Webinar-Unanswered Questions:

I see the different opportunities at the NCIEC website but none of them say, "train the trainer" - is that a longer training? Is there a goal of how many additional trainers to prepare? More questions: will any of those trainings be filmed and made available online? Also, I don't know if it's been mentioned, but how does one get the curriculum guide?

The Train the Trainer session was offered January 23-26, 2015. The upcoming trainings listed at http://www.interpretereducation.org/specialization/aslspanishenglish/#Third are not Train the Trainer sessions. While the NCIEC hopes to offer the Train the Trainer session again, possibly for another 10-12 participants, it will be contingent on grant funding. If we are able to offer it again we will encourage more Deaf interpreters to become trainers. The trainings to date have been not been filmed and no specific plans are in place to film upcoming trainings.

The Curriculum Guide and accompanying resources are available at http://www.interpretereducation.org/specialization/aslspanishenglish/#Second

Where can I borrow the videos? How about live streaming to save the postage to send the videos? I have a copy of the curriculum, but is the DVD available on line?

The NCIEC will have all of the DVD content available at the NCIEC website. This will become available in late summer 2015. We will notify all webinar participants of the link when it is available.

Thank you! I consider myself very well versed in Latin cultures due to my work and involvement in the Spanish community. I was puzzled to hear that trilingual interpreting is not for a novice? In my case, I have been involved in the deaf community for 7 years. However, I do not have any certification yet.

Like any other specialization, an interpreter is expected to have reached a certain level of skill in order to pursue practice for example, medical, legal, and performance. This is the theory behind this statement and is evidenced through the extensive skills required for trilingual interpreting as outlined in the research. Before an interpreter tackles the juggling of three languages and three cultures in an interpretation, it is best if they have experience, fluency, and comfort interpreting between two of the languages.

Did they explain how to get the curriculum guide?

The Curriculum Guide and accompanying resources are available at http://www.interpretereducation.org/specialization/aslspanishenglish/#Second
Also, have they addressed whether these are going to be filmed and made available online so that people around the nation can access this training (as is the case with this webinar)?

The trainings offered to date have not been filmed. Each presenter has selected a specific part or parts of the Curriculum Guide and tailored the presentation to specific audiences. If we receive continued funding for these trainings, filming will be carefully considered. Please note that the webinar has been recorded and is available as an archive recording.

I just heard Arlene mention that some of these are online and some are hybrid trainings, but that doesn't seem to be indicated on the calendar of educational opportunities.

One of the training opportunities posted, offered in Florida was offered as a hybrid, with the first portion of the training offered online and the second portion in person. The curriculum is written in a way that it can be adapted to fit various delivery methods.

Additionally, those who participated in Train the Trainer committed to offering a minimum of 10 training hours based on the curriculum.

All trainers have secured their own locations to train. In the case of the Sacramento workshop, Caleb and Arlene secured a free conference room and sponsorship to cover various costs, printing, travel, light refreshments, etc.. This is the state of the trilingual field in general. Trilingual interpreters are pulling together all resources to offer and to participate in trainings. The Curriculum Guide partially fills this gap. It was intended to cause a ripple effect. So meanwhile, some trainers still have their commitment to provide a training, we have yet to see what they create and which delivery method is chosen. We also hope these trainers continue to offer more trainings opportunities, and that there is continued growth in the area of availability of such trainings.

By the way, trainings supported by NCIEC are designed to have scope and sequence, meaning longer, more in-depth learning opportunities. Most often, they are designed to be interactive and performance-based, as opposed to passive watching, or listening.

Do you notice reluctance on the part of the provider to use trilingual interpreters for whatever reasons?

The curriculum has a module that covers the need to educate and advocate.

Will there be another ASL and Spanish Immersion in Puerto Rico?

There are currently no plans in place to offer the ASL and Spanish Immersion Programs in Puerto Rico.

OK. I'm relying on independent studies to be able to maintain my trilingual TX certification because when there are large interpreter conferences offering trilingual
interpreter training, I'm usually either presenting or interpreting them. And for these shorter (one day, or a half day) trainings, I can't fathom the cost of flying out to FL or CA for that. I think until we figure out how to make more available online and asynchronously, people will have to rely on a mix of some workshops and independent studies. Not minimizing the monumental advances the NCIEC has made this grant cycle at all :-)  

We recognize the expense and sacrifice that interpreters incur to attend trilingual trainings. That is one reason trilingual workshops seem to be more accessible at conferences. We are all faced with the same need to balance when we will work and when we will choose to participate in workshops. We also need more trainers to step up to the task. There is a module that includes a Unit of Learning on Leadership and Mobilization.

Traveling to different regions to participate in trainings can be an extremely enriching experience! Maybe this is the new trend of attending trilingual educational events and networking with fellow interpreters. Visiting another state can provide us with proven interpreting strategies unique to the area and the chance to learn linguistic challenges different from those linguistic challenges back home.

**Question for Leonardo. I noticed there aren't any scheduled trilingual ed. opportunities in New York City for 2015. Are there any plans for trilingual educational workshops in the near future?**

You are correct. So far we haven’t listed any post the Train the Trainer trilingual interpreting events. However, in the near future we will hold a brief info-session geared to bilingual interpreters (ASL/English or ASL/Spanish) interested in becoming trilingual interpreters. It will take place at LaGuardia Community College and will discuss the possibility of starting a Trilingual Interpreting Certificate Program in our area in the near future.

If you wish to receive information on future interpreting events at LaGuardia Community College, feel free to ask Vanessa Watson, Administrative Assistant, to add you to their email blast. Vanessa Watson, vwatson@lagcc.cuny.edu or (718) 482-5313 (V) (917) 832-1272 (VP)

**What opportunities are there for mentorship between Deaf/hearing interpreters and interpreting students? Any opportunities for exchange as a result of creating this curriculum?**

Mentorship is often an important part of the journey towards professional competency and growth. The NCIEC has created The Mentoring Toolkit with a variety of resources including a LinkedIn group for Sign Language Interpreter mentors and people seeking mentors. This may be a place for Deaf and hearing interpreters working in Spanish-influenced settings to connect. The Mentoring Toolkit is available online at [http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/](http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/). Click on the “Forum” button for the LinkedIn group.

The Mentoring Toolkit resources could easily be used with mentees looking to work with ASL/Spanish or Spanish/ASL; it would be a matter of translating them into Spanish. This is a great opportunity for those interested in becoming trainers and leaders to get involved and create
mentorship programs/events. If you do translate them please share them! This curriculum is a tool to be used by trainers. Opportunities are yet to be developed. Perhaps you are the person to develop such an exchange!

**How did the producers/writers of the curriculum find a middle ground or Spanish language to use when you're in a setting where there are Latinos from all over Latino America?**

The curriculum does not teach language. It teaches to the skills sets needed. One of the modules is Consumer Assessment that focuses on identifying the needs of the consumer, the Spanish user and the ASL user.

The Curriculum Guide aims to share more than language. Trilingual interpreters do not need to know every expression, cultural nuance, and linguistic challenge of a given Latino community. Instead, module two of the Curriculum Guide uses a wider approach. It presents the linguistic variations of the Spanish language in regions and provides the cultural and historic nuances that might impact such differences. Future trilingual trainings will share as much or as little as those teaching it wish to share. Also, content from two or more modules will provide a more comprehensive view of the linguistic and cultural differences.

**Is there any news from RID about whether they will be adopting the BEI for trilingual certification or will they be creating their own assessment tool?**

This is a question for RID and perhaps even a petition!

**Have you looked into what Texas is doing with Trilingual workshops and education? Did you take some of their curriculum to help you compose yours? Or did this curriculum reinvent the wheel? What do you think of what Texas as done?**

Until this Curriculum Guide, there was no curriculum-backed by research. This is not a reinvention but a new development and the first of its kind. The Big Springs training is no longer being offered (for the time being) but was based on the goal of passing the BEI trilingual certification. NCIEC Task Force members did review the Big Springs training materials and Julie Razuri, one of the professors of the certificate program offered in Texas was one of the content experts involved in the writing of the curriculum. Yolanda Chavira, also involved with the Big Springs training, was another content expert. Many others across the nation were involved as you can see on the slide with the names listed. A lot of research went in to its development. That’s what makes this so huge.

**I see the PDF on the website. Is there an option to purchase a bound and printed version like there was with the previous NCIEC trilingual interpreting publication?**

There is not currently an option to purchase a bound version of the Curriculum Guide but plans are in place to create that option. It will be posted at [http://www.interpretereducation.org/specialization/aslspanishenglish/#Second](http://www.interpretereducation.org/specialization/aslspanishenglish/#Second)