



Video Relay Service Interpreting Domains and Competencies National Consortium of Interpreter Education Centers

The following Domains and Competencies are identified for interpreters working in Video Relay Settings

Domain 1: Theory and Knowledge Competencies

This cluster of competencies embodies theoretical and foundational knowledge of approaches to effective interpretation.

1.1 Demonstrate world knowledge through a discussion of current and historical events in regional, national, and international contexts and by describing systems that support society (e.g., governmental, educational, religious, social, and judicial).

1.2 Demonstrate knowledge of linguistics and cross-cultural and interpretation theories by discussing the implications of each for the work of interpreters in various contexts (e.g., approaches to the process and analysis of the task).

1.3 Apply linguistics and cross-cultural and interpretation theories by analyzing a wide range of consecutive and simultaneous interpreting samples in a manner that reflects synthesis of the theoretical frameworks as they apply to the interpretations.

1.4 Compare and contrast linguistic characteristics in a variety of signed language interpretations.

1.5 Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting).

1.6 Discuss professional and ethical decision-making in a manner consistent with theoretical models and standard professional practice.

1.7 Compare and contrast majority and minority cultures in American society (e.g., social norms, values, identity markers, humor, art forms, language use, oppression).

1.8 Identify and discuss the major historical eras, (**current**) events and figures in the D/deaf Community that impact D/deaf and hard of hearing people, and the resulting implications for interpreting (e.g., audism, Deaf President Now, Clerc, Milan).

1.9 Demonstrate critical analysis of current literature in the interpreting discipline by writing a research paper.

Domain 2: Human Relations Competencies

This expanded cluster of interpersonal competencies fosters effective communication and productive collaboration between colleagues with consumers and for employers.

2.1 Demonstrate collegiality by showing respect and courtesy to colleagues, consumers and employers, and taking responsibility for one's work.

2.2 Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.

2.3 Demonstrate respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.

2.4 Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies both while conversing and while interpreting. Example: In groups comprised of D/deaf people exclusively and groups of D/deaf and hearing people, apply appropriate strategies for introductions, turn-taking, and follow-up.

2.5 Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards during all phases of assignments and implement changes where appropriate and feasible.

2.6 Demonstrate an understanding of professional boundaries by following generally accepted practices as defined by the code of ethical conduct.

Domain 3: Language Skills

This cluster of competencies relates to the use of American Sign Language and English

3.1 Demonstrate superior proficiency and flexibility in one's native language (L1) by effectively communicating in a wide range of situations, with speakers of various ages and backgrounds.

3.2 Demonstrate near-native like communicative competence and flexibility in one's second language (L2) by effectively communicating in a variety of routine personal and professional situations with native and non-native speakers of varying ages, race, gender, education, socio-economic status, and ethnicity.

3.3 Demonstrate advanced and effective public speaking skills in both ASL and English through the spontaneous delivery of an informal and a prepared formal presentation

3.4 Interpreter must possess native or native-like fluency in American Sign Language with the ability to communicate across a wide spectrum of settings and topics. Fluency includes ability to use appropriate language features, including but not limited to, register with particular skill in intimate register.

3.4.1 Interpreters must possess fluency in sign language variation as influenced by regional uses in the D/deaf community.

3.5 Interpreter must possess native or native-like fluency in English with the ability to communicate across a wide spectrum of settings and topics. Fluency includes ability to use appropriate language features, including but not limited to, register with particular skill in intimate register.

3.5.1 Interpreters must possess fluency in spoken language variation as influenced by regional uses in the hearing community.

3.6 Interpreters who work with other languages (e.g., Spanish) than ASL and English must possess similar competencies in those languages as outlined in 3.4 and 3.5.¹

Domain 4: Interpreting Skills Competencies

This cluster of technical competencies is related to effective ASL-English interpretation of a range of subject matter.

4.1 Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English. Example: In low-risk settings with moderately technical, moderately paced monolog, the individual manages personal filters and intra-personal, environmental, logistical and situational factors by adhering to appropriate norms, rituals, and protocol.

4.2 Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.

4.3 Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.

4.4 Demonstrate the ability to effectively team interpret during consecutive and simultaneous (~~low-risk~~) interactional assignments.

4.5 Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.

4.6 Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s). Examples: Identifies where breakdowns occur, applies strategies for seeking clarification in

¹ The NCIEC Workteam

appropriate manner/at the appropriate times, and determines questions to ask to gain further meaning.

4.7 Demonstrate the ability to use technology and equipment specific to ASL-English interpreting. Examples: Video remote interpreting, video relay services, microphones.

Domain 5: Professional Competencies

This cluster of competencies is associated with professional standards and practices.

5.1 Demonstrate a commitment to career-long learning and critical self-assessment by creating an on-going professional action plan.

5.2 Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.

5.3 Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate. Examples: Has awareness of personal filters, intrapersonal factors, and reactions to a variety of situations and subject matter. Knows when to request breaks, whether to accept assignments, how to work with a team interpreter, and facilitate replacement in a responsible manner.

5.3.1 Effectively apply strategies in mediating via telephone transmission (e.g., operator mode, cultural norms, attention-getting, turn-taking, interruptions and silence via telephone transmissions.)

5.4 Demonstrate professional integrity by avoiding conflicts of interest, adhering to the code of ethical conduct, and applying standard professional business practices. Examples: Control working conditions, set appropriate fees, perform bookkeeping.

5.4.2 Demonstrate understanding of confidentiality definitions set forth by the Federal Communications Commission.

5.5 Demonstrate commitment to the interpreting profession by becoming a member of and participating in professional organizations and activities.

5.6 Demonstrate commitment to the D/deaf Community by supporting and contributing to D/deaf-related organizations and activities.

5.7 Demonstrate awareness of community resources by identifying organizations and agencies that could or do serve D/deaf people.

5.8 Discuss state and national interpreter certification and/or licensure and the implications of these systems on the employment of interpreters.

5.9 Identify and discuss the scope and authority of state and federal laws impacting D/deaf people and interpreters. Example: Who is responsible for implementing the law, definition of who is qualified to interpret under the law.

5.9.1 Demonstrate knowledge of the Americans with Disabilities Act, Title IV – Telecommunications, and specific concepts and terminology set forth by the Federal Communications Commission [(FCC) e.g., call ownership, communication assistants, average speed of answer (ASA)].

Interpreting via Video Work Team of the National Consortium of Interpreter Education Centers (2007).

The National Consortium of Interpreter Education Centers is funded from 2005 – 2010 by the U.S. Department of Education RSA CFDA #84.160A and B, Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind.