National Consortium of Interpreter Education Centers
Interpreting in Spanish-Influenced Settings: A Curriculum Guide
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>> If for any reason there are technical problems, please type to tech support, and we will make an effort to help. In addition, all of your chat comments, please type them in English. Next slide, please.

So, please start recording at this time. Good evening, everyone, and welcome. If your slides are too small, or if your video display is too small, you can adjust it. You'll notice that there is a white line, and you can activate that line and draw it down or up as you need to.

Tonight, we are very excited to have this event captioned in Spanish. If you wish to read the Spanish captions, please look at the blue and white control panel to the right of your screen. You'll see materials and the options available to you. And at the bottom of that list, you'll see captioned Spanish link. If you click on that, you will be able to access the Spanish captions.

This evening, we have three interpreters working with us, two interpreters working from ASL to English, with a third interpreter on the telephone who is interpreting between the spoken English and spoken Spanish for the captioners. That means that this will be modulated with respect to the interpretation being transmitted through all of these channels. Next slide, please.

So, welcome to our webinar. We have two hosts this evening. The National Interpreter Education Center, and Northeastern university's regional interpreting center. So, we are collaboratively offering this under the National Consortium of Interpreter Education Centers. Next slide, please.

So, our topic today is to discuss a new resource developed by NCIEC. It is a curriculum guide for Spanish-influenced settings.
And we have a panel discussion for you this evening. Next slide, please.

Our moderator this evening is Lillian Garcia Peterson -- I'm sorry, Peterkin, pardon me. Lillian is a CDI. She is a member of NCIEC's Task Force on Trilingual Interpreting. And a former employee of the National Interpreter Education Center here in Boston. Next slide, please.

So, Arlene Narváez is also a member of the NCIEC Trilingual Task Force. She's a certified interpreter and educator, and she lives in California. Next slide, please. Leonardo Álvarez is a certified interpreter, a member of the NCIEC Task Force for Trilingual Interpreting, as well. And he resides in New York City. Next slide.

Lillian and Arlene, please join us. And I will step out for the moment.

>> Hi, everybody. Good evening, everyone. I'm very excited to be here with you, and I'm looking forward to our discussion tonight. We're going to be discussing the curriculum guide, specifically with areas of emphasis. Now, the purpose of holding this webinar this evening is to announce, first of all, that this curriculum has been created for people working in trilingual settings. And we will go through a full discussion of what exactly the curriculum includes.

We'll talk a lot about how the curriculum is used, who its target audience is, etc. We'll also describe where you can find the curriculum, and where the resources that attach to it are located. We'll also talk a little bit about the train the trainer series that will be happening across the country, as well. So, next slide, please.

As you can see on this slide, there is a delineation of what exactly the curriculum includes. Oh. There are six different modules. Yeah. Foundational knowledge. So, foundational knowledge is the primary module. Language and communication, culture, the fourth module is consumer assessment for interpreting purposes. Then interpreting practice, meaning the work of interpreting, as it were. And professional practice. So it's all six of these modules included in the curriculum.

Each module has specific detail attached to it. There's always a short introduction that gives a summary of what the module includes. That can be used for intro or review. There's also well-delineated goals. And units of learning that increase in complication and build on skills in the previous modules. There are also suggested learning activities for use in the classroom, and, again, the summary gives a real emphasis to delineate what the most important concepts of that particular module are.

Discussion is an imperative part of making the curriculum
successful overall, and there's discussion questions embedded in the modules, as well. There are a wide range of activities for practice, for hands-on practice, for watching videos, for summarizing information. A wide variety of activities. The curriculum guide also includes a long list of resources. If you look at our website, you can see the whole list of everything that's included.

A lot of the readings -- the most important readings in the curriculum have already been translated into Spanish. And there's a long discussion of effective practices for people working in Spanish-influenced settings, as well as video stimulus resources for use for practice in these settings. So, again, these are all available on the website. May have the next slide, please.

So, now we'll open the panel discussion. Arlene and Leo, can you tell us, why is the Curriculum Guide specifically designed for ASL/Spanish/English interpreters necessary?

>> Shall I, or --

>> Sure, Arlene.

>> Narváez: I'd like to start by mentioning the clear lack of training that trilingual interpreters have faced for the history of this profession. And a demand for trilingual interpreters has, at the same time, increased. So, we don't have the training yet to meet that demand, or have not -- guide has been developed. Certainly, trilingual interpreters who are leading the profession have offered workshops to others entering, but we've also needed the support of a substantive guide describing the field, the practice, and the tasks.

>> So, I just wanted to add that some of the pieces that are available in the guide are -- like Arlene mentioned, are available for teaching and mentoring for workshop settings. They are research-based, evidence-supported pieces that you can work with. Leo, did you have something to add?

>> I'm thinking to Arlene's point, it is, in fact, true, that there have been either very few or no trilingual interpreting resources. And so it's been difficult to structure training and professional development over time to build skills that we don't currently have, because there has been no clear guide to this work. People who move here from other countries have a whole body of linguistic information that comes along, right? Vocabulary and accents, history, geography. And there's a great deal that goes into knowing enough about trilingual interpreting, the culture, the background, the language, and so on.

And all of that has been brought into the Curriculum Guide.

>> Wonderful. Did you all have anything you wanted to add about this question? Leo, sure, if you wanted to add something.
Álvarez: Just a final note, as Arlene mentioned, trilingual interpreters have had great difficulty finding good training. This guide is something that can give the foundation and the structure to universities, community colleges, to community trainers. And it can also help student interpreters enter the profession with more skill. So this is an excellent starting point.

Okay, great. Let's move on to our second question. Could I have the next slide, please? So, as of last January, we had a train the trainer event. How did this -- do you know how many people were actually involved in this?

There were 12.

Wonderful. So, how have they been trained to use the Curriculum Guide, can you talk about that?

I can. The training provided to future trainings essentially offered the foundational skills and some support. It was a small group, but representative of a number of geographic areas, including Puerto Rico. This training covered the full uses of the curriculum guide, and how to take full advantage of the modules, the objectives, the UOLs, the units of learning in the guide. And so these units of learning that were developed are research based. And covered the knowledge and skills that we all need as trilingual interpreters. So although the group was small in number with 12 participants, there was a great deal of learning in terms of how to approach instruction around these modules that have been delineated.

Arlene, did you want to add something?

Sure. I'd like to add that all of the participants were actually screened prior to being invited to the training. So, we were working with experienced trilingual interpreters who had been providing training before this, typically. They may not be teachers by profession, but we were giving them tools so that they could provide professional development and utilize the Curriculum Guide appropriately. It was not only important that they had experience, but they needed foundational and structured knowledge to use, as well. We also talked a lot about how we discuss the work, and that was part of the training, the process.

So, these 12 participants, can you talk a little bit about how they responded to this Curriculum Guide? Did they have a very positive reaction, like, finally, this has been developed, or can you talk a little bit about how they responded?

Yes. I can say that before the training, we sent out the Curriculum Guide. And so they had an opportunity to review it. They were able to compare it with other resources that are currently available, and develop their own thinking around the concept of a trilingual curriculum. But they still did not know
how to apply that curriculum. But each day of the training, Arlene, myself, and the other trilingual interpreter trainer, the third trainer, would model each of the modules. Essentially, showing the participants how to effectively use them. We asked the review questions, and we demonstrated basic lessons from the guide so that the participants could have a fully hands-on experience of the use of the guide, and have the opportunity to reflect on the resource that it offered.

So, I think it was a very positive experience for them, and very well-received.

>> Narváez: I'd like to add something to Leo's comments, if it's okay. Many, many people applied to be part of the training. Unfortunately, we had a limited space. So we had to choose people based on that limited space. Some people saw it as a missed opportunity, and I feel like that's true. I mean, it was a historic event. This has never happened in the past. And we don't actually know for sure if it will happen in the future. So, we felt so honored to be a part of that process.

>> Thank you. Could I have the next slide, please? How is the Curriculum Guide beneficial for you as both a trilingual interpreter practitioner, and an educator? How're you applying it? Either one of you. Arlene, Leo? (Chuckling.)

>> For me, I've been offering workshops for, you know, short-term workshops for quite some time. But typically, I was relying on my own research, just something that one person could come up with. Yeah. The resources have been quite scarce up until now. This, for me, was huge in terms of the framework it provided. It makes it so much easier for people who are providing trainings or workshops, as happened in January, to learn this approach and to actually follow this Curriculum Guide one step at a time.

Then the participants really had the experience of being successful at presenting it. So the overall hands-on experience of the train the trainer, looking at the resources, talking through the questions, working through various concepts, the support and the overall framework for this was so beneficial in terms of developing the trainers. I mean, the guide is just that. It's a guide. It's up to us to develop our own workshops or professional development groups and utilize the materials. So, this is really like Leo said, a starting point. And I feel like it's a strong foundation for us to build from.

>> I feel as though this Curriculum Guide is flexible enough for us to modify as needed, yes.

>> Adaptable.

>> Exactly. You really can open up the guide and begin with almost any module. If we are training future trilingual interpreters, I could imagine an educator looking at that guide
and thinking through the topic and the goal at hand, and very easily selecting from any number of those key concepts in the guide. And preparing a lesson for a workshop or, perhaps, even for a course. Or for a program. And I think that's an amazing resource to have with that kind of adaptability, that built-in flexibility.

When interpreter education programs hear that a curriculum has been developed, I think they expect rigid adherence is required. But this curriculum is certainly flexible enough for people to use the resource to develop their own structure.

> And that is one point that we really emphasize, that this is a curriculum guide. There is more room for adaptation, for editing, for increasing the information, for your feedback, really.

> Yes.

> Lillian, yes, you're right, that we initially invited folks who brought experience with them, and brought their own research and skill sets. But each of us can't know everything. So this was really an opportunity to learn from one another. And, yes, it's a guide. But experience is also a teacher, and we wanted to maximize that, as well.

> I do have a comment to add. As Arlene mentioned, we each bring our own experience, and we are always looking to apply new information. And workshops generally select topics and around those topics develop the content and instructional delivery. In my area, the ASL/English interpreting program has developed a certification program using this Curriculum Guide.

> Wow, that's amazing. I want to make sure and check in to make sure that the communication is happening. Is the translation into Spanish captions going okay? Are we moving at a pace that's working for everybody? I'm just checking in. Paola, is everything okay? Okay, Paola is not saying anything, so I think we must be all right. Here's Trudy. Just to let you know, some people have typed into the chat box, so you want to keep an eye on that.

So it seems like the Spanish captions are going very well. That the consumers are all satisfied. So, great job, everybody. Thanks, Trudy, for letting us know. Appreciate that. Okay. So let's go on to our next question. May I have the next slide, please. In the Curriculum Guide, it mentions specifically that trilingual interpreting students learn from both hearing and Deaf interpreters. As well, it's emphasized that working with Deaf Latino community members is important, as well. Why is that important?

> Shall I start?

> Sure, you go first this time.

> With trilingual interpreters, we expect that the
entry-level interpreters will have already become involved in our profession in some previous level. In other words, this is not for novices, this field. Trilingual interpreting is something that one can attempt after developing bilingual interpreting skills, perhaps ASL to English skills. Working with more experienced trilingual interpreters with that background allows those interpreters to -- the experienced interpreter -- to share their learning and their skills with the newer, entry-level interpreters.

So, essentially they get some free, on-the-job training with more experienced interpreters. So, after sharing the skills and the knowledge and the techniques with the newer interpreters, they have more to offer to the field. I think it's very important that new interpreters understand how to approach a Deaf Latino community member in a different manner, with respect to culture and language use than they would with an American Deaf consumer, for example. And these are things that you can't learn in a book.

Knowing how to develop trust and how to establish relationships based on culture and language, I think, is a very important matter and needs hands-on training.

>> Yes, I'd like to add to that, working as a trilingual interpreter, we are working in a very small community, but there are very many layers. There are so many different cultures, so many different perspectives involved. So that's why it's so important that we learn from folks who have already worked in these settings, and from Deaf Latinos themselves who can help us understand their perspective, and to see where we've missed things, honestly. So they're a vital piece of the puzzle in terms of creating an effective practice. Leo, sure.

>> Álvarez: The trilingual interpreters I think, are heavily depended-on in my area of the world. We have a very large Spanish-speaking population. And it's important to know not only the three languages, but also to know the specifics of the lives of the consumers, the Deaf community members that you will be working with. Where did they come from? Are there cultural norms and traditions, what are they? What accents, you know, are you going to encounter in this field? Is this an individual from a rural area in Puerto Rico, is this person from a city in Argentina? There is -- you must learn who you're working with, and learn more about the community in order to be an effective practitioner.

>> I've often wondered that about Deaf folks who work with trilingual interpreters. You know, what's different about working with families, or with children, or with adults? Maybe there are services being provided with a case manager, and in a trilingual setting, is that something that you often see,
What I've seen as an experienced trilingual interpreter is that many, many parents of children who are Deaf speak Spanish. So, if you're working with a therapist or a social worker, for example, in my area, I work often with a Deaf unit. So the families come in, and there's already a mixture of languages happening. The social worker doesn't speak Spanish. (Chuckling.) The parents do speak Spanish, and the child is Deaf. So there's a lot of mediation that goes on, but there's a wide variety of settings, and certainly, a number of different influences happening in any given situation.

Most of the time, trilingual interpreters notice that the person getting the best communication in one of these types of settings that Arlene just described is the Deaf person. They're the ones who have full access to all of the content, while perhaps the family is missing some of the details, or the social worker is missing some of the details, because of the expertise of their interpreting services. So I think that's very important for these Deaf individuals, because their education and their level of empowerment really rests on getting access to the fullest information.

And, of course, that, again, speaks to how important it is to include Deaf Latino community members in the process.

Absolutely.

Are we ready to move on to the next one, I believe? Next slide, please. So, we have some time left that we wanted to move on. Trudy, I believe, can take on the next piece, where we've got questions. We're open for questions. And, of course, it's always important to recognize the numerous people that were involved in this effort. First, there was data collection, surveying folks, all of the trainings and development that led to this published guide. You'll see the names of these folks listed on this slide.

I have a comment, if I may.

Sure. So we are grateful for your participation, and we would like you to take a moment to look at all of these names, and to express our gratitude to all of these people. You wanted to say something?

Narváez: I do. I just wanted to make sure that our participants are aware that this did not happen overnight. This was a very long process of collaboration. These do not get written overnight. It's not a very fast process. There were many people involved. There were some who were intermittently able to participate, but the collective work that went into this curriculum, the late nights, the amount of, you know, midnight emails that Leo and I had to write to make sure that we got this worked up and out the door, it was quite amazing.
>> What do you think, Arlene? How long is this period of time you're talking about, four years, five years? How long did this take?

>> Narváez: I believe that the Trilingual Task Force was established in 2010. And the work started off slowly with some fundamental research. The research started very early on. There were many small pilot research projects that led to this final collaboration.

>> It was also important to think about gathering resources from lots of other places. For example, the northeastern interpreter education program, there was a lot of data to be gathered, as well. Cumulatively, we're talking about decades of work.

>> Because a curriculum is never a standalone product, right. It's always something that should align well with other resources. The Task Force took that into consideration. There is a DVD representing a number of different settings in which trilingual interpreting takes place. There's also a fair amount of basic research that went into this curriculum. All of the elements that came together make this a very effective curriculum, one whose time has come. But I think it did take about four or five years worth of concerted effort.

>> I'm glad you mentioned the DVD. That is one of the best resources that this curriculum includes. We videotaped a number of different people working in trilingual settings, and they are just incredibly useful for training, for discussion, for practice. It's a really rich resource.

>> And this was unscripted vignettes, just so you know. And these were in naturalistic settings. They include all of the fits and starts, people making mistakes, doing their best.

>> Yes, you're right. I have to add, first of all, I want to thank the interpreters who really had to expose themselves, essentially, to the participants. They had to expose their process and discussion, and to show their work, including their mistakes. And we are really grateful for that. We learned so much from them, and we are so grateful for their participation with the DVD. I mean, really, so much of the information that we got for the DVD was from these working interpreters.

And then we garnered their approval, and they didn't try to edit this or make it pretty or perfect. They showed their real work. And this is as real as possible for an artificial setting. So, there's scenarios -- you really start, you see the opening for the scenario. You get introduced to who's there, but then you're just on. You have to start interpreting.

>> That's right. And the situations were mock situations. They were not actual interpreting assignments. But from that mock situation, everything else proceeded as if it was a real
interpreting job.

I've seen a number of these examples, and they are just so fabulous for eliciting discussion in a group of folks who are training. Really, that's one of the strongest parts of the entire curriculum, and we're very proud of that effort. They're useful for communication to look at various choices that are made in interpretation, various communication styles, etc. Okay. So, are there any more comments before we move on? Okay. Could I have the next slide, please?

Okay. So I talked about where the resources live, if you will. And you can look at our website. I can't see that, www.interpretereducation.org. You'll see there are a number of drop-down menus that have all sorts of materials there available for you, but I'm going to show you a little bit of the navigation to give you a sense. It's worth taking some time to explore the site to discover what's available there.

There is a trilingual dictionary, right, online. That's one of the resources.

There's a directory, a trilingual directory of resources.

Thank you, Leo. If you know of folks, or you are interested in becoming a trilingual interpreter, you should sign up in that directory. We also have listed there the trainers who have already been trained and using the Curriculum Guide, so if you're looking for a resource in your area of somebody to come and present for your organization or to work with you on trilingual interpreting, there's a directory of folks there who would have that expertise. I'm right about that, right?

Yes, you are.

There are just so many researchers -- resources there. All sorts of interpreters, and the directory, as well as other print and video resources. Okay, can we see the next slide, please? Again, there's more information on the Curriculum Guide here that you can see. And this is an example of one of the pages you'll find on the website. Did you all have anything you wanted to comment around the website, anything that you wanted to explicate?

No, I think you've done a fine job of covering the resources available.

Okay, great. We can move on then, thanks. Next slide. This is an example of the directory that I just mentioned. You're looking for a trainer, there are bios there with people's names and photos, so you can see exactly who you're looking to contact. You need to make good use of those people. These 12 folks have worked very hard to develop the skills necessary for the curriculum, and we want to send them out. We want them out there teaching these things. And they're all trilingual themselves so that they can -- they're a great resource. They
can provide that kind of information for you.

Many of them are members of the community. They are native speakers of Spanish. So, we have to really honor the people who can use three languages with great fluency. We can move on to the next slide, please. There is also a listing of educational opportunities. We need more trilingual interpreters available for -- to work with the Deaf community.

So, this is a good page that you can look at to find trainings, workshops, in your various areas all over the country. And it'll explain what the schedule is, and exactly what would be covered, whether it's under the auspices of an interpreter training program or being offered by a local RID chapter, etc. So the whole schedule and descriptions of these various trainings are there. Arlene, did you want to add to that?

>> Narváez: I did. I would like to add that the 12 participants who are committed to providing training and have all been listed in the trainer guide -- in the trainer listing. But, in some cases, the training is face-to-face. In others, it's a webinar, and in others, it's a hybrid training. I just want people to be aware that these are not only face-to-face training opportunities, that training can occur through a variety of media as well as in person.

>> Can you talk a little bit about the 12 trainers? I don't mean naming them specifically. But where were they from? Leo, maybe you have some information on that?

>> Álvarez: So, Arlene mentioned that we received almost 100 applicants, or just over 100 applicants, perhaps. It was very difficult to choose 12 from that excellent pool of individuals. So we selected carefully from traditionally Spanish-speaking areas of the country with large Spanish-speaking populations, and we also made sure that they had the background that they needed to fully participate in the training around the Curriculum Guide. So we selected interpreters from New York, from Puerto Rico, Chicago, Texas, California, Florida. I believe Oregon. Arlene, was there -- were there other areas?

>> Narváez: I think you caught everybody.

>> Álvarez: So most of the areas sent two participants who were within geographic reach of one another so that they could support one another's learning and development over time.

>> Arlene, did you want to add something?

>> Narváez: Absolutely. They were from a very wide variety of backgrounds. I come from a Mexican background, but we had folks there from a Colombian background, Cuban, so that it really added to the variety and color of the training to have all of these different points of view available to us. It really enriched the tool.
That's great. Thank you. Could we go on to the next slide, please? Okay. So now is the time to go back to Trudy, and she'll help us manage the questions and answers. And she'll actually sign the questions that you put into the chat box.

Okay, so please, everyone, stay on camera. If you have any questions, participants, please type them in the chat box in English. It can be difficult sometimes to read the questions if the chat box is scrolling quickly, but I will do my best. If time runs out before your question is answered, please do not fret. We will get your question answered in writing. So everything will be synopsized and sent out to participants, so you can get the answers you're looking for, even if it's after the fact.

I do have a question. The first question is, do Deaf interpreters work in trilingual or Spanish-influenced settings, and if so, how?

Leo, did you want to start?

Álvarez: Yes. Deaf interpreters do work in trilingual settings. Those who have knowledge of the language and the experience, and the culture bring a great deal to the work. Traditionally, what happens is that a Deaf interpreter is called in for sensitive situations, or situations in which they would be the right specialist to bring on board. And they bring with them a rich understanding of Spanish culture, Latino culture that allows the consumer to feel an environment of trust has been established, and to more effectively communicate via the Deaf interpreter.

I have found them to be very, very helpful in facilitating communication in these environments.

I have seen, here in California, I have seen CDIs used for a number of different settings. It adds another step in the process, but specifically, it reminds me of making sure that there's specific language access for people that are using ASL, probably, as a third language. I want to tell you a quick story about the National Deaf Conference that happened recently. There were a number of Latino Deaf interpreters from a variety of Spanish-speaking countries.

And it was just so exciting to see them developing their skills, and to increasing the pool of people available to work in these settings.

That's wonderful. I'm very happy to hear that. So, next question. Will there be another train the trainers session down the road?

Good question. I've been asking myself the same question. We're hopeful, but it's something we have to keep asking for, I think. Just to clarify for this grant cycle, technically, it ends September 30th of 2015. There has not yet been a formal
announcement about the next step. Whether or not there will be an extension, but, if there is an additional five-year cycle granted, we are hopeful about providing more trainings and to continue to revise and improve the Curriculum Guide. So, we'll see, and we're hopeful.

>> Related to further development -- or related to the development of the Curriculum Guide, what was the greatest challenge that you faced in its development?

>> Yes. Leonardo.

>> Álvarez: Well, we are thinking about Spanish-speaking countries around the world, right, which comprise about 50 or so countries. And when you are attempting to train interpreters that come from so many different backgrounds, certainly we have the shared knowledge of Spanish, but my Spanish word for a given concept is not somebody else's Spanish word for the same concept. And this can be very challenging. Discourse styles vary greatly from one country to the next. Culture is another major topic. In writing the curriculum around Latino culture, it was a very big challenge to capture 20 Spanish-speaking countries in one curriculum. So, it was a major challenge.

>> I can't imagine that. I can remember one situation years ago where there were trilingual interpreters working, and there was one hearing person who spoke Spanish exclusively. And they had a Deaf sibling. And they were both from another country. I was there, really, in a role as a case manager at the time. And there was a lot of discussion about this concept of advocacy. So, I was signing, advocacy like we normally would. And then the spoken interpretation used that -- the word "advocacy" as well. And once they saw that word, all of a sudden people were afraid, the consumers in the room were afraid there was a legal situation going on. They associated the word advocate with lawyers. And that was one of the places that we really had to explicate, and the difference in cultures had a real impact in understanding.

>> One challenge in writing the curriculum was, I had to accept the fact that I don't know everything. You know, that I could devote my skill and expertise to this effort, but that others needed, also, to contribute their skills and expertise. Because no one of us knows everything that there is to know about trilingual interpreting. So another challenge is to stay humble.

>> Yeah. Interpreting always keeps us humble, doesn't it? (Chuckling.)

>> That's the truth.

>> That's what this profession does for us. So this question relates to Leo's recent comment. Does the Curriculum Guide include information about Mexican Sign Language?
The Curriculum Guide does not attempt to teach signed languages from around the world. The goal of this guide is, instead, to essentially capture the profession, the skills required to become a trilingual interpreter. The kinds of situations that you need to put yourself in to learn more about people from Spanish-speaking countries, to better know who the consumers are who will come to you for your services.

Knowing what a Mexican Deaf person's life, or culture, or language is like, as well as knowing how different a person who comes from Puerto Rico is, is not so much the point. I think it's more important that we know how to get that information so that we can provide the best possible interpreting services for them.

That's where that module about consumer assessment comes in, right?

Exactly.

Because you're trying to figure out the needs of a wide variety of people that may have Spanish in common, but have very different cultural value systems, belief systems, etc. And needing to meet the needs of that wide variety of folks who are utilizing trilingual services. Overall, it's improving services for those folks. Now, when it talks about consumer assessment, it's not assessing their language use. It's really more focused on how the interpreting process will work, and how that will function in a variety of settings with three languages present, and a different consumer.

I'm thinking about the comment earlier about each module essentially building iteratively on the previous modules. And at the end of going through all of those modules, that process can leave trilingual interpreters feeling much more confident about addressing the wide variety of needs that they will get from individuals from any number of Spanish-speaking countries. One question that's come up regarding qualifications around becoming a trilingual interpreter. If an individual is fluent in Spanish and English, and now learning American Sign Language, could they be considered a trilingual interpreter? If not, what requirements are effective for trilingual interpreters?

Well, that's a big question for all of us. And it's really what prompted this entire effort. First, we had to identify the specific skill sets that were necessary for trilingual interpreters. So first, we focused initially on American Sign Language, and realized we weren't focusing sufficiently on the spoken Spanish. So we had to come up with a better balance and determine expectations for folks in terms of fluency in these three languages.

The curriculum is sort of a beginning step so that folks can take one or two modules and get a taste of what it would look
like if they were trilingual interpreters, but they probably won't go into the further modules for more in-depth training without those basic skills mastered first.

>> And we have many, many questions. And I apologize for not being able to share them all. But I will try to select judiciously. One individual asks, "What kind of research specifically went into the develop of the curriculum? Could you describe one research activity?"

>> Yes. Back in January 2015, excuse me, 2011, the initial group got together and identified goals and figured out exactly what the various components of a trilingual interpreter's job were. That really started the inquiry for all of us, and we began to use the survey to get points of view reflected from a wide variety of stakeholders, Deaf folks, providers, coordinators, interpreter agencies, VRS companies. Also, trilingual interpreters themselves from all over the United States.

So, the survey really hit as many of the stakeholders as we possibly could. And was then compiled and used to establish the foundation for the curriculum. So, we both identified it regarding knowledge required to be successful as a trilingual interpreter, as well as skills. And, again, like Arlene mentioned, this did not happen overnight. This was a very long process.

>> There were many, many people involved, as well as. I'd like to add.

>> Again, I think it's worth looking at the website, because the survey is there, and the statistics as well. So you'll be able to see the results of that data collection.

>> So, time has run short. We have enough time for one final question, which I think probably I can best answer. Many people want access to these videos that you described online. We are now working on getting all of these videos onto the web, all of the trilingual practice videos and materials will eventually be online. But they're not yet available. We do have a DVD. And I'm not sure how many copies we have at this point. But it is expected that by the end of this summer, all of the materials will be available online for you to access as you wish.

So we have to close the question and answer session, and close our training for the evening. Please do know that any questions that were not answered in this session will be answered in writing, subsequently. Next slide, please. If you didn't have an opportunity to type a question into the chat box, but a question does arise at any point about trilingual interpreting or any of the NCIEC resources, please email your questions to this email address. Next slide.

I would like to thank our interpreters and our captioners
this evening. The interpreters who are with us on-screen right now are Wendy Watson and Jean Reese. Our spoken Spanish interpreter is Paola Lopez. I thank you all for your work this evening. I also would like to thank our captioners. We have two captioners for Spanish captioning, and that individual is Isela Ibarra, and the English captioner is Caitlin Hein. You will be receiving an email, for those of you who participated this evening, that will have CEU information and an evaluation in that email.

So, as soon as you complete the evaluation, please do. It's very, very important for us to get feedback to we can improve our services. As soon as that's complete, you will get CEU information. For CEUs, you must have participated for a minimum of 45 minutes in tonight's session. For your evaluation, the CEU request -- very much like to have this form in hand soon. And it's to your benefit to get it in. Next slide, please.

The development of the trilingual curriculum guide, this webinar, and the Deaf Interpreter Curriculum, as well as many other resources have been developed through your tax dollars, through the federal U.S. Department of Education, Rehabilitation Services Administration. We thank you very much for your support. Next slide. Thank you very much for your time. We hope you enjoyed the webinar this evening. We look forward to your participation in future webinars, which will be announced very soon.

>> Thanks, everybody. Bye-bye.

>> Thank you to our panelists, and thank you to our facilitator, Lillian. Thank you Paola, very, very much. Have a good evening.