was overlooked or dismissed. It was also a behavior that had significant implications for the deaf student. By their behavior, interpreters teach the hearing consumers in the environment how to interface and interact with deaf people. If interpreters are not modeling respectful and inclusive behavior, it can influence the behavior of others (**4.0 Respect for Consumers—4.1, 4.2, 4.4; 5.0 Respect for Colleagues—5.2**). When misunderstandings occur between colleagues or colleagues and consumers occur, it is important to talk about what happened and find respectful resolution (**5.0 Respect for Colleagues—5.3**).
- Interpreters are part of the educational team and should offer their insights and observations in a professional and courteous manner in support of the team creating the best Individualized Educational Plan (IEP) (**2.0 Professionalism—2.6**). The role of the interpreter in the classroom is to interpret the classroom content and interactions and to support the development of a strong and

appropriate relationship between the teacher and the deaf student and the deaf student with the other students.

- Interpreters should avoid dual and competing roles. If they are asked to perform roles that are outside the scope of their job description and skills/abilities, it is important to establish role boundaries in a professional and courteous manner (**3.0 Conduct—3.3**). This may require involvement of a supervisor and/or school administrator if role and responsibilities are unclear to those with whom the interpreter works.
- Some interpreter job descriptions require the interpreter to provide tutoring services to deaf students and/or to assist with playground or lunchtime supervision and/or monitoring children getting onto or off the bus (**3.0 Conduct—3.4**). If the interpreter is not qualified for these roles, they should negotiate training as part of the hiring process. If the interpreter does not feel these roles are appropriate to their work as an interpreter or that they interfere with their ability to interpret, the concerns should be discussed prior to hiring. There are resources/publications that discuss dual roles for interpreters that may be helpful in educating others about what is feasible or not. Once the interpreter accepts the position, the expectation that they comply with the requirements of the job description is part of the conditions of employment (**3.0 Conduct—3.3, 3.4**).
- Interpreters need strong interpersonal skills. They need to build relationships with others as part of the interpreting process. This requires empathy and the ability to see issues from perspectives other than their own. This also includes having the ability to talk about their work and role in a clear, respectful and courteous manner. This is part of professionalism (**2.0 Professionalism—2.2,2.3, 2.4, 2.5, 2.6; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.1, 4.2, 4.4**). Interpreters are not in competition with the teacher—rather, their role is to support the development of the best relationship possible between the teacher and the student and the deaf student and his or her peers.
- The decisions interpreters make have implications for others within the educational system. Interpreters should always consider how the decisions they make impact the deaf student, the teacher, the other students in the class, the education team, and of course themselves and their interpreting team

members. Decision-making is complex at times and requires the interpreter to see things from both a 'big-picture' orientation, as well as from the specifics of what is happening during any specific point (**2.0 Professionalism—2.2,2.3, 2.4, 2.5, 2.6; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.1, 4.2, 4.4; 6.0 Business Practices—6.3)**.

- Team interpreting is an important aspect of the interpreting process. When team interpreters are assigned or hired, it is because there are demands within the assignment that require a team to address. The person you team with may or may not be someone you request to work with, have worked with in the past, or someone you know. The chances that it is someone you have not worked with before is great. Having the ability to work with and adapt to new team relationships is an important aspect of professionalism, respect for colleagues, and interpersonal skills (**5.0 Respect for Colleagues—5.1, 5.2, 5.3**).
- The inclusion of a Deaf interpreter in a team is still relatively new in K-12 settings. It is an exciting option for deaf children to have a Deaf interpreter who can serve as a language model and a model for how to navigate environments where there are primarily hearing individuals. However, Deaf interpreters are often confronted with hearing interpreters who have little to no experience in working with Deaf interpreters, who have limited competence in ASL and Deaf Culture and/or exhibit audist behavior[5]. This makes it challenging to be teamed with new interpreters and results in Deaf interpreters having to take more of the leadership in setting the stage for a successful team relationship (**5.0 Respect for Colleagues—5.1, 5.2, 5.3**). As well, the fact that there are so few Deaf interpreters available, it makes it harder for Deaf interpreters to withdraw from a team relationship that is not serving its purpose—they have concerns for the deaf student and how they will be served if there is not another Deaf interpreter

[5] **Audism** a form of discrimination, prejudice, or a general lack of willingness to accommodate those who cannot hear. It is also an attitude based in the belief that being able to hear makes one superior and because most people can hear makes their ways of being the dominant way. As a result, those who cannot hear/deaf people should conform to the norms of those who can hear. Those who hold these viewpoints are called audists and the oppressive attitudes can take on a variety of forms. An example of audism that is applied to interpreters is when interpreters are in environments with Deaf people but continue to speak versus use sign language—thus excluding deaf individuals from access to communication around them. This is considered extremely rude and oppressive by deaf people. https://www.verywellhealth.com/deaf-culture-audism-1046267

available. These realities create important considerations for hearing interpreters who agree to work with Deaf interpreters—self-awareness, ethical maturity, competence in both language and culture, and a strong commitment to collaboration and inclusion is essential **5.0 Respect for Colleagues—5.1, 5.2, 5.3**).

- When interpreters feel overwhelmed or isolated, they need to remember they are part of a larger educational team and bring their concerns to that team for discussion and support (**2.0 Professionalism—2.4; 3.0 Conduct—3.1; 4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.1, 6.3**).
- Professional boundaries are necessary in order to protect the interest of consumers and interpreters during interpreted events. Even when interpreters desire to do more within the context of interpreting, they must be respectful of the boundaries associated with the role of the interpreter. There are opportunities within the broader community to contribute to the needs of the community in additional ways (**2.0 Professionalism—2.6; 3.0 Conduct—3.3, 3.4**).
- One of the ways in which interpreters can be an asset to the educational team is to be knowledgeable about resources that are available within the community—what services, print material, resources exist through the state's commission for the deaf, state school for the deaf, through an association of the deaf or other community-based agencies and organizations that might be accessed in order to further support the deaf student or the family (**2.0 Professionalism—2.6; 3.0 Conduct—3.3, 3.4**).
- Interpreters can also benefit the educational team during IEP meetings by offering their experiences and observations about the deaf student's language acquisition, comprehension skills, ability to follow directions, social skills, classroom participation and engagement, content acquisition, etc. Depending on the school's practices, interpreters may be present during IEP meetings to offer these comments directly, or offer them to the team in writing, or submit them to the classroom teacher for inclusion in the IEP meeting. Investing in continuing education to learn to articulate observations in a professional and purposeful manner is worthwhile for K-12 interpreters (**2.0 Professionalism—2.6; 3.0 Conduct—3.3, 3.4; 7.0 Professional Development—7.1**).

- Allowing your decision-making to flow from the needs and goals of the deaf student and the educational team will help an interpreter build the appropriate level of discretion needed to work in a team setting. If an interpreter is fortunate enough to work with a team interpreter in the K-12 setting, talking through and reflecting on decision-making of the team is also an effective way to build discretion (**5.0 Respect for Colleagues—5.2, 5.4**). Engaging others on the education team in the decision-making process helps ensure that the best decisions possible are being made (**3.0 Conduct—3.1, 3.4**). In the end, the best measure of the effectiveness of an interpreter's decisions in a K-12 setting is how the decision benefits the student and their progress (**4.0 Respect for Consumers—4.4**).

CALI Unfolding Scenario 7: Employment Training Setting

Sample Interpreter Responses and Reflection

Link: Sample Interpreter Responses and Reflection (video)

Description: In this video, Michael McMahon, CDI and Annette Miner, CI, CT, NAD V are the Model Interpreters responding to the decision point prompts and reflecting on the scenario and their thought process during decision-making. The setting is employment related. It is a week-long orientation for a new employee. The mid-aged Deaf man who is the new employee has low vision and deals with mental health issues. He has relocated to take this new job. A team of hearing interpreters are scheduled to work with him for the entire assignment.

It is important to remember that the unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right answer." Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall

within a range of appropriate and acceptable ethical standard. So, the purpose of the sample interpreter responses and reflection is not to demonstrate how to answer with the "right" answer, but to expose learners and practitioners to the decision-making process and variety of factors that must be considered by interpreters.

The format of responses is that the Deaf interpreter, Michael, responds first, followed by the response of the hearing interpreter, Annette. What follows are the key points that surfaced in their responses to the six decision points in this scenario and during the discussion and reflection between them at the end of the scenario.

KEY POINTS IN INTERPRETER RESPONSES AND REFLECTIONS:

Key points are those that were addressed to some degree by both interpreters and reflect consideration of ethical standards, values of the Deaf and Interpreter Communities, and/or best practices of the profession.

- In the first decision point, the Deaf consumer's desire to interact with the interpreters on a more personal level is understandable. He is new to the area, doesn't know any local individuals, and is seeking connections. Yet, his desire to have personal interaction is contrary to the reason the interpreters are present and the overarching goal of the setting—to orient a new employee. It is important to note that this first decision point is critical in that the decisions of the interpreters will likely set the tone and expectations for all of the days associated with the assignment. There are several tenets in the CPC that impact this particular issue. As a starting place, there is respect for consumers (**4.0 Respect for Consumers—4.1, 4.2, 4.4**). Of particular interest is illustrative behavior 4.4, which states that the interpreters are to facilitate communication access and equality and support the full interaction and independence of consumers. The first part of this illustrative behavior is not necessarily compatible with the last part (independence of consumers) in this particular situation. The consumer is self-advocating for a positioning arrangement that serves a purpose inconsistent with the role of interpreters—but it serves his perception of need for socialization at that time. One option is for the interpreters to follow his preference and to allow the natural consequences to

unfold. However, when this illustrative behavior is considered in conjunction with other applicable tenets, there is more to consider. For example, the tenet addressing business practices requires that interpreters work to promote conditions that are conducive to effective communication, and informs the parties involved if such conditions do not exist (**6.0 Business Practices—6.3**). Accordingly, the goal of the teacher and the employer must also be considered. If the overarching goal cannot be achieved by following the consumer's request, then there is a duty to include the other parties in a discussion to resolve the matter. Certainly, the duty to assess the needs of consumers and the interpreting situation is necessary throughout the assignment, as is conveying the message associated with the setting (the new employee training) with integrity (**2.0 Professionalism—2.2, 2.3**). Further, approaching consumers with a professional demeanor at all times is essential (**4.0 Respect for Consumers—4.2**).

- When the consumer is swearing in response to his frustration about the delay in a break, it is important to assess his intention regarding how this information be communicated (**2.0 Professionalism—2.2**). Does he intend for those angry comments to be communicated to the group? Or to the interpreters only? What is his intention? (**2.0 Professionalism—2.3**). As well, putting the behavior into the broader context, is the Deaf consumer aware of the consequence of expressing himself in this way during a new employee orientation and how might his mental health issues be impacting his reactions (**3.0 Conduct—3.4**)? Can the interpreters assume the teacher is aware that the new employee is a VR client and that he has some unique considerations? Should the interpreters verify this through discussion with the teacher/employer rather than assume (**3.0 Conduct—3.1, 3.4)**?
- Another consideration if one of the interpreters engages in personal conversation with the Deaf Consumer is the implication for the team interpreter. Respect for Colleagues (**5.0 Respect for Colleagues—5.2**) involves providing collaboration and support during teamed assignments. And again, abandoning the interpreting role in favor of following the desire of the Deaf Consumer to engage in personal conversation has implications for message integrity (**2.0 Professionalism—2.3**), the overarching goal of the

system/employee for arranging for interpreters and creating access (**3.0 Conduct—3.1; 4.0 Respect for Consumers—4.4**), and is inconsistent with workplace codes of conduct (**3.0 Conduct—3.4, 3.8**). All of these ethical standards must be considered.

- In terms of placing the phone call approved by the teacher, ideally, the Deaf consumer would have done this during the break. However, he chose to do it at the beginning of the session immediately after the break. Given that the teacher approved a quick call, it seems reasonable that the interpreter would assist with the placement of the call. Interpreters are consistently assessing communication needs throughout an assignment (**2.0 Professionalism—2.2**).
- When the teacher comes into the room and directs the Deaf consumer to return to the classroom, the situation becomes a bit more sticky. In recognition for the autonomy of the Deaf individual, continuing to interpret for the call when he ignores the teacher's request after agreeing to end the call shortly, seems appropriate. The interpreter is not the "parent" or guardian of the Deaf consumer (**6.0 Business Practices—6.6**). If the teacher needs to call him out again, it is the Deaf consumer that will have to face the consequence. However, to continue to act outside of the goals of the situation without consultation or discussion with the teacher is inconsistent with other tenets (**2.0 Professionalism—2.2; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**). These potentially competing standards must be balanced as part of the decision-making process.
- That the interpreters are unsure if they want to continue interpreting for this Deaf consumer the remainder of the week is complex. On one hand, interpreters always have the right to withdraw from assignments—particularly if they do not feel safe or the conditions are not conducive to interpreting (**3.0 Conduct—3.2; 6.0 Business Practices—6.5**). However, whenever possible, interpreters should honor their commitments and not withdraw unless absolutely necessary (**6.0 Business Practices—6.2**). If communication equity and access can be achieved through replacement by other interpreters, then making a smooth transition can be possible (**2.0 Professionalism—2.1**; **4.0 Respect for Consumers—4.4**). However, giving serious consideration to the broader considerations of his mental health status and how it might be influencing his

actions, there is merit in the interpreters exploring how to meet the demands of the assignment through collaboration with one another and others that may be able to assist before withdrawing (**2.0 Professionalism—2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2; 6.0 Business Practices—6.3**).

- This scenario provides illustration of the importance of interpersonal skills for interpreters. In demonstrating respect for consumers and maintaining a professional approach during interactions (**4.0 Respect for Consumers—4.2**), the interpreters will need to be firm in establishing role boundaries, but also polite and empathic. There are many cultural considerations in this scenario. For example, the structure of the new employee orientation is high and doesn't appear to allow an opportunity for getting to know anyone or transitioning into the schedule with greater flexibility. This may be a norm within the corporate world but is counter to relational norms within the Deaf Community. This contradiction in cultural norms is further complicated by the fact that the Deaf consumer has just relocated, had a blow-up with his girlfriend the night before, and is generally out-of-sorts. What, if anything, can the interpreters do to mitigate some of the cultural conflicts?
- Central to demonstrating respect for consumers and creating equity in access is the necessity of recognizing and supporting the autonomy of the Deaf person (**4.0 Respect for Consumers—4.4**). Interpreters must consider how to support the choice of the Deaf person to act outside the norms of the situation, while also not abandoning the duty to the hearing consumer. Finding balance between the two can be challenging. What an interpreter decides will always have consequences. Interpreters should assess whether their decisions tend to favor the hearing consumer or Deaf consumer and why? Is bias involved? What are the implications for everyone and the overall goal of the system/interaction? How does the interpreter use their power to create greater equity and inclusion? When does the interpreter's use of power become a barrier?
- When the Deaf consumer invites the interpreters to help him network through going out and socializing with him, it is an opportunity for the interpreters to offer resources while still establishing/honoring role boundaries (**2.0 Professionalism—2.6**). The interpreters could offer information about

community-based activities—such as coffee chats and other organized events, key contact people in the community, places of gathering, etc. In doing so, the interpreters need to assess the source of the information they are sharing to make sure they are not disclosing information of a confidential nature—info they learned while interpreting (**1.0 Confidentiality—1.1; 3.0 Conduct—3.9, 3.10**).

- Interpreters must always challenge their assumptions. In discussing this scenario, the two model interpreters acknowledge that they may have held faulty assumptions about just how much the teacher knew about the Deaf consumer's background related to his low vision and/or mental health challenges. Likewise, the interpreters felt they did not provide equitable consideration of the teacher's need for awareness about the struggles they were having in interpreting for the Deaf consumer. There are important implications for the teacher knowing (may impact Deaf person's employment, may enable access to resources the teacher can offer to make things go more smoothly) and not knowing (the interpreters can appear to be "taking care" of the Deaf consumer and his behaviors that are outside of the norm for the workplace) (**3.0 Conduct—3.1, 3.3, 3.4; 6.0 Business Practices—6.3**).
- Interpreters run the risk of making decisions based on what they personally/professionally feel is important versus what the system in which the interpreted event is happening sees as important (**3.0 Conduct—3.3, 3.8**). As a result, consulting and collaborating with consumers—both Deaf and hearing—is essential for creating a co-constructed interaction that promotes the greatest degree of communication access and equity (**4.0 Respect for Consumers—4.4**).
- Interpreters also run the risk of creating unrealistic expectations based on decisions they make in the moment. It is possible to make decisions based on either big-picture issues or minute issues without considerations for how one impacts the other. So, one possible consequence of decisions is that interpreters set up an expectation regarding how they will act henceforth or how other interpreters might be expected to act. As a result, when engaging in the application of decision-making it is important to reflect to assess the quality of decisions made, the implications and consequences of decisions, the range of alternatives that exist and the associated implications and consequences of

those alternatives. Exploring a range of decisions and weighing them in relationship to the outcome, contributes to the process of increasing discretion (**5.0 Respect for Colleagues—5.2, 5.4; 7.0 Professional Development—7.1**).

- There are several challenges that surfaced that the two master interpreters felt were familiar to them—such as working with consumers who are new to an area and seeking information and resources and the reliance on interpreters to help provide community-based information. As well, the issue of determining how much social distance is appropriate with consumers is broadly applicable as well. If an interpreter decides to develop a personal/social relationship with consumers, it impacts their ability to also provide interpreting services for those individuals in the future (**3.0 Conduct—3.3, 3.4, 3.7, 3.8**).
- Areas of knowledge and skills that interpreters continue to work on are managing cultural conflicts and the application of social justice/allyship principles to the actual work of interpreters. Balancing the duty to both Deaf and hearing consumers can be challenging and requires much more discussion and exploration among practitioners, mentors, supervisors (**7.0 Professional Development—7.1**), stakeholders/consumers.

CALI Unfolding Scenario 10: VRS Call Center Setting

Sample Interpreter Responses and Reflection

Link: Sample Interpreter Responses and Reflection (video)

Description: In this video, Su Kyong Isakson, NIC, EIPA 5.0 and Kristina Marie Balao Miranda, NIC, EIPA 4.5, are the Model Interpreters responding to the decision point prompts and reflecting on the scenario and their thought process during decision-making. In this scenario, a hearing interpreter has recently been hired to work as a part-time interpreter for a VRS Call Center. This work is in addition to the freelance community interpreting work the interpreter does. In the Call Center, the interpreter will interpret for a variety of consumers, including some with limited language skills and/or who are

foreign born and not fluent in ASL. One day while interpreting calls, the interpreter receives a call from a 31-year-old Deaf consumer whom she interpreted for at a doctor's appointment earlier in the day, before starting their VRS shift. The consumer is Deaf and has both intellectual and physical disabilities that makes her signs difficult to understand—her signing is atypical.

It is important to remember that the unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right answer." Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall within a range of appropriate and acceptable ethical standard. So, the purpose of the sample interpreter responses and reflection discussion is not to demonstrate how to answer with the "right answer," but to expose learners and practitioners to the decision-making process and variety of factors that must be considered by interpreters.

The format of responses is that the first hearing interpreter, Su Kyong, responds first, followed by the response of the second hearing interpreter, Kristina. What follows are the key points that surfaced in their responses to the seven decision points in this scenario and during the discussion and reflection between them at the end of the scenario.

KEY POINTS IN INTERPRETER RESPONSES AND REFLECTIONS:

Key points are those that were addressed to some degree by both interpreters and reflect consideration of ethical standards, values of the Deaf and Interpreter Communities, and/or best practices of the profession.

- One of the strategies discussed by the interpreters was the use of notetaking while interpreting for deaf individuals who are immigrants to the United States and/or use sign language in an atypical manner. The strategy involves the interpreter writing down key information and details while processing information to interpret (as with consecutive interpretation). At the conclusion of the assignment the notes are given to the deaf consumer. The notes become

the anchor of the interpretation and a part of the interaction the consumer can take with them. The deaf consumer can then refer to the notes later and/or share them with family members or advocates as needed (**2.0 Professionalism—2.2, 2.3 and 2.4)**. It is the perspective of the interpreters that the notes can be an essential part of the communication needs of the deaf consumer—therefore, notetaking is an appropriate role contribution for the interpreter. It is an example of demonstrating respect for the consumer based on a holistic appreciation of their communication needs (**4.0 Respect for Consumers—4.1, 4.4)**.

- The interpreters discuss the work of Yosso[6] as a framework for addressing the unique challenges and demands associated with interpreting for individuals of color—particularly those who are immigrants and/or use sign language in an atypical manner (**2.0 Professionalism—2.2, 2.3 and 2.4; 4.0 Respect for Consumers—4.1 and 4.4**). As interpreters of color, who are typically involved in interpreting for deaf individuals from marginalized communities, the Scenario #10 interpreters find that the work of Yosso offers an identity- and culturally-based framework for reflecting on their decision-making. Within the framework is insight and guidance that is not currently available in the NAD-RID Code of Professional Conduct (CPC). As a result, they rely on both Yosso's Model of Community Cultural Capital and the CPC to explore their decision-making.
- Recognizing the importance of relationship between family members and working to build rapport and trust with both the deaf consumer and her mother are important aspects of the interpersonal skills of the interpreter. Trust is a form of *social currency* or *transactional capital* that interpreters can use in their work with marginalized communities. When the daughter tells her mother that the VRS interpreter is the same interpreter who interpreted at the doctor's office, it sets the stage for establishing the transactional norms for the interaction. The deaf consumer marks it as a time she is sharing information with her mother. When the interpreter picks up on this and uses it to create

[6] Dr. Tara Yosso is a teacher and researcher who has applied the frameworks of critical race theory and critical media literacy to examine educational access and opportunity within Communities of Color. Yosso's model of *Community Cultural Wealth* (2005) explores the talents, strengths and experiences that students of color bring with them to their college environment. The model identifies six (6) forms of capital nurtured and developed through the experiences of marginalized communities--*aspirational*, *navigational*, *social*, *linguistic*, *familial* and *resistant* capital. See https://scalar.usc.edu/works/first-generation-college-student-/community-cultural-wealth.10 for an explanation of each. Also see Yosso, T. J. (2005) Whose Culture Has Capital? A critical race theory discussion of community cultural wealth. In *Race Ethnicity and Education*. Vol. 8, No. 1, March 2005, pp. 69-91.

transactional trust, it can contribute to successful communication and trust-building (**2.0 Professionalism—2.2, 2.3; 4.0-Respect for Consumers—4.4**). Cultural competence is an essential part of the interpreting process (**3.0 Conduct—3.1 and 3.4**).

- Recognizing the importance of the relationship between the deaf consumer and her family is an example of *familial* capital as discussed by Yosso. It is the relationship of the deaf individual to family/community members that will help sustain the deaf consumer after the interpreted interaction. Thus, as the interpreter works to support and sustain this bond, they are demonstrating a holistic respect for both the deaf and hearing consumers of their interpreting services (**2.0 Professionalism—2.2, 2.3; 3.0 Conduct—3.1 and 3.4; 4.0-Respect for Consumers—4.4**).
- When the deaf consumer's mother feels that information is missing and suspects that information is being withheld from her, there are any number of factors that could be contributing to this perception. That the interpreter doesn't personalize this reaction from the mother or assume it is a criticism of the interpreter, is a reflection of the interpreter's objectivity and professionalism (**2.0 Professionalism—2.3**; **3.0 Conduct—3.4**). Rather, the interpreter attempts to see the mother's reaction through a cultural lens-- recognizing that the mother is accustomed to managing her daughter's life and may struggle with allowing her daughter the independence and autonomy to which she is entitled. The interpreter sought to resolve the mother's concern by acknowledging it and offering to interpret the concern to the daughter. However, ultimately, if the daughter is withholding information from the doctor's appointment—even if the interpreter knows that information—the daughter has that right to withhold and the interpreter has a duty to protect her right to privacy/confidentiality (**1.0 Confidentiality—1.1**).
- Later, when the social worker seeks information directly from the interpreter, the same ethical tenets apply—impartiality and confidentiality (**1.0 Confidentiality—1.1, 1.3**; **2.0 Professionalism—2.5**). The interpreter has a duty to protect the confidentiality/privacy of the deaf consumer. This also relates to Yosso's discussion of *navigational* and *resistance* capital. Systems—such as the Child Protection Services system—are designed in a way that is often

oppressive to deaf, black and brown individuals. Interpreter's should not use their unique positions within the Deaf Community to assist the system in perpetuating harm—it would result in a loss of impartiality on the part of the interpreter (**2.0 Professionalism—2.3, 2.5**; **3.0 Conduct—3.4**) . The system can use its traditional and legal avenues for accessing information versus attempting to access potentially detrimental information through the interpreter. Interpreters need to know how to navigate systems and to resist efforts of the system to exploit their role as an interpreter (**3.0 Conduct—3.4**). Interpreters have an ethical duty to remain impartial and to protect the privacy/confidentiality of consumers (**1.0 Confidentiality—1.1, 1.3**; **2.0 Professionalism—2.5**).

- Interpreters may need to vent from time to time. But, when the venting is done in a manner that reflects a lack of respect for consumers or colleagues, it should be addressed. When colleagues are frustrated, recognizing and acknowledging their frustration and offering support and assistance is an important part of respect for colleagues. As well, when a colleague's remarks or comments are pejorative and disrespectful to the consumers served, or colleagues with whom they work, it is important to call attention to the issue and its associated implications (**5.0 Respect for Colleagues—5.1, 5.3, 5.4**).
- Trust is central to all relationships. This is certainly true for employees and their supervisors. Being forthright with a supervisor about what events have transpired (ex: mother being upset and wanting to talk to a supervisor) that have implications for the work of the interpreter (or have implications for consumers or the employer) sets the stage for trust-building. Being transparent about your work and inviting your supervisor into a discussion of your work shows a commitment to integrity and growth (**3.0 Conduct—3.4**). And, if, for example, the interpreter makes some mistake, acknowledge and own it as a means of demonstrating the desire for growth and improvement (**7.0 Professional Development**).
- In scenario #10, the need for more training—such as diversity/sensitivity training or customer service training—became evident to the interpreter(s) after the discussion in the break room with a colleague (**7.0 Professional Development—7.1**). Sharing observations and concerns, and offering possible solutions (such as

trainers for specific topics or training resources), is also a way of building trust with a supervisor (**3.0 Conduct—3.4**).

- In considering how to balance our core values stemming from our cultural backgrounds and lived experiences with the CPC it is important to acknowledge that both influence decision-making. We each bring all of our life experience and cultural orientation/competence to each assignment we interpret. It is this totality of who we each are that impacts our perception of what it means to be professional or to demonstrate professionalism. Who ultimately decides the definition professionalism? This is where discretion comes into play—we must have the ability to discern what is the appropriate decision and behavior in a given situation, we must be able to articulate our decisions from an ethical framework, and to act on our decisions accordingly (**2.0 Professionalism—2.3, 2.4; 3.0 Conduct—3.4; 4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**). Certainly, cultural competence, the ability to develop trust with others, our capacity for empathy, and consistently acting in the best interest of consumers should be part of any definition professionalism we utilize.
- American Culture thrives on the values of individuality, autonomy, independence, individual rights, achievement, etc. This is not necessarily the framework of the deaf consumers we serve—particularly when working with deaf individuals of color and/or immigrant populations who typically come from collectivist cultures. How to navigate these differences while interpreting is a part of the CPC that would benefit from expansion. Knowing and understanding the frame/world-view of the deaf consumers we serve is essential to successful communication/interpretation (**3.0 Conduct—3.4; 4.0 Respect for Consumers—4.1, 4.4**). For example, if the consumer is an immigrant, what was their life experience prior to coming to America?
- For most interpreters, their cultural frame aligns most often with hearing consumers, not the deaf consumer. For example, American systems are concerned with moving quickly and efficiently. That orientation impacts appointments and how much time is allotted for communication. But, when working with deaf consumers who use sign language in an atypical manner, it is difficult to move quickly—typically more time will be needed and interpreters

must have the ability to negotiate for the additional time that is needed to ensure clear and accessible communication (**3.0 Conduct—3.1; 6.0 Business Practices—6.3)**. It is unrealistic to expect that the deaf consumer can adapt to the limits of the system. It is the system that has the obligation to serve the needs of the deaf consumer. Therefore, it needs to adapt to meet those needs. The interpreter can set the tone for this by being clear and transparent about the interpreting process, and the demands of the interpreting process (**3.0 Conduct—3.1; 6.0 Business Practices—6.3)**.

- The issue of time required to successfully interpret also impacts hiring entities. Interpreters need to work with hiring entities/agencies to make it clear what is needed to serve the interests of deaf consumers who have atypical language and/or are not fluent in ASL. As part of this, hiring entities/agencies need to obtain more information about consumers and the assignment in advance of scheduling interpreters. They also need to do a better job of educating the systems requesting the interpreters about the demands of interpreting and serving the communication access needs of deaf consumers, and the amount of time that may be needed to complete the assignment (**4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**. This is particularly true when hiring interpreters to interpret for deaf individuals who use atypical language. It is common for such assignments to take two to three times as long as was originally set. Too often, hiring entities/agencies do not secure sufficient information to hire the right interpreters for an assignment and it leads to difficult issues onsite at the time of the assignment. This is unfair to all parties involved. In addition, interpreters need to require the level of information they necessary to enable them to be successful during the assignment (**3.0 Conduct—3.1, 3.4**).
- Part of being successful as an interpreter is knowing yourself, your strengths and weaknesses, your capabilities and your limits. Don't accept assignments for which you are not qualified or do not have the appropriate background. Know your WHY as an interpreter—what is your goal and intention as an interpreter. Apply professional business practices and be humble (**3.0 Conduct—3.2; 4.0 Respect for Consumers—4.1, 4.4**).

CALI Unfolding Scenario 11: VRS Call Center Setting

Sample Interpreter Responses and Reflection

Link: Sample Interpreter Responses and Reflection (video)

Description: In this video, Trenton Marsh, CDI and Jennifer Harvey, CI, CT, SC:L, are the Model Interpreters responding to the decision point prompts and reflecting on the scenario and their thought process during decision-making. This is an interpreting assignment in a VRS Call Center setting. In this scenario, the Deaf interpreter is supporting hearing interpreters during their shifts at a VRS call center. The Deaf interpreter teams with hearing interpreters to interpret a variety of calls for different consumers. One specific call involves a 48-year-old Deaf female consumer with cerebral palsy (CP) whose language use is atypical and challenging to comprehend. During several calls she places, a series of decisions on how to best serve her arise.

It is important to remember that the unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "right answer." Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall within a range of appropriate and acceptable ethical standard. So, the purpose of the sample interpreter responses and reflection discussion is not to demonstrate how to answer with the "right answer," but to expose learners and practitioners to the decision-making process and variety of factors that must be considered by interpreters.

The format of responses is that the Deaf interpreter, Trenton, responds first, followed by the response of the hearing interpreter, Jennifer. What follows are the key points that surfaced in their responses to the seven decision points in this scenario and during the discussion and reflection between them at the end of the scenario.

KEY POINTS IN INTERPRETER RESPONSES AND REFLECTIONS:

Key points are those that were addressed to some degree by both interpreters and reflect consideration of ethical standards, values of the Deaf and Interpreter Communities, and/or best practices of the profession.

- When a hearing interpreter recognizes the need for a Deaf interpreter, it reflects professionalism and respect for consumer. Deaf interpreters provide a broad range of skills and abilities that can enhance the success of an interpreted event. Ideally, there is sufficient time for the Deaf-hearing interpreting team to plan together and agree upon role delineation and how they will address problem-solving. When advance planning is not possible, it is respect for colleagues and professionalism that will need to be applied to navigate the interpreting process (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2**).
- One of the skills that Deaf interpreters bring is the ability to empathize with the experience of the deaf consumer. The Deaf interpreter has also been a consumer many times. Certainly, given their own personal experiences with interpreters, Deaf interpreters need to monitor their own reactions to events while interpreting so that they do not respond to triggers. For example, the Deaf interpreter has likely experienced having hearing individuals hang up on them when they attempt to connect through a phone call.
- One of the constraints of interpreting in VRS settings is the fact that there is no in-person contact and hearing consumers, who may be unfamiliar with sign language interpreting and how it works, are unable to see the interpreting process in action. Thus, without some explanation or request to accommodate the periodic pauses that occur during interpreting, the hearing consumer may not have any idea of what is transpiring between the deaf consumer and interpreter (s) and assumes that the call is a prank call of some sort. Best practices would involve letting the hearing caller know that the call is being interpreted. This explanation alone may or may not be sufficient to enable the hearing consumer to understand what is transpiring or offer guidance to them as to what to do in response (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2**).

- Another important skill that Deaf interpreters bring to the team interpreting process is an appreciation of the gap in incidental knowledge that some deaf individuals experience. Because the majority of deaf people are born into hearing families, it is common for them to experience some degree of language and communication deprivation. most families, as well as many educational contexts, the information a deaf child receives is what those around them commit to give them in an intentional and deliberate way. But too often, incidental information that is transmitted in and around the deaf child (or adult for that matter) is often never provided to them. This can lead to information gaps. Deaf interpreters, who have lived the Deaf experience, can appreciate the importance of this incidental knowledge and how it informs an understanding of other things—such as how systems work or how to address certain needs (**2.0 Professionalism—2.2, 2.4; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.2**).
- One such experience is the use of a telephone. How to place calls, what to say, and how to navigate calls is something that most hearing people acquire in an incidental fashion. This is not the case for most deaf individuals.
- When helping the deaf consumer who is making the phone calls to navigate telephone etiquette, it is important to try and gain some sense of their prior experiences making phone calls—what they know works or doesn't work. As well, the interpreters should work to empower the deaf consumer. However, if the deaf consumer has no foundation from which to operate, it can be difficult (**2.0 Professionalism—2.6; 6.0 Business Practices—6.3**).
- One option is to offer a list of options to the deaf caller regarding calling back to a number where there have been multiple hang-ups. For example, the interpreter could offer to call again; call again and ask for someone else to speak to (like the manager or salesperson with a specific department); call again and ask specifically that they not hang up and explain the interpreting process quickly; etc.
- Also, interpreters can use utilize telephone etiquette and customer service techniques (since they are an employee of the VRS company) that allow the interpreter to manage the time needed for the deaf caller to achieve successful

engagement. For example, when calling back some possible engagement strategies might be to say one of the following:

- "Hello, so sorry, but I think we lost our last connection…one moment please for an interpreted call."
- "Hello, I think you might have accidently hung up on our last effort to contact your store. This is an interpreted call and takes a bit more time to process. One moment please. Thank you!"
- "Hello. Thanks for taking my call. I appreciate your patience while we proceed. This is an interpreted call. One moment please."

It is not so much what you say, but how you say it that is important. If the interpreter speaks with a "smile" in their voice, are relaxed rather than upset, and projects confidence, the person on the other end is likely to stay connected rather than hang-up (3.0 Conduct—3.4).

- If errors occur between the interpreting team or as part of the interpreting process, it is important that they are acknowledged and dealt with in a transparent manner. In the case of Scenario #11, there is some question as to whether the hearing interpreter conveyed the mother's affect appropriately. She may have conveyed her tone of voice as confrontational or angry when it was not. As a result, the Deaf interpreter would convey it accordingly to her deaf daughter, leading to the breakdown in their conversation. The hearing interpreter wonders about this after the assignment is over and talks about it briefly with the Deaf interpreter.
- Ideally, the error would be identified during the interpreting process so it could be repaired in the moment. However, sometimes such errors or questions only arise at the conclusion of an assignment when there is more time to reflect. Unfortunately, in such instances there is no opportunity to check in with the consumers and correct an error if one was made. However, the discussion between the two interpreters about the possibility of the error provides an opportunity for professional development.
- During the discussion, it is important that both interpreters demonstrate respect for each other so that the potential for growth is improved. Blaming

and/or accusation does not foster trust and collegiality between teams (**5.0 Respect for Colleagues—5.2, 5.3, 5.4**).

- One of the ways in which a Deaf-hearing team of interpreters can communicate with each other while interpreting is through the technique of *signposting*[7]. The term *signposting* refers to intermittent communication occurring between the interpreters that is focused on information about the content of the interpreted message meant to guide or redirect the interpreter producing the end product interpretation to creating a better, more effective interpretation (Smith, 2015).
- This technique occurs via a neutral space from the actual interpretation—typically off to the side from the narrative space used for the interpretation and involves the interpreter leaning slightly forward, but with torso bent down slightly, indicating intra-team communication. This is a technique the hearing interpreter could have used to indicate to the Deaf interpreter the questions or concerns she had about the mother's tone of voice/affect.
- In collectivist cultures, such as the Deaf Culture, it is a norm that members of the community share what they know. That the deaf consumer asks the interpreters to give her cousin the phone number for the furniture store is consistent with the norm to share what you know. The Deaf interpreter indicates feeling comfortable in honoring that cultural norm and sharing the number with the cousin, if he in fact had it available. He recognizes the deaf consumer may not have kept the number handy, or might have difficulty retrieving it again due to physical limitations (**4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**). As well, the interpreters are working for a call center and within the context of technology that is designed to serve the needs of deaf consumers/callers. The interpreters do not want to implement a limitation that is inconsistent with the environment in which they work or to present a barrier within the context of a service designed to provide access (**3.0 Conduct—3.4**). However, if the interpreter did not have the number handy, the

[7] For further information on *signposting* see the master's thesis of Andrea K. Smith (2015), *SIGNPOSTING: NEUTRAL CHANNEL COMMUNICATIONS IN DEAF-HEARING INTERPRETING TEAMS* at https://www.academia.edu/28430384/Signposting_Neutral_Channel_Communications_in_Deaf_Hearing_Interpreting_Teams.

deaf consumer could be advised accordingly, and the parties involved in the call could strategize about how the deaf consumer or cousin could access the phone number **4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**). These shifts in boundary setting due to cultural norms are within the discretion of the interpreter. Boundaries fluctuate according to consumer needs and situational demands, while remaining within the range of ethical/appropriate choices available to an interpreter.

- It is not uncommon when working with some deaf individuals that they do not know the specific English name of a person, place or thing. So, in discussing the furniture store, a deaf caller may know where the store is located, but not recall the specific name of the store. To identify the location of the store, the deaf person may refer to different landmarks near the location. An interpreter's knowledge of the community they live in and the variety of landmarks within and around their community serves as an asset in such situations (**2.0 Conduct—2.3, 2.4**).
- Team interpreting is a process that takes time and commitment to nurture and fine-tune. Interpreters cannot always control who they assigned to work with as a team. This is all the more reason why meeting in advance to prepare for assignments is critical—such meetings allow for the interpreters to clarify assumptions, reach agreements about how to collaborate, and strategize about how to best serve the interest of deaf consumers. Part of transparency is to be open and honest about what you need by way of support during the team interpreting process and to negotiating strategies and techniques that will be effective for you as a team (**5.0 Respect for Colleagues—5.1, 5.2, 5.3**).
- If one team assignment doesn't go well, it is not an indication that the team should not work together again. If both interpreters are committed to transparency, personal and professional growth and developing a collaborative process for doing the work, the needs of deaf consumers can be better served. Deaf consumers need interpreters to get along with one another and those around them. Interpersonal and intrapersonal skills are critical to successful interpreting **5.0 Respect for Colleagues—5.1, 5.2, 5.3**).
- Some deaf consumers may not know that having a Deaf interpreter is an option. This is an important part of educating consumers about how to advocate for

their communication preferences and needs. Both hearing and Deaf interpreters are responsible for this educational process. As well, working with hiring entities/agencies to help them better appreciate the reasons for including a Deaf interpreter and how to access the services of a Deaf interpreter, is the responsibility of both hearing and Deaf interpreters (**4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**).

- Hearing interpreters are often the first interpreter contacted to take an assignment and through asking questions about the assignment can also alert the hiring entity/agency that a Deaf interpreter is needed. Certainly, when the deaf consumer is someone who is Deaf+, foreign-born, is a child still in the process of acquiring language, or has been identified as someone who uses sign language in an atypical manner, a Deaf interpreter is needed to serve the unique demands that will arise (**2.0 Professionalism—2.4**).
- When working with deaf consumers with unique and diverse backgrounds, who use sign language in atypical ways, it is important for interpreters to be flexible and to set aside any assumptions about what 'should' happen. Allow the deaf consumer to guide your actions and decisions on the basis of their communication needs and language use (**4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.3**). Deaf interpreters have a lifetime of experience in connecting and relating to a broad range of deaf individuals and can bring this skill and ability to the interpreting task.
- When working with deaf consumers with unique and diverse backgrounds, who use sign language in atypical ways, it is important for interpreters to be creative. This creativity often is seen in the communication strategies interpreters employ—such as drawing, using pictures, using props, acting out events, and having multiple ways to communicate complex concepts. When things are drawn or in picture form, they can also be taken home by the deaf consumer and used for later reference. Using a highlighter to highlight the critical parts of a written document is also useful to the deaf consumer for later reference (**2.0 Professionalism—2.2, 2.3, 2.4; 4.0 Respect for Consumers—4.1, 4.4; 6.0 Business Practices—6.3; 7.0 Professional Development—7.1**).
- The use of Deaf interpreters in VRS settings is still relatively new but is occurring more and more and is being seen as a best practice for providing fuller access

to the VRS system by all deaf individuals. Hearing interpreters with limited experience in working with Deaf interpreters need to seek the training and mentoring necessary to be comfortable and ready for this type of a team relationship. There are many benefits associated with working with a Deaf interpreter that are not available when working with deaf consumers. The role of a consumer and a Deaf colleague are different (ex: in providing feedback to hearing interpreters/novice interpreters, etc.) and should be respected as distinct from each other (**4.0 Respect for Consumers—4.2; 5.0 Respect for Colleagues—5.1, 5.2; 7.0 Professional Development—7.1**).

CALI Unfolding Scenario 12: Educational Testing Setting

Sample Interpreter Responses and Reflection

Link: Sample Interpreter Responses and Reflection (video)

Description: In this video, Ryan Shepard (R), CDI and Melissa Smith (M), CI, CT, NAD V are the Model Interpreters responding to the decision point prompts and reflecting on the scenario and their thought process during decision-making. The setting is educational, involving the administration of standardized testing to a group of high school juniors. There are three Deaf students—one of which has moved to the United States from Russia in the past year and who is still acquiring mastery of ASL. There are two hearing interpreters scheduled for this assignment. They have not worked together before, but one (Don) has interpreted this standardized testing process for several years.

It is important to remember that the unfolding scenarios are designed in a manner that allows for the application of more than one specific decision. There are no scenarios with a single "'right answer." Instead, the unfolding process is designed to bring the learner to a point where they can apply their discretion to make decisions that fall within a range of appropriate and acceptable ethical standard. So, the purpose of the

sample interpreter responses and reflection discussion is not to demonstrate how to answer with the "right answer," but to expose learners and practitioners to the decision-making process and variety of factors that must be considered.

The format of responses is that the Deaf interpreter, Ryan, responds first, followed by the response of the hearing interpreter, Melissa. What follows are the key points that surfaced in their responses to the seven decision points in this scenario and during the discussion and reflection between the two interpreters at the end of the scenario.

KEY POINTS IN INTERPRETER RESPONSES AND REFLECTIONS:

Key points are those that were addressed to some degree by both interpreters and reflect consideration of ethical standards, values of the Deaf and Interpreter Communities, and/or best practices of the profession.

- In the first decision point the issue is how to ensure how the comments from the Deaf student who recently moved to America from Russia were represented. There seems to be an assumption that Don, who was interpreting the instructions at that moment, should be the one conveying that information. Is it possible that he was focused on the established protocol for delivering instructions and felt it inappropriate to interrupt? What would preclude the supporting interpreter from voicing his comments or conveying his comments to the appropriate test administrator(s)? The team is there to collaborate in order to make the situation accessible (**5.0 Respect for Colleagues—5.2**). This may be an indication that the interpreters needed further discussion about role distribution during the testing process. Certainly, the Deaf student's comments were relevant and should be conveyed (**2.0 Professionalism—2.2, 2.3; 3.0 Conduct—3.1, 3.4; 4.0 Respect for Consumers—4.4**). Which interpreter conveyed his comments should not be the focus—creating inclusion and access should be.
- Many positive things could result from making the student's concerns known to the test administrators. He could engage in self-advocacy (**4.0 Respect for Consumers—4.4**), asking for what he needed and engaging in discussion and planning with the test administrators about how to best meet his needs.

- When Don expressed his opinion that the student from Russia should not be provided unique accommodations, it is unclear as to what was his motivation/intention or core concern. Did he perceive the accommodation as unfair to the other students? Did he have some bias or expectation about the student functioning in America using the language of Deaf Americans (monolingualism)? Based on the information available, his comments seem inappropriate for several reasons. First, the administrators had already consulted with their supervisor and had made a decision that ultimately was in the best interest of the student and allowed for the remaining students taking the test to proceed without further interruption. They were informing the interpreters—not asking for their advice at the time the decision was communicated. Their decision supports the duty of interpreters to respect consumers (**4.0 Respect for Consumers—4.4**). Second, without further facts, it appears Don's comments are based on personal opinion, not professional knowledge. This is counter to tenet **2.0 Professionalism—2.5**. Don had a duty to honor consumer preferences regarding the interpreting process—which for the student from Russia may have involved a more consecutive interpreting approach or simply a slower pace to the administration of instructions/questions. Finally, in articulating his opinion, he created a potential conflict of interest (3.0 Conduct—3.8), which could have interfered with the effective delivery of interpreting services to the student from Russia.
- It appears that Don is upset through his unwillingness to continue collaboration with the team interpreter. Ideally, the team interpreter has the interpersonal skills and maturity necessary to defuse this situation. The team interpreter can continue his efforts to feed Don, in spite of his refusal to accept the assistance (**5.0 Respect for Colleagues—5.1, 5.2, 5.4**). When an opportunity arises, the team interpreter can approach Don privately (**5.0 Respect for Colleagues—5.3, 5.4**)and ask if he is upset and acknowledge his feelings, apologize for contributing to any misunderstanding or conflict, and then offer ways they can continue moving forward in the interest of the assignment and consumers involved (**3.0 Conduct—3.1, 3.4**; **4.0 Respect for Consumers—4.2, 4.4; 5.0 Respect for Colleagues—5.1, 5.2; 6.0 Business Practices—6.3)**. Nothing will be gained by pressuring Don to conform to team interpreting practices if he

refuses or making the process competitive somehow. The team interpreter can continue to conform to appropriate and professional standards and serve to model respect and collaboration for the duration of the assignment (**4.0 Respect for Consumers—4.4; 5.0 Respect for Colleagues—5.4; 6.0 Business Practices—6.3**). It will also serve the interests of consumers and the profession if the team interpreter can model for Don an optimism that the two of them can continue to move forward in a positive direction, in spite of what has transpired so far.

- When Don leaves the room and doesn't return as planned, it creates unique challenges for the team interpreter. The obvious action on the part of the team interpreter is to continue interpreting in spite of his delay (**4.0 Respect for Consumers—4.4; 6.0 Business Practices—6.2**). From the available information, it seems that interrupting the testing process to go find him is not appropriate. Removing access for the Deaf students is not appropriate. It is also unclear just how intense the interpreting is during the testing process. Are there lulls in activity—say between a question or instruction and the students responding in written form? If so, the team interpreter should capitalize on these lulls to rest and manage their energy so as to sustain their ability to convey the message in an accurate manner (**6.0 Business Practices—6.3**). This is a point in the process where social justice might be evidenced in the interpreter's realization that any Deaf student is already disadvantaged when having to use an interpreter for standardized testing that occurs in their non-native language—spoken or written English. There is research that shows Deaf students do not do as well as their hearing counterparts on such tests (**7.0 Professional Development—7.1**). So, the team interpreter wants to make sure she or he doesn't add any additional factors that would disadvantage the student further. This is also a point of discussion to have privately with Don (**5.0 Respect for Colleagues—5.3**). By his failure to return to the room and interpreting process, he potentially disadvantages the Deaf students further.
- When the team interpreter later finds Don out in the hall and asks to speak with him the discussion should happen privately (**5.0 Respect for Colleagues—5.3**). Further, in the interest of the team relationship and collaborative nature of team interpreting, it is of value to assume positive intent on Don's part. Try to keep

this incident separate from other things that have taken place during the assignment (**5.0 Respect for Colleagues—5.1, 5.2**). Don's comment that he didn't want to disrupt testing by walking back in is valid. It opens the door for discussion of the consequence of his not returning and then weighing out the impact of walking in as a disruption versus the impact of disadvantaging Deaf students further. The conversation can also focus on what if any differing expectations or assumptions exist about the team interpreting process works—its purpose, how the team functions, etc. If there are differences in expectations or assumptions, this may be an opportunity to recognize and hopefully address and resolve them (**5.0 Respect for Colleagues—5.2, 5.4**).

- The process of talking with the agency is critical. The agency represents an important partner in the interpreting process (**1.0 Confidentiality—1.1**). If the team interpreter is the one to contact the agency, it is important to focus on a description of the events that are factual and free of emotion or judgement. The concerns will not be received as credible if they are articulated in a manner that is self-serving (I didn't get what I needed) or intended to make Don look bad (competitive) (**5.0 Respect for Colleagues—5.2, 5.3, 5.4)**. Rather, the focus should be on the implications of what happened for consumers (**4.0 Respect for Consumers—4.1, 4.4**) and possibly the interpreting community at large. Is there a need for the agency to follow up with the test administrators or school to elicit their feedback? Is there a need to check in with the Deaf students? Does what happened indicate the need for more training about team interpreting and/or conflict resolution within the interpreting community (**7.0 Professional Development—7.1**)? Is it of value for Don, the team interpreter, and the agency to have a discussion or mediation?
- After a meeting with the agency and an assessment of the outcome (Don's willingness to discuss and reflect on the situation, the actions of the agency, etc.), the team interpreter can consider as a separate issue whether there is merit in filing a grievance against Don (**5.0 Respect for Colleagues—5.3**). When his behavior is considered in totality across the assignment, there are several issues that raise red flags. Is there evidence of whether the behavior he exhibited in this assignment as occurred in other assignments? Is he open to continuing growth and development? Was there an outcome during the

assignment that directly evidences harm was done to any of the consumers? These are the types of questions that would need to be considered.

- When someone is upset it often results in defensiveness. This can play an important part when attempting to talk with Don. If the team interpreter can remain open and collaborative, acknowledging Don's feelings and consistently demonstrating respect and focusing on the needs of consumers, the potential for improving the dynamic is higher (**5.0 Respect for Colleagues—5.2, 5.3**; **6.0 Business Practices—6.3**).
- The model interpreters agreed that in general, interpreters would benefit from more training in conflict resolutions strategies for improving their work with consumers and colleagues (**7.0 Professional Development—7.1**).
- The model interpreters agreed that it was surprising how closely they agreed on the decision points—particularly given their age differences, years of experience in the field, different life experiences and world-views. They wondered how it could be that they agreed so readily and determined that it was, at least in part, attributable to great mentors and teachers who taught them well and the shared values for team and collegial collaboration and respect for others (**5.0 Respect for Colleagues—5.4**) They bemoaned the realization that these are not necessarily values that are shared broadly within the field—there exists a lot of competition and antagonism between colleagues, as was evidenced by the case study. They acknowledged that, sadly, the experiences detailed in the case study were not uncommon in their professional experiences.
- Trust is a critical key in both team and consumer relationships (**4.0 Respect for Consumers; 5.0 Respect for Colleagues**). In relationships between colleagues who have not worked together before, trust can be fostered by 1) assuming positive intent versus negative or malicious intent, 2) establishing clear expectations to guide the collaborated work—talk through assumptions and expectations and come to agreements together, and 3) anticipate what could happen and discuss strategies you could or will employ. This may require that colleagues remind each other from time to time by revisiting the agreements and expectations that have been set (**5.0 Respect for Colleagues—5.1, 5.2, 5.3, 5.4)**.

- Both interpreters reinforced their desire to pay-it-forward in terms of being models of best practices and professionalism and supporting the growth and development of newer practitioners and colleagues ((**5.0 Respect for Colleagues—5.1, 5.4)**. The motivation for doing so lies in their abiding commitment to the Deaf Community (**4.0 Respect for Consumers**).

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APPENDIX

APPENDIX A: REVIEWER FEEDBACK FORM

CALI Unfolding Scenarios

Reviewer Name: _____ Date: _____

Please respond to each of the questions below and indicate your response based on the rating that most closely represents your assessment. **There is space for you to include comments about specific scenarios at the end of the form.** Thank you.

Questions to Answer	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
The twelve scenarios occur within settings that represent common settings where interpreters work.				
The decision points are representative of real-world dilemmas faced by sign language interpreters.				
The decision points offer interpreters the opportunity explore a range of possible dilemmas.				
The decision points will stimulate critical thinking by interpreters.				
The decision points do not require a specific "right" answer, but rather, allow for potentially more than one response that falls within the range of ethically				

Questions to Answer	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
sound/ responsible decision-making.				
The descriptions of the scenarios and decision points are clear and sufficient.				
The issue(s) the interpreter is to address in each decision point is clear.				
The consumer descriptions are clear and representative of Deaf individuals whose use of ASL is atypical.				
Scenario 1 is a strong scenario and ready for filming.				
Scenario 2 is a strong scenario and ready for filming.				
Scenario 3 is a strong scenario and ready for filming.				
Scenario 4 is a strong scenario. and ready for filming				
Scenario 5 is a strong scenario. and ready for filming				
Scenario 6 is a strong scenario and ready for filming.				
Scenario 7 is a strong scenario and ready for filming.				
Scenario 8 is a strong scenario and ready for filming.				

Questions to Answer	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
Scenario 9 is a strong scenario and ready for filming.				
Scenario 10 is a strong scenario and ready for filming.				
Scenario 11 is a strong scenario and ready for filming.				
Scenario 12 is a strong scenario and ready for filming.				

Please provide narrative responses to the following questions. Indicate N/A if you have no response for the question.

1. What scenarios require further development and why? Please provide specific recommendations for how to improve the/those scenario(s) you identify.

2. What other scenarios and/or decision points do you feel should be included in a project of this nature and why? Please provide specific descriptions and/or decision points for future inclusion.

3. If you were to rank the twelve scenarios you reviewed, which scenario would you rank as the strongest and why? Which would you rank as the weakest and why?

4. What decision points were missed or overlooked in these 12 scenarios? What alternative decision points should be considered and why?

5. What else would you like us to know or consider as this project moves forward? What closing comments would you like to offer?

Other comments or notes:

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