

MODULE OVERVIEW

DIAGNOSTIC INTERPRETING/TRANSLITERATING LAB I (1A)

MODULE DESCRIPTION: (15 hours) Individual and group lab activities will assist participants in assessing and improving their interpreting and transliterating skills. Sessions will include videotaping of simulated interpreting assignments (spoken-to-visual and visual-to-spoken) with follow-up group and individual diagnosis of the interpreted message and the degree to which it was successfully communicated. Through this module participants will have the opportunity to explore the strengths and weaknesses of their interpreting skills.

PREREQUISITES FOR PARTICIPANTS:

- Graduate of Interpreter Training Program; or equivalent skills and knowledge of interpreter's role, process and ethics; or permission of instructor;
- Ability to demonstrate a knowledge of the interpreting process, role, and ethics;

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Discuss the basic principles of analyzing source texts according to the diagnostic system used in the course.
2. Discuss the basic principles of analyzing interpretations according to the diagnostic system used in the course.
3. Discuss the principles of the diagnostic system used in the course.
4. Analyze a source message for content, language use, style and affect.
5. Diagnose an interpreted message of that source for appropriate message content, language production, and appropriate affect and demeanor.
6. Diagnose examples of participants' interpreting and identify specific skills that are strong and/or that need improvement.
7. Provide constructive feedback about interpreted messages that provide specific examples of strengths and weakness and suggestions for

improvement and/or practice.

TOPIC OUTLINE:

I. Diagnostic Assessment Overview

A. Purpose of assessment

1. Analysis of the effectiveness of an interpreted message
2. Analysis of the strengths and weaknesses of an interpreted selection
3. Establishment of professional development plans

B. Considerations in the diagnostic process

1. Situational
2. Linguistic and cultural
3. Environmental
4. Role and ethics

C. Assessment of interpreter's knowledge and skills

1. English language skills
2. Sign language skills
3. Knowledge of children's language
4. Knowledge of interpreter role and ethics
5. Understanding of school practices

II. The Diagnostic Process

A. Analysis of the interpreting process

1. Text analysis
 - a. Purpose
 - b. Affect
 - c. Style

d. Message

e. Register

2. Interpreting Process

a. Reception of message

b. Analysis

c. Visualization

d. Composition

e. Expression of interpreted

message

3. Creation of equivalent message

a. Related to situational

considerations

b. Related to the needs of various

participants

B. Analysis of interpreted message

1. Inclusion of main ideas

2. Accuracy in presentation of main ideas

a. Omissions

b. Substitutions or modifications

3. Attention to cultural aspects

4. Presentation of target language

a. Grammar

b. Semantics

c. Non•manual/non•verbal

features

d. Pragmatics

5. Style and presentation

a. Appropriate to situation and

speaker

b. Lag time

c. Pacing and pausing

d. Self•presentation

III. Feedback Sessions

A. Interpreter's self analysis

1. Ability to monitor own interpreting
2. Recognition of own perceptions
3. Recognition of successful and unsuccessful patterns
4. Involvement in and ownership of success of process
5. Ideas for improvement/further development

B. Feedback from diagnostician

1. Recognition of own perceptions
2. Recognition of successful and unsuccessful
3. Provision of specific examples
4. Specific strategies for improvement/further development
5. Involvement in and ownership of success of process

C. Group analysis of interpreted message

1. Recognition of own and differing perceptions
2. Discussion of interpreted message rather than interpreter
3. Provision of specific examples and alternate suggestions

D. Manner when providing diagnostic feedback

1. Interpreted message is just one example of work

2. Non-judgmental attitude
3. Positive mind set
4. Creation of supportive environment

E. Suggestions for professional development

1. Networking
2. Formal courses
 - a. Interpreting courses
 - b. Other topics
3. Workshops
4. Involvement in professional organizations
5. Reading and research

SUGGESTED READINGS AND MATERIALS:

- Gish, Sandra. 1993. "A Vygotskian Perspective on Interpreter Assessment." In E. Winston (Ed.), Student Competencies: Defining, Teaching, and Evaluating -- Proceedings of the Ninth National Convention, Conference of Interpreter Trainers, Denver, CO.
- Schweda-Nicholson, Nancy. 1990. "A New Look at the Cognitive Flexibility Factor in Interpreter Training." In A.L. Wilson (Ed.), Looking Ahead: Proceedings of the 31st Annual Conference of the American Translators Association. Medford, NJ: Learned Information, Inc.
- Stauffer, Linda K. 1993. "Assessing and Enhancing Visualization Skills of Interpreting Students." In E. Winston (Ed.), Student Competencies: Defining, Teaching, and Evaluating -- Proceedings of the Ninth National Convention, Conference of Interpreter Trainers, Denver, CO.
- Wilcox, S. (Ed.) All Articles. 1989. New Dimensions in Interpreter Education: Evaluation and Critique--Proceedings of the Seventh National Convention. Conference of Interpreter Trainers, Sugarloaf Resort, Michigan.
- Winston, Elizabeth. 1990. "Techniques for Improving Accent Sign Language Interpreters." In A.L. Wilson (Ed.), Looking Ahead: Proceedings

of the 31st Annual Conference of the American Translators Association. NJ:
Learned Info, Inc.

CONTENTS AND PURPOSE

The following curriculum of six courses is for an educational interpreting major at the bachelor or master's degree level. Only the specialized courses in educational interpreting are included in this package. For a participant to be successful in this area of specialized training, s/he would need the skills and knowledge for interpreting and deafness, in general. The related foundation courses in the major would vary depending on the academic department in which the curriculum was located. A communications department, for instance, would require certain foundation communication courses to complete the major. If this educational interpreting program is based in a degree program where educational interpreting itself is the major, then basic interpreting skills courses would be the related foundation courses. This curriculum, as with the individual modules offered on a professional continuing education basis, is based on the concept that general interpreting skills have already been developed.

As an alternative to the establishment of a full major in educational interpreting, individual courses may be offered for credit as special offerings. This is workable, bearing in mind that there are some progressive skills development sequences involved from one course to another.

The laboratory requirement raises each course to four credits. We believe this is the optimum approach because it has built in regular continued skills development work in interpreting, which is needed by almost all students. However, some college programs may prefer to separate laboratory courses into independent course units.

The curriculum addresses the competencies suggested for educational interpreters that have been outlined recently by consumer, community, and interpreter organizations. Upon completion of these specialized courses and other requirements within a degree program, graduates will be well prepared with the theoretical foundations and technical skills needed to interpret in public school settings.

INTRODUCTION TO EDUCATIONAL INTERPRETING IN PUBLIC SCHOOLS

(Including information from modules: 1A - *Diagnostic Lab I*; 1B - *Overview of Educational Interpreting*; 3B - *Overview of U.S. Public and Deaf Education*; and 5B - *Curriculum Methods and Materials Grades K-12*)

Prerequisites: Completion of general interpreting skills and ethics courses

Number of Hours: 45 lecture
45 lab

Number of Credits: 4

Course Description:

The focus of this course will be an examination of the roles, responsibilities, and ethics of interpreters working in public school classes grades K-12. Essential to this focus will be discussion and an overview of historical and current public school practices in the United States, related legislation, and an introduction to typical instructional methods and materials used in various classes. Also included will be a discussion of mainstreaming of deaf children and the implications for educational interpreters. Lab activities will assist participants in assessing their

current level of skills, and developing skills needed for classroom interpreting.

- Objectives:**
1. List and explain typical interpreting and non-interpreting roles for educational interpreters at various levels.
 2. Discuss current professional issues related to educational interpreting.
 3. Describe the major areas of emphasis and typical instructional methods programs at various levels.
 4. Discuss the purposes of education, the roles of public schools in society and their basic organizational features.
 5. Discuss recent trends in education of deaf children and the implications for educational interpreters.
 6. Describe techniques used in diagnosing interpreting samples.

Outline of Topics:

- History of educational interpreting
- Roles and responsibilities of educational interpreters
- Issues and ethics involved in the role
- Overview of schools: organization, purposes, practices
- Recent trends in education of deaf children and the implications for educational interpreters
- Models of teaching and learning
- Educational materials used at various levels
- Diagnosis of current interpreting skills
- Skills and qualities for educational interpreters
- Professionalism in the role
- Professional development

Suggested Resources:

- Bishop, Milo E. Mainstreaming: Practical Ideas for Educating Deaf Students. (MD: Alexander Graham Bell Association). 1979.
- Stuckless, E. Ross, Joseph Avery, and T. Alan Hurwitz. (eds.) Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting. (NY: National Technical Institute for the Deaf, Rochester Institute of Technology). 1989.
- Johnson, J.A., et.al. Introduction to the Foundations of American Education, 6th ed. (MA: Allyn and Bacon, Inc.). 1985.
- Lemlech, Johanna Kasin. Curriculum and Instructional Methods for the Elementary School. (NY: MacMillin Publishing Company). 1990.
- Paul, Peter V. and Stephen P. Quigley. Education and Deafness. (NY: Longman). 1990.

OVERVIEW OF LANGUAGE, LEARNING, AND DEAF CHILDREN FOR EDUCATIONAL INTERPRETERS

(Including information from PDES modules: 2B - *Overview of Child and Language Development of Deaf Students*; 4A - *Communication Assessment Techniques*; and 4B - *Language, Learning, and Deaf Children*)

Prerequisites: Introductory Child Development Course
Introduction to Education Interpreting in
Public Schools (could be co-requisite)

Number of Hours: 45 lecture
45 lab

Number of Credits: 4

Course Description:

This course will provide an overview of cognitive, psychosocial, and language development of hearing and deaf children from infancy through young adulthood. Various developmental theories will be covered, along with an in-depth overview of language development of deaf children and an examination of formal and informal communication/language assessment techniques. This foundation of information will lead to a discussion of the importance of language development, skill, and use in relation to learning processes and academic achievement of deaf children in public schools. Lab activities will focus on using assessment techniques in interpreting to better meet the linguistic needs of each deaf child in a wide variety of classes.

- Objectives:**
1. Identify stages of cognitive, psychosocial, and language development according to the theories of Erikson, Piaget, and Kohlberg.
 2. Identify the stages of spoken or sign language development in deaf and hearing children.
 3. Describe aspects of signed and spoken language development of deaf children.
 4. Describe formal and informal ways to assess the language and communication skills of deaf children.
 5. Discuss the importance of language skills and developmental processes of deaf children to learning processes and academic achievement.
 6. Discuss methods of assessing the language style and need of deaf children for interpreting purposes.

Outline of Topics: Developmental tasks of children
Selected theories of
development: Deaf and hearing, ASL and English
Cognitive processes and
language
Academic achievement of deaf
children

Language assessment
techniques: formal and informal
Communication environments
and language needs in public schools
Interpreting for individual
linguistic needs

Suggested Resources:

- Bornstein, Harry, ed. Manual Communication, Implications for Education. (Washington, D.C.: Gallaudet University Press).
- Bowe, Frank. Approaching Equality. (MD: T.J. Publishers). 1991.
- Jackson, Philip W. Life in Classrooms. (NY: Teachers College Press). 1990.
- Moores, Donald. Educating the Deaf: Psychology, Principles and Practices. (MA: Houghton Mifflin Co.). 1987.
- Paul, Peter, and Stephen Quigley. Language and Deafness. (NY: Longman). 1984.
- Paul, Peter, and Stephen Quigley. Education and Deafness. (NY: Longman). 1990.

Videotapes:

Sign Enhancers, Salem, OR

Sign Language Sampler

23 Samples of Deaf Children

More Deaf Children Signers (ages 5-11)

Even More Deaf Children Signers (ages 11-14)

Still More Deaf Children Signers (ages 13-18)

Northwestern CT Community-Technical College

The Public School in Action, videotape series

EDUCATIONAL INTERPRETING IN PUBLIC SCHOOLS I

(Including information from PDES modules: 6A - *Educational Interpreting: Content Areas Grades K-12*; 7A - *Educational Interpreting: Non-Content Areas Grades K-12*; and 2A - *Overview of Sign Language, Language & Sign Systems Used by Deaf Students*)

Prerequisites: Introduction to Educational Interpreting in
Public Schools

Overview of Language, Learning, and Deaf
Children

Number of Hours: 45 lecture
45 lab

Number of Credits: 4

Course Description:

In this course, students will learn techniques for interpreting in school activities (grades K-12) that occur within the classroom and those that occur in settings outside the classroom and on an extracurricular basis. Included in the techniques covered will be: an exploration and review of communication modes and languages used by deaf children in public school settings; methods to develop flexibility in using different styles/modes/languages; vocabulary, topics, and methods used in classrooms; production of appropriate, equivalent messages, and incorporation of the interpreter's role, process, and ethics into the classroom. Practice in interpreting is provided through a series of videotapes from public school classes grades K-12.

- Objectives:**
1. Describe the tasks involved in elementary, middle, and high school interpreting.
 2. Analyze a language sample to determine the language/system, style and level of interpreting needed.
 3. Demonstrate the ability to interpret or transliterate a variety of selections from the elementary, middle, and high school levels.
 4. Discuss and offer suggestions to situations related to role and ethical considerations.
 5. Describe the interpreter's role and function as an educational team member.

Outline of Topics: Comparisons of ASL and English structure and use

Analysis of English-like sign systems
Public school settings
Scope of subjects/ Routines of school
Use of particular language/sign system
Meeting linguistic needs of deaf students
Special situations in school settings
Specialized vocabulary
Role and ethics when working as a team

member

Development of interpreting skills for

education

Suggested Resources:

- Bishop, Milo E. Mainstreaming: Practical Ideas for Educating Deaf Students. (MD: Alexander Graham Bell Association). 1979.
- Bornstein, Harry, ed. Manual Communication, Implications for Education. (Washington, D.C.: Gallaudet University Press).

- Stuckless, E. Ross, et.al. Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting. (NY: National Technical Institute for the Deaf, Rochester Institute of Technology). 1989.
- McIntire, Marina L. ed. New Dimensions in Interpreter Education: Curriculum and Instruction. (MD: RID Publications). 1986.
- Jackson, Philip W. Life in Classrooms. (NY: Teacher's College Press). 1990.
- Stokoe, William ed. Simultaneous Communication, ASL, and Other Communication Modes. (MD: Linstok Press). 1992.

Videotapes:

Sign Enhancers, Salem, OR

Sign Language Sampler

23 Samples of Deaf Children

More Deaf Children Signers (ages 5-11)

Even More Deaf Children Signers (ages 11-14)

Still More Deaf Children Signers (ages 13-18)

Northwestern CT Community-Technical College

The Public School in Action, videotape series

<p style="text-align: center;">EDUCATIONAL INTERPRETING IN PUBLIC SCHOOLS II</p>
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(Including information from PDES modules: 6A - *Educational Interpreting: Content Areas Grades K-12*; 7A - *Educational Interpreting: Non-Content Areas Grades K-12*; and 6B - *Non-Interpreting Tasks Grades K-12*)

Prerequisites:	Introduction to Educational Interpreting in Public Schools
	Overview of Language, Learning, and Deaf Children
	Education Interpreting in Public Schools I
Number of Hours:	45 lecture 45 lab
Number of Credits:	4

Course Description:

This course will provide students with a continuing study of and practice in interpreting in public school classes. Activities will include development of flexibility in meeting various students' linguistic needs, specialized vocabulary development, and production of appropriate, equivalent messages. Emphasis will be given to methods for incorporating the interpreter's role and process into the classroom and discussion of the ethical and role considerations related to the acceptance and performance of additional duties. Included will be an overview of the procedures for the reinforcement of class material, vocabulary review, study skills, materials preparation, information for instruction of sign language, supervisory duties, and use of media. Practice activities will include a series of videotapes from public school classes and role play situations.

- Objectives:**
1. Demonstrate the ability to interpret or transliterate a variety of selections from the elementary, middle and high school levels.
 2. Discuss the appropriateness and manner of acceptance of various non-interpreting tasks.
 3. Describe basic techniques for various non-interpreting tasks included in the role.
 4. Discuss and demonstrate in role play

activities the ability to function effectively as an educational interpreter in various classroom situations.

Outline of Topics: Development of interpreting skills for educational settings

Meeting the linguistic needs of deaf children

Interpreting at various grade levels

Interpreting in specialized settings

Specialized vocabulary

Additional tasks for educational interpreters:

Classroom assistance

Supervision

Working as a team member

Tutoring/reinforcement of

materials

Role and ethics

Combining interpreting and non-

interpreting roles

Suggested Resources:

- Stuckless, R. Ross, et.al. Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting. (NY: National Technical Institute for the Deaf, Rochester Institute of Technology). 1989.
- Paul, Peter, and Stephen Quigley. Education and Deafness. (NY: Longman). 1990.
- Sanders, Danielle M. Teaching Deaf Children. (MA: College Hill). 1988.

Videotapes:

Northwestern CT Community-Technical College

The Public School in Action, videotape series

THE PROFESSIONAL EDUCATIONAL INTERPRETER

(Including information from PDES modules: 8 - *Diagnostic Lab II*; and 7B - *The Professional Educational Interpreter*)

Prerequisites: Introduction to Educational Interpreting in Public Schools
Overview of Language, Learning, and Deaf Children for Educational Interpreters
Educational Interpreting in Public Schools I
Educational Interpreting in Public Schools II

Number of Hours: 45 lecture
45 lab

Number of Credits: 4

Course Description:

This seminar/lab will provide students with 1) the opportunity to discuss ethical, procedural, and communication issues; and 2) lab activities in which students may assess their interpreting skills in educational situations. Also discussed will be professionalism in the work place, professional development activities, and ways to effectively integrate the role of the interpreter into the educational setting. This course may be taken concurrently with the Educational Interpreter Practicum course.

- Objectives:**
1. List and describe several aspects of professionalism for educational interpreters.
 2. Demonstrate the ability to use effective and facilitating communication techniques in various role play situations from school settings.
 3. List necessary components of a job description for educational interpreters.
 4. Prepare a resume for employment as an educational interpreter.
 5. Discuss methods of professional development and networking.
 6. Work with a mentor to diagnose an interpreted message for successful and unsuccessful patterns.

Outline of Topics: Professionalism in carrying out interpreting and non-interpreting roles

Interpersonal communication skills within the school environment

Working as an educational team member

Employment considerations and preparation

Application and maintenance of skills

Diagnostic process and techniques

Working with a mentor

Professional development

Certification

Suggested Resources:

- Cogen, Cathy and Nancy Frishberg. Interpreter Casebook. (forthcoming)
- Cokely, Dennis. Interpretation: A Sociolinguistic Model. (MD: Sign Media). 1992.
- Gish, Sandra. "I Understood All the Words -- But I Missed the Point, A Goal-to-Detail/Detail-to-Goal Strategy for Text Analysis" in McIntire, M.

Proceedings of the Sixth National Convention: New Dimensions in Interpreter Education: Curriculum and Instruction. (MD: RID Publications). 1986.

- McIntire, M. (ed.) Interpreting: The Art of Cross Cultural Mediation: Proceedings of the 1985 RID Convention. (MD: RID Publications). 1988.

- Mitchell, Marilyn. "Manageable and Effective Critiquing of Interpreters in Educational Settings" in RID Views, Vol. 8, No. 3, May-June 1991.

- Oppenheimer, Liz. "Participating Effectively in Feedback Sessions" in RID Views, Vol. 9, No. 7, July-August 1992.

- Resnick, Sandy "The Skill Gap: Is Mentoring the Answer?" in Swabey, Laurie (ed.) The Challenge of the 90's: New Standards in Interpreter Education: Proceedings of the Eighth National Convention of the Conference of Interpreter Trainers. (Conference of Interpreter Trainers). 1990.

- RID Views (monthly publication), (MD: RID Publications)

- Verderber, K and R.F. Verderber. Inter-act: Using Interpersonal Communication Skills. (CA: Wadsworth Publishing Co.). 1986.

<h2>INTERNSHIP: EDUCATIONAL INTERPRETING</h2>

Prerequisites:
Public Schools;

Introduction to Educational Interpreting in

Overview of Language, Learning, and Deaf Children for Educational Interpreters;

Educational Interpreting in Public Schools I;
Educational Interpreting in Public Schools II;

The Professional Educational Interpreter
(may be taken as a co-requisite)

Number of Hours: 90 hours

Number of Credits: 4

Course Description:

Interns will be placed in a school program under the supervision of an experienced (certified if possible) interpreter/transliterater and course instructor. In that placement the intern will shadow the regular interpreter and work toward being able to interpret entire classes. Supervisors will provide feedback after each interpreting session. Interns will discuss role, the interpreting process in educational settings, and ethics with supervising interpreter and course instructor. Possible placements include elementary, middle, and secondary situations using sign language, oral, or cued speech methods, as appropriate.

- Objectives:**
1. Describe the roles and responsibilities of the educational interpreter in a particular setting.
 2. Discuss and respond to typical role challenges faced by the educational interpreter.
 3. Demonstrate the ability to work effectively with supervision as an intern in a public school setting.
 4. Demonstrate the ability to interpret various classes in the internship setting.
 5. Discuss ways to improve interpreting skills and integrate the role of the interpreter into the educational setting.

Outline of Topics: Roles and responsibilities
Development of interpreting skills for specific situations

Work habits and professionalism
Working as a team member
Communication skills
Initiative and involvement
Employment conditions and opportunities
Professional development

Suggested Resources:

- EDITOR Newsletter. (MD: RID Publications)
- RID Views (monthly publication)., (MD: RID Publications)
- Silent News. (NY: Silent News Inc.)
- SLS Monograph Series. (MD: Linstok Press)
- The Broadcaster. (MD: The National Association of the Deaf)

MODULE OVERVIEW

OVERVIEW OF EDUCATIONAL INTERPRETING (1B)

MODULE DESCRIPTION: (15 hours) An overview of the role, responsibilities, and ethics of interpreters in public school settings grades K•12. Included in discussions will be the concept of the interpreter as an educational team member, an examination of the various interpreting and non-interpreting tasks performed by interpreters, a brief history of educational interpreting, and a study of the implications of mainstreaming and interpreting in school settings.

PREREQUISITES FOR PARTICIPANTS:

- Graduate of Interpreter Training Program; or, equivalent skills and knowledge of interpreter's role, process and ethics; or permission of instructor;
- Ability to demonstrate a knowledge of the interpreting process, role and ethics;

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Give a brief history of educational interpreting in the U.S.
2. List and describe legislation related to education of deaf children and the hiring of interpreters.
3. Discuss recent trends in education of deaf children and the implications for educational interpreting.
4. Describe current practices for employment of interpreters.
5. List and describe typical interpreting and non-interpreting roles for educational interpreters at various school levels.
6. Discuss current professional issues in the field.
7. List and describe groups and specialized training available to educational interpreters.
8. Discuss the outlook of the profession.

TOPIC OUTLINE:

I. History of Educational Interpreting

- A. Legislation: Education of deaf children and interpreting
 - 1. 1971 Pennsylvania Association for Retarded Citizens vs. PA
 - 2. 1968 Vocational Education Act (Secondary/Post-secondary)
 - 3. Public Law 93•112 Vocational Rehabilitation Act of 1973, Sec. 504
 - 4. P.L. 94•142 Education for All Handicapped Children Act, 1975
 - 5. Individual state interpreter laws
 - 6. P.L. 99•457 Early intervention
 - 7. Individuals with Disabilities Education Act • IDEA
 - 8. Americans with Disabilities Act • ADA
 - 9. State/local statutes affecting the education of deaf children

- B. Mainstream programs for deaf students
 - 1. Movement toward mainstreaming
 - a. Public schools
 - b. Post-secondary programs
 - 2. Commission on Education of the Deaf Report 1988
 - 3. Importance and role of residential schools for the deaf
 - 4. Program options

- C. Interpreter services in past mainstream programs
 - 1. Hiring practices

2. Roles/responsibilities
3. Issues and ethics
4. Interpreter/aides

D. Changes in the role of interpreters

1. Helper model
2. Conduit model
3. Communication facilitator model
4. Bicultural/bilingual model

II. Educational Interpreters in Public Schools

A. Elementary and secondary schools

1. Organization/hierarchies
2. Purposes and goals of education
3. Overview of teaching and the educational process

B. Employment of interpreters

1. Statistics/numbers in the field
2. Job titles and descriptions
3. Hiring practices and salaries
4. Qualifications
5. Contracts

C. Applicable local and state statutes

D. Typical roles and responsibilities

1. Various job descriptions
2. Interpreting and non-interpreting tasks
 - a. Seating and lighting
 - b. Development and use of specialized signs and vocabulary

- c. Negotiating language
 - d. Preparation for interpreting
 - e. Interpreting for understanding
 - f. Establishing and explaining the
 - g. Classroom assistance
 - h. Supervision duties outside the
 - i. Providing information and
 - j. Informal sign language
 - k. Assisting in notetaking
 - l. Working as an educational
 - m. Legal rights and responsibilities
 - (1) Safety within classroom
 - (2) Safety in other areas of
 - (3) Reporting abuse
- environment
- role of the interpreter
- classroom
- references for sign language and the Deaf Community
- instruction
- activities
- team member
- school

E. Issues and ethics

- 1. Issues in the field
 - a. Job descriptions
 - b. Professional status
 - c. Educational interpreting in the
 - d. Educational background and
 - e. Professional development
 - f. Health and well-being of
- field of interpreting
- skill of interpreters

interpreters

- (1) Overuse syndrome
- (2) Isolation and

support network

g. Ramifications of educational

interpreting

- (1) Interpreted

education

- (2) Identity and

inclusion of deaf students

- (3) Connections with

the Deaf Community

2. Ethics, role, responsibilities

a. Role

- (1) As communication

facilitator

- (2) As an educational

team member

(a)

Participating in team planning and meetings

(b)

Representing role and responsibility

(c) Chain

of command

b. Code of Ethics

- (1) RID
- (2) NAD
- (3) Florida Code of

Ethics

- (4) Others

c. Conflict management

d. Professionalism

- (1) Attitude
- (2) Dress
- (3) Office space
- (4) Continuing

education and skills development

III. Educational Interpreting as an Emerging Profession

A. Groups and specialized training for educational interpreters

1. Editor, RID special interest group
2. National Task Force on Educational Interpreting
3. Concept of CIT/RID Endorsement Package for Interpreter Preparation Programs
4. RID/CED Ad Hoc Educational Interpreter Standards Committee
 - a. Competencies for certification
 - b. Options for routes to certification
 - c. Standards for training programs
5. RSA Regional and National Grant Projects
6. Degree programs
7. Certification
 - a. RID
 - b. NAD
 - c. State screenings
8. Professional development
 - a. Mentor programs
 - b. RID Certification Maintenance Program
 - c. Diagnostic assessments

B. Outlook for the profession

SUGGESTED READINGS AND MATERIALS:

- Bowe, Frank. Approaching Equality. (Silver Spring, MD: T.J. Publishers). 1991.
- Cohen, Leah Hager. "An Interpreter is Not Enough." *The New York Times*, February 22, 1994.
- Cokely, Dennis. Sign Language Interpreters and Interpreting. (Burtonsville, MD: Linstok). 1992.
- Educational Interpreting: A Practical Approach - Consumer Awareness, Rights and Responsibilities. Videotape series. (Rochester, NY: National Technical Institute for the Deaf, Rochester Institute of Technology). 1993.
- Gannon, Jack. Deaf Heritage: A Narrative History of Deaf America. (Silver Spring, MD: National Association of the Deaf). 1981.
- Paul, Peter V., and Stephen P. Quigley. Education and Deafness. (White Plains, NY: Longman). 1990.
- RID Views. Various Issues. (Silver Spring, MD: Registry of Interpreters for the Deaf, Inc.). (Especially Volume 12, Issue 3, 1994, which focuses on educational interpreting).
- Stuckless, E., Joseph Avery, and T. Alan Hurwitz. Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting. (Rochester, NY: National Technical Institute for the Deaf, Rochester Institute of Technology). 1989.
- Toward Equality: Education of the Deaf. Commission on the Education of the Deaf (COED). 1988.
- Winzer, Margaret A. The History of Special Education: From Isolation to Integration. (Washington D.C.: Gallaudet University Press). 1993.
- Handouts generated by individual instructors involving state and local statutes affecting the education of deaf children and/or interpreting for deaf children.

MODULE OVERVIEW

INTRODUCTION TO THE REHABILITATION PROCESS (1R)

MODULE DESCRIPTION: (15 hours) An overview of the rehabilitation milieu, as well as situations and terminology in the field. Knowledge about the rehabilitation process, the roles of various rehabilitation professionals, and related legislation will increase the interpreter's familiarity with the nature of the material to be communicated, and the role and responsibilities of rehabilitation interpreters.

PREREQUISITES FOR PARTICIPANTS: Graduate of Interpreter Training Program; or equivalent skills and knowledge of the interpreter's role, process and ethics; or permission of instructor.

MODULE OBJECTIVES: Upon completion of this module the student will be able to:

1. List and explain the significance of legislation related to rehabilitation services for deaf consumers.
2. Describe the administration, structure, and services of federal and state vocational rehabilitation programs.
3. Describe the major focus of National Institute on Disability and Rehabilitation Research (NIDRR) research and training centers related to Deaf/Hard•of•hearing issues.
4. Define terminology used in the rehabilitation setting
5. Describe the rehabilitation process.
6. Briefly discuss the interpreter's role and responsibilities in the provision of VR services.

TOPIC OUTLINE:

- I. Overview of rehabilitation services for deaf clients
 - A. Historical aspects/legislation
 1. 1917 - The Smith-Hughes Act: Matching funds (state/federal)
 2. 1920 • The Smith•Fess Act
 - a. Civilian Rehabilitation Act
 - b. Established services for civilians similar to those provided to soldiers
 3. 1936 • The Randolph • Sheppard Act
 - a. Authorized states to license blind persons to operate vending stands in Federal buildings
 - b. Provided employment to blind persons
 4. 1943 • Vocational Rehabilitation Act Amendments
 - a. Broadened financing, services, concept of VR program
 - b. Services offered for first time to persons who were mentally ill or mentally disabled
 5. 1954 • Vocational Rehabilitation Act Amendments
 - a. Provided research and demonstration grant funding
 - b. Training of VR personnel provided at universities
 6. 1965 • Vocational Rehabilitation Act Amendments
 - a. Increased services
 - b. Included severely disabled,

mentally retarded, blind, and deaf

7. 1973 • Vocational Rehabilitation Act

- a. First new act since 1920
- b. Consumer involvement
- c. Advanced civil rights of

persons with disabilities

8. 1992 • Vocational Rehabilitation Act

Amendments

- a. Related to ADA
- b. Implications for interpreters in

VR settings

B. Administration of Vocational Rehabilitation Programs

1. Rehabilitation Services Administration •

RSA

- a. Structure
- b. Staff
- c. Central office

2. State VR agencies

- a. Structure
- b. Staff

3. Chain of command/services

4. NIDRR

C. Rehabilitation Process

1. Referral

2. Client study

- a. Application
- b. Interview
- c. Evaluation

(1) Medical

(2) Hearing test

(3) Vocational

evaluation

- (a) Interest
 - (b) Aptitude
 - (c) Academic achievement
 - (d) Psychological tests
 - (e) Other
3. Eligibility determination
 4. IWRP Plan Development
 5. Services
 - a. Counseling and Guidance only
 - b. Physical Restoration
 - c. Training
 - d. Employment
 6. Follow•up
 7. Case closure

II. Rehabilitation Personnel and Terminology

A. Rehabilitation Personnel

1. Teams
 2. Roles and functions
 3. Power basis
 4. Various personnel
 - a. Counselor
 - b. Counselor assistant/Intake
- Specialist
- c. Rehabilitation
- Secretary/Assistant
- d. Case Work Counselor
 - e. Job Coach

- f. Evaluator
 - g. Staff Interpreter
 - h. Rehabilitation Supervisor
 - i. State Regional or District
- Director
- j. Staff Medical Consultant
 - k. Client Assistant Program Staff
 - l. Human Resource Development
- Director
- m. Rehabilitation Facility Staff
 - n. Similar Personnel in Agency
- for Blind Persons

B. Basic Rehabilitation Terminology

1. Client Assistance Project (CAP)
2. Vocational interest
3. Right to Appeal
4. Fair Hearing
5. Recourse
6. Closure
7. Client
8. Insurance
 - a. Hospital insurance
 - b. Disability insurance
 - c. Similar benefits
9. Primary Source of Support
10. Physical Restoration
11. Employment
 - a. Competitive
 - b. Gainful
 - c. Sheltered
 - d. Supported
12. Job Analysis

13. Functional Limitations/Diagnostics
14. Functional Capacities
15. Career Exploration
16. Job Seeking Skills
17. Referral Source
18. Substantial Physical/Mental Impairment
19. Personal Adjustment
20. Work adjustment
21. Thorough Comprehensive Evaluation
22. Policies and Procedures (P&P)
23. Status Classifications
24. Certificate of eligibility
25. Priority category
26. Etc.

III. Overview of Rehabilitation Interpreting

A. Role and responsibilities

B. Relationships with others in rehab situations

C. Ethical considerations

1. Background information

a. Provide by counselor on "need to know" basis

b. Questions from service personnel

2. Handling requests to perform other roles

3. Commitment to long term assignments

4. Variety of situations

D. Employment procedures

1. Qualifications

2. Working conditions

E. Dual roles

1. Interpreter/secretaries
2. Interpreter/counselor
3. Interpreter/job coach

SUGGESTED READINGS AND MATERIALS:

- Egelston-Dodd, Judy, Editor. Connections: Vocational Rehabilitation Training Package for Transition to College. CSAVR-NTID at RIT, June, 1988.
- Frishberg, Nancy. Interpreting: An Introduction, RID Publications, 1990.
- Interpreters in Vocational Rehabilitation: Module 1. Produced at the University of Tennessee by the National Interpreter Training Center, August, 1994 - June, 1995. (A copy can be obtained from [The Oklahoma Clearing House, Oklahoma State University, NCHRTM, 816 West 6th St., Stillwater, OK 74078]).
- Interpreter Services for Deaf Clients: Guidelines for Rehabilitation Personnel. Institute on Rehabilitation Issues. (Research and Training Center, University of Wisconsin-Stout, Menomonie, WI.) 1980.
- Northup, Barbar E. and Taff-Watson, Myra. "Interpreting in the Rehabilitation Setting" Workshop Curriculum Guides for Interpreter Trainers. (RSA Region VI Interpreter Training Project, University of Arkansas: Little Rock, AR.) 1988.
- Nowell, Richard C. and Marshak, Laura E. Understanding Deafness and the Rehabilitation Process. MASS: Allyn and Bacon, 1994.
- Rubin, Stanford E. and Roessler, Richard T. Foundations of the Vocational Rehabilitation Process, Fourth Ed, TX: Pro-ed Inc., 1995.
- Dowaliby, F.J., McKee, B.G., E, Maher, H. 1983 "A Locus of Control Inventory for Postsecondary Hearing-Impaired Students." American Annals of the Deaf, December, pp. 884-889.

MODULE OVERVIEW

OVERVIEW OF SIGN LANGUAGE, LANGUAGE & SIGN SYSTEMS
USED BY DEAF STUDENTS (2A)

MODULE DESCRIPTION: (15 hours) An exploration and review of the communication modes and languages used in public school settings, with a focus on those used by deaf children. Class activities will include a study of how those systems overlap, ways to develop flexibility in using different modes and languages, and the implications for interpreters. Sessions will focus on exposure to and an understanding of different styles of signed, oral, and/or cued messages.

PREREQUISITES FOR PARTICIPANTS:

- PDES MODULE 1A: *Diagnostic Lab I*
- PDES MODULE 1B: *Overview of Educational Interpreting*
- or permission of instructor.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Define the concept of language.
2. Describe the basic characteristics of signed and spoken languages.
3. Identify and describe the structure and use of American Sign Language.
4. Identify and describe the structure and use of spoken English.
5. Identify and describe the features of various English signing systems, cued speech, and oralism.
6. Discuss the implications of language use for interpreters in public school settings.

TOPIC OUTLINE:

- I. Introduction to Language

- A. Definition
- B. Functions and uses
- C. Components
 - 1. Phonology
 - 2. Morphology
 - 3. Syntax
 - 4. Semantics
 - 5. Pragmatics
 - 6. Paralinguistics
- D. Auditory features vs. visual features

II. Languages and Modes Used by Deaf Students

- A. American Sign Language
 - 1. Structure
 - a. Phonology
 - b. Morphology
 - c. Syntax
 - d. Pragmatics
 - e. Paralinguistics
 - 2. Use within the Deaf Community
 - 3. Use in public schools
 - 4. Discourse
- B. English
 - 1. Structure
 - a. Phonology
 - b. Morphology
 - c. Syntax

- d. Pragmatics
- e. Paralinguistics
- 2. Use within the Deaf Community
- 3. Discourse

C. Contact signing and English support systems

- 1. Systems that augment English
 - a. Oral
 - b. Oral/Aural
 - c. Cued Speech
- 2. Systems that approximate English
 - a. Signed English
 - b. PSE
 - c. S.E.E. II
- 3. Characteristics of English•like systems
 - a. Structure
 - b. Use in the Deaf Community
 - c. Use in public schools
 - d. Discourse

D. Considerations in using ASL, English, or English•like systems

- 1. Approximation of actual English
- 2. Dialects/variations
- 3. Transference of language skills between system/language and literacy/school language needs
 - a. Contrivance
 - b. Complexity/abstractness
 - c. Redundancy
 - d. Synchrony of speech and signs/cues
 - e. Acquisition and fluency by children and adults

4. Minority/majority language issues
 - a. Linguistic and cultural identity
 - b. Oppression

III. Implications of Sign Systems/Language for Educational Interpreters

A. Techniques for dealing with language/style variations

1. Code switching
2. Mix of systems/language
3. Language gaps
4. Regional/personal variations

B. Working within various educational/language philosophies

1. School philosophy
2. Parents' choices
3. Needs of the deaf child
4. Working with other support personnel
5. Language models
6. Emotional reactions to language or system

SUGGESTED READINGS AND MATERIALS:

- Baker, C. and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. (Silver Spring, MD: T.J. Publishers, Inc.). 1980.
- Bornstein, H., K. Saulnier, and L. Hamilton (Eds.) The Comprehensive Signed English Dictionary. (Washington D.C: Gallaudet University Press). 1983.
- Clark, V. P., Paul A. Eschholz and Alfred F. Rosa (Eds.) Language: Introductory Readings. (New York, NY: St. Martin's Press). 1994.
- Cokely, Dennis. Interpreting: A Sociolinguistic Model. (Silver

Spring, MD: Linstok Press). 1992.

- Fleetwood and Metzger. Cued Speech Transliteration: Theory and Application. (Silver Spring, MD: Calliope Press). 1990.
- Gustason, G., D. Pfetzing, and E. Zawolkow. Signing Exact English. (Los Alamito, CA: Modern Sign Press). 1980.
- Gustason, G. Teaching & Learning Signing Exact English: An Idea Book. (Los Alamitos, CA: Modern Signs Press). 1983.
- Interpreting by Stages. Produced by Educational Interpreter Training Project, Gibsonia, PA.
- Jones, B. E. Responsibilities of Educational Sign Language Interpreters in K-12 Public Schools in Kansas, Missouri and Nebraska. Unpublished doctoral dissertation: University of Kansas, 1993.
- Lucas, Ceil and Clayton Valli. "Language Contact in the Deaf Community", in Ceil Lucas (Ed.), The Sociolinguistics of the Deaf Community. (Washington D.C.: Gallaudet University Press). 1992.
- Northcott, W. H. Oral Interpreting: Principles and Practices. (Baltimore, MD: University Park Press). 1984.
- Valli, Clayton and Ceil Lucas. Linguistic Structure of ASL: A Resource Text for ASL Users. [book and videotape] (Washington D.C.: Gallaudet University Press). 1992.
- Valli, Clayton. ASL Linguistics. Videotape of satellite workshop on Dec. 6, 1991. Available through Waubensee Community College, Interpreter Training Project, Route 47 and Harter Rd., Sugar Grove, IL, 60554.

MODULE OVERVIEW

OVERVIEW OF CHILD AND LANGUAGE DEVELOPMENT OF DEAF CHILDREN (2B)

MODULE DESCRIPTION: (15 hours) An overview of cognitive, psychosocial, and language development of students from infancy through young adulthood. Various developmental theories will be presented, and the growth and development of both hearing and deaf children will be discussed.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 1A: *Diagnostic Lab I*
- PDES Module 1B: *Overview of Educational Interpreting*
- or permission of the instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the components of major developmental areas: cognitive, psychosocial, physical, and moral.
2. Describe the major developmental tasks of school-age children.
3. Summarize the stages of prominent developmental theories of Erikson, Piaget, and Kohlberg.
4. Define the developmental stages of language.
5. List and describe the naturally occurring process for ASL and spoken language.

TOPIC OUTLINE:

I. Developmental Tasks of School-Age Children

A. Middle childhood (6•12 years)

1. Physical skills for games

2. Sense of self/self-esteem
3. Getting along with peers
4. Social/gender roles
5. Skills in reading, writing, calculating
6. Personal independence
7. Conscience, morality, values
8. Understanding of social groups and

institutions

B. Adolescence

1. New and more mature relationships with peers
2. Social/gender roles
3. Acceptance of physique/physical abilities
4. Development of values, ethics, behavior guides
5. Preparation for career, adulthood, marriage, family life
6. Higher level academic skills
7. Emotional independence from parents and other adults

II. Areas/Stages of Development

A. Psychosocial development

1. Socialization
 - a. Cultural aspects
 - b. Linguistic aspects
 - c. Family life
2. Societal attitudes
 - a. Paternalism
 - b. Inferiorizing
 - c. Oppression

- d. Inclusion and equality
 - 3. Adaptive behaviors
 - 4. Erikson's theory of psychosocial development
 - a. Stages
 - b. Resolution of stages
 - 5. Current perspectives
 - a. Cultural models
 - b. Bilingual/bicultural approach
 - 6. Testing of psychosocial development
- B. Cognitive development**
- 1. Areas
 - a. Learning
 - b. Perception
 - c. Memory
 - d. Intelligence
 - e. Sensorimotor skills
 - f. Social thinking
 - g. Reasoning
 - 2. Past studies of deaf children's cognitive development
 - a. Pintner studies
 - b. Myklebust studies
 - c. Furth studies
 - e. Rosenstein and Vernon
 - 3. Piaget's theory of cognitive development
 - a. Principles
 - b. Stages
 - (1) Sensorimotor
(infancy-2 yrs)
 - (2) Pre-operational (2
•7 yrs)

- (3) Concrete
- Operational (7•11 yrs)
- (4) Formal operational
- (11•adult)
4. Testing of cognitive development
 5. Influences on cognitive development and processing
 - a. Communication environment
 - (1) Home
 - (2) School
 - b. Socioeconomic status
 - c. Degree of hearing loss
 - d. Additional disabilities

C. Language development

1. Definitions
 - a. Language
 - b. Functions
 - c. Components
 - d. Foundations for development
2. Stages of acquisition
 - a. Pre•verbal vocalizations/early signing
 - b. Two and three word/sign utterances/productions
 - c. Development of complexity
 - (1) Phonology/handshapes
 - (2) Syntax•English/sign
 - (3) Semantics
 - (4) Pragmatics
 - d. Expressive/receptive skills

- e. Language use/interaction skills
 - 3. Factors that affect language development
 - a. Input/interactions
 - (1) Primary care givers/family
 - (2) Media
 - (3) Outside influences
 - b. Sign language/spoken language development of deaf children
 - (1) Nativization/denativization choice
 - (2) Methodology
 - (3) Code switching
 - 4. Testing of language development
- D. Moral development
 - 1. Definition of moral behavior
 - 2. Age changes and interpretation of rules
 - 3. Moral decisions
 - 4. Theories of moral development
 - a. Kohlberg's theory of moral reasoning
 - (1) Level 1 • Pre-conventional morality
 - (2) Level 2 • Conventional morality
 - (3) Level 3 • Post-conventional morality
 - b. Gilligan's theory of moral development and morality
 - (1) Concepts of self

(2) Crisis and
transition stages

5. Testing of moral development

SUGGESTED READINGS AND MATERIALS:

- Adams, John W. You and Your Hearing Impaired Child: A Self Instructional Guide for Parents. (Washington, D.C.: Gallaudet University Press). 1988.
- "Eriksonian Developmental Stages." Encyclopedia of Psychology. Volume 1, pp. 501-502. (New York: John Wiley & Sons). 1994.
- Interpreting by Stages: Individualize Your Interpretation to Match the Students' Developmental Stage. (2 videotape set) The Distance Learning Center, 1-800-446-5607, ext. 292.
- "Piaget's Theory." Encyclopedia of Psychology. Volume 3, pp. 86-89. (New York: John Wiley & Sons). 1994.
- Martin, David. Advances in Cognition, Education, and Deafness. (Washington, D.C.: Gallaudet College Press). 1991.
- Martin, David. Cognition, Education and Deafness: Directions for Research and Instruction. (Washington, D.C.: Gallaudet College Press). 1985.
- Moores, Donald. Educating the Deaf: Psychology, Principles and Practices. (Boston: Houghton Mifflin Company). 1978.
- Moores, Donald and Katherine P. Meadow-Orlans. Educational and Developmental Aspects of Deafness. (Washington, D.C.: Gallaudet College Press). 1990.
- Sachs, Oliver. Seeing Voices. (Berkeley: University of California Press). 1989.
- Vestberg, Palle. Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. (Washington, D.C.: Gallaudet Research Institute Working Paper 89-2). 1989.
- Watkins, Susan, ed. SKI*HI Resource Manual: Family-Centered, Home-Based Programming for Infants, Toddlers, and Preschool-Aged

Children with Hearing Impairment. (Utah: H.O.P.E., Inc.). 1993.

HANDOUTS:

- #1 Erikson's Stages of Psychological Development
- #2 Kohlberg's Stages of Moral Reasoning
- #3 Piaget's Stages of Cognitive Development
- #4 Wilkes, Elizabeth. "A Description of Language Development for Parents." The Volta Review. Oct/Nov, 1981.
- #5 Writing Samples of Deaf or Hard of Hearing Students

MODULE OVERVIEW

COMMUNICATION AND TRAINING IN REHABILITATION SETTINGS (2R)

MODULE DESCRIPTION: (15 hours) A comprehensive overview of the continuum of phases and activities of the vocational rehabilitation (VR) process. Topics covered in the module include the case status classification structure, the evaluation phase of the VR process, the development and implementation of the Individual Written Rehabilitation Plan (IWRP), job placement, and case studies.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 1R: *Introduction to the Rehabilitation Process*
- **or** permission of instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the case status classification system used throughout the VR process.
2. Describe the Individualized Written Rehabilitation Plan (IWRP).
3. Describe and discuss the phases of evaluation; intake interview, medical examinations, medical specialist examinations, psychological examinations, and vocation/work evaluations.
4. Describe the activities related to job placement including job surveys and job interviews.
5. Discuss the interpreter's role, responsibilities, and ethical considerations in each of the phases of the rehabilitation process.

TOPIC OUTLINE:

I. Case Status Classification System

- A. Status 00 Initial Referral
 - 1. Referral source and date
 - 2. Basic information needed from applicant
 - a. Name and address
 - b. Disability
 - c. Age and sex

- B. Status 02 Application process
 - 1. Determination of eligibility
 - 2. Evaluation services available
 - a. Medical
 - b. Hearing
 - c. Vocational
 - (1) Interest
 - (2) Aptitude
 - (3) Academic achievement
 - (4) Psychological
 - (5) Other

- C. Status 06 Extended Evaluation
 - 1. Certificate of eligibility required
 - 2. Types of extended services
 - a. Communication skills training
 - b. Personal and social adjustment
 - c. Remedial education
 - d. Continued vocational evaluation

- D. Status 08 Case closed from applicant status, referral, and extended evaluation statuses

1. Certificate of ineligibility required
 2. Personal letter sent
 3. Interpreted interview conducted to explain to applicant reasons for closure
 4. Appeal procedures explained
- E. Status 10 Applicant accepted and IWRP development
1. Certificate of eligibility completed
 2. Documentation required
 - a. Existence of physical or mental condition
 - b. Extent of the handicap limitations
 - c. How disability prevents persons from securing or maintaining employment
 - d. Explanation of expectations of success
 3. IWRP Development
 - a. Intake interview
 - (1) Histories taken
 - (a) Family
 - (b) Social
 - (c) School
 - (d) Work
 - (2) Results of medical evaluations
 - (3) Psychological information
 - (4) Aptitudes, abilities, and interests of client detailed
 - b. Rehabilitation diagnosis
 - (1) Information on

potential job areas

- (2) Intermediate and long term objectives established
- (3) Services needed to accomplish employment objectives
- (4) Evaluation methods for goals
- (5) "Meaningful Participation"

F. Status 12 IWRP plan completed

II. Training and Services

A. Status 14 Counseling and guidance only services

1. May be the only services needed
2. May be used when services not progressing

B. Status 16 Physical and Mental Restoration

1. Medical/Surgical
2. Psychiatric
3. Therapeutic
4. Prosthetics
5. Hospitalization
6. Convalescent care/Nursing services

C. Status 18 Training

1. Client begins receiving services
2. Training reports/grades provided
3. Types of training
 - (a) College programs
 - (b) Vocational training programs
 - (c) On•the•job training

- (d) Other
 - 4. Support services provided
 - (a) Notetaking in classes
 - (b) Tutoring
 - (c) Interpreting
 - (d) Supplemental skills
- development
 - (e) Personal assistant
- D. Status 20 Ready for Placement
 - 1. Client ready for employment, not yet placed
 - 2. Services are completed
 - 3. Job surveys conducted
 - 4. Job Interviews
 - a. Counselor prepares consumers for job interview
 - b. May conduct role plays
- E. Status 22 Placement in Employment
 - 1. VR counselor explains to employer process and needs of deaf/hard of hearing employee
 - 2. Support services provided
 - a. Interpreting
 - b. On•the•job adjustment period
 - c. Job coach
- F. Status 24 Case Services Interrupted
 - 1. Office interview conducted
 - 2. Rehabilitation process re-explained
 - 3. Client returned to status or closed
- G. Status 26 Case closed as successfully rehabilitated

consumer

1. Services provided according to IWRP
2. Achieved objectives of IWRP
3. Maintained employment for 60 days

H. Status 28 Case closed as unsuccessful rehabilitation (after IWRP completed)

I. Status 30 Case closed before IWRP written but after acceptance as a consumer for VR

J. Status 32 Post employment status

III. Interpreting in Various VR Settings

A. Qualifications

1. Knowledge of wide range of communication modalities
2. Experience in variety of settings
3. Appropriate attitude
4. Knowledge of the VR process
5. Professional behavior

B. Variety of situations

1. Intake procedures
2. Counseling interviews
3. Individual and/or group psychological counseling sessions
4. Medical examinations and treatment
5. Psychological testing
6. Vocational adjustment services
7. College and training programs
8. Job interviews

9. On•the•job training
10. Work adjustment periods

C. Role and responsibilities

1. Preparation for assignment
 - a. Information about situation and services to be provided
 - b. Information about consumers of interpreting services
 - (1) Mode of communication to be used by deaf person
 - (2) Terminology used in situation
 - c. Physical setting
 - d. Hiring and billing procedures
2. Introductions and explanation of role
 - a. Done by VR professional
 - b. Interpreter as member of rehabilitation team
3. Establishing rapport with consumer and counselor
4. Meeting the communication needs of all parties
 - a. Issues in testing
 - b. Technical jargon
 - c. Importance of clarity and complete understanding
5. Staying with case throughout whole process

D. Management of interpreting situations

1. Role and ethical challenges
 - a. Need to receive/give information about situation/client

- b. Confidentiality
 - c. Explaining and staying in role
in various situations
 - d. Impartiality
 - e. Acceptance of assignments in
unfamiliar situations
 - f. Therapy situations
 - (1) Influence of
interpreter's presence
 - (2) Privileged
information
 - g. Handling difficult
communication or miscommunication
 - h. Interpreting written information
2. Consumers with special needs
- a. Deaf/blind consumers
 - b. Deaf consumers with minimal
language skills
 - c. Counselors, employers, trainers
unprepared to work with deaf consumers

SUGGESTED READINGS AND MATERIALS:

- Cassell, J.L., and Mulkey, S.W. (1985) Rehabilitation Caseload Management: Concepts and Practice. ProEd: Austin, TX.
- Interpreters in Vocational Rehabilitation: Module 2 & 3. Produced at the University of Tennessee by the National Interpreter Training Center, August 1994 - June 1995. (Copies can be obtained from [The Oklahoma Clearing House, Oklahoma State University, NCHRTM, 816 West 6th St., Stillwater, OK 74078.]
Interpreter Services for Deaf Clients: Guideline for Rehabilitation Personnel. Institute on Rehabilitation Issues. (Research and Training Center, University of Wisconsin-Stout, Menomonie, WI.) 1980.

- Northup, Barbar E. and Taff-Watson, Myra. "Interpreting in the Rehabilitation Setting" Workshop Curriculum Guides for Interpreter Trainers, (RSA Region VI Interpreter Training Project, University of Arkansas: Little Rock, AR.) 1988.
- Nowell, Richard C. and Marshak, Laura E. Understanding Deafness and the Rehabilitation Process. MASS: Allyn and Bacon, 1994.
- Roessler, R.T. and Rubin, S.E. Case Management and Rehabilitation Counseling, 1992.
- Rubin, Stanford E. and Roessler, Richard T. Foundations of the Vocational Rehabilitation Process, Fourth Ed, TX: Pro-ed Inc., 1995.

MODULE OVERVIEW

INTRODUCTION TO DISCOURSE ANALYSIS (3A)

MODULE DESCRIPTION: (15 hours) A study of conversational exchanges in English and ASL including: structure of exchanges, initiation and response, language use and underlying meanings, conversational roles, the use of nonverbal and paralinguistic aspects, linguistic structure and propositional analysis. Also included will be the application of discourse analysis techniques to classroom discourse and the task of interpreting in educational settings.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 2A: *Overview of Sign Language, Language and Sign Systems Used by Deaf Children*
- PDES Module 2B: *Overview of Child and Language Development of Deaf Children*
- **or** permission of Instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Understand the sociolinguistic aspects of communication (social settings and functions, register, variation, etc.) and how these aspects of communication specifically apply in school settings.
2. Discuss the concept of discourse as dynamic interaction, especially in terms of teacher-student talk, and peer-peer talk both in and out of the classroom.
3. Define coherence and cohesion in ASL and English discourse.
4. Discuss the discourse structure of interaction in a hearing classroom.
5. Discuss the discourse structure of interaction in a deaf classroom.
6. Discuss the discourse structure of interaction as it is interpreted.
7. Discuss the implications of the above analyses for interpreting interaction in the classroom.

TOPIC OUTLINE:

I. Discourse in School Environments

A. Definition of discourse

1. Discourse structure

- a. Organization
- b. Coherence
- c. Introduction and changing of topics
- d. Interruptions
- e. Asking of questions
- f. Flow
- g. Conversational signals

2. Discourse functions

- a. Goals
- b. Objectives
- c. Propositions
- d. Details

3. Levels of understanding and meaning

- a. Underlying logic
- b. Inferences
- c. Closure
- d. Prior knowledge
- e. Preliminary assumptions

4. Roles and expectations of participants

- a. Politeness
- b. Anticipation and prediction
- c. Making sense of discourse
- d. Shared experiences of participants

B. Contexts

1. Social

a. Roles and expectations

b. Groups

(1) Students•teacher

(2) Individual student

•teacher

(3) Student to student

(4) Group of students

(5) Individual

c. Social intimacy of schools

d. Teacher as social

mediator/manager of day

2. Linguistic

a. Speech events

(1) Lecture

(2) Group interaction

activities

(3) Dialogue and

conversations

(4) Group discussion

(5) Audio/visual

display

(6) Seat work

(7) Others

b. Speech acts of teacher

(1) Informing

(2) Convincing

(3) Educating

(4) Entertaining

(5) Challenging

(6) Reprimanding

(7) Commanding

(8) Complaining

(9)

Inspiring

c. Speech acts of students

(1) Answering

(2) Questioning

(3) Informing

(4) Convincing

(5) Social interaction

d. Subject areas

(1) Language arts

(2) Mathematics

(3) Science

(4) Business and

computers

(5) Physical Education

(6) Creative Arts

(7) Social Studies

(8) Second language

learning

(9) Pre•vocational

courses

C. Cultural

1. Standardization of school activities

2. Rules of various social relations

3. Cross cultural considerations

4. Specific behaviors for students and teachers

D. Physical

1. Settings

a. Classroom

b. Large group activities

- c. Meetings
- 2. Physical proximity
- 3. Time delineation
- 4. Rules for movement, seating
- 5. Waiting

E. Similarities/differences in elementary and secondary settings

II. Implications for Interpreting

A. Comprehension of discourse features

- 1. Structure
- 2. Functions
- 3. Roles and expectations
- 4. Contexts
 - a. Social
 - b. Linguistic
 - c. Cultural
 - d. Physical

B. Equivalence in interpreted message

- 1. Overall message match
 - a. Affect
 - b. Register
 - c. Style
 - d. Message
 - e. Purpose
- 2. Matching discourse features
 - a. Organization
 - b. Coherence
 - c. Introduction and changing of

topic

- d. Interruptions
 - e. Asking questions
 - f. Flow
 - g. Conversational signals
3. Matching consumer style
 - a. Cultural considerations
 - b. Feedback cues
 - c. Linguistic style/characteristics

SUGGESTED READINGS AND MATERIALS:

Main Course Texts:

- Cazden, Courtney. Classroom Discourse. (Portsmouth, NH: Heinemann Educational Books, Inc.). 1988.
- Hatch, Evelyn. Discourse and Language Education. (New York: Cambridge University Press). 1992.

Other Readings:

- Baker-Shenk, C. A Microanalysis of the Non-Manual Components of Questions in American Sign Language. (Ph.D. dissertation, University of California, Berkeley). 1983.
- Coppock, P.J. "Interpreting Discourse-signs for the Future?" J. Plant-Moeller (Ed.). Expanding Horizons, Proceedings of the Twelfth National Convention of the Registry of Interpreters for the Deaf. (Silver Spring, MD: RID Publications).
- DiPietro, R.J. Strategic Interaction. (Cambridge: Cambridge University Press). 1987.
- Gumperz, John. Discourse Strategies. (Cambridge: Cambridge University Press). 1982.
- Halliday, M.A.K. and R. Hasan. Cohesion in English. (London: Longman Group Limited). 1976.
- Jackson, Philip W. Life in Classrooms. (New York: Teachers College Press). 1990.
- Locker McKee, R.M. Footing Shifts in American Sign Language

- Lectures. (Ph.D. dissertation, University of California, Los Angeles). 1992.
- Mather, Susan A. "Visually Oriented Teaching Strategies with Deaf Preschool Children." Lucas (Ed.), The Sociolinguistics of the Deaf Community. (New York: Academy Press). 1989.
 - Roy, C.B. "Features of Discourse in an American Sign Language Lecture." Lucas (Ed.), The Sociolinguistics of the Deaf Community. (New York: Academy Press). 1989.
 - Roy, C.B. A Sociolinguistic Analysis of the Interpreter's Role in the Turn Exchanges of an Interpreted Event. (Unpublished dissertation: Georgetown University, Washington D.C.). 1989.
 - Tannen, Deborah. Conversational Style: Analyzing Talk Among Friends. (Norwood, NJ: Ablex). 1984.
 - Tannen, Deborah. That's Not What I Meant!: How Conversational Style Makes or Breaks Your Relationships. (New York: William Morrow). 1986.
 - Winston, E.A. "Analyzing the Task of the Mainstream Interpreter." (Conference of Interpreter Trainers). 1991.
 - Winston, E.A. Spatial Referencing and Cohesion in an American Sign Language Text. *Sign Language Studies* 73:397-410. 1991.
 - Winston, E.A. "Space and Involvement in an American Sign Language Lecture." J. Plant-Moeller (Ed.). Expanding Horizons, Proceedings of the Twelfth National Convention of the Registry of Interpreters for the Deaf. (Silver Spring, MD: RID Publications). 1992.
 - Winston, E.A. Spatial Mapping in Comparative Discourse Frames in an American Sign Language Lecture. (Ph.D. dissertation, Georgetown University, Washington D.C.). 1993.
 - Zimmer, June. "Toward a Description of Register Variation in American Sign Language." Lucas (Ed.). The Sociolinguistics of the Deaf Community. (New York: Academy Press). 1989.
 - Zimmer, June. "ASL/English Interpreting in an Interactive Setting." Hammond (Ed.). Proceedings, 30th Annual Conference of the American Translators Association. (Medford, NJ: Learned Information, Inc). 1993.
 - Zimmer, June. "Discourse Analysis as a Tool for Teaching

Translation and Interpretation." Winston (Ed.). Student Competencies: Defining, Teaching, and Evaluating, Ninth National Convention. (Conference of Interpreter Trainers, Denver, CO). 1993.

MODULE OVERVIEW

OVERVIEW OF U.S. PUBLIC AND DEAF EDUCATION (3B)

MODULE DESCRIPTION: (15 hours) An overview of public education and deaf education practices in the United States including: philosophies and purposes of education; selected legislation related to education; schools as society; areas of emphasis; school organization; issues and social problems; financial considerations; and accountability. The education of deaf children will be considered from a sociocultural view and in relation to public school education.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 2B: *Overview of Child & Language Development of Deaf Students*
- **or** permission of instructor

MODULE DESCRIPTION: Upon completion of this module the participant will be able to:

1. Give a brief history of public education and Deaf education in the United States.
2. Discuss the purposes of education and the roles of public and special schools.
3. Describe the major areas of emphasis in school programs: general, exploratory, personal, health/physical, and vocational.
4. Explain the basic hierarchy, funding sources, and related legislation of state and local school systems.
5. List and describe political/social issues that schools must consider.
6. Discuss the school as an element of society and the local community.
7. Explain commonly used educational philosophies.
8. Discuss, in general, the sociocultural aspects of the past, present, and

future of deaf education.

9. Discuss possible future directions for public schools and programs for deaf children in the U.S.

TOPIC OUTLINE:

I. Overview of Education in the U.S.

A. Historical Perspectives

1. Colonial period

2. Expanded curriculum•practical nature

•1800's

a. Normal schools established for teachers

b. Compulsory attendance laws enacted in many states

3. 1876•1920

a. Child development theories considered in curriculum

b. Influence of John Dewey

c. Student focused education

4. 1920•Present

a. Difficulties of minority and immigrant groups

b. Social•centered schools replace child•centered

c. Broadened curriculum

d. Federally supported programs

1. National Science

Foundation

2. Head Start

3. Programs for

handicapped and disadvantaged

- e. Increasing use of technology in the classroom
- f. Back to basics direction
- 5. Development of special education opportunities
 - a. Before 1950's••residential schools
 - b. 1950's•60's••Special class
 - c. 1971••PA Association for Retarded Citizens v. the Commonwealth of PA
 - d. 1973••Rehabilitation Act, section 504
 - e. 1975••P.L. 94•142 Education for All Handicapped Children Act
 - f. 1970's•80's••integration of disabled students into classes
 - g. 1986••Regular Education Initiative
 - h. IDEA
 - i. 1990••ADA

B. Roles of schools

1. Preservation of traditions and heritage
2. Agent of societal change
3. Reflection of society as is

C. Areas of emphasis

1. General education
2. Exploratory education
3. Personal education
4. Health and physical education
5. Vocational education

D. Organization of schools

1. Hierarchy
 - a. Within state government
 - b. Within individual schools
2. Financial aspects
 - a. Budget considerations and process
 - b. State and Federal aid
 - c. Local
3. Accountability

E. Political/Social considerations

1. Busing and desegregation
2. Minority groups and equal opportunity
3. Disciplinary problems
4. Drugs and alcohol
5. Sex discrimination
6. Sex education and health issues
7. Special education
8. Student rights and privacy
9. Changing family structure
10. Due process

F. School as an element of society

1. Culture, traditions, customs
2. Changing student populations
3. Expectations from parents
4. Regulations for behavior, dress, speech
5. School rituals
6. Signs and emblems
7. Social groups
8. Community schools

- G. Educational philosophies
 1. Essentialism
 2. Perennialism
 3. Behaviorism
 4. Experimentalism
 5. Reconstructionism
 6. Existentialism

- H. Use of technology and media

II. Education of Deaf Children in the United States

- A. Historical aspects

1. Spain
2. Gallaudet and Clerc •
 - First school for the deaf in the U.S.
3. Spread of education of the deaf in the U.S.
 - a. State residential schools for the deaf
 - b. Day schools for deaf children
 - c. Movement toward oral education for deaf children
 - (1) Milan Conference
 - (2) Influence of Horace Mann
 - (3) Lexington School for the Deaf
 - (4) Clarke School for the Deaf

B. Oral vs. Manual controversy

1. Effects on education of deaf children
2. Effects on the Deaf Community
3. Effects on residential schools for deaf children

C. Legislation affecting education of deaf children

1. Public law 93•112 Vocational Rehabilitation Act of 1973 Section 504
2. P.L. 94•142 Education for All Handicapped Children Act, 1975
3. P.L. 99•457 Early Intervention
4. I.D.E.A.
5. A.D.A.

D. Movement toward mainstreaming

1. Program options
2. Educational teams
3. Use of interpreters
4. Placement considerations
5. Effects of mainstreaming

E. Importance of residential schools for the deaf

1. Linguistic
2. Social
3. Cultural

F. Commission on Education of the Deaf Report to Congress - 1988

1. Failures of deaf education
2. Recommendation for the future
 - a. Meeting individual linguistic and educational needs of deaf children

- b. Concept of center schools
- c. Minority Deaf students

SUGGESTED READINGS AND MATERIALS:

- Bowe, Frank. Approaching Equality: Education of the Deaf. (MD: T.J. Publishers). 1991.
- Brameld, Theodore. Education for the Emerging Age. (NY: Harper and Row) 1965.
- Commission on Education of the Deaf, Toward Equality: Education of the Deaf. (Washington D.C.: U.S. Federal Government). 1988.
- Higgins, Paul C. Outsiders in a Hearing World: A Sociology of Deafness. (CA: Sage Publications). 1980.
- Higgins, Paul C. and J.E. Nash., eds. Understanding Deafness Socially. (Washington, DC: Gallaudet University Press). 1987.
- Johnson, J.A., H.W., Collins, V.L. Dupuis, J.H. Johanson. Introduction to the Foundations of American Education. 6th ed. (MA: Allyn and Bacon, Inc.). 1985.
- Kluwin, Moores, and Gaustad, eds. Toward Effective Public School Programs for Deaf Students: Context, Process & Outcomes. (NY: Columbia University, Teachers College Press). 1992.
- Moores, Donald. Educating the Deaf: Psychology, Principles, and Practices. (Boston: Houghton Mifflin). 1987.
- The National Association of State Directors of Special Education. Deaf and Hard of Hearing Students Educational Service Guidelines. (VA: NASDE).
- Paul, Peter V. & Stephen P. Quigley. Education and Deafness. (NY: Longman). 1990.
- Shalfritz, Koeppe and Soper, eds. The Facts on File Dictionary of Education. (NY: Facts on File). 1988.
- Walker, L. A. Hand, Heart and Mind: The Story of the Education of America's Deaf People. (New York, NY: Dial Books). 1994.
- Winefield, R. Never the Twain Shall Meet: Bell, Gallaudet and the Communications Debate. (Washington, D.C.: Gallaudet University Press).

1987.

- Wirsing, M. Teaching and Philosophy: A Synthesis. (NY: Houghton Mifflin). 1972.

MODULE OVERVIEW

INTERPRETING IN REHABILITATION SETTINGS I

(3R)

MODULE DESCRIPTION: (15 hours) Lab activities will focus on interpreting situations that occur throughout the rehabilitation process between consumers and rehabilitation personnel. These situations include: intake interviews; medical, psychological, and vocational evaluations; extended services such as communication skills training and personal/social counseling; and consultation during the development of the Individualized Written Rehabilitation Plan (IWRP). Interpreting practice sessions will be based on simulated or videotaped events and allow for group discussion of all the processes involved in interpreting effective, equivalent messages between consumers, counselors, and other rehabilitation personnel. Also discussed will be the interpreter's role, responsibilities, and ethics in these types of rehabilitation situations.

PREREQUISITES FOR PARTICIPANTS:

- Module 2R: *Communication and Training in Rehabilitation Settings*
- or permission of the instructor.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the rehabilitation process that occurs between consumers and rehabilitation personnel.
2. Discuss specialized terminology that occurs in various rehabilitation situations.
3. Explain the role and responsibilities of the interpreter to various rehabilitation personnel.
4. Demonstrate the ability to interpret in a variety of rehabilitation

settings using communication methods appropriate to individual consumers.

5. Discuss and offer responses to ethical or role challenges.

OUTLINE:

I. Rehabilitation Settings/Situations

A. Intake interviews

1. Basic information gathering
2. Histories
 - a. Family
 - b. Social
 - c. School
 - d. Work

B. Evaluations

1. Medical
2. Psychological
3. Vocational

C. Extended Services

1. Communication skills training
2. Personal/social counseling
3. Remedial education
4. Continued vocational evaluation

D. Consultation between Rehabilitation Counselor and Consumer

1. Development of the IWRP
2. Preparation for employment

E. Special considerations for interpreting

1. Establishing working relationships with consumer and service provider
2. Explanation of role to service providers and consumers
3. Establishing effective communication
4. Clarity and effectiveness of interpreting
5. Difficulty in understanding by interpreter or consumer
6. Specialized and technical vocabulary
7. Dealing with written language
8. Requests to perform duties outside interpreting role
9. Interpreting standardized tests
10. Hiring and billing procedures

II. Interpreting Process

A. Preparation

1. Determining consumer's preferred mode of communication
 - a. Information from VR counselor
 - b. Consultation with consumer
 2. Specialized vocabulary
 3. Knowledge of event
 - a. Participants
 - b. Types of activities
 - c. Types of interactions
 4. Explanation of interpreter's role
 5. Positioning
 6. Technical aspects
- anticipated

III. Role and Ethical Considerations

A. RID Code of Ethics and interpreting in rehabilitation settings

B. Special situations

1. Consumer aligning with interpreter
2. Knowledge by interpreter of ineffective or inappropriate consumer behavior, attitude, or motivation
3. Deaf consumer or interpreter does not acknowledge lack of full understanding
4. Reporting of consumer attendance
5. Competence of service provider in working with deaf consumers
6. Chemically dependent consumers
7. Interpreter blamed for lack of success of consumer in particular area
8. Counselors who use sign language ineffectively
9. Requests to perform duties other than interpreting
10. Requests to the interpreter to provide information about deaf people, the Deaf Community, or sign language

SUGGESTED READINGS AND MATERIALS:

- Anderson, G.B. & Carnahan, S.C. (1993). State VR Agency Priorities for Improving the Delivery of Interpreting Services to Individuals Who Are Deaf and Hard of Hearing. University of Arkansas Rehabilitation Research and Training Center for Persons who are Deaf or Hard of Hearing. Little Rock, AR.
- Frishberg, Nancy. (1990) Introduction to Interpreting. Registry of

Interpreters for the Deaf, Inc. Silver Spring, MD.

- Northup, B.E. and Taff-Watson, M. (1988) "Interpreting in the Rehabilitation Setting" Workshop Curriculum Guides for Interpreter Trainers, Volume 2. (RSA Region VI Interpreter Training Project: University of Arkansas: Little Rock, AR.) 1988.
- The Interpreter in Vocational Rehabilitation "Module 1 - Referral and Intake," and "Module 2 - Development of the IWRP and the Delivery Phase," Produced by the National Interpreter Training Center at the University of Tennessee. Copies can be obtained from [The Oklahoma Clearing House, Oklahoma State University, NCHRTM, 816 West 6th St., Stillwater, OK 74078]).

MODULE OVERVIEW

COMMUNICATION ASSESSMENT TECHNIQUES FOR EDUCATIONAL INTERPRETERS (4A)

MODULE DESCRIPTION: (15 hours) An examination of techniques used to informally assess the language used by deaf students, hearing students, and teachers, and the communication events that occur in educational settings. Also included will be techniques for using information gathered in formal and informal assessments to interpret in the most effective manner for all participants.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 3A: *Introduction to Discourse Analysis*
- PDES Module 3B: *Overview of U.S. Public and Deaf Education*
- **or** permission of instructor

MODULE OBJECTIVES:: Upon completion of this module participants will be able to:

1. Analyze the factors that influence effective interpreting in the classroom.
2. Analyze the visual accessibility of a hearing classroom.
3. Analyze the visual accessibility of an interpreted classroom.
4. Analyze the discourse structure of interaction in a hearing classroom.
5. Analyze the discourse structure of interaction in a deaf classroom.
6. Analyze the discourse structure of interaction as it is interpreted.
7. Discuss implications of the above analyses for interpreting interaction in the classroom.

TOPIC OUTLINE:

- I. Review of Language and Communication Characteristics

A. Language characteristics

1. Phonology
2. Morphology
3. Syntax
4. Semantics
5. Pragmatics
6. Paralinguistics

B. Teacher's language

1. Purposes
 - a. Didactic
 - b. Requests for action/certain behavior
 - c. Knowledge checks
 - d. Monitoring/evaluating
 - e. Phatic interaction
2. Characteristics
 - a. Formal, highly structured
 - b. Goal, content oriented
 - c. Includes language relating to situations from immediate, past, present, prediction, and imagination
 - d. Incorporates knowledge about situation, participants, expectations
 - e. Meta-language developed
 - f. Speech more rapid
 - g. More complex and larger vocabulary than children

C. Child's Language

1. Purposes
 - a. Interaction with others

- b. Controlling behavior of self and others
- c. Exploring
- d. Creating own environment
- e. Communicating about content

2. Characteristics

- a. Functional and expressive
- b. Inclusive of all aspects of experience and feelings
- c. Variable forms evolve over time
- d. Grammatical structures different from adults
- e. Use situational cues, context to understand
- f. Meanings depend on and restricted by understanding of world
- g. Connected with overall development

3. Considerations in assessing deaf child's language/communication

- a. Input, past/present
- b. Use of various channels: visual/auditory/tactile
- c. Language and system used/understood
- d. Input vs. intake
- e. Language models and access

II. Assessment Techniques for Interpreters

A. Visual accessibility factors to be considered in assessing classroom situations

1. Teaching Styles and visual accessibility
2. Interpretability of the setting
3. Combining the nature of the classroom, the nature of visual learning and the nature of the interpreting process
4. Suggestions, solutions and alternative

B. Children's language skills to be considered in assessing classroom situations

1. English and ASL syntax
 - a. Signed/spoken in conversation/class activities
 - b. Written English
2. Semantic development
 - a. Individual vocabulary understood/used
 - (1) Signed
 - (2) Spoken
 - b. Ability to add to vocabulary
 - c. Use in written English
3. Pragmatics
 - a. Understanding and use of communication tasks, goals
 - b. Ability to use verbal/signed and nonverbal communication strategies
 - c. Self initiation
 - d. Ability to correct
 - e. Regularity of use
 - f. Ability to achieve goals on own or with interpreter

C. Discourse factors to be considered in assessing classroom situations

- a. Situations: with and without an

interpreter

- (1) With teachers
- (2) Class activities
- (3) With other students
- (4) Within school

environment

- (5) With support

personnel

b. Settings

- (1) Lectures
- (2) Class participation

activities

- (3) Small group

situations

- (4) Assemblies/large

group situations

- (5) One to one with

teacher/other personnel

- (6) One to one with

peers/students

c. Modes/mix of

expression/reception in various settings

- (1) Speech
- (2) Signed English
- (3) Writing
- (4) Gesture/mime
- (5) ASL
- (6) Speechreading
- (7) Fingerspelling

D. Communication factors to be considered in assessing the classroom environment

1. Content and vocabulary

2. Goals of lesson/activity
3. Teaching style
4. Interaction patterns of class
5. School vernacular
6. Expected English and Sign Language

level/skills

III. Implications for Interpreters

A. Interpreter's role in assessment

1. Negotiation of communication environment
2. Dealing with code switching
3. Using information from team members
4. Ethical considerations

B. Using information from formal language/communication assessments

1. Consultation with support personnel related to results of formal tests

- assessment
- a. Spoken/signed language
 - b. Speech assessment
 - c. Audiological assessment
 - d. Reading assessment
 - e. Writing assessment

2. Working with support personnel toward goals

3. Developing a team approach

SUGGESTED READINGS AND MATERIALS:

- Sign Enhancers Videotapes -- Available from Sign Enhancers, Inc., 1913 Rockland Dr., NW, Salem, OR, 97304. Phone: (800) 76-SIGN-1.

- PDES Videotapes, The Public School in Action. (CT: NCCC). 1992.
- Cazden, Courtney. Classroom Discourse. (Portsmouth, NH: Heinemann Educational Books, Inc). 1988.
- Hatch, Evelyn. Discourse and Language Education. (New York: Cambridge University Press). 1992.
- Interpreting by Stages. (video) Produced by Educational Interpreter Training Project. Gibsonia, PA.
- Johnson County Community College. Instructional Videotape on Analyzing Visual Accessibility in the Classroom. Available by contacting: JCCC (913) 469-8500.
- Winston, E.A. "Mainstream Interpreting: An Analysis of the Task. In L. Swabey (Ed.), The Challenge of the 90's: New Standards in Interpreter Education, Proceedings of the Eight National Convention, Conference of Interpreter Trainers, Pomona, CA. 1990.

MODULE OVERVIEW

LANGUAGE, LEARNING, AND DEAF CHILDREN (4B)

MODULE DESCRIPTION: (15 hours) An overview of the language acquisition and cognitive development processes in hearing and deaf children. Included will be discussion of normal first language acquisition and use, second language learning, and both as they relate to deaf children; the development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and the impact of first language acquisition on second language learning; the cultural ramifications of diglossia in the classroom; and implications for interpreters.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 3B: *Overview of U.S. Public and Deaf Education*
- or permission of the instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Discuss the relationship between cognitive development and language development.
2. Discuss first language acquisition, and second language learning.
3. Discuss the implications of early and consistent language access, and the impact of English-dominant classrooms on deaf and hard of hearing learners.
4. Differentiate between social language and academic language, and relate to educational implications for deaf and hard of hearing learners in mainstream environments.
5. Describe requisite conditions for optimal academic achievement by deaf and hard of hearing students in mainstream environments.
6. Discuss the ramifications of the role of the educational interpreter in the language development process.

TOPIC OUTLINE:

I. Communication, Language, and Cognition

A. Communication vs. language

1. Components/characteristics of communication
 - a. Sender
 - b. Receiver
 - c. Mode/medium
 - d. Message
2. Components/characteristics of language
 - a. Human ability
 - b. Rule governed
 - (1) graphophonics
 - (2) syntax
 - (3) semantics
 - (4) pragmatics
 - c. Displacement
 - d. Productivity
 - e. Duality
 - f. Cultural transmission

B. Components/characteristics of cognition

1. Schema
2. Assimilation
3. Accommodation
4. Cognitive Development/maturation

C. Cognition and language acquisition/development

1. The child's cognitive abilities

2. The child's cognitive strategies
3. The child's conceptual knowledge

II. Language Acquisition vs. Language Learning

A. Language acquisition

1. Language Acquisition Device (LAD)
2. Optimal period for language acquisition
3. Critical age for language acquisition
4. Accessible exposure
5. First language (L1) acquisition in hearing children
6. First language (L1) acquisition in deaf and hard of hearing children

B. Language learning

III. Signed Language vs. Sign Language

A. Signed Language

1. Signed English
2. Contact signing
3. Cued speech

B. Sign Language

1. ASL
2. BSL
3. LSQ

C. Simultaneous communication (SimCom)

D. Balanced bilingualism

IV. Social Aspects of Language Acquisition/Development

- A. Social deprivation
- B. Halliday's functional categories of language development
- C. Pragmatic aspects of context
- D. Basic Interpersonal Communication Skills (BICS)
- E. Considerations for the deaf or hard of hearing child
 - 1. Problems
 - 2. Solutions

V. Academic Aspects of Language Acquisition/Development

- A. Cognitive Academic Language Proficiency (CALP)
- B. Second Language (L2) Acquisition
- C. Considerations for the deaf or hard of hearing child
 - 1. Problems
 - 2. Solutions

VI. Diglossia, Language Choice and English-Dominant Classrooms

- A. Diglossia
 - 1. High language
 - 2. Low language
 - 3. In school environments
- B. Metalinguistic awareness

- C. Language choices
- D. English-dominant classrooms
- E. Considerations for the deaf or hard of hearing child
 - 1. Problems
 - 2. Solutions

VII. Language Facilitator and Language Filters

- A. Context-imbedded cues vs context-reduced situations
- B. Language facilitators
- C. Language filters

VIII. Classroom Observations

- A. Language/communication system used
 - 1. Spoken
 - 2. Signed language
 - 3. Sign language
 - 4. Combined
- B. Expression of thoughts and interaction
 - 1. Language of choice
 - a. Teacher
 - b. Deaf and/or hard of hearing child
 - c. Peers
 - 2. Facility with language/system user/receiver

3. Access of various channels
 - a. Auditory
 - b. Visual
 - (1) Speechreading
 - (2) Sign
 - (3) Simultaneous
 4. Deaf child's individual language in dominant English language environment
 5. Oral and hard of hearing students
 - a. Use of speech, speechreading, residual hearing
 - b. Auditory trainers
 - c. Signed supported speech
- C. Language tasks
1. Reading
 - a. Stories for class/pleasure
 - b. Informational texts
 - c. Directions
 - d. Informational messages
 - e. Bulletin boards/signs
 - f. Newspapers/current events
 - g. Captions
 2. Writing
 - a. Stories/creative pieces
 - b. Class assignments
 - c. Tests/quizzes
 - d. Research papers
 - e. Book reports
 3. Oral lessons/presentations
 4. Announcements/information
 5. Interaction
 - a. With teachers

- b. With other school personnel
- c. With peers/classmates

IX. Implications for Interpreters

A. Recommendations of the Commission on Education of the Deaf (1988)

1. Use of deaf student's preferred mode of communication
2. Attention to the linguistic, cultural, and social/emotional needs of deaf students
3. IEP emphasis on most appropriate environment
4. Appropriate language base for mainstream classes
5. Evaluation and assessment of deaf students done in child's primary mode of communication
6. States should develop program standards for deaf students
7. Development of "center schools" for deaf students
8. Recognition and use of ASL and bilingual education

B. Language acquisition for the deaf or hard of hearing child

C. Cognitive development of the deaf or hard of hearing child

D. Roles interpreters play/are expected to play in the language acquisition/cognitive development processes

SUGGESTED READINGS AND MATERIALS:

Primary Course Text:

- Schirmer, Barbara R. Language and Literacy Development in Children Who Are Deaf. (New York: Macmillan Publishing Company). 1994.

Other:

- Commission on Education of the Deaf. (Report) Toward Equality. (1988)
- Durkin, Diane Bennett. Language Issues: Readings for Teachers. (White Plains, NY: Longman Publishers USA). 1995.
- Evans, C., Zimmer, K., and Murray, D. Discovering with Words and Signs: A Resource Guide for Developing a Bilingual and Bicultural Preschool Program for Deaf and Hearing Children. (Winnipeg, Manitoba, CAN: Sign Talk Development Project). [Undated].
- Grosjean, Francois. Life with Two Languages. (Cambridge, MA: Harvard University Press). 1982.
- Jalongo, Mary Renck. Early Childhood Language Arts. (Boston: Allyn and Bacon). 1992.
- Mahshie, Shawn Neal. Educating Deaf Children Bilingually. (Washington, D.C.: Gallaudet University PreCollege Programs Publications). 1995.
- Meier, Richard P. "Language Acquisition by Deaf Children." American Scientist Vol. 79, pp. 60-70. 1991.
- Riles, Wilson. Basic Principles for the Education of Language-Minority Students: An Overview. (Sacramento, CA: California State Department of Education). 1982.
- Winer, Jeanne. "The Literacy project--Part I," Bookmark: Content/ESL, Oregon Migrant Education News.

VIDEOTAPE: "Genie, the Wild Child" PBS/NOVA Series (55 minutes)

HANDOUT: "Functional Communication"

MODULE OVERVIEW

INTERPRETING IN REHABILITATION SETTINGS II

(4R)

MODULE DESCRIPTION: (15 hours) Lab activities will focus on interpreting service and training situations that occur as a result of the vocational rehabilitation process including: vocational training programs; college courses and programs; medical services; counseling and therapy; and job training and adjustment programs. Also discussed will be the interpreter's role, responsibilities and ethics in these types of situations.

PREREQUISITES FOR PARTICIPANTS:

- Module 3R: *Interpreting in Rehabilitation Settings I*
- **or** permission of the instructor.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the various settings that deaf consumers may be involved in as a result of the rehabilitation process.
2. Discuss specialized terminology that may be used in these various settings.
3. Explain the role and responsibilities of the interpreter in various rehabilitation related situations.
4. Demonstrate the ability to interpret in a variety of settings that may be prescribed by a rehabilitation plan.
5. Demonstrate the ability to interpret using communication methods appropriate to individual consumers.
6. Discuss and offer responses to ethical or role challenges.

OUTLINE:

I. Settings Related to/Prescribed by Rehabilitation Programs

A. Post-secondary Programs and Employment

1. Vocational training
 - a. Vocational courses and programs
 - b. On•the•job training
2. College courses and programs
 - a. Range of courses
 - b. Additional support services
3. Employment and adjustment
 - a. State employment services
 - b. Job surveys
 - c. Job interviews
 - d. On•the•job adjustment period
4. Role/ethical considerations for interpreting
 - a. Explanation of role
 - (1) Knowledge and attitudes of employers
 - (2) Motivation and attitude of consumer
 - (3) Preparation of interpreter
 - b. Confidentiality and impartiality
 - (1) Requests to work with or report to rehabilitation personnel
 - (2) Requests for information about deaf people, sign language, and interpreting
 - c. Meeting consumer's linguistic needs
 - (1) Use of consumer's

preferred mode/language

(2) Clarity of

interpreting

(3)

Comprehensiveness of interpretation

d. Hiring and billing

B. Medical services

1. Routine examinations

2. Physical restoration

a. Surgical procedures

b. Fitting of prosthetic devices

c. Physical therapy

d. Hospitalization

e. Convalescent care

3. Lab testing

4. Audiological testing

5. Special considerations for interpreting

a. Specialized/technical

terminology

b. Knowledge of procedures

c. Interpreting for clarity and

understanding

d. Sensitive/emotional situations

e. Gender issues (Male/female

interpreter, opposite sex consumer)

f. Knowledge/attitudes of medical

personnel of interpreter role

g. Consumer accessibility to

information

h. Consumer/medical

personnel/interpreter relationship

i. Confidentiality and impartiality

j. Hiring/billing procedures

C. Counseling and therapy

1. Individual therapy

2. Group therapy

3. Special considerations for interpreting

- a. Influence of interpreter's presence on situation
- b. Anger toward use of an interpreter
- c. Inappropriate use of the interpreter
- d. Confidentiality and impartiality issues
- e. Sensitive or emotional topics
- f. Privilege
- g. Maintaining confidentiality and impartiality
- h. Appropriate background knowledge
- i. Client trust of interpreter
- j. Accuracy
- k. Client/interpreter/therapist relationship
- l. Eye gaze
- m. Seriously disturbed consumers
- n. Hiring/billing procedures

II. The Interpreting Process

A. Preparation

1. Determining consumer's preferred mode of

communication

- a. Information from VR counselor
- b. Consultation with consumer
2. Specialized vocabulary
3. Knowledge of event
 - a. Participants
 - b. Types of activities
 - c. Types of interactions

anticipated

4. Explanation of interpreter's role
5. Positioning
6. Technical aspects

SUGGESTED READINGS AND MATERIALS:

- Frishberg, Nancy. Introduction to Interpreting. (Registry of Interpreters for the Deaf, Inc.: Silver Spring, MD). 1990.
- Northup, B.E. and Taff•Watson, M. "Interpreting in the Rehabilitation Setting." Workshop Curriculum Guides for Interpreter Trainers, Volume 2. (RSA Region VI Interpreter Training Project: University of Arkansas: Little Rock, AR). 1988.
- Rubin, S.E. and Roessler, R.T. Foundations of the Vocational Rehabilitation Process. (University Park Press: Baltimore, MD). 1983.

ORAL TRANSLITERATING IN EDUCATIONAL SETTINGS (5A)

MODULE DESCRIPTION: (30 hours) A practical overview of the principles, practices, and ethics of oral interpreting in school settings. Lecture and practice sessions will include an introduction to the philosophy and techniques of oral transliterating/interpreting including: principles of speech production; principles of speechreading; facial and body expression; natural gesture; terminology and techniques for oral transliterating; sign supported oral interpreting; and a discussion of various settings.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 4A: *Communication Assessment Techniques for Educational Interpreters*
- PDES Module 4B: *Language, Learning, and Deaf Children*;
- **or** permission of instructor.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Discuss the philosophy of oralism, oral transliteration, and oral education.
2. Define terminology related to oralism/oral transliterating/interpreting as outlined in the module.
3. Explain and demonstrate at an intermediate level the techniques used in expressive oral transliterating/interpreting including: message comprehension; clear inaudible speech production; verbal and nonverbal support techniques; environmental factors; and overall visual presentation.
4. Explain and demonstrate the techniques used in visual-to-spoken oral transliterating including: visible message comprehension, speechreading; effective paralanguage; and environmental factors.

5. Explaining and demonstrate the techniques used in sign-supported oral transliterating/interpreting including: message comprehension; support techniques; environmental factors; and overall presentation.
6. Describe techniques for oral transliterating/interpreting in specialized situations including: transliterating for children; platform; small groups; and telephone.

TOPIC OUTLINE:

- I. Introduction to Oralism/Oral Transliterating
 - A. Historical aspects
 1. Oral Method from Germany••Mann and Howe
 2. Influence of Alexander Graham Bell
 3. First oral schools for deaf children
 - B. Oral philosophy
 1. Normalization viewpoint
 2. Learn through spoken language
 3. Function independently in a speaking world
 4. Oral language as a base for development of reading and writing
 - C. Components of oral education
 1. Speech training
 2. Auditory training/learning
 3. Speech reading
 4. Use of assistive devices
 - a. Hearing aids
 - b. Auditory trainers
 - c. Tactile and visual aids

II. Speech Production

A. Aspects of speech

1. Speech sounds
 - a. Physiology of speech sounds
 - b. English speech sounds
 - c. Consonants
 - d. Vowels
 - e. Diphthongs
2. Redundancy

B. Articulation of vowels and consonants

1. Places of articulation
2. Visibility
3. Manner of production
 - a. Stress
 - b. Intonation
 - c. Juncture/duration

C. Suprasegmental aspects of speech

1. Respiration/rate/rhythm/stress pattern/duration
2. Voice pitch and quality
3. Speech intelligibility

III. Speechreading

A. Definitions

B. Components/variables

1. Gestures/body language/facial expression
2. Situational clues

3. Linguistic and paralinguistic factors
4. Environmental consideration
5. Speaker/Sender characteristics
6. Receiver characteristics

C. Visibility

1. Vowels
2. Consonants
3. Homophonous words

IV. Transliterating/Interpreting Techniques

A. Philosophy

1. Identifying the population
2. Support mechanisms
 3. Communication preferences

B. Spoken-to-visible communication strategies

1. Nonverbal Techniques
 - a. Facial expression
 - b. Natural Gestures
 - c. Body expression/shifting
2. Verbal Techniques
 - a. Clarifying words
 - b. Substitutions
 - c. Clear enunciation
 - d. Phrase changing
- e. Adding content
 - f. Reordering of sentences
3. Pacing
4. Environmental considerations
 - a. Distance
 - b. Lighting

c. Acoustics

V. Visible-to-Spoken Transliterating

- A. Consecutive or simultaneous
- B. Preparation
- C. Environmental considerations
 - 1. Lighting
 - 2. Distance
 - 3. Acoustics
- D. Paralinguistic principles
 - 1. Pitch
 - 2. Inflection
 - 3. Tone
 - 4. Pacing and pausing
- E. Linguistic considerations
 - 1. Syntax
 - 2. Register
 - 3. Enunciation
 - 4. Articulation
 - 5. Volume

VI. Sign•Supported Oral Transliterating/Interpreting

- A. Use
- B. Components
 - 1. Definition
 - 2. Oral interpreting/transliterating strategies

3. Basic sign vocabulary as support

VII. Specialized Settings

- A. Various settings
 - 1. For children
 - 2. Platform
 - 3. Small groups
 - 4. Telephone

VIII. Certification and Continuing Education

- A. RID Evaluation
- B. State Evaluation
- C. Continuing Education
 - 1. Formal classes
 - 2. Literature
 - 3. Groups and organizations

SUGGESTED READINGS AND MATERIALS:

- Castle, Dr. D., M.K. Mitchell, J.M. Wells, and M. Young. Theory and Practice of Oral Transliteration. (New York: Rochester Institute of Technology and the U.S Department of Education). 1991.
- Ladefoged, P. "Articulatory Phonetics." A Course in Phonetics, Chap. 1. 1982.
- Moores, Donald. Educating the Deaf: Psychology, Principles, and Practices. (Boston: Houghton Mifflin Co.). 1987.
- Quigley, S.P. & Kretschmer, R.E. "Language and Communication Methods." The Education of Deaf Children. 9-22. (MD: University Park Press) 1982. 9-22.
- Witter-Merithew, Anna and Linda Siple, Eds. Curriculum Guide for

the Instruction of Oral Interpreting. (Washington, D.C.: A.G. Bell Association for the Deaf, Inc.) 1985.

VIDEOTAPES:

- Oral Interpreting: Speaking Off-the-Cuff. NTID. (Washington, D.C.: Alexander Graham Bell Association for the Deaf, Inc.) 1988.
- Oral Interpreting: Models of Oral Interpreting. NTID. (Washington, D.C.: Alexander Graham Bell Association for the Deaf, Inc.) 1988.
- Oral Transliterating in School Settings. Bea Lyons presenter, OIC/TC. Educational Interpreter Training Project, PA Dept. of Education. (1994) Two (2) tape set (10 hour teleclass) including speechreading tests and videos of oral children and an overview of the RID certification system. Available from the Distance Learning Center, 1-800-446-5607, ext. 292, \$20.
- PDES Videotapes. The Public School in Action. (CT: National Interpreter Education Project, NCCC) 1993.

HANDOUTS:

- #1. Places of Articulation
- #2. Consonant Articulation Practice Sheets
- #3. Vowels/Diphthong Production Sheet
- #4. Low Visibility Words
- #5. Word Visibility Sheet
- #6. Homophenous Words

MODULE OVERVIEW

DEAF STUDENTS WITH DISABILITIES: An Overview of Education Interventions (5A*)

MODULE DESCRIPTION: (15 hours) An overview of the educational interventions used with deaf students who have additional disabilities. Various disabilities will be discussed: visual impairments, learning disabilities, mental retardation, cerebral palsy, and behavior disorders.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 4A: *Communication Assessment Techniques for Educational Interpreters*
- PDES Module 4B: *Language, Learning, and Deaf Children*
- or permission of the instructor

MODULE OBJECTIVES: Upon completion of this module participants will be able to:

1. Differentiate among the terms "disorder," "disability," and "handicap."
2. Discuss definitions, prevalence, causation, classification schemes, and educational implications of various disabilities.
3. Discuss educational interventions used with deaf students with additional disabilities.

TOPIC OUTLINE:

- I. Introduction to Disabilities
 - A. "Disorders", "disabilities" and "handicaps"
 1. Definitions
 2. Prevalence

3. Etiologies
- B. Information about various disabilities
 1. Visual impairments
 2. Learning disabilities
 3. Mental Retardation
 4. Cerebral palsy
 5. Behavior disorders
- C. Developmental patterns for various disabilities
 1. Perceptual and motor skills
 2. Cognition
 3. Language
 4. Social and emotional
- D. Educational implications for deaf students with disabilities
 1. Visual impairments
 2. Learning disabilities
 3. Mental Retardation
 4. Cerebral palsy
 5. Behavior disorders
- E. Communication methodologies
 1. Methods used with deaf/blind students
 - a. Interpersonal communication
 - b. Interpreting
 - c. Technical aids
 2. Adaptations to sign language
 - a. Visual/gestural
 - b. Home signs and individualized signs
 3. Use of speech and speechreading

II. Programs for Deaf Students with Disabilities

A. Assessment of needs

1. Early detection
2. Continuity of assessment
3. Interdisciplinary coordination
4. Intervention/habilitation plan

B. Targeted population groups

1. Deaf students with mild disabilities
2. Deaf students with moderate disabilities
3. Deaf students with severe disabilities
4. Deaf students with profound disabilities

C. Pertinent laws

1. IDEA
2. Early intervention programs

D. Curriculum goals

1. Individualized program objectives
 - a. Academic
 - b. Vocational
 - c. Behavioral
2. Environmental design
3. Instruments of success measurements
4. Range of methodologies
5. Factors contributing to program adaptations

SUGGESTED READINGS AND MATERIALS:

Main Course Text: (Select one)

- Hallahan, D. P., & Kauffman, J. M. Exceptional Children. (Boston: Allyn and Bacon Publishing Company). 1994.

- Heward, W. L., & Orlansky, M. D. Exceptional Children. (New York: Macmillan Publishing Company). 1992.
- Ysseldyke, J. E., & Algozzine, B. Introduction to Special Education. (Boston: Houghton Mifflin Publishing Company). 1990.

Other Resources:

- Bender, M., & Valletutti, P. J. Teaching Functional Academics. (Baltimore: University Park Press). 1982.
- Chadsey-Rusch, J. "Social Interactions of Secondary-aged Students with Severe Handicaps: Implications for Facilitating the Transition from School to Work." The Journal of the Association for Persons with Severe Handicaps. 15(2), 69-78. 1990.
- Cherow, E. (Ed.) Hearing Impaired Children and Youth with Developmental Disabilities. (Washington, DC: Gallaudet University Press). 1985.
- Davis, C., & Bullis, M. "The School-to-Community Transition of Hearing Impaired Persons with Developmental Disabilities." American Annals of the Deaf, 136, 352-363. 1992.
- Downing, J., & Eichinger, J. "Instructional Strategies for Learners with Dual Sensory Impairments in Integrated Settings." The Journal of the Association for Persons with Severe Handicaps, 15(2), 98-105. 1990.
- Dunlap, W. R., & Sands, D. I. "Classification of the Hearing Impaired for Independent Living Using the Vineland Adaptive Behavior Scale." American Annals of the Deaf, 135, 384-388. 1990.
- Falvey, M. Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps. (Baltimore: Paul H. Brookes Publishing Company). 1989.
- Freeman, R., C. Carbin & R. Boese. Can't Your Child Hear?. University Park Press, Baltimore, MD. 1981.
- Garner, D., Becker, H., Schur, S., & Hammar, E. "An Innovative Program for Multihandicapped Deaf Students Using the FSSI". American Annals of the Deaf, 136, 265-269. 1991.
- Gruenewald, L., Schroeder, J., & Yoder, D. "Considerations for Curriculum Development and Implementation." In B. Campbell & V.

Baldwin (Eds.), Severely Handicapped Hearing Impaired Students: Strengthening Service Delivery. (Baltimore: Paul H. Brookes Publishing Company). 1982.

- Jones, T. W. "A Framework for Identification, Classification, and Placement of Multihandicapped Hearing Impaired Students." Volta Review, 86(3), 142-152. 1984.
- Kregel, J., & Wehman, P. "Supported Employment: Promises Deferred for Persons with Severe Disabilities." The Journal of the Association for Persons with Severe Handicaps, 14(4), 293- 303. 1989.
- Larew, S. J., Long, G., & Mittal, N. "Identifying Independent Living Skills of Traditionally Underserved Persons who are Deaf." Journal of the American Deafness and Rehabilitation Association, 26(3), 13-21. 1993.
- Meadow, K. P., & Trybus, R. "Behavioral and Emotional Problems of Deaf Children: An Overview." In L. J. Bradford & W. G. Hardy (Eds.), Hearing and Hearing Impairment. (New York: Grune and Stratton Publishing Company). 1979.
- Moores, D. F. Educating the Deaf: Psychology, Principles, and Practices. (Boston: Houghton Mifflin Company). 1978.
- Naiman, D. Curriculum for Multiply Disabled Hearing Impaired Students. (Silver Spring, MD: National Association of the Deaf). 1982.
- Prickett, H. T., & Prickett, J. G. "Vision Problems Among Students in Schools and Programs for Deaf Children." American Annals of the Deaf, 137, 56-60. 1992.
- Quелlette, S. E., & Lloyd, G. T. (Eds.). (n.d.). "Independent Living Skills for the Severely Handicapped Deaf Person Preparing to Enter Gainful Employment." Proceedings of an Institute Sponsored by the University of Tennessee. ADARA, Department of Special Education and Rehabilitation.
- Reiman, J., Bullis, M., Davis, C., & Cole, A. B. " "Lower-achieving" Deaf People: Overview and Case Study." The Volta Review. 93, 99-120. 1991.
- Schildroth, A., Rawlings, B., & Allen, T. (1991). Deaf Students in Transition: Education and Employment Issues for Deaf Adolescents. The Volta Review, 93, 41-53.

- Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. Teaching Children with Special Needs in Inclusive Settings. (Boston: Allyn and Bacon Publishing Company). 1995.
- Snell, M. E. Instruction of Students with Severe Disabilities. (New York: Macmillan Publishing Company). 1993.
- Watkins, S., & Clark, T. C. "A Coactive Sign System for Children who are Dual-Sensory Impaired." American Annals of the Deaf, 136, 321-324. 1991.
- Webster, Alex & Wood, D. Special Needs in Ordinary Schools: Children With Hearing Difficulties. Cassell Educational Limited.

Videotape(s):

- Tactile Interpreting for Students Who Are Deaf-Blind. Richard McGann, presenter (Deaf-Blind) with a deaf tactile interpreter, Mike Bobanic. (1995) Educational Interpreter Training Project, PA Department of Education.

MODULE OVERVIEW

DEAF STUDENTS WITH DISABILITIES: An Overview of Education Interventions (5A*)

MODULE DESCRIPTION: (15 hours) An overview of the educational interventions used with deaf students who have additional disabilities. Various disabilities will be discussed: visual impairments, learning disabilities, mental retardation, cerebral palsy, and behavior disorders.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 4A: *Communication Assessment Techniques for Educational Interpreters*
- PDES Module 4B: *Language, Learning, and Deaf Children*
- or permission of the instructor

MODULE OBJECTIVES: Upon completion of this module participants will be able to:

1. Differentiate among the terms "disorder," "disability," and "handicap."
2. Discuss definitions, prevalence, causation, classification schemes, and educational implications of various disabilities.
3. Discuss educational interventions used with deaf students with additional disabilities.

TOPIC OUTLINE:

- I. Introduction to Disabilities
 - A. "Disorders", "disabilities" and "handicaps"
 1. Definitions
 2. Prevalence

3. Etiologies
- B. Information about various disabilities
 1. Visual impairments
 2. Learning disabilities
 3. Mental Retardation
 4. Cerebral palsy
 5. Behavior disorders
- C. Developmental patterns for various disabilities
 1. Perceptual and motor skills
 2. Cognition
 3. Language
 4. Social and emotional
- D. Educational implications for deaf students with disabilities
 1. Visual impairments
 2. Learning disabilities
 3. Mental Retardation
 4. Cerebral palsy
 5. Behavior disorders
- E. Communication methodologies
 1. Methods used with deaf/blind students
 - a. Interpersonal communication
 - b. Interpreting
 - c. Technical aids
 2. Adaptations to sign language
 - a. Visual/gestural
 - b. Home signs and individualized signs
 3. Use of speech and speechreading

II. Programs for Deaf Students with Disabilities

A. Assessment of needs

1. Early detection
2. Continuity of assessment
3. Interdisciplinary coordination
4. Intervention/habilitation plan

B. Targeted population groups

1. Deaf students with mild disabilities
2. Deaf students with moderate disabilities
3. Deaf students with severe disabilities
4. Deaf students with profound disabilities

C. Pertinent laws

1. IDEA
2. Early intervention programs

D. Curriculum goals

1. Individualized program objectives
 - a. Academic
 - b. Vocational
 - c. Behavioral
2. Environmental design
3. Instruments of success measurements
4. Range of methodologies
5. Factors contributing to program adaptations

SUGGESTED READINGS AND MATERIALS:

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- Ysseldyke, J. E., & Algozzine, B. Introduction to Special Education. (Boston: Houghton Mifflin Publishing Company). 1990.

Other Resources:

- Bender, M., & Valletutti, P. J. Teaching Functional Academics. (Baltimore: University Park Press). 1982.
- Chadsey-Rusch, J. "Social Interactions of Secondary-aged Students with Severe Handicaps: Implications for Facilitating the Transition from School to Work." The Journal of the Association for Persons with Severe Handicaps. 15(2), 69-78. 1990.
- Cherow, E. (Ed.) Hearing Impaired Children and Youth with Developmental Disabilities. (Washington, DC: Gallaudet University Press). 1985.
- Davis, C., & Bullis, M. "The School-to-Community Transition of Hearing Impaired Persons with Developmental Disabilities." American Annals of the Deaf, 136, 352-363. 1992.
- Downing, J., & Eichinger, J. "Instructional Strategies for Learners with Dual Sensory Impairments in Integrated Settings." The Journal of the Association for Persons with Severe Handicaps, 15(2), 98-105. 1990.
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- Falvey, M. Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps. (Baltimore: Paul H. Brookes Publishing Company). 1989.
- Freeman, R., C. Carbin & R. Boese. Can't Your Child Hear?. University Park Press, Baltimore, MD. 1981.
- Garner, D., Becker, H., Schur, S., & Hammar, E. "An Innovative Program for Multihandicapped Deaf Students Using the FSSI". American Annals of the Deaf, 136, 265-269. 1991.
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- Kregel, J., & Wehman, P. "Supported Employment: Promises Deferred for Persons with Severe Disabilities." The Journal of the Association for Persons with Severe Handicaps, 14(4), 293- 303. 1989.
- Larew, S. J., Long, G., & Mittal, N. "Identifying Independent Living Skills of Traditionally Underserved Persons who are Deaf." Journal of the American Deafness and Rehabilitation Association, 26(3), 13-21. 1993.
- Meadow, K. P., & Trybus, R. "Behavioral and Emotional Problems of Deaf Children: An Overview." In L. J. Bradford & W. G. Hardy (Eds.), Hearing and Hearing Impairment. (New York: Grune and Stratton Publishing Company). 1979.
- Moores, D. F. Educating the Deaf: Psychology, Principles, and Practices. (Boston: Houghton Mifflin Company). 1978.
- Naiman, D. Curriculum for Multiply Disabled Hearing Impaired Students. (Silver Spring, MD: National Association of the Deaf). 1982.
- Prickett, H. T., & Prickett, J. G. "Vision Problems Among Students in Schools and Programs for Deaf Children." American Annals of the Deaf, 137, 56-60. 1992.
- Quелlette, S. E., & Lloyd, G. T. (Eds.). (n.d.). "Independent Living Skills for the Severely Handicapped Deaf Person Preparing to Enter Gainful Employment." Proceedings of an Institute Sponsored by the University of Tennessee. ADARA, Department of Special Education and Rehabilitation.
- Reiman, J., Bullis, M., Davis, C., & Cole, A. B. " "Lower-achieving" Deaf People: Overview and Case Study." The Volta Review. 93, 99-120. 1991.
- Schildroth, A., Rawlings, B., & Allen, T. (1991). Deaf Students in Transition: Education and Employment Issues for Deaf Adolescents. The Volta Review, 93, 41-53.

- Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. Teaching Children with Special Needs in Inclusive Settings. (Boston: Allyn and Bacon Publishing Company). 1995.
- Snell, M. E. Instruction of Students with Severe Disabilities. (New York: Macmillan Publishing Company). 1993.
- Watkins, S., & Clark, T. C. "A Coactive Sign System for Children who are Dual-Sensory Impaired." American Annals of the Deaf, 136, 321-324. 1991.
- Webster, Alex & Wood, D. Special Needs in Ordinary Schools: Children With Hearing Difficulties. Cassell Educational Limited.

Videotape(s):

- Tactile Interpreting for Students Who Are Deaf-Blind. Richard McGann, presenter (Deaf-Blind) with a deaf tactile interpreter, Mike Bobanic. (1995) Educational Interpreter Training Project, PA Department of Education.

MODULE OVERVIEW

OVERVIEW OF CUED SPEECH TRANSLITERATION IN EDUCATIONAL SETTINGS (5A**)

MODULE DESCRIPTION: (15 hours) This module consists of an overview of the role, responsibilities, and ethics of Cued Speech transliteration in public school settings, grades K-12. Included in discussions will be the concept of mainstreaming as applied to deaf and hearing aggregates, and the distinction between inclusive and exclusive transliteration practices. This module will review the linguistic structures of ASL, English, MCE, and Cued Speech, and include a brief history of the field of Cued Speech transliteration, the Code of Conduct, and transliterating processes and outcomes. In addition, a comparison of sign language interpreting/transliterating in educational setting and Cued Speech transliterating in educational settings will be addressed.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 4A: *Communication Assessment Techniques for Educational Interpreters*
- PDES Module 4B: *Language, Learning, and Deaf Children*
- **or** permission of instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Briefly describe Cued Speech and compare it linguistically with ASL, English, and MCE.
2. Distinguish between the study of Cued Speech and the study of Cued Speech transliteration.
3. Describe the history of Cued Speech and its relevance to educational settings.
4. Discuss the concepts of mainstreaming, inclusion, and exclusion as applied to cued speech texts.
5. List and describe the tenets of the Code of Conduct.

6. Compare and contrast sign language interpreting/transliterating with Cued Speech transliterating.
7. List and describe relevant organizations and materials specific to Cued Speech transliterators working in educational settings.
8. Discuss current professional issues in the field.
9. Discuss the outlook of the profession.
10. Describe the process of national certification for Cued Speech transliterators who work in educational settings.

TOPIC OUTLINE:

I. Introduction to Cued Speech

A. Linguistic structure

1. ASL
2. English
3. Manually-coded English
4. Cued Speech

B. Purpose and applications

1. Purpose

- a. who developed Cued Speech
- b. when Cued Speech was developed
- c. why Cued Speech was developed

2. Applications

- a. literacy
- b. bilingual-bicultural education
- c. speech therapy
- d. others

C. Cueing community: diverse perspectives

1. Pathological
2. Cultural
3. Comparison with signing community

II. Introduction to Cued Speech Transliteration

A. Historical development

1. Definition of goal
2. Development of transliterator preparation
3. Development of CSTNCE
4. Evolution of the TECUnit

B. Sociological view of the "mainstream"

1. Responsibility for, and goals of, placement
2. Identification of experiential and affective factors
3. Inclusion vs. exclusion
4. Cultural vs. pathological approaches to accessibility
 - a. less than "equal" access
 - b. "equal" access
 - c. more than "equal" access

C. Code of Conduct

1. Purposes and development
2. Tenets
3. Relationship to other professional codes
4. Legal liability issues
5. Life and limb issues
6. Communication and PR issues
7. Comparative roles of educational team members

D. Relevant organizations

1. TECUnit
2. NCSA
3. Others

E. Cued Speech Transliterator National Certification Examination (CSTNCE)

1. Structure and parts of exam
2. Examination process
3. Examination results
 - a. potential credentials
 - b. diagnostic report
4. Relationship to educational settings

III. Comparative Analysis

A. Review of historical development of SLI/T (sign language interpreting/transliterating)

1. Origins of SLI/T
2. Evolution of RID
3. Responsibility and goals for interpreter/transliterator presence
4. Code of Ethics

B. SLI/T(s) in educational settings

1. Guidelines and goals
2. Standards
 - a. descriptive
 - b. prescriptive
3. Interpreters and linguistic/cultural modeling

C. Interpreting vs. Transliterating

1. Linguistic issues
 2. Cultural issues
- D. "Access" vs. "Equal Access"
1. Impact of logistical considerations
 2. Impact of "non-interpreting" tasks/roles
- E. Emergence of sister professions
1. Goals in educational settings
 2. Standards
 - a. professional organizations
 - b. national certification
 - c. job descriptions
 3. Similarities and differences
 - a. settings/situations
 - b. professional codes
 - c. professional certification
 - d. pay rates
 - e. health risks
 - f. linguistic access issues
 - g. cultural access issues
 - h. cognitive processing

IV. SLI/T(s) Entering the Field of CST

- A. Resources
- B. Materials
- C. Transferable skills/knowledge
- D. Non-transferable skills/knowledge

SUGGESTED READINGS AND MATERIALS:

- Beupré, W. Gaining Cued Speech Proficiency - A Manual for Parents, Teachers, and Clinicians. (Washington, D.C.: Gallaudet University). 1983.
- Boggs, C. (ed). The Cued Speech Journal. #4. (Raleigh, NC: NCSA). 1990.
- Cornett, R. and M. Daisey. The Cued Speech Resource Book: For Parents of Deaf Children. (Raleigh, NC: NCSA). 1992.
- Crosby, O. Silent Dancing: A Journey of Discovery. (Raleigh, NC: NCSA). 1992.
- Fleetwood, E. and M. Metzger. Cued Speech Transliteration: Spanning the Threshold of Professional Conscience. (Silver Spring, MD: Calliope Press). 1993.
- _____. Cued Speech Transliteration: Theory and Application. (Silver Spring, MD: Calliope Press). 1990.
- _____. Guide to the Proper Practice of Cued Speech Transliteration. (Silver Spring, MD: Calliope Press). 1992a.
- _____. The Cued Speech Transliterator in the Educational Setting: The Job Description. (Silver Spring, MD: Calliope Press). 1992b.
- Frishberg, N. Interpreting: An Introduction. (Silver Spring, MD: RID Publications). 1991.
- Johnson, R.E., S. Liddell, and C. Erting. Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Gallaudet Research Institute Paper 89-3. (Washington, D.C.: Gallaudet University). 1989.
- Metzger, M. and E. Fleetwood. Becoming a Proficient Cued (Videotape and Workbook). (Metzger/Fleetwood Productions). 1992.
- _____. Building Cue Reading (Videotape and Work cards). (Metzger/Fleetwood Productions). 1993a.
- _____. Cued Speech: Gaining Fluency (Audio-cassette tapes). (Metzger/Fleetwood Productions). 1993b.
- Papke, J. "Deaf Student Takes Part in Spelling Bee." Views. 12. 1. 2. 1995.

- Patrie, C. "A Confluence of Diverse Relationships: Interpreter Education and Educational Interpreting." RID Keynote Address. (Washington, D.C.: Gallaudet University). 1993.
- Solow, S.N. Sign Language Interpreting: A Basic Resource Book. (Silver Spring, MD: NAD). 1981.
- Stuckless, E., J. Avery, and T. Hurwitz. Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting. (Rochester, NY: RIT). 1989.
- Winston, E. "An Interpreted Education: Inclusion or Exclusion?" In Johnson, R., C. and O. Cohen, eds. Implications and Complications for Deaf Students of the Full Inclusion Movement. Gallaudet Research Institute Occasional Paper 94-2, 55-62. (Washington, D.C.: Gallaudet University). 1994.
- _____. "Mainstream Interpreting: An Analysis of the Task." In Swabey, L., ed. The Challenge of the 90's: New Standards in Interpreter Education. (Private Publication: Conference of Interpreter Trainers). 1992.
- _____. "Transliteration: What's the Message?" In Lucas, C., ed. Sociolinguistics of the Deaf Community. 147-164. (NY: Academic Press). 1989.

MODULE OVERVIEW

CURRICULUM METHODS AND MATERIALS: GRADES K • 12

(5B)

MODULE DESCRIPTION: (15 hours) An introduction to typical instructional methods and materials used in public schools. Subtopics will include models of teaching, learning styles, domains of learning; curriculum areas and scope of academic subjects, classroom procedures and management, and specific materials for core courses in elementary, middle, or secondary classes. Academic level of focus to be determined by the needs of the module participants.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 4B: *Language, Learning, and Deaf Children*;
- **or** permission of instructor.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the various types of learning styles.
2. Describe the various types of teaching styles.
3. List and explain the domains of learning according to Blooms's taxonomy.
4. Discuss national and local trends in public school education including: instruction, grade level grouping, curriculum, classroom procedures, and media use.
5. List and describe methods and materials used in teaching core subjects of language arts, math, science, and social studies.
6. Discuss additions to/expansion of core curriculum with grade level advancement.
7. Discuss the implications of teaching styles, learning styles, and curriculum methods to the interpreting process.

TOPIC OUTLINE:

I. Characteristics of Public School Classes

A. Models of instruction

1. Mainstreaming
2. Collaborative teaching
3. Consultation methods
4. Vocational training
5. Cooperative learning
6. Reflective instruction

B. Trends in instruction

1. Modifications/adjustments for student needs
2. Support personnel/instructional aides in
classroom
3. Student empowerment
 - a. Peer coaching
 - b. Tutoring
4. Grade level grouping
 - a. Primary
 - b. Elementary
 - c. Middle
 - d. High school
5. General curriculum areas
 - a. Elementary
 - (1) Nurturing
environment
 - (2) Developmental
sequences/activities
 - b. Middle school
 - (1) Team approach
 - (2) Interdisciplinary

models

- (3) Exploration
- c. High school
 - (1) Fostering

independence

- (2) Attention to career

preparation

- (3) Psychosocial

development

- 6. Technology/media in the classroom
 - a. Computers
 - b. Video and film
 - c. Television
 - d. Assistive devices
- 7. Expanded teacher role
 - a. Planning curriculum
 - b. Organizing processes and

resources

- c. Arranging environment
- d. Monitoring student progress
- e. Counseling
- f. IEP development
- 8. Guidance support services

C. Classroom procedures

- 1. Mandated curricula
 - a. Core curriculum
 - b. Competencies
- 2. Scheduling of school
 - a. Calendar
 - b. Daily schedule
- 3. Behavior management
 - a. Positive reinforcement

- b. Behavior modification
- c. Assertive discipline

D. Geographic variables

1. Rural schools

- a. Minority groups
- b. Proximity to and interaction with surrounding community
- c. Shared regional services
- d. Socioeconomic levels
- e. Resources

2. Suburban schools

- a. Minority groups
- b. Proximity to and interaction with surrounding community
- c. Shared regional services
- d. Socioeconomic levels
- e. Resources

3. Urban schools

- a. Minority groups
- b. Proximity to and interaction with surrounding community
- c. Shared regional services
- d. Socioeconomic levels
- e. Resources

E. Legal rights and responsibilities

- 1. Safety in educational environments
- 2. Due process
- 3. Student rights and responsibilities
- 4. Teacher rights and responsibilities
- 5. Interpreter rights and responsibilities

II. Teaching and Learning Styles

A. Learning styles

1. Modalities

- a. Auditory
- b. Visual
- c. Tactile
- d. Kinesthetic

2. Domains of learning (Bloom's Taxonomy)

- a. Knowledge
- b. Comprehension
- c. Application
- d. Analysis
- e. Synthesis
- f. Evaluation

B. Teaching styles/models

1. Advance organizer
2. Concept attainment
3. Direct•instruction
4. Group investigation
5. Project method

C. Interpreter ability to match student learning style to teaching/interpreting style

III. Curriculum/Methods/Materials

A. Student•centered curriculum

1. Focus on all around growth
2. Learners select and organize subject matter

- process
3. Cooperative learning
 4. Understanding comes through learning
 5. Immediate use of information

B. Subject-centered curriculum

- before taught
figure/teacher
1. Emphasis on subject matter
 2. Subject matter selected and organized
 3. Learning experience controlled by authority
 4. Learning separate from other functions
 5. Uniformity of learning experience

C. Methods/materials for core subjects

- writing
1. Language Arts
 - a. Whole language approach
 - b. Experience stories
 - c. Phonics/basal systems
 - d. Process writing
 - e. Sustained silent reading and/or
 - f. Life skills
 2. Math
 - a. Manipulatives
 - b. Metrics
 - c. Problem solving
 - d. Application
 - e. Life skills
 - f. Computers/calculators
 3. Science
 - a. Hands-on approach
 - b. Labs/experiments

- c. Analysis
 - d. Environmental studies
 4. Social studies
 - a. Current events
 - b. World events
 - c. Cultures
 - d. Geography
 - e. News/newspapers
 - f. Problem solving
 - g. Discussion groups
 5. Extracurricular activities
 - a. Athletics/intramurals
 - b. Visual/performing arts
 - c. Community involvement/volunteerism
 - d. School government
 - e. School clubs
- D. Expansion of/addition to core curriculum through grade levels

SUGGESTED READINGS AND MATERIALS:

Main Course Texts/Resources:

- Lemlech, Johanna Kasin. (1990) Curriculum and Instructional Methods for the Elementary School. Macmillan Publishing Company, New York, NY.
- Freiberg, H. Jerome and Amy Driscoll. (1992) Universal Teaching Strategies. Allyn and Bacon, Needham Heights, MA.
- Guild, P. and Garger, S. Marching to Different Drummers. (This text introduces the widest used theories with application to the classroom. There is an accompanying workbook that gives exercises as well.)
- The Public School in Action. (1992) PDES Videotape Series. The

National Interpreter Education Project, NCCC, Winsted, CT.

Other Resources:

- Charles, C. M. (1985) Building Classroom Discipline, From Models to Practice. Longman Incorporated, New York, NY.
- Dunn, Rita and Kenneth Dunn. (1978) Teaching Children Through Their Individual Learning Styles: A Practical Approach. Reston Publishing Company, Reston, VA.
- Hayes, Bernard L, Editor. (1991) Effective Strategies for Teaching Reading. Allyn and Bacon, Needham Heights, MA.
- Hunter, Madeline. (1982) Mastery Teaching: Increasing Instructional Effectiveness in Secondary School, Colleges, and Universities. TIP Publications, El Segundo, CA.
- Jackson, Philip W. (1990) Life in Classrooms. Teacher's College Press, New York.
- Jarolimek, John and Clifford D. Foster, Sr. (1989) Teaching and Learning in the Elementary School. Macmillan Publishing Company, New York, NY.
- Mather, Susan A. (1989) "Visually Oriented Teaching Strategies with Deaf Preschool Children." Lucas (Ed.) The Sociolinguistics of the Deaf Community. Academy Press, New York.
- Moores, Donald F. (1987) Educating the Deaf: Psychology, Principles, and Practices. Houghton Mifflin Company, Boston, MA.
- Powell, Frank. (1985) Education of the Hearing Impaired Child. College Hill Press, Incorporated, San Diego, CA.
- Quigley, Stephen P. and Peter V. Paul. (1984) Language and Deafness. College Hill Press, Incorporated, San Diego, CA.
- Salinger, Terry S. (1988) Language Arts and Literacy for Young Children. Merrill Publishing Company, Columbus, OH.
- Templeton, Shane. (1991) Teaching the Integrated Language Arts. Houghton Mifflin Company, Boston, MA.

MODULE OVERVIEW

CURRICULUM METHODS AND MATERIALS FOR DEAF STUDENTS WITH DISABILITIES (5B*)

MODULE DESCRIPTION: (15 hours) An overview of specialized teaching methods and educational materials used with deaf students with additional disabilities. Included will be functional and developmental models, behavior modification activities, and observation.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 4B: *Language, Learning, and Deaf Children*
- PDES Module 5A*: *Deaf Students with Disabilities: An Overview of Educational Techniques* (this can be a co-requisite)
- **or** Permission of Instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Discuss the etiology, characteristics and implications of additional handicaps due to heredity or trauma.
2. Understand the importance of early intervention with children and their families and materials and methods that may be utilized.
3. Understand the individualized programming process which includes identifying target skills via assessment, determining factors likely to facilitate learning, planning instruction and beginning daily data-managed instruction to ensure the student is making adequate progress toward specified instructional objectives.
4. Understand the needs of students with sever handicaps and how community based curriculum strategies can be developed.
5. Utilizing the individualized programming process, understand accommodations and adaptations used with students with learning difficulties.

6. Understand the importance of vision and strategies used with deaf students with visual impairment.
7. Understand behavior management techniques used with students with emotional/behavioral concerns.
8. Define accommodations and adaptations for students with physical limitations or health related handicaps.

TOPIC OUTLINE:

I. Etiology of Deafness

A. Characteristics and strategies

B. Syndromes and associations

1. Treacher-Collins syndrome
2. Crouzon's syndrome
3. Waardenburg's syndrome
4. Alport's syndrome
5. Usher's syndrome
6. Pendred's syndrome
7. Jervill and Lange-Nielson syndrome
8. CHARGE Association
9. Down's syndrome

C. Infections and trauma

1. Maternal rubella
2. Complication of Rh factor
3. Meningitis
4. Cytomegalovirus (CMV)
5. Premature Birth

II. Early Interventions

A. INSITE Model

III. Individualized Programming

- A. Students with severe handicaps
- B. Students with learning difficulties
- C. Students with visual impairments
- D. Students with emotional/behavioral concerns
- E. Students with physical & health related handicaps

SUGGESTED READINGS AND MATERIALS:

- Alberto, P. & Troutman, A. Applied Behavior Analysis for Teachers: Influencing Student Performance. (Columbus, OH: Charles E. Merrill Publishing, Co.). 1982.
- Curwin, R. & Mendler, A. Discipline with Dignity. (Association for Supervision and Curriculum Development). 1988.
- Falvey, M. Community Based Curriculum: Instructional Strategies for Students with Severe Handicaps. (Baltimore, MD: Brookes Publishing Co.). 1986.
- Fillman, R., Leguire, L.E., Rogers, G., Bremer, D.L. & Fellow, R.R. "Screening for Vision Problems, Including Usher's Syndrome, Among Hearing Impaired Students." American Annals of the Deaf. Vol. 132, No. 3, pp. 194-8. (Washington, D.C.). 1987.
- Flexer, C. Facilitating Hearing and Listening in Young Children. (San Diego, CA: Singular Publishing Group). 1994.
- Gallaudet College Public Service Programs. Guidelines on Interpreting for Deaf-Blind Persons. (Washington, DC: Gallaudet College). 1978.

- Garner, D., Becker, H., Schur, S. & Hammer, E. "An Innovative Program for Multihandicapped Deaf Students Using the FSSI." American Annals of the Deaf. Vol. 136, No. 3, pp. 265-9. (Washington, D.C.). 1991.
- Goetz, L., Guess, D. & Stremel-Campbell, K. Innovative Program Design for Individuals with Dual Sensory Impairments. (Baltimore, MD: Brookes Publishing Co.) 1987.
- Hayes, P.L. "Clarifying the Role of Classroom Interpreters." Perspectives in Education & Deafness. Vol. 11, No. 7, pp. 8-10, 24.
- Huck, R., Myers, R. & Wilson, J. ADAPT: A Development Activity Program for Teachers. (Pittsburgh, PA: Allegheny Intermediate Unit).
- Huebner, K. AFB Deaf-Blind Project Update on Project Activities. (New York, NY: American Foundation for the Blind, Inc.). 1994.
- Jones, T. and Dunne, M. "The CHARGE Association: Implications for Teachers." American Annals of the Deaf, vol. 133, no. 1, 36-39. 1993.
- Kelly, D., Forney, J., Parker-Fisher, S. & Jones M. "Evaluating and Managing Attention Deficit Disorder in Children who are Deaf and Hard-of-Hearing." American Annals of the Deaf, vol.138, no. 4, 349-357. 1993.
- Kelly, D., Forney, J., Parker-Fisher, S. & Jones M. "The Challenge of Attention Deficit Disorder in Children who are Deaf and Hard-of-Hearing." American Annals of the Deaf, vol.138, no. 4, 343-348. 1993.
- Kerr, M. & Nelson C.M. Strategies for Managing Behavior Problems in the Classroom. (Columbus, OH: Charles E. Merrill Publishing Co.). 1983.
- Laughton, J. "The Learning Disabled, Hearing Impaired Student: Reality, Myth or Overextension?" Topics in Language Disorders, vol. 9, no.4, 70-79. 1989.
- Mauk, G. & Mauk, P. "Compounding the Challenge: Young Deaf Children and Learning Disabilities." Perspectives in Education & Deafness, vol. 12, no. 2, 12-18. 1993.
- McGinnis, E. & Goldstein, A. Skill-streaming the Elementary School Child: A Guide for Teaching Prosocial Skills. (Champagne, IL: Research Press Company). 1984.
- Mercer, C. & Mercer, A. Teaching Students with Learning

- Problems. (Columbus, OH: Charles E. Merrill Publishing Co.). 1981.
- Morgan, A. & Vernon, M. "A Guide to the Diagnosis of Learning Disabilities in Deaf and Hard-of-Hearing Children and Adults." American Annals of the Deaf. vol. 139, no. 3, 358-370. 1994.
 - Sheibe, K. & Hoza, J. "Throw it out the Window! Guidelines for Educational Interpreters. Interpreting: The Art of Cross Cultural Mediation." Proceedings of the Ninth National Convention of the Registry of Interpreters for the Deaf. (Silver Springs, MD: RID Publications). 1985.
 - Steinberg, A. "Issues in Providing Mental Health Services to Hearing Impaired Persons." Hospital and Community Psychiatry, vol. 42, no. 4. 1991.
 - Watkins, S. (ed.) The INSITE Model - A Model of Home Intervention for Infant, Toddler and Preschool Aged Multihandicapped Sensory Impaired. (Hytum, UT: Children Home Oriented Program Essentials). 1989.
 - Wynne, B. Usher Syndrome. Paper presented to: Pennsylvania Educators of Students who are Deaf and Hard of Hearing Convocation. (Sands Point, NY: Helen Keller National Center). 1992.

VIDEOTAPES:

- Fewell, R. My Turn, Your Turn. Child Development and Mental Retardation Center, University of Washington. 1988. Distributed by the University of Washington, Seattle, WA, 98195. (206) 543-4011 ext. 230.
- Hedlund, R. Learning on the Go. 1988. Child Development and Mental Retardation Center, University of Washington. 1988. Distributed by the University of Washington, Seattle, WA, 98195. (206) 543-4011 ext. 230.
- McGann, Richard. Tactile Interpreting for Students Who Are Deafblind. (1995) Educational Interpreter Training Project, PA Department of Education. Distributed by the Distance Learning Center, 1-800-446-5607, ext. 292.

(Copies of the videotape are available from Nancy Kriek, Coordinator, Educational Interpreter Training Project at the Western Instructional Support Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA 15044. Send a check for \$10.00 payable to Central

Susquehanna Intermediate Unit).

- Wells, J. & Tress-Mowl, B. Working with Educational Interpreters: Strategies for Classroom Teachers and School Personnel. (Rochester, NY: National Technical Institute for the Deaf). 1994.

MODULE OVERVIEW

EDUCATIONAL INTERPRETING: CONTENT AREAS, GRADES K • 12 (6A)

MODULE DESCRIPTION: (30 hours) In this lab-based module, participants will practice interpreting the subjects taught in public school classes. Sessions will be based on videotapes from the series The Public School in Action produced by the PDES. In addition to practicing interpreting ASL and transliterating in various other systems, participants will discuss class goals, instructional style, interpreter roles and ethics, language or mode choice, and analysis of the classroom for accessibility and appropriateness for interpreting.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 5A, 5A*, or 5A** (depending on emphasis)
- PDES Module 5B or 5B* (depending on emphasis)
- **or** permission of instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Analyze a variety of classroom settings for interpreting purposes, including interpretability, visual accessibility via interpreting, environmental factors, key terminology, discourse structure of teacher, students, and interactions in the classroom.
2. Discuss areas of professional development: involvement in professional organizations, skill development, knowledge growth, certification.
3. Understand the health and wellness needs of educational interpreters and of the students using their services.

TOPIC OUTLINE:

I. Elementary, Middle & High School Settings

A. Scope of subjects and grade level competencies

1. Elementary
2. Middle
3. High School

B. Routines of the school day

1. Elementary
2. Middle
3. High School

C. Social context

1. Elementary
2. Middle
3. High School

II. The Interpreting Process

A. Preparation

1. Student's preferred mode of communication
2. Communication level
 - a. Student competencies
 - b. Communication style of teacher
 - c. Interaction activities of class
 - d. IEP requirements
3. Vocabulary and content for particular subjects
4. Situational Considerations
 - a. Placement, seating, lighting
 - b. Implications of having an interpreter in the classroom

B. Interpreting process

1. Context/source message
 - a. Class activity
 - b. Class procedures
 - (1) Opening/closing routines
 - (2) Exchange structures
 - (3) Classroom management
 - (4) Style/flow of lesson
2. Receiving source message
 - a. Physical filters
 - b. Psychological filters
 - c. Environmental filters
 - d. Linguistic filters
3. Text analysis
 - a. Purpose
 - b. Style
 - c. Grammar
 - d. Organization
 - e. Adult to child/child to adult communication
4. Message reconstruction
 - a. Equivalence
 - b. Register
 - c. Verbal/nonverbal aspects
 - d. Grammar
 - e. Pragmatics
5. Sending the message in the target language
 - a. Register

- b. Style
 - c. Content
 - d. Facial/body expression
 - e. Recognition/correction of any errors
 - f. Feedback
6. Assessment of effectiveness
- a. Content
 - b. Matching needs of students and teachers
 - c. Reporting for educational planning

III. Roles and Ethics

- A. Multiple roles
 - 1. Prioritizing
 - 2. Facilitating and integrating roles
- B. Confidentiality and sharing information
 - 1. With the educational team
 - 2. With other school personnel
 - 3. Relationship with parents
- C. Advocacy and impartiality
- D. Involvement of the Deaf Community
- E. Interpreting skills
 - 1. Difficult classes
 - 2. Referring duties to other sources
 - 3. Team interpreting

- F. Overall job and performance evaluations

- G. Health and wellness
 - 1. Stress management
 - 2. Prevention of injury and overuse
 - 3. Support and networking

- H. Mainstream situations that are unsuccessful

- I. Professional development
 - 1. Involvement in professional organizations
 - 2. Certification
 - 3. Mentors

SUGGESTED READINGS AND MATERIALS:

- "Appendix F: Educational Interpreter Handbook", from Guidelines for the Education of Students with Hearing Loss. Educational Resources for Children with Hearing Loss, PA Department of Education. 1995.
- "Model Standards for the Certification of Educational Interpreters for Deaf Students." ND. Available through RID, 8719 Colesville Road, Suite 310, Silver Spring, MD, 20912-3919; (301) 608-0050.
- Cazden, Courtney. Classroom Discourse. (Portsmouth, NH: Heinemann Educational Books, Inc.). 1988.
- Colonomos, Betty. Fundamentals of the Interpretative Theory of Translation, Videotapes 1 & 2. (Videotape teleclass series sponsored by Front Range Community College, Westminster, CO). 1992.
- Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting. (National Technical Institute for the Deaf, Rochester Institute for Technology, Rochester, NY). 1989.
- Hatch, Evelyn. Discourse and Language Education. (New York: Cambridge University Press). 1992.

- Interpreting in the Classroom: Providing Accessibility or Creating New Barriers? Videotape and Notebook produced by B. Jones, Johnson County Community College. 1993.
- Jackson, Philip W. Life in Classrooms. (New York: Teachers College Press). 1990.
- Jones, B. E. Responsibilities of Educational Sign Language Interpreters in K-12 Public Schools in Kansas, Missouri, and Nebraska. (Unpublished doctoral dissertation: University of Kansas). 1993.
- PDES Videotape series, The Public School in Action. National Interpreter Education Project, NCCC, Winsted, CT. 1992.
- Sanderson, Gary. Overuse Syndrome. Available through Sign Media, Inc.
- Scheibe, K. and J. Hoza. "Throw It Out the Window! (The Code of Ethics? We Don't Use That Here): Guidelines for Educational Interpreters." M. McIntire (Ed.) Interpreting: The Art of Cross-Cultural Mediation. Proceedings of the Ninth National Convention of the RID. (Silver Spring, MD: RID Publications). 1985. (173-182).
- Sign Enhancers Videotapes -- Available from Sign Enhancers, Inc. 1913 Rockland Dr.NW, Salem, OR, 97304; (800) 76-SIGN-1.
- Winston, E.A. "Mainstream Interpreting: An Analysis of the Task." L. Swabey (Ed.). The Challenge of the 90's: New Standards in Interpreter Education, Proceedings of the Eighth National Convention. (Conference of Interpreter Trainers, Pomona, CA). 1990.
- Wolf, Jackie. "Educational Interpreting in Elementary Schools." A Handbook for Educational Interpreters. (Johnson County Community College. Overland Park, KS). 1989.

MODULE OVERVIEW

NON-INTERPRETING TASKS: GRADES K • 12 (6B)

MODULE DESCRIPTION: (15 hours) An overview of the types and procedures of non-interpreting tasks performed by interpreters in school settings including: reinforcement of class material, vocabulary review, study skills, materials preparation, providing an introduction to the Deaf Community, informal instruction of sign language, and supervisory duties (lunch, bus, hall, etc.). Also a discussion of the ethical considerations related to the acceptance and performance of additional duties.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 5B or 5B* (depending on emphasis)
- or permission of the instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. List and describe the non-interpreting tasks often assigned to the interpreter in public school settings.
2. Discuss the assignment of interpreting and non-interpreting tasks in the classroom.
3. Discuss examples of role conflicts and possible solutions related to the non-interpreting tasks of the interpreter.
4. Describe the types of tutoring that occur in school settings.
5. Discuss procedures for tutoring and assessment of students.
6. Discuss ways an interpreter serves as a team member.

TOPIC OUTLINE:

- I. Overview of the Role of the Interpreter in Academia

- A. History
- B. Impact of legislation upon the profession
- C. The changing definition of an interpreter
- D. The influence of the RID Code of Ethics
- E. The perspectives of non-educational interpreters

II. Non-Interpreting Tasks -• Overview

- A. Job descriptions
 - 1. Coordinating interpreting and non-interpreting tasks
 - 2. Prioritizing additional tasks
 - 3. Qualifications for additional activities
 - 4. Contract and pay
- B. Various tasks
 - 1. Tutoring
 - a. Types
 - (1) Reinforcement of class material
 - (2) Skills building
 - (a) Language and vocabulary
 - (b) Reading
 - (c) Following directions
 - (d)

Encouraging interaction	(e)	Study
skills	(f)	Test
preparation	(3)	Encouraging
interaction and communication	(4)	Facilitating
incidental learning	b.	Procedures
tutoring	(1)	Scheduling of
	(a)	
During class/individual work sessions	(b)	One-to
•one sessions	(2)	Plans/content of
sessions	(a)	
Working from teacher's plans	(b)	
Incorporating original ideas	(3)	
Techniques/considerations during sessions	(a)	
Tutoring to individual learning styles	(b)	
Fostering independence	(c)	
Developing flexibility in using teacher's plans	(d)	
Behavior management	(4)	Assessment

- (a)
- During and after session
- (b)
- Building on progress
- (5) Documentation
- (a)
- Objective listing of activities and performance
- (b) Input
- for future sessions
- 2. Classroom assistance
 - a. Materials preparation/instructional assistance
 - (1) Copying/duplicating
 - (2) Visual aids
 - (3) Checking papers
 - b. Supervisory duties
 - (1) Various outside situations (recess/bus/field trips, etc.)
 - (2) In class supervision
 - (3) Discipline
 - (4) Chain of command
 - (5) Procedures in case of an accident
 - c. Assistance with technical devices
 - (1) Media
 - (2) Decoders
 - (3) Hearing aids
 - d. Teacher aide duties with class
- 3. Advocate/consumer educator
 - a. Introduction to the Deaf Community and sign language

- (1) Informal information
 - (2) Formal presentations
 - b. Resource referral
 - c. Interpreter as liaison
 - d. Deaf Community relations
 - 4. Working as a team/staff member
 - a. Sharing information for educational planning
 - (1) Types of information shared
 - (2) Procedures/ethics of sharing information
 - b. Interpreter's role in educational planning meetings
 - c. Coordinating interpreting, support services, and educational efforts
 - d. Legal responsibilities
- C. Legal and Ethical Responsibilities
 - 1. Dual/multiple roles and the RID Code of Ethics
 - 2. Code of Ethics for educational interpreters
 - a. Florida RID
 - b. Schiebe and Hoza, Throw It Out the Window! (The Code of Ethics? We Don't Use That Here): Guidelines for Educational Interpreters

SUGGESTED READINGS AND MATERIALS:

Main Course Text:

- Stuckless, E. Ross, Joseph C. Avery, and T. Alan Hurwitz, Eds. Educational Interpreting for Deaf Students, Report of the National Task

Force on Educational Interpreting, (Rochester, NY: Rochester Institute of Technology, National Technical Institute for the Deaf). 1989.

Other Resources:

- Askov, Eunice N. "Teaching Study Skills" Effective Strategies for Teaching Reading, Bernard L. Hayes, Editor. (MA: Allyn and Bacon). 1991.
- Hayes, P. L. "Clarifying the Role of Classroom Interpreters." Perspectives. 1991. 11 (5)
- Hunter, Madeline. Aiding in the Classroom. (Tutoring guide)
- Jarolimek, John and Clifford D. Foster, Sr. Teaching and Learning in the Elementary School. (NY: Macmillan Publishing Company). 1989.
- LeBuffe, J. R. "A Clarification of the Roles and Responsibilities of Teachers, Students and Interpreters in a Mainstream Setting." Perspectives. 1986.
- Moores, Donald F. Educating the Deaf: Psychology, Principles, and Practices. (Boston, MA: Houghton Mifflin Company). 1987.
- Paul, Peter V. and Stephen P. Quigley. Education and Deafness. (White Plains, NY: Longman). 1990.
- Powell, Frank. Education of the Hearing Impaired Child. (CA: College Hill Press, Incorporated). 1985.
- Sanders, Danielle M. Teaching Deaf Children. (Boston, MA: College Hill). 1988.

MODULE OVERVIEW

EDUCATIONAL INTERPRETING: NON-CONTENT AREAS GRADES K-12 (7A)

MODULE DESCRIPTION: (30 hours) The lab activities in this module will focus on interpreting assignments that happen outside the classroom including: physical education, health classes, meetings, artistic presentations, field trips, clubs, and school counseling. Practice sessions will be based on actual school events or videotapes.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 6A: *Educational Interpreting: Content Areas, Grades K-12*
- PDES Module 6B: *Non-Interpreting Tasks, Grades K-12*
- or permission of instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Compare and contrast interpreting non-content situations in elementary/middle/secondary school settings.
2. List the activities of areas of interpreting that occur outside the classroom and explain the unique considerations for interpreting in those areas (e.g. physical education, health, artistic presentations, field trips, clubs, meetings, and school counseling).
3. Discuss aspects of role and ethics that occur in non-content area interpreting.
4. Analyze and interpret videotaped samples from non-content area situations using appropriate style, level, and language mode.

TOPIC OUTLINE:

I. Non•Content Areas in School Settings

A. Physical education

1. Physical education classes
2. Rallies
3. Field days/class competitions

B. Health classes

1. Lectures
2. Group discussion
3. Films/videotapes
4. Guest speakers

C. Artistic presentations

1. Musical/singing presentations
2. Drama/plays/cultural presentations
3. Media shows/demonstrations
4. Holiday presentations

D. Field trips

1. Touring of businesses/agencies/schools
2. Outdoor field trips
3. Performances/sports

E. Clubs/student meetings

1. Group meetings with board members/officers
2. Work/production meetings
3. Social gatherings

F. Meetings

1. Student/administrator

2. Student/teacher
3. Parents/administrators/teachers

G. School counseling

1. Guidance counselors
2. Psychological
 - a. Social/emotional counseling
 - b. Testing
 - c. Teacher concerns

II. Interpreting Process in Non•Content Areas

A. Preparation

1. Student's preferred mode of communication
 - a. Student communication needs/level
 - b. Communication context of event
 - c. IEP requirements
2. Specialized vocabulary
3. Knowledge of event
 - a. Participants
 - b. Types of activities
 - c. Types of interaction
4. Positioning and technical aspects

B. Interpreting process

1. Context
2. Source message
3. Reception of source message
 - a. Physical filters
 - b. Psychological filters
 - c. Environmental filters

- d. Linguistic filters
- 4. Text analysis
 - a. Purpose
 - b. Style
 - c. Affective considerations
 - d. Message
 - e. Register
- 5. Message reconstruction
 - a. Equivalence
 - b. Verbal/nonverbal aspects
 - c. Grammar
 - d. Pragmatics
- 6. Expression of message in target language
 - a. Register
 - b. Style
 - c. Content
 - d. Facial/body expression
 - e. Recognition/correction of any errors
 - f. Feedback

C. Unique considerations for various non•content areas

1. Physical education

- a. Placement of interpreter to allow for distance and movement between players and coaches
- b. Matching affective aspects for motivation/encouragement
- c. Visualizing action in interpretation
- d. Using specialized vocabulary
- e. Timing/pacing of interpreting to allow participation

- f. Considerations of when and when not to interpret
 - g. Dressing for action/movement
 - h. Implications of having an interpreter present
2. Health classes
- a. Sensitivity of topics
 - b. Feelings/emotions of students/speakers
 - c. Specialized vocabulary
 - d. Trust and confidentiality
 - e. Implications of having an interpreter present
3. Artistic presentations
- a. Positioning of interpreter
 - (1) Shadow
 - (2) Zone interpreting
 - (3) Off or side stage
 - b. Specialized signs
 - c. Representation of different characters
 - (1) Interpreting
 - (2) Characterizations
 - (3) Number of interpreters
 - d. Mood/style/rhythm of performance
 - e. Sign size
 - f. Lighting
 - g. Clothing

- preparation/rehearsal
 - h. Opportunity for
- presentations
 - i. Handling of musical
 - j. Presentations by various classes
 - k. Implications of interpreter
- presence
 - 4. Field trips
 - a. Preparation
 - (1) Agenda
 - (2) Organization of students/teachers
 - (3) Scripts for presentations
 - (4) Advising site of interpreting needs
 - b. Terminology
 - c. Travel arrangements
 - d. Supervisory duties
 - e. Positioning at various locations
 - f. Implications of interpreter
- presence
 - 5. Clubs
 - a. Procedures/ceremonies
 - b. Positioning
 - c. Interpreting for optimum participation
 - d. Number of interpreters
 - e. Specialized vocabulary
 - f. Implications of interpreter
- presence
 - 6. Meetings
 - a. Positioning during meeting

- b. Impartiality and confidentiality
 - c. Interpersonal dynamics
 - d. Ethics and position as staff member
 - e. Adult/child communication levels
 - f. Implications of interpreter presence
7. School counseling situations
- a. Affective mood/emotional states
 - b. Knowledge of counseling/testing procedures
 - c. Impartiality/confidentiality
 - d. Accepting the assignment
 - e. Positioning
 - f. Accuracy of interpretation
 - g. Implications of interpreter presence

D. Differences in interpreting non•content area situations in elementary/middle/secondary

1. Level of student responsibility
2. Language ability
3. Focus of social interaction
4. School environment/atmosphere

E. Interpreter role and ethics

1. Acceptance of additional interpreting hours
2. Hiring additional interpreters
3. Overuse syndrome
4. Supervision responsibilities
5. Skill in various types of interpreting

6. Requirements of ADA

SUGGESTED READINGS AND MATERIALS:

- "Model Standards for the Certification of Educational Interpreters for Deaf Students." ND. Available through RID, 8630 Fenton Street, Suite 324, Silver Spring, MD, 20910; (301) 608-0050.
- Cazden, Courtney. Classroom Discourse. (Portsmouth, NH: Heinemann Educational Books, Inc.). 1988.
- Colonomos, Betty. Fundamentals of the Interpretative Theory of Translation, Videotapes 1 & 2. Videotape teleclass series sponsored by Front Range Community College, Westminster, CO. 1992.
- Educational Interpreting for Deaf Students: Report on the National Task Force on Educational Interpreting. E. Ross Stuckless, et al, (eds.) (Rochester, NY: National Technical Institute for the Deaf, R.I.T.). 1989.
- Frishberg, Nancy. Interpreting: An Introduction. (Silver Spring, MD: Registry of Interpreters for the Deaf, Inc.). 1990.
- Hatch, Evelyn. Discourse and Language Education. (NY: Cambridge University Press). 1992.
- Hayes, P. L. "Clarifying the Role of Classroom Interpreters." Perspectives. 11 (5). 1993.
- Interpreting in the Classroom: Providing Accessibility or Creating New Barriers? Videotape and Notebook produced by B. Jones, Johnson County Community College. 1993.
- Jackson, Philip W. Life in Classrooms. (NY: Teachers College Press). 1990.
- Jones, B. E. Responsibilities of Educational Sign Language Interpreters in K-12 Public Schools in Kansas, Missouri and Nebraska. Unpublished doctoral dissertation, University of Kansas. 1993.
- Kluwin, T. N., et. al. (Editor) Toward Effective Public School Programs for Deaf Students: Context, Process, & Outcomes. (NY: Teachers College Press). 1992.
- LeBuffe, J. R. "A Clarification of the Roles and Responsibilities of

Teachers, Students, and Interpreters in a Mainstream Setting." Perspective. 1986.

- PDES Videotape series, The Public School in Action. National Interpreter Education Project, NCCC, Winsted, CT. 1992.
- Sanderson, Gary. Overuse Syndrome. Available through Sign Media, Inc.
- Scheibe, K. and J. Hoza. "Throw it out the Window! (The Code of Ethics? We don't use that Here): Guidelines for Educational Interpreters." Interpreting: The Art of Cross-Cultural Mediation. Proceedings of the Ninth National Convention of the RID. M. McIntire, ed. (Silver Spring, MD: RID Publications). (173-182). 1985.
- Sign Enhancers videotapes -- Available from Sign Enhancers, Inc. 1913 Rockland Dr. NW, Salem, OR, 97304; (800) 76-SIGN-1.
- Winston, E. A. "Mainstream Interpreting: An Analysis of the Task." The Challenge of the 90's: New Standards in Interpreter Education, Proceedings of the Eighth National Convention. (Conference of Interpreter Trainers, Pomona, CA). 1990.
- Wolf, Jackie. "Educational Interpreting in Elementary Schools." Handbook for Educational Interpreters. (Overland Park, KS: Johnson County Community College). 1989.

THE PROFESSIONAL EDUCATIONAL INTERPRETER (7B)

MODULE DESCRIPTION: (15 hours) A seminar module providing the opportunity for discussion of ethical, procedural, and communication issues. Additional topics include professionalism in the work place, professional development activities, ways to effectively integrate the role of the interpreter into the educational system and current issues in the field of educational interpreting.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 6B: *Non-Interpreting Tasks: Grades K-12*
- or permission of instructor

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Discuss the minimum requirements for an interpreted education to be effective.
2. Discuss the impact of an interpreted education on the recipients of the education.
3. Demonstrate effective strategies for resolving interpreting dilemmas that occur in educational settings.
4. Discuss the necessary qualifications for an educational interpreter.
5. Develop methods to effectively integrate the role of the interpreter into the school setting
6. Discuss methods of professional development and networking.
7. Discuss current issues in educational interpreting.

TOPIC OUTLINE:

I. The Educational Interpreter

A. Employment considerations

1. Appropriate job description
2. Effective resume
3. Interviewing techniques
4. Pay and benefits

B. Carrying out role and duties in school environments

1. Introducing and explaining role to others
2. Integration of role into the classroom/school member
 - a. As a school staff
 - b. As an interpreter
3. Application and maintenance of skills

C. Professionalism

1. Work habits
2. Ethical standards
3. Acceptance of supervision
4. Evaluation
5. Working as a team member
6. Dress
7. A work place/desk for the interpreter
8. Education

9. Professional development

D. Implications of interpreted education

E. Health and well•being

1. Overuse prevention

2. Networking and support

II. Interpersonal Communication Skills

A. Nature of communication in schools

1. Students

2. Staff/teachers

3. Within classrooms

4. Within school environment

B. Considerations for interpreters

1. Visibility in role of interpreter

2. Projection of positive image

3. Attention to cross•cultural

dynamics

C. Developing interpersonal skills

1. Communicating feelings and

ideas

2. Listening and response skills

a. Improving

listening techniques

b. Use of clarifying

responses

3. Influences on interpersonal

communication

a. Power/persuasion

- DiPietro, R.J. Strategic Interaction. (Cambridge: Cambridge University Press). 1987.
- Educational Interpreting for Deaf Students. Report of the National Task Force on Educational Interpreting. National Technical Institute for the Deaf. (NY: Rochester Institute for Technology). 1989.
- Frishberg, Nancy. Interpreting: An Introduction. (Silver Spring, MD: Registry of Interpreters for the Deaf, Inc.). 1990.
- Gustason, G., D. Pfetzing and E. Zawolkow. Signing Exact English. (Los Alamitos, CA: Modern Signs Press). 1980.
- Hatch, Evelyn. Discourse and Language Education. (New York: Cambridge University Press). 1992.
- Interpreting in the Classroom: Providing Accessibility or Creating New Barriers? 1993. Videotape and Notebook produced by B. Jones, Johnson County Community College. Interpreter Preparation Program, 12345 College at Quivira, Overland Park, KS, 66210-1299, (913) 469-8500 x 3107.
- Jackson, Philip W. Life in Classrooms. (New York: Teachers College Press). 1990.
- Johnson, R.E. and O.P. Cohen. Implications and Complications for Deaf Students of the Full Inclusion Movement. Gallaudet Research Institute Occasional Paper 94-2. (Washington, DC: Gallaudet University). 1994.
- Jones, B. E. Responsibilities of Educational Sign Language Interpreters in K-12 Public Schools in Kansas, Missouri and Nebraska, Unpublished doctoral dissertation: University of Kansas. 1993.
- Mather, Susan A. "Visually Oriented Teaching Strategies with Deaf Pre-school Children". In Lucas (Ed.), The Sociolinguistics of the Deaf Community. (New York: Academic Press). 1989.
- "Model Standards for the Certification of Educational Interpreters for Deaf Students." Available through RID, 8630 Fenton Street, Suite 324, Silver Spring, NO, 20910, (301) 608--0050.
- Roy, C.B. A Sociolinguistic Analysis of the Interpreter's Role in the Turn Exchanges of an Interpreted Event. Unpublished dissertation:

Georgetown University, Washington, DC. 1989.

- Scheibe, K. and J. Hoza. (1985). "Throw It Out the Window! (The Code of Ethics? We Don't Use that here.): Guidelines for Educational Interpreters." In M. McIntire (Ed.), Interpreting: The Art of Cross-Cultural Mediation. Proceedings of the Ninth National Convention of the RID. Silver Spring, MD: RID Publications. 173-182.
- Tannen, Deborah. That's Not What I Meant!: How Conversational Style Makes of Breaks Your Relationships. (New York: William Morrow). 1986.
- Schick, B., & MAP. Moeller (Eds.), Proceedings of the Seventh Annual Issues in Language and Deafness. An Educational Interpreter Performance Assessment: A Tool to Evaluate Classroom Performance. 1993. Developed by Brenda Schick, Ph.D. and Kevin Williams, M.S.
- Winston, E. A. "Mainstream Interpreting: An Analysis of the Task." In L. Swabey (Ed.), The Challenge of the 90's: New Standards in Interpreter Education, Proceedings of the Eighth National Convention, Conference of Interpreter Trainers, (Pomona, CA). 1990.
- Wolf, Jackie. "Educational Interpreting in Elementary Schools." In A Handbook for Educational Interpreters. Overland Park, KS: Johnson County Community College). 1989.
- Zimmer, June. "ASL/English Interpreting in an Interactive Setting." In Hammond (Ed.), Proceedings, 30th Annual Conference of the American Translators Association. (Medford, NJ: Learned Information, Inc.) 1989.

Videotapes:

- Interpreter Issues. Sign Media, Inc. 4020 Blackburn Lane, Burtonsville, MD, 20866-1167.
- Educational Interpreting: A Practical Approach (Consumer Awareness, Rights, and Responsibilities Videotape Series). Rochester Institute of Technology, Campus Connections Bookstore, 48 Lomb Memorial Drive, Rochester, NY, 14623-5604.
- Sanderson, Gary. Overuse Syndrome. Sign Media, Inc. 4020

Blackburn Lane, Burtonsville, MD, 20866-1167.

MODULE OVERVIEW

DIAGNOSTIC INTERPRETING/TRANSLITERATING LAB II

(8)

MODULE DESCRIPTION: (15 hours) One-to-one lab sessions will give participants the opportunity to assess their skills as educational interpreters and discuss ways to more effectively interpret/transliterate in targeted school classes and activities. Use of a particular sign system, mode, or language will be decided by individual participants and assessed by an instructor with an appropriate background. Interpreted selections will be assessed by the participant and the instructor, followed by discussion of individualized professional development activities.

PREREQUISITES FOR PARTICIPANTS:

- Successful completion of all previous PDES modules.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Determine and demonstrate the ability to effectively interpret a particular message in a particular educational setting.
2. Diagnose an interpreted message of that source for appropriate message content, language production, and appropriate affect and demeanor.
3. Diagnose examples of his/her own interpreting and identify specific skills that are strong and/or that need improvement.
4. Provide constructive feedback about interpreted messages that provide specific examples of strengths and weaknesses and suggestions for improvement.
5. Determine methods for continued individual professional development.
6. Determine methods for continued professional development of the group in a particular school system.

TOPIC OUTLINE:

- I. Diagnostic Assessment Preparation
 - A. Purpose
 - 1. Determined prior to session
 - 2. Methodology chosen & agreed upon by student/instructor
 - 3. Situation/tapes chosen
 - B. Diagnosis as sharing/interchange between interpreter and instructor
 - C. Personal/professional aspects
 - 1. Directness
 - 2. Empathy
 - 3. Acceptance of responsibility
 - 4. Knowledge of own perceptions
 - 5. Awareness/understanding of nonverbal cues
 - 6. Commitment to success of diagnostic session
- II. Analysis of Interpreted Message
 - A. In relation to work environment/needs of participants
 - 1. Linguistic
 - 2. Cultural
 - 3. Interpersonal
 - 4. Environmental
 - 5. As a staff & team member
 - B. The diagnostic process
 - 1. Text analysis
 - a. Purpose

- b. Affect
 - c. Style
 - d. Message
 - e. Register
- 2. Interpreting process
 - a. Reception of message
 - b. Analysis
 - c. Visualization
 - d. Composition
 - e. Interpreting performance
 - f. Knowledge of content area
- 3. Analysis of interpreted message
 - a. Inclusion of main ideas
 - b. Accuracy in presentation of
 - (1) Omissions
 - (2) Substitutions
 - (3) Additions
 - (4) Intrusions
 - (5) Anomalies
 - c. Attention to cultural aspects
 - d. Presentation of target language
 - (1) Grammar
 - (2) Semantics
 - (3) Non-
 - manual/nonverbal features
 - (4) Pragmatics
 - e. Style and presentation
 - (1) Appropriate to
 - situation and speaker
 - (2) Lag time
 - (3) Pacing and pausing
 - (4) Self•presentation

- C. Self-analysis by interpreter
 1. Ability to monitor own interpreting
 2. Recognition of consistent patterns:
successful and unsuccessful
 3. Ideas for improvement/further development

- D. Analysis by diagnostician
 1. Recognition of own perceptions
 2. Recognition and expression of consistent
patterns
 3. Provision of specific examples
 4. Specific strategies for improvement/further
development
 5. Involvement in and ownership of success of
process

III. Suggestions for Professional Development

- A. Specific areas/skills to be addressed
- B. Strategies for improvement
- C. Present to future goals
- D. Networking

SUGGESTED READINGS AND MATERIALS: These are suggestions, the instructor may know and recommend different or additional readings.

- **All Articles** - 1989. "New Dimensions in Interpreter Education: Evaluation and Critique." S. Wilcox (Ed.), Proceedings of the Seventh National Convention, Conference of Interpreter Trainers, Sugarloaf Resort,

Michigan.

- Gish, Sandra. 1993. "A Vygotskian Perspective on Interpreter Assessment." Student Competencies: Defining, Teaching, and Evaluating. Proceedings of the Ninth National Convention, E. Winston (Ed.), Conference of Interpreter Trainers, Denver, CO.
- Schweda-Nicholoso, Nancy. 1990. "A New Look at the Cognitive Flexibility Factor in Interpreter Training." Looking Ahead: Proceedings of the 31st Annual Conference of the American Translators Association. A.L. Wilson (Ed.). Learned Information, Inc., Medford, NJ.
- Stauffer, Linda K. 1993. "Assessing and Enhancing Visualization Skills of Interpreting Students." Student Competencies: Defining, Teaching, and Evaluating. Proceedings of the Ninth National Convention, E. Winston (Ed.), Conference of Interpreter Trainers, Denver, CO.
- Winston, Elizabeth A. 1990. "Techniques for Improving Accent in Sign Language Interpreters." Looking Ahead: Proceedings of the 31st Annual Conference of the American Translators Association. A.L. Wilson (Ed.). Learned Information, Inc., Medford, NJ.

ACCESSIBILITY IN THE MAINSTREAMED

CLASSROOM

Hearing Students/Deaf Students

CLASSROOM ACTIVITY***	HEARING Access achieved through: Eyes..... Ears	DEAF Access achieved through: Eyes..... Ears	COMPARABLE Modifications?	INTERPRETABLE Modification?
LECTURE				
QUESTION & ANSWER (LECTURE-BASED)				
QUESTION & ANSWER (PAPER-BASED)				
READING ALOUD				
INDEPENDENT WORK				

***Activities marked +/+ for hearing students require both eyes and ears for complete access

***Activities marked +/+ for deaf students require simultaneous use of the eyes for two different task to achieve access

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Elizabeth Winston

PROFESSIONAL DEVELOPMENT ENDORSEMENT SYSTEM

TABLE OF CONTENTS

FRONT INSERT: System Synopsis - PDES guide detailing the mission and purpose of this project.

THREE RING BINDER:

TITLE PAGE

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1B - *Overview of Educational Interpreting*

2A - *Overview of Sign Language, Language & Sign*

Systems

2B - *Overview of Child & Language Development of*

Deaf Students

3A - *Introduction to Discourse Analysis*

3B - *Overview of U.S. Public and Deaf Education*

4A - *Communication Assessment Techniques for*

Educational Interpreters

4B - *Language, Learning & Deaf Children*

5A - *Oral Transliterating in Educational Settings*

5A*- *Deaf Students with Disabilities: An Overview of*

Educational Techniques

5A**-*Overview of Cued Speech Transliteration*

5B - *Curriculum Methods & Materials Grades K-12*

5B*- *Methods & Materials for Deaf Students with*

Disabilities

6A - *Educational Interpreting: Content Areas Grades K-*

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6B - *Non-Interpreting Tasks Grades K-12*

7A - Educational Interpreting: Non-Content Areas
Grades K-12

7B - The Professional Educational Interpreter
8 - Diagnostic Interpreting/Transliterating Lab II
1I - INTERNSHIP: Educational Interpreting (Sign, Oral, Cued Speech)

2I - INTERNSHIP: Educational Interpreting for Deaf Students with Disabilities

1R - Introduction to the Rehabilitation Process
2R - Communication & Training in Rehabilitation

Settings

3R - Interpreting in Rehabilitation Settings I
4R - Interpreting in Rehabilitation Settings II
3I - INTERNSHIP: Interpreting in Rehabilitation

Settings

VIDEOTAPE SUMMARIES: The
Public School in Action - Print material describing the actual occurrences and vocabulary for 25 hours of classroom activities.

REAR INSERT: Module Combinations for Four-Credit Courses in Educational Interpreting - This booklet describes how the PDES modules can be combined to create six baccalaureate or graduate level courses specializing in educational interpreting.

OVERALL**PERFORMANCE EVALUATION**

1. Quality of work:	Careless; frequently makes mistakes.	Usually does passable work. Sometimes must be told to do a better job.	Usually does useable work. Seldom makes mistakes.	Consistently does good work. Errors rare.
2. Quantity of work:	Slow: output frequently below requirements.	Turns out only the required amount of work.	Fast: more than is expected.	Exceptionally fast. Unusually high output.
3. Job Knowledge:	Limited knowledge of job. Needs to be told repeatedly what to do.	Adequate knowledge of job. Regularly requires supervision and instruction.	Well informed on job and related work. Rarely needs assistance or instruction but asks when needed.	An expert at the job. Makes the most of knowledge and experience.
4. Dependability:	Requires frequent follow up, even in routine duties.	Generally carries out instructions but occasionally needs follow up.	Carries out instructions and does what is expected. Needs little follow up.	Inspires confidence. Works efficiently and independently.
5. Attitude:	Cooperates only when necessary. Unwilling to carry out new ideas. Creates poor impression.	Usually cooperates with some reluctance to accept suggestions and try new ideas.	Meets others halfway and goes out of way to cooperate. Usually ready to try new ideas.	Exceptionally good team worker. Goes out of way to cooperate. Always ready to try new ideas.

6. Initiative:	Does only as much as told; takes no interest in doing more than enough to get by; cannot see what has to be done.	Does only enjoyable jobs, requires constant supervision to keep going.	Able to get started and maintain interest without undue urging. Does other obviously related jobs.	Able to get started without pressure. Makes effort to get the most from activities, high degree of job interest.
7. Maturity:	Very immature. Lack of self-confidence and poise.	Seems immature at times and lacks confidence.	Mature and shows poise and self-confidence.	Very mature. Confident. Assured manner. Polite.
8. Communication:	Can't present facts or ideas, orally or in writing; doesn't keep supervisors and/or subordinates informed.	Needs supervision when communicating with others & reminders to stay in contact with superiors and/or subordinates.	Usually demonstrates good communications skills. Provides necessary information to superiors and subordinates.	Excellent communicator. Effectively communicates necessary information with any level in the organization.
9. Judgment and insight:	Frequently acts without obtaining facts. Judgment unsound in many instances.	Occasionally makes questionable decisions (may not obtain all facts or be influenced by personal feelings.)	Handles problems encountered in a practical down-to-earth manner. Usually uses good judgement.	Judgment seldom questionable. Considers all facts and reaches sound conclusions.

CONSONANT ARTICULATION PRACTICE

Can you make the two words in each pair look different on the mouth?

- | | | |
|-------------------------|-----------------------|------------------|
| 1. ascent -
accent | 29. spice -
splice | 56. sash - slash |
| 2. push - plush | 30. spit - splint | 57. save - slave |
| 3. pit - split | 31. spit - split | 58. said - sled |
| 4. pack - plague | 32. sable -
stable | 59. seep - sleep |
| 5. pox - blocks | 33. sack - stack | 60. say - sleigh |
| 6. pow - plow | 34. sane - stain | 61. sick - slick |
| 7. pain - plain | 35. sail - stale | 62. side - slide |
| 8. pot - plot | 36. sake - stake | 63. sing - sling |
| 9. boat - bloat | 37. sand - stand | 64. sink - slink |
| 10. bear - blare | 38. say - stay | 65. sip - slip |
| 11. box - blocks | 39. seal - steel | 66. sew - slow |
| 12. back - black | 40. seam - steam | 67. sake - snake |
| 13. bought -
brought | 41. seep - steep | 68. sag - snag |
| 14. play - pray | 42. sick - stick | 69. side - snide |
| 15. plank - prank | 43. sift - stiff | 70. sob - snob |
| 16. plod - prod | 44. sill - still | 71. sew - snow |
| 17. fox - flocks | 45. silt - stilt | 72. dab - drab |
| 18. fee - flea | 46. simulate - | 73. died - dried |
| 19. frame - flame | | 74. dill - drill |
| | | 75. dove - drove |
| | | 76. dug - drug |

20. fail - flail stimulate 77. rug - drug
 21. fair - flare 47. sink - stink 78. rum - drum
 22. fat - flat 48. sock - stock 79. dumb - drum
 23. fight - 49. sore - store 80. dunk - drunk
 flight 50. sorry - story 81. die - dry
 24. foe - flow 51. sew - stow 82. rye - dry
 25. fin - thin 52. saddle - 83. rain - drain
 26. fought - straddle
 thought 53. sane - slain
 27. two - true 54. sang - slang
 28. speed - 55. sap - slap
 spleen

84. raft - draft 118. spain - 152. ramp -
 85. raw - draw sprain cramp
 86. rape - drape 119. spite - 153. rain -
 87. read - dread sprite crane
 88. rift - drift 120. spout - 154. rash -
 89. rip - drip sprout crash
 90. gas - glass 121. spy - spry 155. rate -
 91. gaze - glaze 122. sir - spur crate
 92. guide - glide 123. cram - scam 156. rave -
 93. goat - gloat 124. crawl - crave
 94. gory - glory scrawl 157. rayon -

95. cap - clap 125. cream - crayon
 96. can - clan scream 158. rest -
 97. keen - clean 126. crew - screw crest
 98. kick - click 127. crypt - 159. rhyme -
 99. cock - clock script crime
 100. cod - clod 128. Kate - skate 160. rock -
 101. cot - clot 129. key - ski crock
 102. cove - clove 130. kid - skid 161. row - crow
 103. cub - club 131. kill - skill 162. rude -
 104. slap - 132. kin - skin crude
 slapped 133. can - scan 163. rumble -
 105. clap - 134. cape - crumble
 clapped escape 164. rush -
 106. abe - able 135. care - scare crush
 107. scrap - 136. collar - 165. rust -
 scrabble scholar crust
 108. wish - winch 137. cool - 166. rye - cry
 109. pass - pack school 167. yacht - rot
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115. twine -
swine

116. twirl -
swirl

117. twitch -
switch

145. soup - scoop

146. soap - scope

147. sore - score

148. sour - scour

149. rack - crack

150. raft - craft

151. ram - cram

176. race -

trace

177. rack -

track

178. raid -

trade

179. rail -
trail

180. rain -
train

181. rate -
trait

182. ramp -
tramp

183. rap - trap

184. rash -
trash

185. ravel -
travel

186. red - tread 220. triple -
 187. chase - criples
 trace 221. trumpet -
 188. chaff - crumpet
 traffic 222. trust -
 189. jail - trail crust
 190. chain - 223. try - cry
 train 224. sift - swift
 191. champ - 225. sign - swine
 tramp 226. sing - swing
 192. chance - 227. sung - swung
 trance 228. wallow -
 193. chap - trap swallow
 194. cheat - 229. warm - swarm
 treat 230. way - sway
 195. chick - 231. wear - swear
 trick 232. wet - sweat
 196. chip - trip 233. weep - sweep
 197. shoe - true 234. well - swell
 198. through - 235. wing - swing
 throw 236. witch -
 199. thus - switch
 thrust 237. cab - crab
 200. gain - grain 238. camp - cramp
 201. gape - grape 239. cane - crane
 202. gasp - grasp 240. cape - crepe

203. gait - great 241. cash - crash
204. gave - grave 242. call - crawl
205. gay - gray 243. reason -
206. gaze - graze treason
207. geese - 244. rebel -
grease treble
208. gill - grill 245. wrench -
209. sag - swag trench
210. sank - swank 246. rubble -
211. say - sway trouble
212. seep - sweep 247. rust - trust
213. seat - sweet 248. keep - creep
214. sell - swell 249. cop - crop
215. track -
crack
216. train -
crane
217. trait -
crate
218. tramp -
cramp
219. trash -
crash

MODULE OVERVIEW

INTERNSHIP 3I: INTERPRETING IN REHABILITATION SETTINGS

MODULE DESCRIPTION: (90 hours) Interns will be placed in a rehabilitation agency or program under the supervision of an experienced interpreter/transliterater (certified when possible) and a module supervisor. The intern will shadow the regular interpreter/transliterater until ready to take over some or all of the duties. Possible placements may include VR counselor/consumer meetings, evaluation settings, training programs, and on-the-job training.

PREREQUISITES FOR PARTICIPANTS: Completion of all previous PDES modules for interpreting in rehabilitation settings.

MODULE OBJECTIVES: Upon completion of this internship the participant will be able to:

1. Describe the roles and responsibilities of a rehabilitation interpreter.
2. Discuss and offer solutions to typical role challenges faced by rehabilitation interpreters.
3. Demonstrate the ability to interpret various situations at the internship sites.
4. Demonstrate the ability to work effectively and professionally as an intern in various rehabilitation settings.
5. Discuss ways to improve interpreting skills and facilitate the role of the interpreter in rehabilitation settings.
6. Describe ways to become involved in and informed about the profession of interpreting.
7. List methods for locating and securing employment as a rehabilitation interpreter.
8. Explain application and preparation procedures for state level or RID

interpreter evaluation.

9. Discuss methods of professional development.

TOPIC OUTLINE: Through practical experience, evaluations, and professional readings, participants should be obtain the following information:

I. Interpreting internship

A. Role and responsibilities

1. As an intern
2. As an interpreter

B. Interpreting ability

1. Overall ability
2. Specific skills
 - a. Sign language skills
 - b. Assessment
 - (1) Situation
 - (2) Communication

needs

- c. Skill with interpreting process
- d. Evaluation of effectiveness
- e. Ethics

C. Interest and initiative

1. Methods for improvement
 - a. Continued study
 - b. Self and outside diagnosis of
- c. Consultation with other

skills

interpreters

2. Involvement in profession

- a. Attendance at professional meetings
- b. Interaction with the Deaf Community

II. Work habits and professional characteristics

- A. Responsibility in carrying out assigned duties
- B. Working with supervision
 - 1. Supervising interpreter
 - 2. Rehabilitation personnel
 - 3. Site personnel
 - 4. Support service providers
- C. Rapport
 - 1. With students
 - 2. With staff
- D. Work habits/presentation
 - 1. Attendance/punctuality
 - 2. Initiative
 - 3. Attention to rules and regulations
 - 4. Organization
 - 5. Appearance
 - 6. Attitude
 - 7. Maturity/awareness of limits
- E. Communication skills
 - 1. With staff, supervisors
 - 2. With consumers

III. Entering the profession of interpreting

A. Employment

1. Finding appropriate positions
2. Application procedures
3. Job descriptions/agreements for long-term assignments
4. Interviews
5. Working conditions

B. Screening/Certification

1. Application procedures
2. Preparation
3. Taking exams
 - a. Written
 - b. Performance

C. Professional development

SUGGESTED READINGS AND MATERIALS:

- RID Views. (Silver Spring, MD: RID Publications).
- SLS Monograph Series. (MD: Linstok Press).
- Educational Interpreting for Deaf Students, Report of the National Task Force on Educational Interpreting (NTID at RIT, NY)
- Taff-Watson, M. & Stauffer, L., eds. "Interpreting Practicum." University Interpreter Course, Curriculum Guides. Vol. 4, pp. 125-133. February 1990.

MODULE OVERVIEW

INTERNSHIP: EDUCATIONAL INTERPRETING: SIGN LANGUAGE, ORAL, OR CUED SPEECH (1I)

MODULE DESCRIPTION: (90 hours) Interns will be placed in a school program under the supervision of an experienced interpreter/transliterater (certified when possible) and a module supervisor. In that placement the intern will shadow the regular interpreter/transliterater until ready to take over some or all of the duties. Possible placements include elementary, middle, or secondary situations using sign language, oral, or cued speech methods, as appropriate.

PREREQUISITES FOR PARTICIPANTS: Successful completion of all previous PDES modules for endorsement: Educational Interpreting - Sign Language, Oral, or Cued Speech.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the roles and responsibilities of an educational interpreter.
2. Discuss and offer solutions to typical role challenges faced by educational interpreters.
3. Demonstrate the ability to interpret various situations at the intern •ship site.
4. Demonstrate the ability to work effectively as an intern in a particular school setting.
5. Discuss ways to improve interpreting skills and facilitate the role of the interpreter in educational settings.
6. Describe ways to become involved in and informed about the interpreting profession.
7. List methods for locating and securing employment as an educational interpreter.
8. Explain application and preparation procedures for state level or RID interpreter evaluation.

9. Discuss methods of professional development.

TOPIC OUTLINE: Through practical experience, evaluations and professional readings participants should obtain the following information:

I. Interpreting Internship

A. Role and responsibilities

1. As an intern
2. As an interpreter

B. Interpreting ability

1. Overall ability
2. Specific skills
 - a. Sign language skills
 - b. Assessment
 - (1) Situation
 - (2) Communication

needs

- c. Skill with interpreting process
- d. Evaluation of effectiveness
- e. Ethics

C. Interest and initiative

1. Methods of improvement
 - a. Continued study
 - b. Self and outside diagnosis of
- c. Consultation with other

skills

interpreters

2. Involvement in profession
 - a. Attendance at professional

meetings

b. Interaction with Deaf

Community

II. Work Habits and Professional Characteristics

A. Responsibility in carrying out assigned duties

B. Working with supervision

1. Supervising interpreter
2. Teachers
3. Other support personnel

C. Rapport

1. With students
2. With staff

D. Work habits/presentation

1. Attendance/punctuality
2. Initiative
3. Attention to rules and regulations
4. Organization
5. Appearance
6. Attitude
7. Maturity/awareness of limits

E. Communication skills

1. With staff, supervisors
2. With students

III. Entering the Profession of Interpreting

A. Employment

1. Finding appropriate positions
 - a. Freelance positions
 - b. With agencies/schools
2. Application procedures
3. Job descriptions
4. Interviews
5. Working conditions

B. Screening/RID certification

1. Application procedures
2. Preparation
3. Taking exams
 - a. Written
 - b. Performance

C. Professional development

SUGGESTED READINGS AND MATERIALS:

- RID Views. (Silver Spring, MD: RID Publications).
- SLS Monograph Series. (MD: Linstok Press).
- Educational Interpreting for Deaf Students, Report of the National Task Force on Educational Interpreting. (RIT/NTID, NY).
- Taff-Watson, M. & Stauffer, L., eds. "Interpreting Practicum." University Interpreter Course, Curriculum Guides. Vol. 4, pp. 125-133. February 1990.

MODULE OVERVIEW

INTERNSHIP 2I: EDUCATIONAL INTERPRETING FOR DEAF STUDENTS WITH DISABILITIES

MODULE DESCRIPTION: (90 hours) Participants who want to gain experience in this specialized area will be placed in a program or classroom for deaf students with disabilities. Under the supervision of the classroom teacher or an experienced interpreter, the intern will observe and participate in the activities of that classroom and in other mainstream situations that occur.

PREREQUISITES FOR PARTICIPANTS: Completion of all previous PDES modules for endorsement: Educational Interpreting for Deaf Students with Disabilities.

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the roles and responsibilities of a communication assistant for deaf students with disabilities.
2. Discuss and offer solutions to typical role challenges faced by communication assistants for deaf students with disabilities.
3. Demonstrate the ability to work as an assistant on a variety of tasks with deaf students with disabilities: tutoring, language reinforcement, skills development, and interpreting.
4. Demonstrate the ability to work effectively and professionally as an intern in various educational settings.
5. Discuss ways to improve interpreting skills and facilitate the role of the interpreter in educational settings when working with deaf students with disabilities.
6. Describe ways to become involved in and informed about the interpreting profession.
7. List methods for locating and securing employment as an educational

interpreter working with deaf students with disabilities.

8. Explain application and preparation procedures for state level or RID interpreter evaluation.

9. Discuss methods of professional development.

TOPIC OUTLINE: Through practical experience, evaluations and professional readings participants should obtain the following information:

I. Interpreting Internship

A. Role and responsibilities

1. As an intern
2. As an interpreter

B. Interpreting ability

1. Overall ability
2. Specific skills
 - a. Sign language skills
 - b. Assessment
 - (1) Situation
 - (2) Communication needs
 - c. Skill with interpreting process
 - d. Evaluation of effectiveness
 - e. Ethics

C. Interest and initiative

1. Methods for improvement
 - a. Continued study
 - b. Self and outside diagnosis of skills
 - c. Consultation with other interpreters

2. Involvement in profession
 - a. Attendance at professional meetings
 - b. Interaction with the Deaf Community

II. Work Habits and Professional Characteristics

- A. Responsibility in carrying out assigned duties
- B. Working with supervision
 1. Supervising interpreter
 2. Special Education personnel
 3. Site personnel
 4. Support services providers
- C. Rapport
 1. With students
 2. With staff
- D. Work habits/presentation
 1. Attendance/Punctuality
 2. Initiative
 3. Attention to rules and regulations
 4. Organization
 5. Appearance
 6. Attitude
 7. Maturity/awareness of limits
- E. Communication skills
 1. With staff, supervisors
 2. With consumers

III. Entering the Profession of Interpreting

A. Employment

1. Finding appropriate positions
2. Application procedures
3. Job descriptions/agreements for long-term assignments
4. Interviews
5. Working conditions

B. Screening/Certification

1. Application procedures
2. Preparation
3. Taking exams
 - a. Written
 - b. Performance

C. Professional development

SUGGESTED READINGS AND MATERIALS:

- RID Views. (Silver Spring, MD: RID Publications).
- SLS Monograph Series. (MD: Linstok Press).
- Educational Interpreting for Deaf Students, Report of the National Task Force on Educational Interpreting (NTID at RIT, NY)
- Taff-Watson, M. & Stauffer, L., eds. "Interpreting Practicum." University Interpreter Course, Curriculum Guides. Vol. 4, pp. 125-133. February 1990.

MODULE 1A: Diagnostic Interpreting/Transliterating Lab I

Instructor

Materials

MODULE DESCRIPTION: (15 Hours) Individual and group lab activities will assist participants in assessing and improving their interpreting and transliterating skills. Sessions will include videotaping of simulated interpreting assignments (spoken-to-visual and visual-to-spoken) with follow-up group and individual diagnosis of the interpreted message and the degree to which it was successfully communicated. Through this module participants will have the opportunity to explore the strengths and weaknesses of their interpreting skills.

PLACE/PURPOSE IN THE PDES: This module is the first skills development module of the Phase I of the PDES. It is intended to focus on skill development; while topics of text analysis and educational interpreting are introduced, detailed information about text analysis methods and educational interpreting issues are addressed in the three courses: *Overview of Sign Language, Language, and Sign Systems Used by Deaf Students*; *Introduction to Discourse Analysis*; and *Communication Assessment Techniques for Educational Interpreters*.

PREREQUISITES FOR PARTICIPANTS:

- Graduate of Interpreter Training Program; or equivalent skills and knowledge of interpreter's role, process and ethics; or permission of instructor;
- Ability to demonstrate a knowledge of the interpreting process, role, and ethics;

INSTRUCTOR QUALIFICATIONS:

- B.A. in Linguistics, Education or related field, M.A. preferred
- National level interpreter certification
- Five to seven years interpreting experience, especially interpreting for children
- Experience teaching the interpreting process
- Diagnostic evaluation training

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

- 1. Discuss the basic principles of analyzing source texts according to the diagnostic system used in the course.**
- 2. Discuss the basic principles of analyzing interpretations according to the diagnostic system used in the course.**
- 3. Discuss the principles of the diagnostic system used in the module.**
- 4. Analyze a source message for content, language use, style and affect.**
- 5. Diagnose an interpreted message of that source for appropriate message content, language production, and appropriate affect and demeanor.**
- 6. Diagnose examples of his/her interpreting and identify specific skills that are strong and/or that need improvement.**
- 7. Provide constructive feedback about interpreted messages that provide specific examples of strengths and weaknesses and suggestions for improvement and/or practice.**

INTRODUCTION TO MODULE ACTIVITIES:Implementing the Module:

There are several possible options for scheduling this course, depending on the schedules of instructors and participants. However, as a skills development course, it would be more effective if the course met 1 1/2 hours a week for 10 weeks so the participants' skills can be internalized. This is the optimal way for the participants to have enough time to practice the skills introduced in the class meetings.

There are many ways that this module may be offered -- Through a large school system with several modes (sign, oral, cued speech); through a college or university in conjunction with one or more school districts; through an interpreter preparation program for interpreters working in a wide variety of school systems. Depending on the setting, the overall structure of the course will be affected.

One thing must be determined in advance of the course. The linguistic system to be focused on must be decided on before the module is implemented. A single instructor can effectively focus on only one system of interpreting: ASL/English; contact signing/English; signed English/English; Cued speech/English; Oral/English. The instructor will provide diagnostic feedback in both directions (visual-to-spoken and spoken-to-visual). Thus it must be determined in advance which linguistic system will be included.

If a large school system has several modes, it may be possible for one lead instructor to present the theoretical portions dealing with feedback in general. Assistant diagnosticians who are skilled in each specific system could then

provide the individual and group work required for participants in each system.

Class Size:

As this module is intended to focus on skill development, one-on-one meetings between the instructor and the participants are an integral part of the course. Class size should be kept small enough (6-8 participants per instructor) to allow maximum interaction between instructor and participant, and to allow the instructor and each participant to meet at least three times during the course. Suggested length of time for each meeting is 15-20 minutes. [It might also be possible to approach this course as a mentoring/practicum situation for individual participants.]

If a single instructor must focus on two different systems, the size of the class must be reduced to 4-6 participants. While it is perhaps possible to work with participants from English to a variety of visual forms from a single source message, it is not possible to work in the other direction. Each visual system requires a different source message. Thus, preparation time is greatly multiplied each time an additional system is added.

Screening the Participants:

The best option would be for participants to be pre-screened. This will assure that the participants possess the minimum skills required for this module. In addition, one way to determine the focus of the course would be to survey the participants registering for the course about their needs. It should be clear that only one system per participant can be focused on. It is possible that a participant will wish to take this course more than once if they wish to work on more than one system.

Participants should submit a videotaped sample of their work in the system to be focused on. At this stage, it is probably most effective for the instructor to choose two texts (5-10 minutes long) to send to each participant to interpret on videotape. The participant should then submit the video to the instructor well before the course begins. Participants should be encouraged to provide their best work-practice. The first goal of diagnosis is to discover what they can do well and build on those skills.

An appropriate text is a videotape representing a live presentation (not something read from a paper); it should have a straightforward topic structure with one or two main ideas, clear supporting ideas, and some details. It should be primarily fact-based, rather than a persuasive argument or a literary work. [Sign Enhancers provides tapes that are focused at beginner and advanced levels. The beginner tapes provide a good place to start -- they should not be difficult for the participants to understand and should allow them to demonstrate their interpreting skills.] The texts should also have a model interpretation which can be viewed during the course in order to provide the participants with a prototype.

The instructor should have a reasonable length of time, prior to the first session, to view the screening videotapes in order to assess the skills of participants. Minimum skills required should be the ability to interpret a simple text with few

deletions and distortions. Participants who are not ready for this module should be advised as to what areas they need to improve before they re-apply to take this module again. The "Skills Evaluation Form" (included at the end of this lesson plan) can be used as an assessment tool for this purpose.

Alternatively, the instructor could begin the course by taping the participants interpreting the above mentioned texts. This may mean, however, that participants who are not yet ready for the course will be registered for the module. The instructor (and those sponsoring the course) must determine the best way to handle this question.

MATERIALS/EQUIPMENT:

- Video camera, VCR, and monitor. (Preferably 1 set of video equipment per 3-4 participants).
- Gallaudet Monologues and Interactive Tapes: Many have written scripts to accompany them. Catalogue available through: NCHRTM, Oklahoma State University, 816 W. 6th Street, Stillwater, OK, 74078-0433; (405) 624-7650.
- Gallaudet Pre-Interpreting Audio Tapes: useful for focusing on specific tasks: shadowing, paraphrasing, memory, etc.
- The Public School in Action. Videotape series, produced by the PDES Project. Available from Northwestern CT Comm-Tech College, CED Department, Park Place East, Winsted, CT, 06098. (203) 738-6382.
- Sign Enhancers, especially the modeling tapes
- Sign Media Tapes
- Participant-made tapes (Participants can tape themselves in their work environment).
- Model interpretation videotapes of the interpreting texts used by the participants

DIAGNOSTIC MATERIALS/PROGRAMS: The instructor should choose the diagnostic method to be used for the course. Many exist, and many instructors have developed their own. These methods need to focus on language production, message match between source and target, and the overall professionalism of the interpreter.

If a sponsoring program has a specific diagnostic system they use, the instructor may want to use that. This should be made clear before the course begins. The diagnostic systems listed below are three possible systems.

- *The Educational Interpreter Performance Assessment: A Tool to Evaluate Classroom Performance*. 1993. Developed by Brenda Schick, Ph.D. and Kevin Williams, M.S. Information is currently on press in: Schick, B., & M.P. Moeller (Eds.), Proceedings of the Seventh Annual Issues in Language and Deafness.
- *Diagnostic and Professional Development Package*. 1992. Northeastern University Interpreter Education Project, Project Director. Contact:

American Sign Language Program
 276 Holmes Hall
 Northeastern University
 Boston, MA 02115
 (617) 373-3064(v)/(617) 373-3067(TTY)

- *Educational Interpreter Performance Assessment.*
 The Distance Learning Center
 1-800-446-5607, ext. 292
 \$10.00

In addition to diagnostic feedback, the instructor needs to provide direction for skills development. At the end of the module, participants should be able to define and identify each of the features used in the diagnostic system. They should also be able to demonstrate the ability to discuss their skills with the instructor, determining strengths and weaknesses and providing specific supporting examples of each. At the end of the module, the instructor and participant should prepare a professional improvement plan that will help the participant continue with skill development after the module is finished. Also, the instructor should determine whether the participant has the skills needed to continue in the series or if they should repeat the Diagnostic Lab I.

SUGGESTED READINGS AND MATERIALS:

- Gish, Sandra. 1993. "A Vygotskian Perspective on Interpreter Assessment." In E. Winston (Ed.), Student Competencies: Defining, Teaching, and Evaluating -- Proceedings of the Ninth National Convention, Conference of Interpreter Trainers, Denver, CO.
- Schweda-Nicholson, Nancy. 1990. "A New Look at the Cognitive Flexibility Factor in Interpreter Training." In A.L. Wilson (Ed.), Looking Ahead: Proceedings of the 31st Annual Conference of the American Translators Association. Medford, NJ: Learned Information, Inc.
- Stauffer, Linda K. 1993. "Assessing and Enhancing Visualization Skills of Interpreting Students." In E. Winston (Ed.), Student Competencies: Defining, Teaching, and Evaluating -- Proceedings of the Ninth National Convention, Conference of Interpreter Trainers, Denver, CO.
- Wilcox, S. (Ed.) All Articles. 1989. New Dimensions in Interpreter Education: Evaluation and Critique-- Proceedings of the Seventh National Convention. Conference of Interpreter Trainers, Sugarloaf Resort, Michigan.
- Winston, Elizabeth. 1990. "Techniques for Improving Accent Sign Language Interpreters." In A.L. Wilson (Ed.), Looking Ahead: Proceedings of the 31st Annual Conference of the American Translators Association. NJ:

MODULE ACTIVITIES SUMMARY

SESSION	LENGTH	ACTIVITY	MATERIALS
1-1 1-2	1.5 HR 1.5 HRS	Pre-test -- Initial Interpreting Task: Spoken-to-Visual Intro. to Diagnostic System	Pre-test text with model interpretation;
2-1 2-2	2 HRS 1 HR	Individual Participant Interviews - Feedback on Pre-test Videotape Text Interpretation (individually)	Feedback on Pre-test; Gallaudet Interpreting Skills tapes and activities; videotaped texts
3-1 3-2	1.5 HRS 1.5 HRS	Continued Feedback and Practice Interpreting Task: Visual-to-Spoken	(same as 2-1 and 2-2)
4-1 4-2	2 HRS 1 HR	Individual Meetings and Directed Activities Introduction of New Text for Interpreting	(same as 3-1 and 3-2)
5-1 5-2	1 HR 2 HRS	Feedback and Group Activities Individual participant/instructor meetings - Assessment & Advisement	(same as 4-1 and 4-2)

SESSION 1-1 Pre-test - Initial Interpreting Task: Spoken-to-Visual

Methods and Activities: (1.5 Hour) "Pre-test": Participants should be taped interpreting a spoken-to-visual task. They should be allowed to prepare by watching the text with the instructor to make sure they understand the message (before attempting to interpret it) and know the key terminology in both the source and the target languages.

Materials: The text for this task should be straightforward and expository; it should contain one or two major points with supporting details. It should be an informative text rather than a "story" in order to determine the interpreting skills of the participants with texts that they are most likely to interpret at their jobs. An effective length for this is 7-10 minutes. This allows participants to warm-up a little but is still manageable during the limits of class time.

SESSION 1-2 Introduction to Diagnostic System

Methods and Activities: (1.5 Hours) The instructor should introduce the diagnostic system that will be used for the lab section. This can be either the instructor's choice or the choice of the hiring agency. This discussion should be detailed, defining the features and skills that will be analyzed so that the participants have a clear understanding of the task to be accomplished in this course. It is important to stress the interactive, positive approach to diagnosis and feedback that is supported by the PDES modules. Participants should be encouraged to find features of their interpreting that are strong as well as those that need improvement. It is important that the instructor provide specific examples and specific suggestions for change (when needed).

Materials: Use the text used for the "Pre-test" that has a model interpretation with it. Work through the diagnostic system with the participants, demonstrating examples of specific features by using examples from the model interpretation.

Summary Information for Session 1-2: Focusing first on message match, the instructor can introduce ways to analyze first the source and then the target match. Then, looking at language production, the instructor can demonstrate examples of the various target features: sign parameters, pacing, speed, processing time, emphasis, etc.

Looking at professional comportment, there should be a discussion of role and ethics. The instructor can focus on control of lighting, distractions, dress, and interpreter affect. [The model tapes will probably not have examples of problems, but the participants can bring up examples from the pre-test: laughing during the test, making faces, dress, inappropriate interaction with consumers, etc.]

The instructor should guide the participants in focusing on their individual skill, so they can recognize their own strengths and weaknesses. It is most effective to have them concentrate on only a few areas at one time, such as language production, message match, and comportment.

Participants should begin analyzing their own interpreting, working in pairs if possible. The instructor can observe, interact, and provide comments to get the participants started. At the end of class, the instructor should collect all the tapes for analysis before the next class.

Suggested Homework: Read Gish (Vygotsky), Shaw (diagnostic feedback), and Winston (Accent).

SESSION 2-1 Individual Participant Interviews (Feedback: Pre-test)

Methods and Activities: (2 Hours) The instructor will provide a written or taped diagnostic feedback on the participant's performance from the previous week. This should be passed out at the beginning of class and the participants should have a few moments to read them. The instructor should then meet with each participant for 15-20 minutes, discussing the feedback and providing instruction for development. The other participants will work on specific exercises as determined by the needs of the group. These activities should be fairly self-directed: continued analysis of previous tapes; practicing giving feedback to other participants; watching and comparing their interpretations (or shadowing, lag time, etc.) with the models provided. [6 participants should take approximately 2 hours. Instructor should check on participant progress between each individual meeting.]

Materials: Interpreting text with model interpretation. Also, see Gallaudet Interpreting Skills tapes and activity suggestions.

SESSION 2-2 Videotape Text Interpretation (individually); Intro. to New Text

Methods and Activities: (1 Hour) The participants will be introduced to another text for interpreting, using the same approach that was used for the first tape. They should each be videotaped interpreting it before they leave. Ask participants to focus on specific areas of weakness in this interpretation.

Materials: See materials for Session 2-1

SESSION 3-1 Continued Feedback and Practice

Methods and Activities: (1.5 Hours) The instructor will provide either written or taped feedback on the second text interpretation. Depending on the skill level of the participants, the instructor will plan various activities that focus on the specific needs of the participants. These may be oriented for the large group or for smaller groups of one or two

participants, depending on the disparity of skill levels represented.

Materials: See materials for Session 2-1

SESSION 3-2 Interpreting Task: Visual-to-Spoken

Methods and Activities: (1.5 Hours) The participants will be introduced to a new text for interpreting. Participants should be allowed to prepare by watching the text with the instructor, making sure they understand the message (before attempting to interpret it) and know the key terminology in both the source and the target languages.

Participants will be videotaped interpreting the source text, using the same methods that were used in the first half of the activity. Participants and instructor will begin analysis of their interpreting, of model interpreters, etc. Instructor may want to introduce some group activities related to this task.

Materials: See materials for Session 2-1

SESSION 4-1 Individual Meetings and Directed Activities

Methods and Activities: (2 Hours) During this session, the instructor will follow the same format as in Session 2-1. The instructor will meet with each participant to discuss feedback on the interpreting that was videotaped at the end of the previous class. Based on the instructor's analysis of participant skills in this area, group and directed activities can be planned while the instructor is meeting with participants individually.

Materials: See materials for Session 2-1

SESSION 4-2 Introduction of New Text for Interpreting

Methods and Activities: (1 Hour) Participants will be introduced to and interpret a new tape, following the procedures established in earlier classes.

Materials: See materials for Session 2-1

SESSION 5-1 Feedback and Group Activities

Methods and Activities: (1 Hour) Instructor will again provide written/taped feedback on the participants' performance from the previous week. Instructor will lead group activities depending on class needs.

Materials: See materials for Session 2-1

SESSION 5-2 Individual Participant/Instructor Meetings; Assessment and Advisement

Methods and Activities: (2 Hours) Instructor will meet and advise each participant about continuing in the PDES modules. Some participants may need additional skill development before taking Diagnostic Lab #1 for a second time, and continuing in the module system.

SUGGESTED MODULE ACTIVITIES:

1. With a partner, or in triads, practice interpreting various tapes from educational settings. While one person interprets, the others will watch and then provide diagnostic feedback. Switch roles.
2. Watch videotapes of educational interpreters interpreting in the classroom. As a group, critique the interpreting using positive, appropriate feedback techniques.
3. Practice interpreting and transliterating audio or videotapes using different modes, styles and language levels. With other participants, discuss the most effective ways to present the messages in various languages/modes/styles.
4. Invite a panel of interpreters to class and have them interpret the same selection. Discuss the different choices and styles used by different interpreters.
5. Research and share with the class information on professional development workshops, courses, and programs.
6. Work individually with the instructor of the class to diagnose interpreting samples, and discuss professional development ideas.

SKILLS EVALUATION FORM

 Student Name

Date

I. PROFESSIONAL BEHAVIOR:

- F D C B A
- A) Arrives on Time inappropriate ___ ___ ___
 ___ ___ appropriate
- B) Appropriate Dress inappropriate ___ ___ ___ ___ ___ appropriate
- C) Behaves in a Professional Manner inappropriate ___ ___ ___ ___ ___ appropriate

II. INTERPRETING FACTORS: (English/Sign) Ability to convey a message from spoken English into acceptable ASL, or more ASL like signing.

- F D C B A
- A) Clarity: Sign/Fingerspelling unclear ___ ___ ___
 ___ ___ clear
- B) Non-Manual Behaviors inappropriate ___ ___ ___
 ___ ___ appropriate
- C) Use of Space inappropriate ___ ___ ___
 ___ ___ appropriate
- D) Speaker Affect Conveyed inappropriate ___ ___ ___ ___ ___
 appropriate
- E) Sign Vocabulary inadequate ___ ___ ___
 ___ ___ adequate
- F) Fluency slow/hesitant ___ ___ ___
 ___ ___ fast/smooth
- G) Speed/Time Lag inappropriate ___ ___ ___
 ___ ___ appropriate

_____	H) Sign Utilization	inaccurate	_____
_____	accurate		
_____	I) Message Conveyed	skewed	_____
_____	accurate		
_____	J) Interpreting Performance	translit	_____
_____	interprets		

III. TRANSLITERATING FACTORS: (English/Sign) Ability to convey a message from spoken English into a manual code for English.

	F D C B A		
_____	A) Clarity: Sign/Fingerspelling	unclear	_____
_____	clear		
_____	B) Non-Manual Behaviors	inappropriate	_____
_____	appropriate		
_____	C) Use of Space	inappropriate	_____
_____	appropriate		
_____	D) Mouth Movements	inappropriate	_____
_____	appropriate		
_____	E) Sign Vocabulary	inadequate	_____
_____	adequate		
_____	F) Fluency	slow/hesitant	_____
_____	fast/smooth		
_____	G) Speaker Affect Conveyed	inappropriate	_____
_____	appropriate		
_____	H) Sign Utilization	inaccurate	_____
_____	accurate		
_____	I) Deletion Words/Phrases	skewed	_____
_____	accurate		
_____	J) Transliterating Performance	interprets	_____
_____	translit		

Skills Evaluation

Page Two

IV. **INTERPRETING FACTORS:** (Sign/English) Ability to convey a signed message from ASL into English, either signed, written or spoken.

	F	D	C	B	A
A) Vocabulary Selection					
___ appropriate					
B) Message Conveyed					
accurate					
C) English Structure					
___ appropriate					
D) Signer Affect Conveyed					
appropriate					

V. **TRANSLITERATING FACTORS:** (Sign/English) Ability to convey a signed message which approximates English into written or spoken English.

	F	D	C	B	A
A) Vocabulary Selection					
___ appropriate					
B) Message Conveyed					
accurate					
C) English Structure					
___ appropriate					
D) Signer Affect Conveyed					
appropriate					

VI. OVERALL PERFORMANCE: Evaluator's general impression of overall performance.

		A
	B C D F	
A) Message Comprehension		difficult _____ easy
B) Message Accuracy		inconsistent _____
consistent		
C) Comfort Factor		uncomfortable _____
_____ comfortable		
D) Expressive Intelligibility		unclear _____
clear		

STRENGTHS

WEAKNESSES

- A = Excellent
- B = Above Average
- C = Average
- D = Below Average
- F = Unsatisfactory

SKILLS EVALUATION DESCRIPTION

I. PROFESSIONAL BEHAVIOR:

- A. Arrives on Time - Arrives with plenty of lead time to set up and, if necessary, check in with consumers.
- B. Appropriate Dress - Dresses appropriate for the setting.
- C. Behavior/Professional Manner - Handles situations in regard to role and responsibilities.

II. INTERPRETING FACTORS: (English/Sign) Ability to convey a message from spoken English into acceptable ASL, or more ASL-like signing.

- A. Clarity: Sign/Fingerspelling - Signs produced should be made correctly following the four parameters: 1) palm orientation, 2) location, 3) movement, 4) handshape.

Fingerspelling should be smooth and fluent. Jerkiness, moving up and down of the hand, incorrect position from the body and incorrect spelling (of the word itself) are factors that should not be present.

- B. Non-Manual Behaviors - Production of the appropriate facial markers, such as --q--, --whq--, --t--, etc. Good use of body and face to convey the context of the speaker. Facial adverbs.

Fidgeting in seat, excessive blinking of eyes, nodding of head, whispering, and swaying are inappropriate.

- C. Use of Space - Using space to "set the stage," e.g., persons, places, objects, etc.
- D. Speaker Affect Conveyed - How well the student bonds with the speaker. Their style of signing, e.g.: 1) speaker's emotions (excited, assertive, shy, etc.) 2) speaker's mood (non-committal, determined, etc.) will reflect the speaker's style of speaking.
- E. Sign Vocabulary - Does the student exhibit a wide range or at least a variety of signs incorporated in interpreting?
- F. Fluency - When use of signs, fingerspelling, face and body movements are taken into an overall picture, does the student show smoothness in his/her movements? Are there inappropriate pauses? There should

be continuity in the sign production and appropriate pauses to indicate the end of thought patterns.

G. Speed/Time-Lag - Time lag refers to the usual 4-6 words for transliterating and 6-8 for interpreting. This would vary according to the grammatical features involved. The pace of the signing should agree with the pace of the speaker. The student should not appear "hurried" in his/her signing.

II. **INTERPRETING FACTORS:** (cont.)

H. Sign Utilization - Were the signs selected conceptually correct? Was there a better way to sign something or a more correct choice of a sign?

I. Message Conveyed - During processing the student should understand the message to render it faithfully. This pertains to the content of the speaker. Retains most of the message.

J. Interpreting Performance - The student's performance should be in acceptable ASL or more ASL-like signing. Points would be deducted if the student did inappropriate "mouthing."

III. **TRANSLITERATING FACTORS:** (English/Sign) Ability to convey a message from spoken English into a manual code for English.

A. Clarity: Sign/Fingerspelling - see above

B. Non-Manual Behaviors - see above

C. Use of Space - see above

D. Mouth Movements - "Mouthed," non-audible English should not be exaggerated. The words on the lips generally should "shadow" those of the speaker. Distractions would be "smacking" noises, licking of the lips, and whispering.

E. Sign Vocabulary - see above

F. Fluency - see above

G. Speaker Affect Conveyed - see above

H. Sign Utilization - see above

I. Deletion Word/Phrases - Articles are usually deleted in transliterating. In the English language often there is a lot of redundancy. In transliterating, it is permissible and actually gives a better message to reduce the redundancy. However, words and phrases that are needed for the message should not be deleted.

J. Transliterating Performance - The student's performance should be an acceptable form of Manually Coded English, although using ASL-like signing to clarify certain concepts would be permissible.

IV. INTERPRETING FACTORS: (Sign/English) Ability to convey a message from ASL into English, either signed, written or spoken.

A. Vocabulary Selection - The student should be able to voice the appropriate English gloss word after recognition of the signs. The student should show a variety in the vocabulary selection, e.g., "run quickly" could also be voiced as "swiftly," etc. The vocabulary selection should also match that of the speaker, taking into consideration the age, cultural background, education, gender, etc. of the speaker. Repetition should be avoided.

B. Message Conveyed - The content of the message should be accurately conveyed and rendered faithfully. The student should show an understanding of the concepts and be able to express them without skewing the message. There should not be conceptual errors in verbalizing the message.

C. English Structure - The student should be able to effectively express the signing message into proper English. The student should demonstrate skills in completing sentences, using the proper pronouns, verb tense, correct selection of adjective and adverb comparisons, etc. The student should adhere to the various rules of grammar.

D. Signer Affect Conveyed - See Interpreting Factors, Section II, Letter D.

V. TRANSLITERATING FACTORS: (Sign/English) Ability to convey a signed message which approximates English into written or spoken English.

The criteria for transliterating factors are the same as for Interpreting factors.

VI. OVERALL PERFORMANCE: Evaluator's general impression of overall performance.

A. Message Comprehension - The student should demonstrate the capacity of understanding the message with ease.

B. Message Accuracy - A degree of exactness should be displayed continuously throughout all of the tasks. Inconsistency in message accuracy would denote an irregular rendering of the message.

C. Comfort Factor - The student should exhibit a state of ease or well-being during the evaluation process.

D. Expressive Intelligibility - The student's rendition by voice and sign should be easily and clearly understood.

Additional blanks are provided at the end of the evaluation for the evaluators to give additional feedback to the students. Positive input would help the students as well as constructive comments.

MODULE 1B: Overview of Educational Interpreting Materials

Instructor

MODULE DESCRIPTION: (15 Hours) An overview of the role, responsibilities, and ethics of interpreters in public school settings grades K-12. Included in discussions will be the concept of the interpreter as an educational team member, an examination of the various interpreting and non-interpreting tasks performed by interpreters, a brief history of educational interpreting, and a study of the implications of mainstreaming and interpreting in school settings.

PLACE/PURPOSE IN THE PDES: This is the first module delineating theoretical principles of Educational Interpreting in Phase I of the PDES. This module describes educational interpreting, with a dual emphasis on the education setting and on the process of understanding and interpreting for children. While participation presupposes that registrants have basic skills and knowledge of interpreting for deaf adults. In contrast, participants will focus on techniques and knowledge needed to interpret for children in school settings.

PREREQUISITES FOR PARTICIPANTS:

- Graduate of Interpreter Training Program; or equivalent skills and knowledge of interpreter's role, process and ethics; or permission of instructor;
- Ability to demonstrate a knowledge of the interpreting process, role and ethics;

INSTRUCTOR QUALIFICATIONS:

- B.A. in Linguistics, Education, or related field, M.A.

preferred

- **Experience working in educational settings, K-12**

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. **Give a brief history of educational interpreting in the U.S.**
2. **List and describe legislation related to education of deaf children and the hiring of interpreters.**
3. **Discuss recent trends in education of deaf children and the implications for educational interpreting.**
4. **Describe current practices for employment of interpreters.**
5. **List and describe typical interpreting and non-interpreting roles for educational interpreters at various school levels.**
6. **Discuss current professional issues in the field.**
7. **List and describe groups and specialized training available to educational interpreters.**
8. **Discuss the outlook of the profession.**

INTRODUCTION TO MODULE ACTIVITIES: Knowledge of the development and current practices of educational interpreting in the country is essential for the educational interpreter as a member of the professional team in public school settings. *Overview of Educational Interpreting* will provide participants with an understanding of the history of special education and the education of deaf children, as well as the changes in laws, regulations, and trends that have resulted in the mainstreaming of deaf children in public schools. Participants should also be fully aware of the special ethics of interpreting as a team member in the classroom, emerging professional standards for educational interpreters, and the various roles the classroom interpreter is expected to play.

SUGGESTED READINGS AND MATERIALS:

- **Bowe, Frank. Approaching Equality. (Silver Spring, MD: T.J. Publishers). 1991.**

- Cohen, Leah Hager. "An Interpreter is Not Enough." *The New York Times*, February 22, 1994.
- Cokely, Dennis. Sign Language Interpreters and Interpreting. (Burtonsville, MD: Linstok). 1992.
- Educational Interpreting: A Practical Approach - Consumer Awareness, Rights and Responsibilities. Videotape series. (Rochester, NY: National Technical Institute for the Deaf, Rochester Institute of Technology). 1993.
- Gannon, Jack. Deaf Heritage: A Narrative History of Deaf America. (Silver Spring, MD: National Association of the Deaf). 1981.
- Paul, Peter V., and Stephen P. Quigley. Education and Deafness. (White Plains, NY: Longman). 1990.
- RID Views. Various Issues. (Silver Spring, MD: Registry of Interpreters for the Deaf, Inc.). (Especially Volume 12, Issue 3, 1994, which focuses on educational interpreting).
- Stuckless, E., Joseph Avery, and T. Alan Hurwitz. Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting. (Rochester, NY: National Technical Institute for the Deaf, Rochester Institute of Technology). 1989.
- Toward Equality: Education of the Deaf. Commission on the Education of the Deaf (COED). 1988.
- Winzer, Margaret A. The History of Special Education: From Isolation to Integration. (Washington D.C.: Gallaudet University Press). 1993.
- Handouts generated by individual instructors involving state and local statutes affecting the education of deaf children and/or interpreting for deaf children.

MODULE ACTIVITIES

SUMMARY

SESSION	LENGTH	ACTIVITY	MATERIALS
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1-1 1-2	2 HRS 1 HR	Legislative Hist. of Ed. of Deaf Children Mainstreaming Programs	Winzer, Bowe, Gannon Paul and Quigley
2-1 2-2	1 HR 2 HRS	Hist. of Educational Interpreting in Mainstream programs Changes in the Role of Interpreters	Cokely, COED Report, NTID Report
3-1 3-2 3-3	2 HRS 30 min 30 min	Elementary and Secondary Schools Employment of Interpreters Applicable State Laws	NTID Report, Paul&Quigley NTID Report RID Views, NTID Report
4-1 4-2	1.5 HRS 1.5 HRS	Typical Roles and Responsibilities Issues and Ethics	NTID Report Cokely, NTID Report
5-1 5-2	2 HRS 1 HR	Resources for Educational Interpreters Outlook for the Profession	PDES Synopsis NTID Report

SESSION 1-1 Legislative History of the Education of Deaf Children

Methods and Activities: (2 Hours) This session will cover national, state and local statutes and regulations that pertain to special education. Background information on activities and court decisions that relate to laws, or further define laws, will be included. The early history of education of the deaf in this country and abroad will be discussed as it pertains to perceptions of deaf people, motivating factors governing education, and how the education of deaf children has contributed to the culture of deaf people.

Participants should be able to describe:

- **The history of special education**
- **The history of education of deaf children**
- **The impact of national, state and local statutes and**

regulations on the formats of education of deaf children that exist
- The impact of certain educational arrangements on the culture of deaf people

Summary Information for Session 1-1: Special education activities in the United States started in 1817 with the establishment of the American School for the Deaf in Hartford, CT. Today, special education represents a sizable portion of the budgets at local public school systems. Deaf children educated in local public schools are usually small in number and are categorized as a low incidence population. Eighty percent of the school-age population of deaf children are now educated in public schools, most with the use of educational interpreters. Educational interpreting is a relatively new profession, with a noticeable growth commencing in the last five years of the 1980's as a result of PL 94-142, The Education for All Handicapped Children Act, which was signed into federal law in 1975. This Act has since been updated by the Individuals with Disabilities Education Act (IDEA), discarding the term "handicapped" and focusing on "individuals with disabilities." Not directly impacting on the public schools, but raising the general consciousness of the rightful inclusion of all people with disabilities in society, and thus reinforcing the concept of special education services in schools, is the Americans with Disabilities Act, passed in 1990. This Act is considered the "Civil Rights Act" for all citizens with disabilities.

Individual instructors will have to research their own state/local statutes which affect the education of deaf children.

SESSION 1-2 Mainstreaming Programs

Methods and Activities: (1 Hour) This session should open with discussion that will lead to an understanding of "mainstreaming," and that the term means different things to different people. Participants should come to understand other related terms and concepts such as resource room, self-

contained classes, partial mainstreaming, reverse mainstreaming (such as deaf children from a public school, and even regular public school children, attending activities at a school for the deaf), a regular public school teacher (with a teacher's aide) teaching children with disabilities, regular classes that include deaf children with no interpreting support services, as well as classes with interpreting services. Another important concept to be covered is "related services," and all the implications thereof. Participants need to know, generally, how school placements occur, including the Individual Education Plan (IEP) requirements.

Summary Information for Session 1-2: This session could start with the specifications in IDEA regarding the public schools' responsibility for the education of all school-age children, including all children with disabilities. The participants should understand that this responsibility includes the completion of a comprehensive evaluation for all children with disabilities, and the formulation of an IEP for each. The term "Appropriate Education In the Least Restrictive Environment" needs to be covered, including current Federal Department of Education guidelines which specify that the primary focus should be on the *appropriateness* of the education when placements for deaf children are being considered. In addition, the term "inclusion" should be discussed. However, the instructor should be aware that the "inclusion movement" has no specific basis in current federal law, and is not a federal policy. Participants should come away from this module with basic factual information on mainstreaming, and knowledge about the many different models that exist in actual practice.

SESSION 2-1 History of Educational Interpreting in Mainstream Programs

Methods and Activities: (1 Hour) Discuss the following issues:

- **The role and responsibilities of teachers' aides**
- **School principals often are the hiring agent, and as such, are also consumers of interpreting services.**

- **Teachers of the deaf are required to have two years of graduate study. However, for regular classroom teachers who have deaf students placed in their classrooms, it is assumed that they are sufficiently prepared to teach the deaf children if a teacher's aide who has some sign or fingerspelling skill is assigned to assist the teacher.**
- **Most educational interpreters are aware that they are short on knowledge and/or skills to do their job competently. However, interpreters are usually not required by their employers to seek professional development, nor do their employers reimburse them or increase their salaries when professional development is sought. In addition, the public school system is rarely equipped to evaluate, train or guide the educational interpreter.**
- **Public school systems have been under pressure due to increasing special education budgets. Administrators in the past, however, have not been receptive to increasing expenditures for the cost of educating deaf children unless pressured to do so.**

Summary Information for Session 2-1: This session focuses on how interpreting services were first perceived and used in public school systems at the K-12 level. The participant learns how public school administrators implemented PL 94-142 with very little knowledge or information about the education requirements of deaf children, or what interpreting services were.

Participants will discuss the fact that public schools were already accustomed to employing teachers' aides prior to PL 94-142. Participants need to understand how school principals have utilized the position of teacher's aide to satisfy federal mandates for classroom teachers who need assistance with their deaf students. The participant needs to learn about the report completed by the Commission on Education of the Deaf (COED), and what suggestions were recommended to improve the education of deaf children in many public schools.

SESSION 2-2 Changes in the Role of Interpreters

Methods and Activities: (2 Hours) This session is intended to give participants an overall understanding of the development of interpreting as a profession. Participants need to appreciate that interpreting, in general, is a comparatively new profession that has been in existence for only a little more than twenty years. Further, participants need to appreciate that the evolution of the interpreting profession has been similar to the evolution of many other professions; at first, practitioners could work without specialized professional training, then specialized education requirements were established, and eventually states began to require licensure in order to practice.

Participants need to review the changes in the role of interpreters for deaf adults and some of the factors that influenced changes. In the 1960's, almost all persons who called themselves interpreters had some other primary occupation. Often, their interpreting services were rendered to assist deaf people, frequently on an unpaid basis. Accordingly, they were perceived as "helpers." Later, with an overly simplified understanding of non-involvement on the part of the interpreters, the role of the "interpreter as a conduit" came into being. A more enlightened human approach moved the role of the interpreter to that of a "communication facilitator," or one who conveyed the message to the extent that comprehension by consumers was attained. Currently, the interpreter is seen as a bilingual/bicultural professional who considers and incorporates cultural factors into the interpreting tasks.

Summary Information for Session 2-2: The educational interpreter should be able to understand and explain how new professions have developed in this country. From these discussions the participant should be able to describe how the role of the interpreter has evolved. Additionally, the participant should consider how the specialized role of an *educational*

interpreter may be similar and different in some respects.

SESSION 3-1 Elementary and Secondary Schools

Methods and Activities: (2 Hours) In this session, the participant needs to learn about elementary and secondary education from two perspectives. They should be aware of how schools are generally organized and administered, and how educational interpreters fit into various systems.

Participants should describe the professional roles and relationships that occur in public school settings, and compare and contrast their various observations. Participants also need to learn about various school cultures that exist and how the educational interpreter can best fit into those cultures and be a productive, professional member of the school team.

Summary Information for Session 3-1: The participant should be able to discuss the responsibilities of Boards of Education. A local Board of Education not only sets policy and approves budgets, but can also be contacted by parents of students (special education students, or other) who are attempting to effect certain changes. In some unusual instances, Boards of Education directly employ educational interpreters. In these cases, principals of schools may not feel directly involved in addressing needs that may arise after employment. The participants should be able to describe the roles and relationships of education professionals such as principals, sectional supervisors, guidance counselors, school secretaries, teachers' aides, classroom teachers, resource room teachers, school psychologists, speech pathologists, teachers of the deaf, and special education supervisors.

Homework Assignment: Each participant should begin to develop an Educational Interpreter Handbook for their particular school district that would include the process of writing their job description, role(s) and responsibilities, policy and procedures (including those that define the

responsibilities of all adult personnel), hiring policies, evaluation procedures, other duties as assigned, non-interpreting activities, and many other areas that would be appropriate in a handbook. This would be an on-going assignment that would be revised several times as the participant gained more information from the course.

SESSION 3-2 Employment of Interpreters

Methods and Activities: (30 Minutes) In this session, the participant learns about the current status of educational interpreters in regard to the number of interpreters currently employed, their job titles, their job descriptions, hiring practices, and qualifications. The participant learns that current information still largely reflects past practices and does not accurately reflect recently implemented changes, nor new standards being actively considered. The information from this session with the most potential value is that which may assist participants in preparing an improved job description in the school system s/he works for, *if* given the opportunity. Emerging professionals need to be aware that with the development of professional standards, and the required education and training needed to fulfill those standards, appropriate salary levels eventually follow.

Summary Information for Session 3-2: The 1989 Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting estimated that 2,200 educational interpreters were employed nationally in elementary and secondary schools. The number of interpreters has increased dramatically within the past five years, but to a currently unknown extent. This same report delineates fifteen different job titles, often describing the method of communication, the job function, or the level of instruction (such as elementary or secondary school). Interpreters in school settings often complain of having no job description at all.

SESSION 3-3 Applicable State Laws

Methods and Activities: (30 Minutes) In this session the participant will discuss the manner in which states regulate professional, technical, and commercial activities. Participants will discuss the differences between *national* professional certification and related national professional activities, and *state* certification, licensure, and other regulatory provisions that are common to many states. Parallels between national and state certifications of the legal, audiological, psychological, and educational professions will be discussed. State laws and regulations for educational interpreters that exist in some states, as well as emerging state professional regulatory patterns, will complete the discussion of legal aspects in this session. The participants will also discuss quality assurance provisions that have been established.

Summary Information for Session 3-3: The participant will gain awareness of the common governmental provisions for defining and controlling the practice of professions within state jurisdictions. Participants will learn that national certification is honored within a state only when state statutes, or a state agency, have the authority to accept national certification as a state professional standard. Finally, participants will learn the value of having state-imposed professional standards as a means of enhancing the status of the services they render.

SESSION 4-1 Typical Roles and Responsibilities

Methods and Activities: (1.5 Hours) In this session the participant will become aware of job descriptions that are typically used. The participant will learn about job descriptions that appropriately describe the role and responsibilities of educational interpreters. This is important information as many educational interpreters currently work without job descriptions.

Summary Information for Session 4-1: In the area of responsibilities the

interpreter will review and discuss specific items such as seating and lighting, the need to develop and use specialized signs and vocabulary, the process of negotiating the language level, and methods of communication appropriate for the specific deaf child in the classroom. Other topics for discussion in this session include the process of teacher-interpreter communication and lesson plan sharing, the necessary preparation for interpreting the material, the flexibility required to adjust interpretation to insure pupil comprehension, and ways to establish and explain the role of the interpreter to the teacher, the student body, and all other school staff members (faculty, administration, and other staff).

Because educational interpreting positions vary widely from school to school and by levels of education, it is essential that participants in this session obtain an understanding of appropriate and inappropriate classroom assistance activities that may be suggested for their position. There are numerous possible roles and responsibilities that might be proposed, such as supervisory duties outside of the classroom, providing information and references for sign language and for deaf culture, informal sign language instruction, assisting in notetaking activities and working as an educational team member. Some of these activities may be contingent on the number of deaf pupils in a particular school, other professional staff members may be employed (such as a teacher of the deaf, a special education professional who is knowledgeable about deafness, other interpreters, etc.). All of these variables are relevant to the possible role and responsibilities of an educational interpreter in a given situation.

Finally from this session's discussion, participants will need to achieve clarification on legal factors that may be pertinent. These include safety within the classroom, safety in other areas of the school, and legal responsibility for reporting abuse.

SESSION 4-2 Issues and Ethics

Methods and Activities: (1.5 Hours) In this session the participant will achieve an understanding of the various perspectives on what constitutes

professional status and how these perspectives can impact on the status of the educational interpreter. The participant will be able to compare and contrast the status of a general interpreter for deaf adults with that of an *educational* interpreter. In terms of professional standards, the participant will be able to describe the minimal education and skill that educational interpreters should possess. Further, the participant will review desirable professional development options that should be available and pursued by educational interpreters.

Health and well-being factors of educational interpreters include both knowledge and sensitivity to repetitive motion injury and the need for a professional support network of other interpreters to avoid problems that stem from working in isolation.

The issue of the ramifications of educational interpreting need to be discussed and understood by the participant. These include the whole question of the viability of deaf children obtaining a basic education through an interpreter, the issue of a deaf child being able to establish an identity as a deaf person, and the related concept of *inclusion* attempting to (or giving the appearance of attempting to) "normalize" the deaf child. Lastly, there is the need for participants to discuss the issue of the place and involvement of the Deaf Community in the education of a deaf child who is in a public school setting.

Other issues that need to be discussed are job descriptions and the educational interpreter; the educational interpreter's role as a communication facilitator and as an educational team member; the RID Code of Ethics and how it relates to the educational interpreter; conflict management; and professionalism as it relates to attitude, dress, office space and continuing educational/skills development.

Summary Information for Session 4-2: This session deals with issues and ethics concerning the attempt to facilitate national policy on special education requirements which mandate qualified educational interpreting services for deaf children in the public schools. A fundamental question should be raised. Is active participation in the enhancement of educational

interpreting services a vote of confidence in national policy of mainstreaming as the *correct* way to educate deaf children, or is it simply a professional endeavor to assure the best support services in public school programs that have already been established? The question is answered, in part, by addressing the related activities and needs of deaf children regarding their identity and their Deaf Community contacts, and by becoming sensitive to the needs of each individual deaf child, and whether s/he can obtain a good education through an interpreter.

SESSION 5-1 Resources for Educational Interpreters

Methods and Activities: (2 Hours) In this session the participant will learn about the history and development of professional resources specific to educational interpreting. Copies of The Editor newsletter (produced by the RID's educational interpreting special interest group) will be handed out and reviewed. Participants will review and discuss the findings of several coalitions that have attempted to define the status of educational interpreting, including: The National Task Force on Educational Interpreting, the Commission on Education of the Deaf, and the RID/CED Ad Hoc Educational Interpreter Standards Committee.

As a resource for workshops and continuing education activities, the student will become familiar with Federal Department of Education Projects that support regional, national, and college based programs from the Rehabilitation Services Administration and the Office of Special Education and Rehabilitation Services. Most these programs offer, to varying degrees, pre-service and in-service training programs specific to educational interpreters, in addition to the training of interpreters in general.

Summary Information for Session 5-1: There are several reports, publications, and programs that are valuable resources specifically for educational interpreters. These resources cover desired professional standards for educational interpreters, based on current circumstances, and

opportunities available for skills development. Similar to other professionals, educational interpreters need to have a means for keeping abreast with their profession, and for maintaining and enhancing their knowledge and skills. While the resources are not plentiful, fortunately they *do* exist.

SESSION 5-2 Outlook for the Profession

Methods and Activities: (1 Hour) While educational interpreting is a comparatively new profession, essentially forced into being by the Public Law 94-142 (adopted by the U.S. Congress and signed by the President in 1975), it is clear that the mainstreaming of deaf children into the American public schools will continue in the foreseeable future, without any appreciable degree of alteration. The existence of deaf children in the public schools will require the support of educational interpreters. In its report to the Congress and the President of the United States, the (congressionally formed) Commission on Education of the Deaf (COED), made several recommendations for improving the education of deaf children, including that the improvement of educational interpreting should be an important priority. Efforts to spur such improvements began in the 1990's and will continue into the twenty-first century.

Basic research in computer technology may have some impact on educational interpreting at the K-12 public school level. Some new efforts, recently funded by Federal Department of Education grants, are looking into supplementary access to the spoken language for deaf children in the classroom, via speech recognition computer technology. In one public school system with over three hundred deaf children, researchers have begun to assess the potential of providing an inexpensive and small sized computer with a television monitor for an individual deaf child, or a small group of deaf children, to see the spoken words of interpreters whenever technical vocabulary (or more precise English translation) is desired in captioned form. The interpreters in this experiment wear headsets with microphones

to facilitate the production of captions.

Recent advances in speech recognition technology suggest that the use of these computers (to provide access to the spoken language of instructors in the classroom) will continue to grow. It appears, however, that the major use of this technology will be at the higher education level, where more mature, assertive, and English-proficient deaf persons will derive significant benefits.

Educational interpreting will continue to be vital, and will grow as a profession. This trend indicates that eventually, in all fifty states, educational interpreting will be subject to specific minimal professional standards and will require credentials for employment. Diagnostic assessment will be built-in as part of the professional standard process, both for verifying the minimal professional skill required and for the purpose of identifying areas of skill that may need improvement. Also, diagnostic assessment will increasingly be one of the periodic evaluation processes available for assisting educational interpreters to maintain and enhance their skills.

The concept of professional mentoring is emerging as an alternate professional service and a means of assisting novice professionals. Close, objective, and professional guidance is valuable in shaping and sharpening skills and knowledge in the early years of professional practice. The concept has great merit for educational interpreters, particularly because the process of interpreting is so individualized and involved. In large school systems where a number of educational interpreters are employed, it will be a valuable asset to have one or more of the educational interpreters *also* trained to serve as a mentor to other staff interpreters.

Lastly, the Registry of Interpreters for the Deaf has adopted a Certification Maintenance Program (CMP) for its certified members. The program is flexible and provides an avenue for educational interpreters (who are also certified members of that professional body) to meet the RID certification maintenance requirements by selecting professional continuing education training activities. These activities can also directly improve their knowledge and skills in the educational interpreting area. The Professional

Development Endorsement System modules have been offered by approved CMP sponsors for CEU credit.

Summary Information for Session 5-2: Educational interpreting is an emerging specialization within the broader, *general* interpreting field. It is driven by federal law, which mandates a free and appropriate education, in the "least restrictive environment." This leads to public school enrollment for a growing number of deaf children.

The profession of educational interpreting is located in an environment -- a public school system -- that has a long tradition of requiring professional, state-mandated credentials for people who work in the various school professions. This fact could eventually have a positive impact on educational interpreters, as it could place them in employment categories that will have similarly mandated professional standards.

Educational interpreters already have various systems and resources available to help them upgrade and maintain their credentials. They will also be the beneficiaries of new technology, which will provide greater accuracy in interpreting for deaf children.

SUGGESTED MODULE ACTIVITIES:

- 1. Investigate state interpreter laws and the current status of educational interpreting in your state.**
- 2. Survey local or state school districts as to the types and history of programs for deaf students that hire interpreters.**
- 3. Invite a panel of deaf adults to class for a discussion of their educational experiences and feelings about mainstreaming and interpreting.**
- 4. Visit local/regional mainstream programs. Report on program design and roles/responsibilities of interpreters.**
- 5. Invite a panel of educational interpreters to class to discuss their roles, responsibilities, and issues.**

OVERVIEW OF EDUCATIONAL INTERPRETING (1B)

PRE-TEST / POST-TEST

- 1. Give a brief history of educational interpreting in the U.S. How has the role of interpreters changed over time? (12 points)**
- 2. List and describe four legislative acts related to the education of deaf children and the hiring of interpreters. (8 points)**
- 3. Discuss recent trends in education of deaf children and the implications for educational interpreting. (8 points)**
- 4. How does the role of educational interpreter evolve from first grade through high school. (12 points)**
- 5. List and describe typical interpreting and non-interpreting roles for educational interpreters at various school levels. (12 points)**
- 6. What are the possible ramifications of educational interpreting. (12 points)**
- 7. Discuss the ethics and responsibilities of an educational interpreter. (12 points)**

8. List at least two perspectives on what constitutes professional status and how these impact on the status of the educational interpreter. (12 points)

9. Discuss the outlook of the profession (include resources and/or specialized training available). (12 points)

**MODULE 11: INTERNSHIP--
EDUCATIONAL INTERPRETING:
SIGN LANGUAGE, ORAL, OR
CUED SPEECH**

Instructor

Materials

MODULE DESCRIPTION: (90 Hours) Interns will be placed in a school program under the supervision of an experienced interpreter/transliterater (certified when possible) and a module supervisor. In that placement the intern will shadow the regular interpreter/transliterater until ready to take over some or all of the duties. Possible placements include elementary, middle, or secondary situations using sign language, oral, or cued speech methods, as appropriate.

PLACE/PURPOSE IN THE PDES: This is the final PDES module leading to endorsement in the area of Educational Interpreting specializing in Sign Language, or Oral, or Cued Speech.

PREREQUISITES FOR PARTICIPANTS: Completion of all previous PDES modules for endorsement: Educational Interpreting - Sign Language, Oral, or Cued Speech.

INSTRUCTOR QUALIFICATIONS:

- **B.A. in Deaf Education, Linguistics, or related field; M.A. preferred**
- **National level interpreter certification**
- **Experience interpreting in educational settings, K-12**
- **Experience supervising and mentoring interpreters**

MODULE OBJECTIVES: Upon completion of this internship the participant will be able to:

- 1. Describe the roles and responsibilities of an educational interpreter.**
- 2. Discuss and offer solutions to typical role challenges faced by educational interpreters.**
- 3. Demonstrate the ability to interpret various situations at the internship site.**

4. **Demonstrate the ability to work effectively and professionally as an intern in a particular school setting.**
5. **Discuss ways to improve interpreting skills and facilitate the role of the interpreter in educational settings.**
6. **Describe ways to become involved in and informed about the interpreting profession.**
7. **List methods for locating and securing employment as an educational interpreter.**
8. **Explain application and preparation procedures for state level or RID interpreter evaluation.**
9. **Discuss methods of professional development.**

SUGGESTED READINGS AND MATERIALS:

- **RID Views. (Silver Spring, MD: RID Publications).**
- **SLS Monograph Series. (MD: Linstok Press).**
- **Educational Interpreting for Deaf Students, Report of the National Task Force on Educational Interpreting. (RIT/NTID, NY).**
- **Taff-Watson, M. & Stauffer, L., eds. "Interpreting Practicum." University Interpreter Course, Curriculum Guides. Vol. 4, pp. 125-133. February 1990.**

INTRODUCTION TO MODULE ACTIVITIES: This internship experience is an introduction to the various duties and responsibilities which the educational interpreter encounters on the job. For maximum effectiveness, the practicum must be a cooperative enterprise involving the module supervisor, the intern, and the service agency. The opportunities afforded to the intern should be of such level and degree as to foster additional practice in an atmosphere that is conducive and challenging. The assignment is a functional educational activity, the intent of which is to provide maximum opportunities for practical experience in educational interpreting settings.

Interpersonal skills during internship can be critical as often these placements lead to employment. Be sure the intern is introduced to the building principal and supervisor of services for students who are deaf and that they read the building manual (emergency procedures, etc.). Interns need to be prepared for the expectations placed upon them as an adult working with minor children.

It is important that a copy of each parties' responsibilities accompany all letters to site supervisors, involved school personnel, module supervisors and interns. Because of the scheduling challenges that will face both the intern and his/her supervisor, scheduling should begin well in advance of the actual practicum experience (6 months to a year would be optimum).

It is important that the spirit of the CIT National Interpreter Education Standards be incorporated into

this internship. Participants and instructors should adhere to the following notions:

- I. The internship is an integral part of the educational program. The experience shall provide the intern with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.**
 - A. Objectives for each phase of the internship shall be collaboratively developed and documented by the program faculty, practicum supervisor, and intern.**
 - B. The ratio of program faculty to intern shall ensure proper supervision in and frequent assessment of achieving the objectives.**
 - C. Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the intern.**

- II. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework.**

- III. In-depth experience in delivering interpreting services shall be required. *These experiences are not intended to emphasize unsupervised performance.***
 - A. Internship shall be supervised by qualified personnel.**
 - B. To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.**
 - C. The intern's practicum shall be formally evaluated and documented by the practicum supervisor in accordance to program guidelines. This evaluation shall be shared with the interns.**

MODULE SUPERVISOR'S RESPONSIBILITIES:

- 1. Meet with intern candidate in an initial conference to determine his/her interests, needs, and abilities in relation to possible practicum positions. A tentative selection will be made on a possible practicum position, and the candidate will then make an appointment with the agency supervisor to discuss the possible placement.**
- 2. Call placement agency prior to candidate's meeting to briefly explain the internship process.**
- 3. Give orientation to school and supervising interpreter explaining goals of internship (based on module objectives). Also explain forms to be used by site supervisor.**
- 4. Approve supervising interpreter based on his/her experience, personal qualifications for directing the work of interns, experience in staff supervision, and willingness to take on the added responsibility for**

supervising an intern.

- 5. Make two visits to the practicum site for observation and discussion with intern. During these visits the module supervisor will review the intern's log book.**
- 6. During second site visit, complete the Interview Form using the interview questions provided.**
- 7. The module supervisor will spend a total of 5 hours with the intern in discussion and testing.**
- 8. Assess the intern's progress based on meetings and evaluation forms and make a recommendation to the certifying agency for PDES endorsement of the intern.**

INTERN'S RESPONSIBILITIES:

- 1. Meet with module supervisor in an initial conference to determine interests, needs, and abilities in relation to possible practicum positions. A tentative selection will be made on a possible practicum position, and an appointment with the agency supervisor should be arranged to discuss the possible placement.**
- 2. Follow RID Code of Ethics.**
- 3. Abide by all rules and regulations set forth by the school program and the module supervisor.**
- 4. Once placed, report for all assignments and/or observations at the practicum site. Throughout the contract the intern will be required to arrive on time for each assignment and to stay for the entire length of the assignment.**
- 5. Meet with supervising interpreter as often as possible to discuss performance and obtain feedback.**
- 6. Spend a total of 5 hours with the module supervisor in discussion and testing including an interview during the module supervisor's second site visit.**
- 7. Maintain a log book. This log will be reviewed by the module supervisor during site visits. The log should include the following information:**
 - a. A summary of the types of interpreting/transliterating performed (i.e., classroom, one-to-one, platform, small group) while at the practicum site.**
 - b. Identify vocabulary for which a sign is needed for a particular assignment to make it more successful.**
 - c. Identify problem areas and possible solutions to overcome the problem (i.e., Code of Ethics, role conflicts, sign vocabulary, conceptual signing, sign-to-voice, voice-to-sign, time lag, human relations, etc.)**
 - d. Identifying information regarding deaf persons served (i.e., name, date, time, location) should not be revealed.**
 - e. Reactions to the practicum experience. The reactions may address issues such as**

working relationships, frustrations, accomplishments, attainment of goals/objectives, etc.

SUPERVISING INTERPRETER'S RESPONSIBILITIES:

- 1. Participate in orientation session prior to assignment of supervision responsibilities.**
- 2. If intern is observing, allow him/her to take notes and to ask questions at the end of the assignment if time permits.**
- 3. Monitor the performance of the intern by completing Skills Evaluation Form four times, intermittently, during the internship.**
- 4. Meet with the intern as often as possible to discuss their strengths as well as areas that need improvement, based on the completed Skills Evaluation Forms.**
- 5. Once the intern has completed the internship, complete the Overall Performance Evaluation using the completed Skills Evaluation Forms. (All forms should be mailed to the module supervisor within one week of assignment completion).**

SCHOOL'S RESPONSIBILITIES:

- 1. Meet with and approve the intern candidate for internship. Discuss possible dates of internship as well as goals, needs, tasks, and record-keeping that the intern will be required to perform.**
- 2. Allow module supervisor to provide initial orientation to staff.**
- 3. Utilize the intern in interpreting situations which will help them to attain the mutually agreed upon objectives.**
- 4. Provide on-site supervision of intern by a qualified professional interpreter.**

SAMPLE LETTER SETTING UP PRACTICUM SITE

Date

Cooperating Site Supervisor

Agency Name

Address

City, State ZIP

Dear Cooperating Site Supervisor:

Thank you for being involved in the Professional Development Endorsement System (PDES) as a practicum site. Our PDES participants have completed approximately 270 hours of specialized courses in educational interpreting.

As part of their endorsement, the participants are required to complete a 90-hour internship of interpreting in an educational setting. Some of these 90 hours will include meeting times with the supervising interpreter and module supervisor. The participants are expected to act in a professional manner, and to observe the protocol, policies, and rules established by the practicum site.

Two on-site visits are made by the module supervisor during this internship for evaluation purposes. When the internship hours are completed, the supervising interpreter will provide an evaluation of the participant's performance by sending the required, completed forms to the module supervisor.

Again, I really appreciate your willingness to enrich the training experience of the PDES participants, and to promote quality interpreting services in the future. If I can be of help to you, please give me a call at _____.

Best regards,

Module Supervisor's Name

LETTER PROVIDING EVALUATION FORM TO PRACTICUM SITE SUPERVISING INTERPRETER

Date

Person, Title

Agency Name

Address

City, State ZIP

Dear _____:

Thank you for being involved in the PDES Internship as a supervising interpreter. As such, you will be requested to provide guidance and feedback to the intern during his/her 90 hour placement at your school.

Enclosed is a Skills Evaluation Form (with descriptions) and an Overall Performance Evaluation form. You will fill out the Skills Form four times intermittently during the internship. When the internship has been completed, you will complete the Overall Performance Evaluation form based on the completed Skills forms. There are nine areas for consideration; please circle the brief explanation that most closely corresponds to the student's performance in each. All forms must be mailed, within one week after completion of the internship supervision, to the following address:

X
X
X
X

If you have any questions regarding the forms or the procedure for filling them out, please give me a call.

Again, thank you very much for the opportunity you have given the PDES participants at your school. Your contribution has greatly contributed to their professional growth as educational interpreters.

Best Regards,

Module Supervisor

NOTES FROM THE MODULE SUPERVISOR TO ENDORSING AGENCY:

Instructor: _____

Intern: _____

Sponsoring Agency: _____

Meeting Dates/Times: _____

Comments on Activities/Materials:

ACTIVITY/MATERIALS COMMENTS

Recommendation for Endorsement: (Candidates with an evaluation average less than a "C" will not be recommended for endorsement)

YES

NO

SKILLS EVALUATION FORM

Student Name _____

Date _____

I. PROFESSIONAL BEHAVIOR:

- | | F | D | C | B | A |
|-------------------------------------|---|---|---|---|---|
| A) Arrives on Time | | | | | inappropriate ___ ___ ___ |
| ___ ___ appropriate | | | | | |
| B) Appropriate Dress | | | | | inappropriate ___ ___ ___ ___ ___ appropriate |
| C) Behaves in a Professional Manner | | | | | inappropriate ___ ___ ___ ___ ___ appropriate |

II. INTERPRETING FACTORS: (English/Sign) Ability to convey a message from spoken English into acceptable ASL, or more ASL like signing.

- | | F | D | C | B | A |
|---------------------------------|---|---|---|---|-----------------------------------|
| A) Clarity: Sign/Fingerspelling | | | | | unclear ___ ___ ___ |
| ___ ___ clear | | | | | |
| B) Non-Manual Behaviors | | | | | inappropriate ___ ___ ___ |
| ___ ___ appropriate | | | | | |
| C) Use of Space | | | | | inappropriate ___ ___ ___ |
| ___ ___ appropriate | | | | | |
| D) Speaker Affect Conveyed | | | | | inappropriate ___ ___ ___ ___ ___ |

appropriate	
E) Sign Vocabulary	inadequate ___ ___ ___
___ ___ adequate	
F) Fluency	slow/hesitant ___ ___ ___
___ ___ fast/smooth	
G) Speed/Time Lag	inappropriate ___ ___ ___
___ ___ appropriate	
H) Sign Utilization	inaccurate ___ ___ ___
___ ___ accurate	
I) Message Conveyed	skewed ___ ___ ___ ___
accurate	
J) Interpreting Performance	translit ___ ___ ___
___ ___ interprets	

III. **TRANSLITERATING FACTORS:** (English/Sign) Ability to convey a message from spoken English into a manual code for English.

	F D C B A	
A) Clarity: Sign/Fingerspelling		unclear ___ ___ ___
___ ___ clear		
B) Non-Manual Behaviors		inappropriate ___ ___ ___
___ ___ appropriate		
C) Use of Space		inappropriate ___ ___ ___
___ ___ appropriate		
D) Mouth Movements		inappropriate ___ ___ ___
___ ___ appropriate		
E) Sign Vocabulary		inadequate ___ ___ ___
___ ___ adequate		
F) Fluency		slow/hesitant ___ ___ ___
___ ___ fast/smooth		
G) Speaker Affect Conveyed		inappropriate ___ ___ ___ ___

appropriate

___ H) Sign Utilization

inaccurate ___

___ accurate

___ I) Deletion Words/Phrases

skewed ___

___ accurate

___ J) Transliterating Performance

interprets ___

___ translit

Skills Evaluation

Page Two

IV. **INTERPRETING FACTORS:** (Sign/English) Ability to convey a signed message from ASL into English, either signed, written or spoken.

F D C B A

___ A) Vocabulary Selection

inappropriate ___

___ appropriate

___ B) Message Conveyed

skewed ___

accurate

___ C) English Structure

inappropriate ___

___ appropriate

___ D) Signer Affect Conveyed

inappropriate ___

appropriate

V. **TRANSLITERATING FACTORS:** (Sign/English) Ability to convey a signed message which approximates English into written or spoken English.

F D C B A

___ A) Vocabulary Selection

inappropriate ___

___ appropriate

B) Message Conveyed

skewed _____

accurate

C) English Structure

inappropriate _____

___ appropriate

D) Signer Affect Conveyed

inappropriate _____

appropriate

VI. OVERALL PERFORMANCE: Evaluator's general impression of overall performance.

F

D C B A

A) Message Comprehension

difficult _____ easy

B) Message Accuracy

inconsistent _____

consistent

C) Comfort Factor

uncomfortable _____

___ comfortable

D) Expressive Intelligibility

unclear _____

clear

STRENGTHS

WEAKNESSES

A = Excellent

B = Above Average

C = Average

D = Below Average

F = Unsatisfactory

SKILLS EVALUATION DESCRIPTION

I. PROFESSIONAL BEHAVIOR:

- A. Arrives on Time - Arrives with plenty of lead time to set up and, if necessary, check in with consumers.
- B. Appropriate Dress - Dresses appropriate for the setting.
- C. Behavior/Professional Manner - Handles situations in regard to role and responsibilities.

II. INTERPRETING FACTORS: (English/Sign) Ability to convey a message from spoken English into acceptable ASL, or more ASL-like signing.

- A. Clarity: Sign/Fingerspelling - Signs produced should be made correctly following the four parameters: 1) palm orientation, 2) location, 3) movement, 4) handshape.
Fingerspelling should be smooth and fluent. Jerkiness, moving up and down of the hand, incorrect position from the body and incorrect spelling (of the word itself) are factors that should not be present.
- B. Non-Manual Behaviors - Production of the appropriate facial markers, such as --q--, --whq--, --t--, etc. Good use of body and face to convey the context of the speaker. Facial adverbs.
Fidgeting in seat, excessive blinking of eyes, nodding of head, whispering, and swaying are inappropriate.
- C. Use of Space - Using space to "set the stage," e.g., persons, places, objects, etc.
- D. Speaker Affect Conveyed - How well the student bonds with the speaker. Their style of signing,

e.g.: 1) speaker's emotions (excited, assertive, shy, etc.) 2) speaker's mood (non-committal, determined, etc.) will reflect the speaker's style of speaking.

E. Sign Vocabulary - Does the student exhibit a wide range or at least a variety of signs incorporated in interpreting?

F. Fluency - When use of signs, fingerspelling, face and body movements are taken into an overall picture, does the student show smoothness in his/her movements? Are there inappropriate pauses? There should be continuity in the sign production and appropriate pauses to indicate the end of thought patterns.

G. Speed/Time-Lag - Time lag refers to the usual 4-6 words for transliterating and 6-8 for interpreting. This would vary according to the grammatical features involved. The pace of the signing should agree with the pace of the speaker. The student should not appear "hurried" in his/her signing.

II. INTERPRETING FACTORS: (cont.)

H. Sign Utilization - Were the signs selected conceptually correct? Was there a better way to sign something or a more correct choice of a sign?

I. Message Conveyed - During processing the student should understand the message to render it faithfully. This pertains to the content of the speaker. Retains most of the message.

J. Interpreting Performance - The student's performance should be in acceptable ASL or more ASL-like signing. Points would be deducted if the student did inappropriate "mouthing."

III. TRANSLITERATING FACTORS: (English/Sign) Ability to convey a message from spoken English into a manual code for English.

A. Clarity: Sign/Fingerspelling - see above

B. Non-Manual Behaviors - see above

C. Use of Space - see above

D. Mouth Movements - "Mouthed," non-audible English should not be exaggerated. The words on the lips generally should "shadow" those of the speaker. Distractions would be "smacking" noises, licking of the lips, and whispering.

E. Sign Vocabulary - see above

F. Fluency - see above

G. Speaker Affect Conveyed - see above

H. Sign Utilization - see above

I. Deletion Word/Phrases - Articles are usually deleted in transliterating. In the English language often there is a lot of redundancy. In transliterating, it is permissible and actually gives a better message to reduce the redundancy. However, words and phrases that are needed for the message should not be deleted.

J. Transliterating Performance - The student's performance should be an acceptable form of Manually Coded English, although using ASL-like signing to clarify certain concepts would be permissible.

IV. INTERPRETING FACTORS: (Sign/English) Ability to convey a message from ASL into English, either signed, written or spoken.

A. Vocabulary Selection - The student should be able to voice the appropriate English gloss word after recognition of the signs. The student should show a variety in the vocabulary selection, e.g., "run quickly" could also be voiced as "swiftly," etc. The vocabulary selection should also match that of the speaker, taking into consideration the age, cultural background, education, gender, etc. of the speaker. Repetition should be avoided.

B. Message Conveyed - The content of the message should be accurately conveyed and rendered faithfully. The student should show an understanding of the concepts and be able to express them without

skewing the message. There should not be conceptual errors in verbalizing the message.

C. English Structure - The student should be able to effectively express the signing message into proper English. The student should demonstrate skills in completing sentences, using the proper pronouns, verb tense, correct selection of adjective and adverb comparisons, etc. Adherence to the various rules of grammar for English should be followed.

D. Signer Affect Conveyed - See Interpreting Factors, Section II, Letter D.

V. TRANSLITERATING FACTORS: (Sign/English) Ability to convey a signed message which approximates English into written or spoken English.

The criteria for transliterating factors are the same as for Interpreting factors.

VI. OVERALL PERFORMANCE: Evaluator's general impression of overall performance.

A. Message Comprehension - The student should demonstrate the capacity of understanding the message with ease.

B. Message Accuracy - A degree of exactness should be displayed continuously throughout all of the tasks. Inconsistency in message accuracy would denote an irregular rendering of the message.

C. Comfort Factor - The student should exhibit a state of ease or well-being during the evaluation process.

D. Expressive Intelligibility - The student's rendition by voice and sign should be easily and clearly understood.

Additional blanks are provided at the end of the evaluation for the evaluators to give additional feedback to the students. Positive input would be equally helpful as constructive comments.

INTERVIEW

I. Knowledge of Code of Ethics, communication skills.

A)	Code of	
	Ethics:	F D C B A
1)	Manner	inappropriate ___ ___ ___
___ ___	appropriate	
2)	Role & Function	inappropriate ___ ___ ___
___ ___	appropriate	
3)	Confidentiality	inappropriate ___ ___ ___
___ ___	appropriate	
B)	4) Expressive Skills	inappropriate ___ ___ ___
___ ___	appropriate	
	5) Response Quality	inappropriate ___ ___ ___ ___
	appropriate	

INTERVIEW DESCRIPTION

I. Knowledge of Code of Ethics, communication skills.

A. Code of Ethics:

1. Manner - includes the student's attitudes, dress, and behavior during the evaluation. Scoring in this category reflects the total impression the student makes on the evaluators.

2. Role and Function - The student is judged according to the responses given as they relate to the roles, rights, and responsibilities of the interpreter and consumers in a variety of situations. The

distinction between interpretation and transliteration and between roles and responsibilities must be clearly presented by the student.

3. Confidentiality - The student must understand why confidentiality is so important. Confidentiality is a professional expectancy of all interpreters.

B. Communication Skills:

4. Expressive Skills - Student's skills in formulating and communicating his/her thoughts. Emphasis is on the student's skill to comprehend the question and organize their response.

5. Response Quality - The responses should be accurate and have depth to them. Does the student really possess the knowledge or is he/she not sure of the answers?

INTERVIEW QUESTIONS

1. As an educational interpreter, what roles and responsibilities might you be required to perform?
2. In an educational setting you may have to perform other duties besides interpreting. How would you coordinate those various tasks?
3. What can you do to continually improve upon your performance in an educational setting?
4. How can you keep informed about the field of interpreting?
5. If you were seeking employment as an educational interpreter, what steps would you take to achieve your goal?
6. What are the procedures for becoming state screened and RID certified?
7. What opportunities exist for professional development?

OVERALL PERFORMANCE EVALUATION

1. Quality of work:	Careless; frequently makes mistakes.	Usually does passable work. Sometimes must be told to do a better job.	Usually does useable work. Seldom makes mistakes.	Consistently does good work. Errors rare.
2. Quantity of work:	Slow: output frequently below requirements.	Turns out only the required amount of work.	Fast: more than is expected.	Exceptionally fast. Unusually high output.
3. Job Knowledge:	Limited knowledge of job. Needs to be told repeatedly what to do.	Adequate knowledge of job. Regularly requires supervision and instruction.	Well informed on job and related work. Rarely needs assistance or instruction but asks when needed.	An expert at the job. Makes the most of knowledge and experience.
4. Dependability:	Requires frequent follow up, even in routine duties.	Generally carries out instructions but occasionally needs follow up.	Carries out instructions and does what is expected. Needs little follow up.	Inspires confidence. Works efficiently and independently.
5. Attitude:	Cooperates only when necessary. Unwilling to carry out new ideas. Creates poor impression.	Usually cooperates with some reluctance and try new ideas.	Meets others halfway and goes out of way to cooperate. Usually ready to try new ideas.	Exceptionally good team worker. Goes out of way to cooperate. Always ready to try new ideas.
6. Initiative:	Does only as much as told; takes no interest in doing more than enough to get by; cannot see what has to be done.	Does only enjoyable jobs, requires constant supervision to keep going.	Able to get started and maintain interest without undue urging. Does other obviously related jobs.	Able to get started without pressure. Makes effort to get the most from activities, high degree of job interest.

7. Maturity:	Very immature. Lack of self-confidence and poise.	Seems immature at times and lacks self-confidence.	Mature and shows poise and self-confidence.	Very mature. Confident. Assured manner. Polite.
8. Communication:	Can't present facts or ideas, orally or in writing; doesn't keep supervisors and/or subordinates informed.	Needs supervision when communicating with others & reminders to stay in contact with superiors and/or subordinates.	Usually demonstrates good communications skills. Provides necessary information to superiors and subordinates.	Excellent communicator. Effectively communicates necessary information with any level in the organization.
9. Judgment and insight:	Frequently acts without obtaining facts. Judgment unsound in many instances.	Occasionally makes questionable decisions (may not obtain all facts or is influenced by personal feelings.)	Handles problems encountered in a practical down-to-earth manner. Usually uses good judgement.	Judgment seldom questionable. Considers all facts and reaches sound conclusions.

**MODULE 2A: Overview of Sign Language,
Language,
and Sign Systems Used by Deaf
Students**

Instructor Materials

MODULE DESCRIPTION: (15 Hours) An exploration and review of the communication modes and languages used in public school settings, with a focus on those used by deaf children. Class activities will include a study of how those systems overlap, ways to develop flexibility in using different modes and languages, and the implications for interpreters. Sessions will focus on exposure to and an understanding of different styles of signed, oral, and/or cued messages.

PLACE/PURPOSE IN THE PDES: This is the second skills development module in Phase I of the PDES.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 1A: *Diagnostic Lab #1*
- PDES Module 1B: *Overview of Educational Interpreting*
- or permission of instructor

INSTRUCTOR QUALIFICATIONS:

- B.A. in Linguistics, Deaf Education, or related field; M.A. preferred
- Experience working in Educational settings, K-12
- National level interpreter certification

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Define the concept of language.
2. Describe the basic characteristics of signed and spoken languages.
3. Identify and describe the structure and use of American Sign

Language.

4. Identify and describe the structure and use of spoken English.
5. Identify and describe features of various English sign systems, cued speech, and oralism.
6. Discuss the implications of language use for interpreters in public school settings.

INTRODUCTION TO MODULE ACTIVITIES: This module is intended to provide educational interpreters with a basic introduction to language and language systems used with deaf children in the educational setting. Because of time constraints, it is important for the instructor to present the material at an "overview level."

A knowledge of the structures of the languages used in interpreting is essential for interpreters in the educational setting. The interpreter must be able to analyze the linguistic styles and abilities of the deaf students, the teachers and their own interpreting language. In order to provide professional, informed input about the effectiveness of interpreting, the interpreter must first be able to discuss the languages and systems involved in the mainstreamed educational process. This involves a knowledge of the linguistic structure of both English and ASL, and an understanding of the effectiveness of systems that augment or attempt to reflect these languages (specifically the English signing systems, both naturally developed and invented).

Homework should be in the form of pre-session readings and post-session papers or take-home exams to be turned in within a specified time.

Because there is a considerable amount of information to disseminate to the participants, and a limited time in which to do so, it is important to prioritize the material for the participants. It would be helpful to use overheads and charts to compare the linguistic features of ASL and English, as well as other sophisticated concepts. The use of multi-channel learning will assist the participants with the scientific nature of the linguistic concepts.

SUGGESTED READINGS AND MATERIALS:

- Baker, C. and Dennis Cokely. American Sign Language: A

Teacher's Resource Text on Grammar and Culture. (Silver Spring, MD: T.J. Publishers, Inc.). 1980.

- Bornstein, H., K. Saulnier, and L. Hamilton (Eds.) The Comprehensive Signed English Dictionary. (Washington D.C: Gallaudet University Press). 1983.
- Clark, V. P., Paul A. Eschholz and Alfred F. Rosa (Eds.) Language: Introductory Readings. (New York, NY: St. Martin's Press). 1994.
- Cokely, Dennis. Interpreting: A Sociolinguistic Model. (Silver Spring, MD: Linstok Press). 1992.
- Fleetwood and Metzger. Cued Speech Transliteration: Theory and Application. (Silver Spring, MD: Calliope Press). 1990.
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- Gustason, G. Teaching & Learning Signing Exact English: An Idea Book. (Los Alamitos, CA: Modern Signs Press). 1983.
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MODULE ACTIVITIES SUMMARY

SESSION	LENGTH	ACTIVITY	MATERIALS
1-1 1-2	1 HR 2 HRS	Intro. to Language & Linguistics Intro. to Phonology	Valli/Lucas; Cokely/Baker; Valli videotape; PDES Summary
2-1 2-2	1 HR 2 HR	Intro. to Morphology Types of Morphemes	Valli/Lucas; Cokely/Baker; Valli videotape; PDES Summary
3-1 3-2 3-3	1 HR 1.5 HRS 30 min	Intro. to English Syntax Intro. to ASL Syntax Intro. to Discourse Features of ASL & English	Valli/Lucas; Cokely/Baker; Valli videotape; PDES Summary
4-1 4-2 4-3	30 min 1.5 HRS 1 HR	Intro. to Contact Signing English Support Systems Oral & Cued Speech Systems	Valli/Lucas; Gustason et al; Bornstein; Jones; PDES Summary; Northcott; TECUnit
5-1 5-2	1.5 HRS 1.5 HRS	Implications for Interpreters Student Presentations	RID Code of Ethics

SESSION 1-1 Introduction to Language and Linguistics

Methods and Activities: (1 Hour) This section should be opened with a discussion of the definition, function and uses of language; then an overview of the linguistic features of spoken English and ASL should be addressed - the phonology, morphology, syntax, semantics, and pragmatics of each language - as well auditory language vs. visual language issue. Since this encompasses a considerable amount of information, the discussion must be kept at an "overview

level."

There exist several excellent sources for this information (see "Suggested Readings" list, above). Instructors can use their own definitions and resources: the one used by Baker and Cokely is widespread at this time; the definition and discussion from Valli and Lucas is another widely used format; the Clark, Eschholz and Rosa anthology is an excellent collection of work on language and general linguistic topics (excellent source of supplemental reading for the participants).

Participants should be able to define the characteristics, functions and uses of language, and they should be able to identify the fundamental linguistic features of English and ASL:

- phonemes/parameters and phonological processes
- morphemes and morphological processes
- syntactic structures
- semantic features
- pragmatic and discourse features
- auditory features vs. visual features of language

Discussion Question: Is a knowledge of the linguistic structure of English and ASL important for an interpreter? Why or why not?

Summary Information for Session 1-1:

Definition of a Language: "Language is a system of relatively arbitrary symbols and grammatical signals that change across time and that members of a community share and use for several purposes: to interact with each other, to communicate their ideas, emotions and intentions, and to transmit their culture from generation to generation." [Baker and Cokely, 1980, p.31. (This introduction follows the lesson structure from Baker and Cokely, pages 31 - 46. The book is a good starting point for Session 1).]

This definition can be broken down into parts to introduce participants to the concepts important to a linguistic awareness of language. Each part can be analyzed in more depth during the course:

A. Language is shared by members of a community. By definition, a communication system must be used by a group of people in order to be defined as a language.

B. Language is a system of symbols and grammatical signals (language's building blocks).

1. *Symbols* are representations that the community agrees have a particular meaning. For example, the spoken word "cat," the sign CAT, or a picture of a cat are all symbols that represent the concept of a small furry animal that purrs (see Valli and Lucas).

2. *Grammatical Signals* relate the symbols in a meaningful way; in languages like English and Thai, word order lets speakers know what the subject and object of a sentence are. Languages like Russian or ASL, however, use inflectional affixes for this purpose, and word order is less strict. Most languages use both, but rely on one more than the other.

3. Languages have structures and patterns that hold them together. The linguistic systems of languages are thought of as multi-leveled, from the smallest structure to the largest:

- a. **Phonology and Phonemics:** the study of the smallest parts of a language that have no meaning--in spoken language these are sounds; in ASL these are parameters. These smallest parts also have patterns of concurrence in each language.

- b. **Morphology:** the study of the smallest meaningful units in a language (words/signs or parts of words/signs), and of the ways that these parts are put together to build meaning.

- c. Syntax: the study of sentence structures in a language.
- d. Discourse: the structure of texts in a language
- e. Pragmatics: the sociolinguistic and contextual features that influence meaning in language use.

C. The system, symbols, and signals are relatively arbitrary. While ASL may be accused of being more iconic (pictorial) than spoken languages, it really is not. Spoken languages mimic sounds ("moo", "ding-dong", etc.), ASL mimics shapes. But, each language chooses the sound/shape arbitrarily -- they are not universal between languages (spoken or signed).

D. Language changes across time.

E. Language is used for a variety of purposes.

F. Auditory features vs. Visual features of Language: An important difference between spoken languages and signed languages is that spoken languages rely on at least two channels of input at the same time - sound and sight. Many pragmatic interpretations of spoken languages are based on visual as well as spoken features - pointing, gesture, facial expression (spoken language linguists are only recently recognizing the importance of visual input in spoken languages). Signed languages rely on only one channel - vision (unless vision is impaired). Thus, some input that might be simultaneous in spoken languages is necessarily sequential in signed languages (See Baker and Cokely, and Valli and Lucas for further detail).

SESSION 1-2 Introduction to Phonology

Methods and Activities: (2 Hours) In the next section, English and ASL are presented as two languages that have both similar and different features at each level of the linguistic system. [Instructors should find the information in Valli and Lucas, Baker and Cokely, and the Valli videotape especially useful in the rest of the linguistic comparison of English and ASL.]

Summary Information for Session 1-2:

Phonology: Both words and signs are made up of parts called "phonemes." These are the smallest parts of a language. They have no meaning by themselves, but when used as part of a word/sign, they affect the meaning.

English: Words are made up of sounds. The words "wit" and "wick" are different in the final phonemes, /t/ and /k/. The /t/ sound and the /k/ sound by themselves have no meaning. However, when one is substituted for the other, it changes the meaning of the word. Thus, these sounds, or phonemes, function as the building blocks of meaningful units, occur sequentially in a word, and are strung together in different orders to make up different words.

ASL: Signs are made up of parameters, which are similar to phonemes. There are five categories of parameters: handshape, movement, palm orientation, location, and non-manual signals. These occur both sequentially and simultaneously to build ASL signs. For example, the sign SUMMER begins with the handshape "1" at the forehead with the palm orientation down (simultaneous parameters); it then moves across the forehead, changing from the "1" handshape to the "x" handshape, while the palm orientation remains the same. The movement, handshape, location, and palm orientation are concurrent. The change in location and the change in handshape are sequential. (See Valli/Lucas).

Phonemes in all languages are combined according to language specific patterns, or processes. Each spoken language uses some of the many possible sounds as phonemes; each sign language uses some of the many possible parameters as phonemes. Each language also combines these phonemes in a variety of ways, following language specific processes. For example, in English, speakers can combine the sounds /t/ and /s/ at the end of a word (nets, pets, bets) but not at the beginning of a word. Other languages may use this combination ("ts") at the beginning of a word. Therefore, the combination is possible, but in

English it is only found at the ends of words. ASL signers can likewise combine the handshape "K" with a downward movement across the body (KING), but ASL does not combine the same handshape, palm orientation and locations with the opposite movement (upward). The combination is possible, but it does not occur in ASL.

Linguists often refer to these patterns of combination as "rules." These are descriptive rules rather than prescriptive rules. Descriptive rules describe what languages do when people use them; prescriptive rules tell people what they should do with a language in order to be right. This is an important difference in the understanding of linguistic rules. Linguists are not concerned with the "rightness/correctness" or "wrongness/incorrectness" of a pattern or a rule; instead, they are interested in describing what people actually do with the language (See Valli/Lucas for further discussion).

[Glossing is an important concept to introduce to participants early in their studies. Most should already have learned this in prerequisite studies. If they have not, it should be done now. (Valli and Lucas)]

Suggested Homework: Exercises in Valli/Lucas are useful as in-class activities, homework, or testing materials. Also, assign readings from Valli/Lucas, and associated readings as needed.

SESSION 2-1 Introduction to Morphology

Methods and Activities: (1 Hour) English and ASL Morphology: Again, the instructor can rely on the Valli and Lucas book with accompanying videotape. Another suggestion is to have participants watch the Valli satellite videotape about ASL structure. This is presented in ASL with a voice interpretation. This type of presentation provides participants with content material in ASL, allowing them to try their understanding of ASL without having to miss the information.

Summary Information for Session 2-1:

Morphology: Morphemes are the smallest meaningful parts of a language. Phonemes are used to build morphemes. In English, "cat" and "dog" are

morphemes; they cannot be further broken down and still retain their meaning. They also occur independently in English. These are referred to as *free morphemes*. Another morpheme of English is *-s*, the plural morpheme that can be added to some free morphemes to add the meaning of "more than one." Thus, the word "cat" is made up of a single morpheme; the word "cats" is made up of two morphemes -- "cat" and the "-s" (plural). Morphemes, like the plural "-s" in English, which do not occur independently but which occur attached to other morphemes are called *bound morphemes*. Bound morphemes occur as prefixes, suffixes, or infixes.

Morphemes in ASL are also the smallest meaningful units of the language. The morpheme CAT is made up of the parameters -- "f" handshape, palm toward non-dominant side, at cheek, with movement from mouth toward ear. The morpheme cannot be broken down into smaller meaningful parts. Thus CAT is a free morpheme in ASL. Some morphemes in ASL are also bound. The plural reduplication only occurs with another sign, such as HOUSE. Thus, HOUSE is a free morpheme and HOUSE-PLURAL (the movement parameter) is a bound morpheme.

SESSION 2-2 Types of Morphemes

Methods and Activities: (2 Hours) This session will discuss the two categories of morphemes -- derivational and inflectional. Topics that should minimally be included in this section for ASL are the morphology of noun/verb pairs, compounds, time and tense, numerical incorporation, classifiers, non-manual signs, and locative verbs. These topics are covered in Baker/Cokely and Valli/Lucas.

Summary Information for Session 2-2:

Morphemes: Bound morphemes are categorized in two ways--as inflectional or as derivational:

Derivational morphemes, when added to a word or sign, will tend to change the class of the word or sign; in English, the free morpheme TEACH (verb) is combined with the derivational morpheme -er (person or agent) to

produce the derived noun, teacher (one who teaches). Likewise, in ASL, the verb TO-FLY is combined with a derivational morpheme (a shorter, reduplicated movement that makes verbs into nouns) to produce the derived noun, FLIGHT/AIRPLANE. [Further examples can be found in Baker/Cokely, and Valli Lucas].

Inflectional Morphemes, when added to a word or sign, do not tend to change the class of the word or sign. In English, the plural morpheme is an inflectional morpheme. A noun that has a plural added to it is still a noun (cat, cats); a verb with a past tense inflection is still a verb (walk, walked). In ASL, the plural morpheme is also inflectional; the noun HOUSE is still a noun when the inflectional plural morpheme is attached to it. All languages have both inflectional and derivational morphemes, but each language has its own particular set of each. Some languages, such as English, have many more derivational morphemes than inflectional, whereas other languages, such as ASL, have many more inflectional morphemes than derivational.

Suggested Homework:

Readings and exercises in Valli and Lucas are very useful for working through these concepts -- either as homework or as in-class activities. The videotape accompanying the book also has many examples of these concepts in ASL. The teacher's manual has the answers to the exercises in the student book.

SESSION 3-1 Introduction to English Syntax

Methods and Activities: (1 Hour) This session will discuss different types of English sentences and how they are formed. (See Valli/Lucas, and Baker/Cokely)

Summary Information for Session 3-1:

Syntax refers to the way words or signs are strung together to make comprehensible sentences in a language. In each language there are specific

patterns of word order that are either acceptable or not. These patterns allow language users to make a great variety of meaningful sentences based on a few syntactic rules.

People use language to perform a variety of functions; they make statements, ask questions, give orders, comment on topics, negate statements, place conditions, etc. Word order is one way to build the appropriate type of sentence to fulfill a function. For example, if someone wants to make a statement in English, that person begins with a word for the subject (a noun) and follows it with a verb for the action. The same person can ask a question by adding an auxiliary verb and adding "-ing" to the second verb (e.g. John runs. vs. John is running).

Although this is a very simplified explanation, it points out the importance of word order in languages. All languages rely on word order to some extent; some do so more than others. Languages, such as ASL, with a rich inflectional morphology may be somewhat less reliant on word order. Languages without a rich inflectional system (such as English) may rely more heavily on word order.

English uses a variety of word orders and intonations to express different functions. Speakers of English arrange words in different ways and combine these sentences with paralinguistic features such as intonation, stress, and pacing to express their meanings. Basic sentence types in English are:

- statement
- negation
- yes-no question
- wh-question
- commands
- conditionals
- compounds
- complex (relative clauses)
- active/passive

SESSION 3-2 Introduction to ASL Syntax

Methods and Activities: (1.5 Hours) This session will discuss different types of ASL sentences and how they are formed. It would be useful to use the videotape accompanying the Valli and Lucas book to identify many of these sentence types. Other videotapes that focus on these accompany the Baker and Cokely book.

Summary Information for Session 3-2:

ASL Syntax: ASL also uses a variety of sign orders and grammatical markers to express different functions. Signers combine signs in a variety of ways and add paralinguistic features such as pacing, stress, and grammatical markers to these sentences to express their meanings. Basic sentence types in ASL include:

- statements
- yes-no questions
- wh-questions
- negatives
- commands, topics
- conditionals

SESSION 3-3 Introduction to Discourse Features of ASL and English

Methods and Activities: (30 minutes) A brief introduction to discourse features and sociolinguistic features of ASL and English should be given so participants see the importance of these levels of linguistic understanding. Of course, these topics will be covered in more depth in the two courses *Introduction to Discourse Analysis*, and *Communication Assessment Techniques for Educational Interpreters*.

Summary Information for Session 3-3:

Discourse analysis begins with a study of the structure of short texts in spoken English. Ideas to be discussed: speech acts (cohesion, coherence, adjacency pairs); use of intonation and stress (for focus, topics, old and new information); use of space in ASL. (See Valli and Lucas for a brief

introduction to this topic). **Pragmatic features of ASL and English: genre, context, sociolinguistic features, language variety, contact signing, and the sociolinguistic features that have influenced the use and acceptance of these two languages in the education of deaf children. The use of English and ASL in the Deaf Community should be addressed, as well as how the two languages are used in public schools.**

Suggested Activity: Chart the linguistic features of English and ASL for comparison, with the participants, providing specific examples of each level.

Suggested Homework:

Participants should read:

Valli and Lucas

Signing Exact English (pp. IX - XIX)

Signed English (pp. 2-13, 424-427)

SESSION 4-1 Introduction to Contact Signing

Methods and Activities: (30 minutes) Session 4-1 through 4-3 of this course should focus on the structure and goals of the variety of signing systems that have developed or been invented to reflect English for deaf people. These topics are especially important for this course because so many school districts and interpreters claim to use some form of contact signing for communication and for interpreting purposes.

Very little is known about the use of contact signing in educational settings. However, it is clear that while it often provides an excellent means of communication between interpreter and student, it is definitely not a language as has been defined earlier in the course. It is important to differentiate between the English-like signing that has been labelled PSE (more currently labelled contact signing) and the invented systems that were originally intended for use in teaching reading to young deaf children.

It is important to include this topic (and oral interpreting) because

they are part of the field. It is especially important to help participants dispel any prejudices they have against using any one language or system. As interpreters, their responsibility is to use whatever system the deaf consumer requests, without making value judgements about that system. This is one of the major tenets of the RID Code of Ethics. Information about this topic can be found in:

- Lucas and Valli, "Language Contact in the Deaf Community", in Lucas (ed.) Sociolinguistics in the Deaf Community. 1992.
- Valli and Lucas, Structure of ASL. 1992.
- Jones, B.E. Responsibilities of Educational Sign Language Interpreters in K-12 Public Schools in Kansas, Missouri and Nebraska. Unpublished doctoral dissertation: University of Kansas). 1993.

Summary Information for Session 4-1:

Contact Signing: Contact signing has most often been referred to as PSE (Pidgin Signed English). This term was originally introduced to describe the type of signing that occurred naturally between a deaf ASL signer and a hearing English speaker when trying to communicate. [Woodward, 1980, in Sign and Culture, W. Stokoe (Ed.)] Valli and Lucas redefined this phenomenon as "contact signing" due to the nature of the linguistic features found in their sociolinguistic research.

Contact signing is a naturally occurring communication that reflects features of both ASL and English. It is intended to ease communication between two people who are not fluent in each other's languages. It is not intended as a model of any particular language. It reflects the dynamic nature of interaction through language. Each participant uses whatever linguistic means available to express ideas and to understand the other participants. In conversational usage of contact signing, incorrect grammar rarely carries a stigma.

Certain characteristics of contact signing should be discussed: structure, use in the Deaf Community, use in public schools and discourse

issues.

SESSION 4-2 English Support Systems

Methods and Activities: (1.5 Hours) Participants should be aware of the various systems that are used to support a message that is primarily based on spoken English. The goal of these systems is to make the spoken (English) message more clearly visual to deaf students. Discuss how that goal is met with various degrees of success.

Summary Information for Session 4-2: There are two basic assumptions that must be made when interpreters work in the educational setting. First, interpreting is intended to facilitate communication between two people who have different languages. This assumes that each person already has an established language. Interpreting is not a tool for teaching language or for exposing participants to language; it is a tool for exposing students who already have language to the academic and social climate of a public school. Interpreting cannot be considered a language model that is effective for a deaf child's language acquisition.

In addition, those considering mainstream placement must understand that expecting a deaf child to learn language *and* content makes the educational experience much more demanding for the deaf student than it is for the hearing students who already have a basic command of English. Placing a double burden on the deaf student does not create an environment of equal access to the academic world.

English signing systems: The major systems to be covered in these sections are SEE II (Signing Exact English), and Signed English (Bornstein). It is important for participants to know the philosophies and goals of these two systems (but are not required to actually *use* them from this course). These systems may be very effective for developing communication between children and adults who already speak English (note the difference between

"communication" and English). Since these systems do not completely represent English, they may help explain some parts of English but cannot be thought of as complete models of English). They are also adequate for those who already know English and can fill in the gaps left by these systems in order to reconstruct the incomplete message. However, they are not complete representations of English and therefore cannot be thought of as complete language models of English for deaf children. The more these systems attempt to precisely reflect the words of English, the more they distort the pacing, speed, and intonational patterns of English. In addition, the systems encourage the incorporation of visual equivalents for emphasis, stress, and intonation, the more they become like ASL and the less they represent a true model of English.

It is helpful to discuss English signing systems in terms of the linguistic features from each language that they use. In actuality, Signed English systems are heavily ASL oriented (ASL phonology, paralinguistic features, mixture of ASL and English morphology and syntax) and represent only some parts of English. The instructor should discuss the belief that signed English systems accurately represent spoken English.

[Instructors should also refer to the explanatory sections of Signing Exact English (SEE II), and Bornstein's Signed English Dictionary for complete descriptions of these two major systems in use in the educational systems in the U.S. Each of these books contains clear, detailed descriptions of the systems and rules for use.]

Certain characteristics of English signing systems should be discussed: structure, use in the Deaf Community, use in public schools and discourse issues.

Suggested Activity: Instructors can show a videotape of someone signing SEE II (or any other invented system, and/or simultaneous communication) and encourage an analysis of the message, in terms of complete English representation, on both the hands *and* on the mouth. The instructor can make a tape of someone using simultaneous communication in the classroom.

SESSION 4-3 Oral and Cued Speech Systems

Methods and Activities: (1 Hour) This session is devoted to oral and cued speech systems, as systems which augment the spoken English message. This section of the course should include a description of the philosophies and goals of oral education for deaf children and an introduction to the techniques of oral interpreting. If the course is being taught to oral interpreters, then the focus should be more on this section and less on the signed English systems discussed above. The text, Oral Interpreting, by Northcott, is a good introduction to this section. It is also helpful to have an oral interpreter visit the class to discuss aspects of oral interpreting. (An in-depth focus on oral interpreting will occur in Module 5A, *Oral Transliterating in Educational Settings*, later in the PDES system).

Although often overlooked, Cued Speech interpreting is growing in popularity and use in the U.S. Since most instructors of this curriculum will probably be unfamiliar with this system, it will be helpful to invite a Cued Speech interpreter to talk about Cued Speech. If none is available in your area, supporting resources and information can be obtained through:

**TECUnit
1616 Parham Road
Silver Spring, MD 20903
V/TTY: (301) 439-5766
FAX: (301) 593-657112**

The TECUnit (Training, Evaluation, & Certification Unit) has manuals and information about all aspects of Cued Speech transliteration. The PDES includes a full module that focuses on Cued Speech: Module 5A**, *Introduction to Cued Speech*. However, becoming a cued speech transliterator would require 300 hours of training. Information regarding training sites can also be obtained from the TECUnit.

Summary Information for Session 4-3:

Cued Speech: an invented system that represents the sound system of spoken languages with visual signals.

- **Cued Speech is a system which removes the visual ambiguities of speechreading. Handshapes representing groups of consonant sounds and hand placements denoting groups of vowel sounds are utilized in combination with natural speech movements to present a visually distinct model of the oral utterance in its spoken form. Thus, as research has shown, individuals who cannot hear have access to and can internalize an unambiguous model of the spoken language. Such access facilitates the natural development and understanding of vocabulary, functional phonics, and grammar rules, upon which reading comprehension and writing skills are based. ("Cued Speech Transliteration," TECUnit brochure)**

One of the benefits of Cued Speech is that the manual system is completely distinct from ASL; it is not a mixture of ASL and English features but is a distinct manual system invented solely for representing spoken language sounds. It is possible to show accent as well as normal pacing and emphasis when used in support of spoken English communication with deaf children.

SESSION 5-1 Implications for Interpreters

Methods and Activities: (1.5 Hours) The final week of this course should focus on specific considerations of language systems and the implications for interpreters.

- **Approximations of actual English**
- **Dialects/variations in language systems**
- **Transference of language skills between system/language and**

literacy/school language needs: contrivance, complexity/abstractness, redundancy, synchrony of speech and signs/cues, acquisition and fluency by children and adults, etc.

- **Minority/majority language issues: linguistic and cultural identity, oppression, etc.**
- **Techniques for dealing with language/style variations: code switching, mix of systems/language, language gaps, regional/personal variations, etc.**
- **Working within various educational/language philosophies: school philosophy, parents' choices, needs of the deaf child, working with other support personnel, language models, emotional reactions to language or systems, etc.**

- **Interpreters can use the information in this module to provide input about languages and systems that are used with deaf children in public schools. This information is invaluable for teachers, parents, and students.**
- **Interpreted messages are not intended for use as a language model.**
- **English signing does not provide an adequate model of English when used by transliterators.**
- **RID Code of Ethics specifically requires that interpreters use the communication mode preferred by the deaf client -- not the mode preferred by the deaf client's parents or teachers. (For acquisition and vocabulary, interpreting may not be a viable option in the education of a specific child).**
- **Interpreters must understand the basics of language structure in order to determine the most comfortable mode for use in interpreting for a deaf child.**
- **Interpreters must be able to clearly demonstrate the differences between the languages and the various systems, as well as the impact of these in the educational settings.**

SESSION 5-2 Student Presentations

Methods and Activities: (1.5 Hours) This presentation can be thought of as an independent project or as the first part of a three part project: participants will prepare similar projects regarding the contents of the modules *Introduction to Discourse Analysis* and *Communication Assessment*. At the end of these three modules, participants will be able to provide a professional, clear, and well informed presentation to parents, teachers and administrators in their own school districts.

Suggested Activities:

- Participants should prepare and deliver a presentation about ASL, English, contact signing, and English support systems that is aimed at a group of parents, teachers, or administrators who may know little about signed languages and systems and even less about interpreting. Alternatively, they can prepare a brief presentation on this topic with a goal of contributing to an IEP meeting.
- Invite a panel of various language/language system users to class. Discuss the similarities, differences, use, and implications of each language or system.

SUGGESTED MODULE ACTIVITIES:

1. Watch live or videotaped examples of ASL signers and English speakers. Analyze the selections for syntax, semantics, phonology, and pragmatics. Compare and contrast the linguistic features.
2. Watch examples of English-like signing: Signed English, PSE, and S.E.E. Analyze the components of each. Compare and contrast these systems to spoken English and ASL.
3. Watch examples of an interpreter using the oral method or Cued Speech. Analyze the components of each. Compare and contrast these systems to spoken English and ASL.

**OVERVIEW OF SIGN LANGUAGE, LANGUAGE & SIGN SYSTEMS USED
BY DEAF STUDENTS (2A)
PRE-TEST / POST-TEST**

- 1. Define the concept of language -- discussing it's functions and uses. (10 points)**

- 2. Describe the linguistic features of American Sign Language (ASL), and give examples when appropriate. (15 points)**
 - a. Phonology**
 - b. Morphology**
 - c. Syntax**
 - d. Pragmatics**
 - e. Paralinguistics**

- 3. Describe the linguistic features of spoken English, and give examples when appropriate. (15 points)**
 - a. Phonology**
 - b. Morphology**
 - c. Syntax**
 - d. Pragmatics**
 - e. Paralinguistics**

- 4. Compare/contrast how ASL is used within the Deaf Community and in public schools. (12 points)**

- 5. Identify and describe the two English signing systems presented in this module.**

(12 points)

- 6. Define Cued Speech Transliterating. (8 points)**

- 7. Define oral interpreting. (8 points)**

- 8. Discuss the implications of language use for interpreters in public school settings. (20 points)**

MODULE 2B: Overview of Child and Language Development

Instructor Materials

MODULE DESCRIPTION: (15 Hours) An overview of cognitive, psychosocial, and language development of students from infancy through young adulthood. Various developmental theories will be presented, and the growth and development of both deaf and hearing children will be discussed.

PLACE/PURPOSE IN THE PDES: This is the second "principles" module in Phase I of the PDES.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 1A: *Diagnostic Lab I*
 - PDES Module 1B: *Overview of Educational Interpreting*
 - or permission of the instructor

INSTRUCTOR QUALIFICATIONS:

- B.A. in Deaf Education, Psychology, or related field; M.A. preferred
- Experience working with deaf children
- Background in child development and language development

MODULE OBJECTIVES: Upon completion of this module the participant will be able to:

1. Describe the components of major developmental areas: cognitive, psychosocial, physical, and moral.
2. Describe the major developmental tasks of school-age children.
3. Summarize the stages of prominent developmental theories of Erikson, Piaget, and Kohlberg.
4. Define the developmental stages of language.
5. List and describe the naturally occurring processes for ASL and spoken language.

INTRODUCTION TO MODULE ACTIVITIES: This module is intended for discussion and understanding of various theories of child development and the acquisition of language. Contrasts and comparisons will be made between the language acquisition of hearing children and that of deaf/hard-of-hearing children. Awareness of the implications of each student's

linguistic background is vital for an interpreter in the classroom, both to better match the student's interpreting needs and to serve as a knowledgeable resource for other professionals in the school.

The reading list is quite extensive, therefore the reading assignments and handouts should be distributed to the participants when they register for the module.

Handouts (listed below) need to be obtained by the instructor from the appropriate sources (Erikson, Kohlberg, and Piaget can be found in any good Psychology textbook).

SUGGESTED READINGS AND MATERIALS:

- Adams, John W. You and Your Hearing Impaired Child: A Self Instructional Guide for Parents. (Washington, D.C.: Gallaudet University Press). 1988.
- "Eriksonian Developmental Stages." Encyclopedia of Psychology. Volume 1, pp. 501-502. (New York: John Wiley & Sons). 1994.
- Interpreting by Stages: Individualize Your Interpretation to Match the Students' Developmental Stage. (2 videotape set) The Distance Learning Center, 1-800-446-5607, ext. 292.
- "Piaget's Theory." Encyclopedia of Psychology. Volume 3, pp. 86-89. (New York: John Wiley & Sons). 1994.
- Martin, David. Advances in Cognition, Education, and Deafness. (Washington, D.C.: Gallaudet College Press). 1991.
- Martin, David. Cognition, Education and Deafness: Directions for Research and Instruction. (Washington, D.C.: Gallaudet College Press). 1985.
- Moores, Donald. Educating the Deaf: Psychology, Principles and Practices. (Boston: Houghton Mifflin Company). 1978.
- Moores, Donald and Katherine P. Meadow-Orlans. Educational and Developmental Aspects of Deafness. (Washington, D.C.: Gallaudet College Press). 1990.
- Sachs, Oliver. Seeing Voices. (Berkeley: University of California Press). 1989.
- Vestberg, Palle. Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. (Washington, D.C.: Gallaudet Research Institute Working Paper 89-2). 1989.
- Watkins, Susan, ed. SKI*HI Resource Manual: Family-Centered, Home-Based Programming for Infants, Toddlers, and Preschool-Aged Children with Hearing Impairment. (Utah: H.O.P.E., Inc.). 1993.

HANDOUTS:

- #1 Erikson's Stages of Psychological Development
- #2 Kohlberg's Stages of Moral Reasoning
- #3 Piaget's Stages of Cognitive Development

- #4 Wilkes, Elizabeth. "A Description of Language Development for Parents." The Volta Review. Oct/Nov, 1981.
- #5 Writing Samples of Deaf or Hard of Hearing Students

MODULE ACTIVITIES SUMMARY

SESSION	LENGTH	ACTIVITY	MATERIALS
1-1	2 HRS	Behavioral Characteristics of Children	Handouts #1, 2, 3
1-2	1 HR	Stages of Development	
2-1	1.5 HRS	Cognitive, Psychosocial & Moral Development	Martin, pg. 49; Moore, Chp. 7;
2-2	1.5 HRS	Implications of Deafness on Development	Martin, Chp. 3 Developed questions
3-1	2 HRS	Language Dev. of Hearing Children	Handout #4;
3-2	1 HR	Acquisition of Sign Language	Moore, Chp. 6
4-1	2 HRS	Implications of Deafness on the Tasks of School-Age Children	Handout #5 Moore, Chp. 6;
4-2	1 HR	Discussion of Writing Samples	Martin Chp. 6 & 7
5-1	2 HRS	A View of a Classroom	PDES Video #1, Sec. 4 & 5
5-2	1 HR	Module Review	

SESSION 1-1 Behavioral Characteristics of Children

Methods and Activities: (2 Hours) Charting Our Observations

Everyone in the group brings knowledge of children to the session, so it is ideal to start with the following activity:

1. Break students into small groups. Each group is assigned one of the following age categories:
0-3 yrs. 4-6 yrs. 7-11 yrs. 12-15 yrs. 16-19 yrs.
2. Students list behaviors, characteristics, and stereotypes of that age group.
3. Share and discuss information with the whole class using chart paper.

Summary Information for Session 1-1: Information gleaned from the group should include:

- Developmental tasks of middle childhood (ages 6-12): physical skills, self-esteem, getting along with peers, social/gender roles, academic skills, autonomy/independence, values, understanding social groups and institutions, etc.
- Developmental tasks of adolescence: peer relationships, social/gender roles, acceptance of physique/physical abilities, values, ethics, behavior guides, etc.
- Behaviors reflecting physical skill growth from infancy to young adulthood:
 1. Growth in cognition -- from *no* knowledge of the world, to *sophisticated* knowledge of the world, including lexical information
 2. Increasing references to functioning ability and skills that lead to independence
 3. Expansion in the number of references to knowledge of right vs. wrong

SESSION 1-2 Stages of Development

Methods and Activities: (1 Hour) Lecture on three prominent theories of child development.

- Erikson - Stages of Psychosocial Development
- Kohlberg - Stages of Moral Development
- Piaget - Stages of Cognitive Development

Materials: Handouts #1, 2, 3 (Participants should have read them before this session.)

Suggested Homework: Read Handouts thoroughly and fill in "Stage Comparison" chart, as follows:

STAGE COMPARISON

	<u>Psychosocial</u>	<u>Cognitive</u>	<u>Moral</u>
3-6 years			
6-9 years			
9-12 years			

12-15 years

16-18 years

SESSION 2-1 Cognitive, Psychosocial and Moral Development

Methods and Activities: (1.5 Hours) Using the chart assigned for homework, review the stages of child development and relate the behavioral characteristics developed in SESSION 1-1 to each applicable category. This can be done in the same small groups formed during SESSION 1-1. (The use of an overhead projector is suggested).

Materials: "Stage Comparison" chart on overhead transparency

Summary Information for Session 2-1: The following information was taken from Advances In Cognition, Education, and Deafness, David Martin, ed.

Lewis and Starr's SALIENT RESPONSES MODEL: This is a new model illustrating the continuity in infant development. This is especially relevant to children from birth to two years of age. The model consists of a set of variables representing transitions children pass through during the process of attaining mastery of conceptual information. This occurs across all domains of development: cognition, social-emotional, communication and motor.

Definition of Salient Responses (Lewis & Starr, 1979, as reported in Martin, 1991).

- 1. Quantity - Frequency and/or duration with which behavior is expressed in a given unit of time**
- 2. Speed of Acquisition - Extent that the response is effective**
- 3. Utilization - Circumstances in which the behavior is displayed**
- 4. Affective Tone - Degree of affect associated with tone**
- 5. Generalizability - Use of target behavior in place of other responses**

6. Organizational Properties - Relationship of the particular responses to others in the individual's repertoire

7. Intention - Infant's control of the response and awareness of that control

One main benefit to this model is that it can be applied to children at all levels of development: typically developing, atypically developing (or "at risk"), or to infants and toddlers who are deaf or hard-of-hearing.

SESSION 2-2 Implications of Deafness on Stages of Development

Methods and Activities: (1.5 Hours) Questionnaire/Lecture

Ask the following questions and allow time for thought (next page). Do not collect answers or discuss until the lecture is completed. These questions were developed using Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People, by Palle Vestberg.

FOOD FOR THOUGHT

Please answer Yes or No to the following statements:

- 1. Deaf people with hearing parents are more prone to feelings of inferiority.**
- 2. The developmental rates and milestones established for hearing children do not equally apply to deaf children.**
- 3. The deaf adult is slow in developing an understanding of responsibilities and privileges.**
- 4. Deafness is an obstacle to the development of personal identity.**
- 5. Hearing parents of deaf children can learn much from deaf parents.**
- 6. The deaf are an exceptionally optimistic and cheerful group.**

- 7. Sign language is an obstacle to language acquisition.**
- 8. Deafness is a personality variable in its own right.**
- 9. Deaf children go through the cognitive, psychosocial, and moral stages of development differently than hearing children.**

Summary Information for Session 2-2: The following information was taken from Educating the Deaf, by Donald Moores:

Past studies of deaf children's development:

Pintner 1948: Deaf children are inferior - average retardation of 10 IQ points as compared to hearing norm of 100 IQ points.

Myklebust 1953: Deaf children are quantitatively equal, but qualitatively inferior - a less "abstract" nature of intelligence.

Rosenstein 1961: No differences between deaf and hearing subjects in conceptual performance.

Vernon 1967: Deaf people are not intellectually deficient but linguistically impoverished.

Furth 1974: Deaf children receive inadequate instruction in English, speech, and other school subjects, but make adequate adjustment to the world.

The following information was taken from Martin, Cognition, Education, and Deafness; and, from Sachs, Seeing Voices:

Present studies of deaf children's development:

Lewis and Starr 1979: Early intervention professionals working with deaf children need to include characteristics of deafness and cultural richness in the description of, and programming for, these children. At that time, the notion of "disability" or "pathology" will disappear and differences

among all children will become valued.

Brown and Dell 1985: Deaf and hearing college students show similar patterns of reference.

Liben 1985: Deaf children show the same rehearsal strategies in sequential learning paradigms.

Bellugi et al 1989: Deaf native signers did much better on batteries of visual-spatial tests than non-signing hearing subjects. In a test of facial recognition, the deaf children were far in advance of chronological norms.

Suggested Homework:

Read: Moores, Chapter 7; Martin, Chapter 3

SESSION 3-1 Language Development of Hearing Children

Methods and Activities: (2 Hours) Three questions for the group:

- 1. What is communication?**
- 2. What is language?**
- 3. What is speech?**

Develop definitions acceptable to all, especially regarding speech as a modality.

See Handout #4 "A Description of Language Development for Parents" This article describes language acquisition for hearing children of hearing parents. (The same development is expected of deaf children of deaf parents and is discussed further in SESSION 3-2).

Summary Information for Session 3-1: Children progress through stages of language development and reach full competency and fluency by the age of six. There is evidence to suggest that language learning starts in utero. Progression through these stages can be made gradually or quickly. There is a wide interpretation of what age is "normal."

Communication is a precursor to language. Children learn that reflexive acts get attention from parents. The amount or quality of the response from the parent has a direct relation to the number of communicative attempts of babies. Parents must be sensitive to the intent of the baby in order to continue the stimulus-response pattern of vocalization in their children. This is generally not a problem unless there is a mismatch of parents and children. Deaf children vocalize less than hearing children, which tends to cause hearing parents to respond less often to their deaf children. Deaf children need more response from their parents than normally hearing children. Therefore, detection of hearing loss needs to be diagnosed as soon as suspected by parents. (The response of doctors, "wait, he'll grow out of it," is totally irresponsible and detrimental to the communication and mental health of the family).

SESSION 3-2 Acquisition of Sign Language

Methods and Activities: (1 Hour) The following information was taken from the "Home Language Stimulation Program," by SKI*HI:

Despite the difference in modality, acquisition of American Sign Language by deaf and hearing children of deaf parents bears remarkable similarities to the acquisition of spoken language by a hearing child of hearing parents. Likewise, acquisition of grammatical rules seems identical, as reported by Sachs, 1989. Prelinguistic pointing at a very young age develops into a fully grammaticized linguistic system by the age of 24 months.

Sachs also believes that it is essential to acquire sign language before the age of five. After the age of five, the signer will be competent but may never master the full subtleties and intricacies of the language.

Sign Development

- **Iconic signs come before abstract signs**
- **Developmental errors**
 1. **Location misplacements (father vs. deer)**
 2. **Incomplete execution (choke vs. giraffe)**
 3. **Handshape error (potato vs. time)**
- **Stages of Handshape development**
 1. **5 S L G C Q baby O**
 2. **B F adult O**
 3. **I Y D P V H W 3 U**

4. 8 7 X R T M N E
5. K J Z

Summary Information for Session 3-2:

Linguistic development of sign order is similar to the development of spoken language. However, there are additional characteristics to discuss:

1. Locatives - earlier than in voice, though pointing is sometimes discouraged
2. Infused message signing - early form of directionality
3. Sign repetition - prelude to emphasis or temporal aspects
4. Negation - characterized by headshake, or inclusion of word at beginning or ending of utterance
5. Tense marker - inclusion of "finish" to indicate the past
6. Interrogation process - yes/no occurs first. Wh- difficult to comprehend if the signing is not done by a native (incorrect facial expression)

Suggested Homework: Read Handout #4

SESSION 4-1 Implications of Deafness on the Tasks of School-Age Children

Methods and Activities: (2 Hours) Group Activities/Lecture

Eliciting responses from the group, the instructor should list tasks children perform in schools. This should include responses such as taking turns, answering questions, reading for a variety of purposes, writing for a variety of purposes, independent functioning, etc.

Using these responses, go back to charts completed in SESSION 2-1 to plot these cognitive tasks:

1. Are these tasks difficult for a deaf or hard-of-hearing child?
2. Why would these tasks be difficult for this child?

Cognitively, the deaf or hard-of-hearing child should do as well as a hearing child. Studies have shown that deafness does not negatively impact on cognition.

Therefore, it is the difficulty with language acquisition that negatively impacts on the tasks of school-age deaf

children of hearing parents. (Deaf children of deaf parents have their language structures intact because the child is introduced to Sign from birth. Therefore, these students learn English as a second language. Their performance of the tasks of reading and writing English are superior to deaf students of hearing parents).

School age hearing children are competent users of English. School-age deaf children are often not as competent in this language. Teachers of deaf students must teach reading and writing to students who may be functioning at a pre-sentence level. (Refer to Stage 8 in Handout #4 - Kernal Sentences).

Intervention is often needed to continue language development during the school age years. With young students, four areas are targeted for language expansion. Child care, parent tasks, child initiated activities, and parent directed activities are the categories under which all interactions fall. In each of these areas, interactions between student and teacher/parent must start with conversations about a subject. Target words or phrases are selected to be presented to the student and observations are made to determine when a child understands the target (receptive), when a child can imitate the target (expressive imitation), and when that child spontaneously uses the target word or phrase.

A hearing child is thought to need three repetitions of a new word in order to "own" that word. Deaf children are thought to need thirty-five repetitions of a word before it is learned in the printed form.

SESSION 4-2 Discussion of Writing Samples

Methods and Activities: (1 Hour) Discussion of writing samples done by a selection of deaf or hard-of-hearing students.

Materials: Handout #5

Suggested Homework: Moores, Ch. 6 and Martin, Ch. 6 & 7

SESSION 5-1 A View of a Classroom

Methods and Activities: (2 Hours) Videotape/Roleplaying

Using the video of an elementary classroom, discuss some of the problems or difficulties with the language used in the video (PDES Video #1, Sections 4 and 5).

Participants could roleplay this situation: You are the interpreter/tutor of a deaf or hard-of-hearing child. The teacher is upset with the quality of the composition turned in by the student. Discuss how to handle this situation.

It is important to address whether discussing syntactical errors with teachers is appropriate or not. Many

professionals on the educational team may not accept the interpreter as an equal member of the team, and therefore would think it inappropriate.

Materials: PDES The Public School in Action, "Tape #1", sections 4 & 5

SESSION 5-2 Module Review

Methods and Activities: (1 Hour) Discussion/Review. Review module objectives to uncover any remaining questions the participants may have regarding the information presented during this module. Have participants take turns attempting to answer each other's questions.

SUGGESTED MODULE ACTIVITIES:

- 1. Invite a school psychologist who is familiar with both deaf and hearing students to come to class and describe various tests used. Discuss the issues surrounding English based testing and testing for deaf children.**
- 2. Observe children of various ages playing, doing school work, and in groups. Describe their behavior and how it relates to various aspects of developmental theories.**
- 3. Describe or write about milestones in your own development that correlate to stages in the developmental theories discussed in class.**
- 4. Research the subject of deaf children and standardized testing. Write a report or present findings to the class.**
- 5. As a class or in groups, research and discuss the stages of development in relation to a cross-cultural, mainstream environment. Consider additional developmental tasks and your own development as an interpreter.**

OVERVIEW OF CHILD AND LANGUAGE DEVELOPMENT OF DEAF CHILDREN (2B) PRE-TEST / POST-TEST

- 1. Describe the psychosocial development of children in general, and Erikson's theory of psychosocial development specifically. (10 points)**

- 2. Describe the cognitive development of children in general, and Piaget's theory of cognitive development specifically. (10 points)**

- 3. Describe the moral development of children in general, and Kohlberg's theory of moral reasoning specifically. (10 points)**

- 4. What is the impact of deafness on the above stages? (7 points)**

- 5. How do hearing children develop language? (7 points)**

- 6. How do deaf children of hearing parents develop language? (6 points)**

- 7. Describe the major developmental tasks of school-age children. (12 points)**

- 8. Why are the tasks of school age children often difficult for deaf children? (12 points)**

- 9. Compare and contrast past theories of the development of deaf children to current theories. (12 points)**

- 10. What are the seven variables representing transitions children pass through during the process of attaining mastery of conceptual information in Lewis and Starr's "Salient Responses Model?" (14 points)**

**MODULE 2I: INTERNSHIP: EDUCATIONAL
INTERPRETING FOR
DEAF STUDENTS WITH
DISABILITIES**

Instructor

Materials

MODULE DESCRIPTION: (90 Hours) Participants who want to gain experience in this specialized area will be placed in a program or classroom for deaf students with disabilities. Under the supervision of the classroom teacher or an experienced interpreter, the intern will observe and participate in the activities of that classroom and in other mainstream situations that occur.

PLACE/PURPOSE IN THE PDES: This is the final module leading to endorsement in the area of Educational Interpreting for Deaf Students with Disabilities.

PREREQUISITES FOR PARTICIPANTS: Completion of all previous PDES modules for endorsement: Educational Interpreting for Deaf Students with Disabilities.

INSTRUCTOR QUALIFICATIONS:

- B.A. in Deaf Education, Special Education or related field; M.A. degree preferred
- National level interpreter certification
- Experience interpreting for deaf students with disabilities
- Experience supervising and mentoring interpreters

MODULE OBJECTIVES: Upon completion of this internship the participant will be able to:

1. Describe the roles and responsibilities of a communication assistant for deaf students with disabilities.
2. Discuss and offer solutions to typical role challenges faced by communication assistants for deaf students with disabilities.
3. Demonstrate the ability to work as an assistant on a variety of tasks with deaf students with disabilities: tutoring, language reinforcement, skills development, and interpreting.

4. **Demonstrate the ability to work effectively and professionally as an intern in various educational settings.**
5. **Discuss ways to improve interpreting skills and facilitate the role of the interpreter in educational settings when working with deaf students with disabilities.**
6. **Describe ways to become involved in and informed about the interpreting profession.**
7. **List methods for locating and securing employment as an educational interpreter working with deaf students with disabilities.**
8. **Explain application and preparation procedures for state level or RID interpreter evaluation.**
9. **Discuss methods of professional development.**

SUGGESTED READINGS AND MATERIALS:

- **RID Views. (Silver Spring, MD: RID Publications).**
- **SLS Monograph Series. (MD: Linstok Press).**
- **Educational Interpreting for Deaf Students, Report of the National Task Force on Educational Interpreting (NTID at RIT, NY)**
- **Taff-Watson, M. & Stauffer, L., eds. "Interpreting Practicum." University Interpreter Course, Curriculum Guides. Vol. 4, pp. 125-133. February 1990.**

INTRODUCTION TO MODULE ACTIVITIES: This internship experience is an introduction to the various duties and responsibilities which the educational interpreter encounters on the job. For maximum effectiveness, the practicum must be a cooperative enterprise involving the module supervisor, the intern, and the service agency. The opportunities afforded to the intern should be of such level and degree as to foster additional practice in an atmosphere that is conducive and challenging. The assignment is a functional educational activity, the intent of which is to provide maximum opportunities for practical experience in educational interpreting settings.

Interpersonal skills during internship can be critical as often these placements lead to employment. Be sure the intern is introduced to the building principal and supervisor of services for students who are deaf and that they read the building manual (emergency procedures, etc.). Interns need to be prepared for the expectations placed upon them as an adult working with minor children.

It is important that a copy of each parties' responsibilities accompany all letters to site supervisors, involved school personnel, module supervisors and interns.

Because of the scheduling challenges that will face both the intern and his/her supervisor, scheduling should begin well in advance of the actual practicum experience (6 months to a year would be optimum).

It is important that the spirit of the CIT National Interpreter Education Standards be incorporated into this internship. Participants and instructors should adhere to the following notions:

I. The internship is an integral part of the educational program. The experience shall provide the intern with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.

A. Objectives for each phase of the internship shall be collaboratively developed and documented by the program faculty, practicum supervisor, and intern.

B. The ratio of program faculty to intern shall ensure proper supervision in and frequent assessment of achieving the objectives.

C. Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the intern.

II. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework.

III. In-depth experience in delivering interpreting services shall be required. *These experiences are not intended to emphasize unsupervised performance.*

A. Internship shall be supervised by qualified personnel.

B. To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.

C. The intern's practicum shall be formally evaluated and documented by the practicum supervisor in accordance to program guidelines. This evaluation shall be shared with the interns.

MODULE SUPERVISOR'S RESPONSIBILITIES:

1. Meet with intern candidate in an initial conference to determine his/her interests, needs, and abilities

- in relation to possible practicum positions. A tentative selection will be made on a possible practicum position, and the candidate will then make an appointment with the agency supervisor to discuss the possible placement.**
- 2. Call placement agency prior to candidate's meeting to briefly explain the internship process.**
- 3. Give orientation to school and supervising interpreter explaining goals of internship (based on module objectives). Also explain forms to be used by site supervisor.**
- 4. Approve supervising interpreter based on his/her experience, personal qualifications for directing the work of interns, experience in staff supervision, and willingness to take on the added responsibility for supervising an intern.**
- 5. Make two visits to the practicum site for observation and discussion with intern. During these visits the module supervisor will review the intern's log book.**
- 6. During second site visit, complete the Interview Form using the interview questions provided.**
- 7. The module supervisor will spend a total of 5 hours with the intern in discussion and testing.**
- 8. Assess the intern's progress based on meetings and evaluation forms and make a recommendation to the certifying agency for PDES endorsement of the intern.**

INTERN'S RESPONSIBILITIES:

- 1. Meet with module supervisor in an initial conference to determine interests, needs, and abilities in relation to possible practicum positions. A tentative selection will be made on a possible practicum position, and an appointment with the agency supervisor should be arranged to discuss the possible placement.**
- 2. Follow RID Code of Ethics.**
- 3. Abide by all rules and regulations set forth by the school program and the module supervisor.**
- 4. Once placed, report for all assignments and/or observations at the practicum site. Throughout the contract the intern will be required to arrive on time for each assignment and to stay for the entire length of the assignment.**
- 5. Meet with supervising interpreter as often as possible to discuss performance and obtain feedback.**
- 6. Spend a total of 5 hours with the module supervisor in discussion and testing including an interview during the module supervisor's second site visit.**
- 7. Maintain a log book. This log will be reviewed by the module supervisor during site visits. The log should include the following information:**
 - a. A summary of the types of interpreting/transliterating performed (i.e., classroom, one-to-one, platform, small group) while at the practicum site.**
 - b. Identify vocabulary for which a sign is needed for a particular assignment to make it**

more successful.

- c. Identify problem areas and possible solutions to overcome the problem (i.e., Code of Ethics, role conflicts, sign vocabulary, conceptual signing, sign-to-voice, voice-to-sign, time lag, human relations, etc.)**
- d. Identifying information regarding deaf persons served (i.e., name, date, time, location) should not be revealed.**
- e. Reactions to the practicum experience. The reactions may address issues such as working relationships, frustrations, accomplishments, attainment of goals/objectives, etc.**

SUPERVISING INTERPRETER'S RESPONSIBILITIES:

- 1. Participate in orientation session prior to assignment of supervision responsibilities.**
- 2. If intern is observing, allow him/her to take notes and to ask questions at the end of the assignment if time permits.**
- 3. Monitor the performance of the intern by completing Skills Evaluation Form four times, intermittently, during the internship.**
- 4. Meet with the intern as often as possible to discuss their strengths as well as areas that need improvement, based on the completed Skills Evaluation Forms.**
- 5. Once the intern has completed the internship, complete the Overall Performance Evaluation using the completed Skills Evaluation Forms. (All forms should be mailed to the module supervisor within one week of assignment completion).**

SCHOOL'S RESPONSIBILITIES:

- 1. Meet with and approve the intern candidate for internship. Discuss possible dates of internship as well as goals, needs, tasks, and record-keeping that the intern will be required to perform.**
- 2. Allow module supervisor to provide initial orientation to staff.**
- 3. Utilize the intern in interpreting situations which will help them to attain the mutually agreed upon objectives.**
- 4. Provide on-site supervision of intern by a qualified professional interpreter.**

SAMPLE LETTER SETTING UP

PRACTICUM SITE

Date

Cooperating Site Supervisor

Agency Name

Address

City, State ZIP

Dear Cooperating Site Supervisor:

Thank you for being involved in the Professional Development Endorsement System (PDES) as a practicum site. Our PDES participants have completed approximately 270 hours of specialized courses in educational interpreting including two 15 hour modules focusing on deaf students with disabilities.

As part of their endorsement, the participants are required to complete a 90-hour internship of interpreting in an educational setting working with deaf students who have various disabilities. Some of these 90 hours will include meeting times with the supervising interpreter/classroom teacher and module supervisor. The participants are expected to act in a professional manner, and to observe the protocol, policies, and rules established by the practicum site.

Two on-site visits are made by the module supervisor during this internship for evaluation purposes. When the internship hours are completed, the supervising interpreter/classroom teacher will provide an evaluation of the participant's performance by sending the required, completed forms to the module supervisor.

Again, I really appreciate your willingness to enrich the training experience of the PDES participants, and to promote quality interpreting services in the future. If I can be of help to you, please give me a call at _____.

Best regards,

Module Supervisor's Name

LETTER PROVIDING EVALUATION FORM TO PRACTICUM SITE
SUPERVISING INTERPRETER/CLASSROOM TEACHER

Date

Person, Title

Agency Name

Address

City, State ZIP

Dear _____:

Thank you for being involved in the PDES Internship as a supervising interpreter/classroom teacher. As such, you will be requested to provide guidance and feedback to the intern during his/her 90 hour placement at your school.

Enclosed is a Skills Evaluation Form (with descriptions) and an Overall Performance Evaluation form. You will fill out the Skills Form four times intermittently during the internship. If you are not qualified to evaluate interpreting skills, the module supervisor will perform this task. When the internship has been completed, you will complete the Overall Performance Evaluation form based on the completed Skills forms. Overall Performance Evaluation will be completed by classroom teacher, even if he/she is not evaluating interpreting skills. There are nine areas for consideration; Please circle the brief explanation that most closely corresponds to the student's performance in each. All forms must be mailed, within one week after completion of the internship supervision, to the following address:

X
X
X
X

If you have any questions regarding the forms or the procedure for filling them out, please give me a call.

Again, thank you very much for the opportunity you have given the PDES participants at your school. Your

contribution has greatly contributed to their professional growth as education interpreters.

Best Regards,

Module Supervisor

NOTES FROM THE MODULE SUPERVISOR TO ENDORSING AGENCY:

Instructor: _____

Intern: _____

Sponsoring Agency: _____

Meeting Dates/Times: _____

Comments on Activities/Materials:

ACTIVITY/MATERIALS

COMMENTS

Recommendation for Endorsement: (Candidates with an evaluation average less than a "C" will no be recommended for endorsement)

YES

NO

SKILLS EVALUATION FORM

Student Name

Date

I. PROFESSIONAL BEHAVIOR:

F D C B A

A) Arrives on Time

inappropriate ___ ___ ___

___ ___ appropriate

B) Appropriate Dress

inappropriate ___ ___ ___ ___ ___ appropriate

C) Behaves in a Professional Manner

inappropriate ___ ___ ___ ___ ___ appropriate

II. INTERPRETING FACTORS: (English/Sign) Ability to convey a message from spoken English into acceptable ASL, or more ASL like signing.

		F D C B A		
___ ___	A) Clarity: Sign/Fingerspelling		unclear	___ ___ ___
___ ___	B) Non-Manual Behaviors		inappropriate	___ ___ ___
___ ___	C) Use of Space		inappropriate	___ ___ ___
___ ___	D) Speaker Affect Conveyed		inappropriate	___ ___ ___
___ ___	E) Sign Vocabulary		inadequate	___ ___ ___
___ ___	F) Fluency		slow/hesitant	___ ___ ___
___ ___	G) Speed/Time Lag		inappropriate	___ ___ ___
___ ___	H) Sign Utilization		inaccurate	___ ___ ___
___ ___	I) Message Conveyed		skewed	___ ___ ___
___ ___	J) Interpreting Performance		translit	___ ___ ___

III. TRANSLITERATING FACTORS: (English/Sign) Ability to convey a message from spoken English into a manual code for English.

		F D C B A		
___ ___	A) Clarity: Sign/Fingerspelling		unclear	___ ___ ___

___ ___ clear	
B) Non-Manual Behaviors	inappropriate ___ ___ ___
___ ___ appropriate	
C) Use of Space	inappropriate ___ ___ ___
___ ___ appropriate	
D) Mouth Movements	inappropriate ___ ___ ___
___ ___ appropriate	
E) Sign Vocabulary	inadequate ___ ___ ___
___ ___ adequate	
F) Fluency	slow/hesitant ___ ___ ___
___ ___ fast/smooth	
G) Speaker Affect Conveyed	inappropriate ___ ___ ___ ___
___ ___ appropriate	
H) Sign Utilization	inaccurate ___ ___ ___
___ ___ accurate	
I) Deletion Words/Phrases	skewed ___ ___ ___
___ ___ accurate	
J) Transliterating Performance	interprets ___ ___ ___
___ ___ translit	

Skills Evaluation

Page Two

IV. **INTERPRETING FACTORS:** (Sign/English) Ability to convey a signed message from ASL into English, either signed, written or spoken.

	F D C B A	
A) Vocabulary Selection		inappropriate ___ ___ ___
___ ___ appropriate		
B) Message Conveyed		skewed ___ ___ ___
___ ___ accurate		

C) English Structure	inappropriate _____
___ appropriate	
D) Signer Affect Conveyed	inappropriate _____
appropriate	

V. **TRANSLITERATING FACTORS:** (Sign/English) Ability to convey a signed message which approximates English into written or spoken English.

F D C B A	
A) Vocabulary Selection	inappropriate _____
___ appropriate	
B) Message Conveyed	skewed _____
accurate	
C) English Structure	inappropriate _____
___ appropriate	
D) Signer Affect Conveyed	inappropriate _____
appropriate	

VI. **OVERALL PERFORMANCE:** Evaluator's general impression of overall performance.

	F
D C B A	
A) Message Comprehension	difficult _____ easy
B) Message Accuracy	inconsistent _____
consistent	
C) Comfort Factor	uncomfortable _____
___ comfortable	
D) Expressive Intelligibility	unclear _____
clear	

STRENGTHS

WEAKNESSES

- A = Excellent
- B = Above Average
- C = Average
- D = Below Average
- F = Unsatisfactory

SKILLS EVALUATION DESCRIPTION

I. PROFESSIONAL BEHAVIOR:

- A. Arrives on Time - Arrives with plenty of lead time to set up and, if necessary, check in with consumers.
- B. Appropriate Dress - Dresses appropriate for the setting.
- C. Behavior/Professional Manner - Handles situations in regard to role and responsibilities.

II. INTERPRETING FACTORS: (English/Sign) Ability to convey a message from spoken English into acceptable ASL, or more ASL-like signing.

- A. Clarity: Sign/Fingerspelling - Signs produced should be made correctly following the four parameters: 1) palm orientation, 2) location, 3) movement, 4) handshape.

Fingerspelling should be smooth and fluent. Jerkiness, moving up and down of the hand, incorrect position from the body and incorrect spelling (of the word itself) are factors that should not be present.

B. Non-Manual Behaviors - Production of the appropriate facial markers, such as --q--, --whq--, --t--, etc. Good use of body and face to convey the context of the speaker. Facial adverbs.

Fidgeting in seat, excessive blinking of eyes, nodding of head, whispering, and swaying are inappropriate.

C. Use of Space - Using space to "set the stage," e.g., persons, places, objects, etc.

D. Speaker Affect Conveyed - How well the student bonds with the speaker. Their style of signing, e.g.: 1) speaker's emotions (excited, assertive, shy, etc.) 2) speaker's mood (non-committal, determined, etc.) will reflect the speaker's style of speaking.

E. Sign Vocabulary - Does the student exhibit a wide range or at least a variety of signs incorporated in interpreting?

F. Fluency - When use of signs, fingerspelling, face and body movements are taken into an overall picture, does the student show smoothness in his/her movements? Are there inappropriate pauses? There should be continuity in the sign production and appropriate pauses to indicate the end of thought patterns.

G. Speed/Time-Lag - Time lag refers to the usual 4-6 words for transliterating and 6-8 for interpreting. This would vary according to the grammatical features involved. The pace of the signing should agree with the pace of the speaker. The student should not appear "hurried" in his/her signing.

II. INTERPRETING FACTORS: (cont.)

H. Sign Utilization - Were the signs selected conceptually correct? Was there a better way to sign something or a more correct choice of a sign?

I. Message Conveyed - During processing the student should understand the message to render it

faithfully. This pertains to the content of the speaker. Retains most of the message.

J. Interpreting Performance - The student's performance should be in acceptable ASL or more ASL-like signing. Points would be deducted if the student did inappropriate "mouthing."

III. **TRANSLITERATING FACTORS:** (English/Sign) Ability to convey a message from spoken English into a manual code for English.

A. Clarity: Sign/Fingerspelling - see above

B. Non-Manual Behaviors - see above

C. Use of Space - see above

D. Mouth Movements - "Mouthed," non-audible English should not be exaggerated. The words on the lips generally should "shadow" those of the speaker. Distractions would be "smacking" noises, licking of the lips, and whispering.

E. Sign Vocabulary - see above

F. Fluency - see above

G. Speaker Affect Conveyed - see above

H. Sign Utilization - see above

I. Deletion Word/Phrases - Articles are usually deleted in transliterating. In the English language often there is a lot of redundancy. In transliterating, it is permissible and actually gives a better message to reduce the redundancy. However, words and phrases that are needed for the message should not be deleted.

J. Transliterating Performance - The student's performance should be an acceptable form of Manually

Coded English, although using ASL-like signing to clarify certain concepts would be permissible.

IV. INTERPRETING FACTORS: (Sign/English) Ability to convey a message from ASL into English, either signed, written or spoken.

A. Vocabulary Selection - The student should be able to voice the appropriate English gloss word after recognition of the signs. The student should show a variety in the vocabulary selection, e.g., "run quickly" could also be voiced as "swiftly," etc. The vocabulary selection should also match that of the speaker, taking into consideration the age, cultural background, education, gender, etc. of the speaker. Repetition should be avoided.

B. Message Conveyed - The content of the message should be accurately conveyed and rendered faithfully. The student should show an understanding of the concepts and be able to express them without skewing the message. There should not be conceptual errors in verbalizing the message.

C. English Structure - The student should be able to effectively express the signing message into proper English. The student should demonstrate skills in completing sentences, using the proper pronouns, verb tense, correct selection of adjective and adverb comparisons, etc. Adherence to the various rules of grammar for English should be followed.

D. Signer Affect Conveyed - See Interpreting Factors, Section II, Letter D.

V. TRANSLITERATING FACTORS: (Sign/English) Ability to convey a signed message which approximates English into written or spoken English.

The criteria for transliterating factors are the same as for Interpreting factors.

VI. OVERALL PERFORMANCE: Evaluator's general impression of overall performance.

A. Message Comprehension - The student should demonstrate the capacity of understanding the message with ease.

B. Message Accuracy - A degree of exactness should be displayed continuously throughout all of the

tasks. Inconsistency in message accuracy would denote an irregular rendering of the message.

C. Comfort Factor - The student should exhibit a state of ease or well-being during the evaluation process.

D. Expressive Intelligibility - The student's rendition by voice and sign should be easily and clearly understood.

Additional blanks are provided at the end of the evaluation for the evaluators to give additional feedback to the students. Positive input would be equally helpful as constructive comments.

INTERVIEW

I. Knowledge of Code of Ethics, communication skills.

	A) Code of Ethics:	F D C B A
1) Manner	___ __ appropriate	inappropriate ___ __ ___
2) Role & Function	___ __ appropriate	inappropriate ___ __ ___
3) Confidentiality	___ __ appropriate	inappropriate ___ __ ___
4) Expressive Skills	___ __ appropriate	inappropriate ___ __ ___
5) Response Quality	appropriate	inappropriate ___ __ ___

INTERVIEW DESCRIPTION

I. Knowledge of Code of Ethics, communication skills.

A. Code of Ethics:

1. Manner - includes the student's attitudes, dress, and behavior during the evaluation. Scoring in this category reflects the total impression the student makes on the evaluators.
2. Role and Function - The student is judged according to the responses given as they relate to the roles, rights, and responsibilities of the interpreter and consumers in a variety of situations. The distinction between interpretation and transliteration and between roles and responsibilities must be clearly presented by the student.
3. Confidentiality - The student must understand why confidentiality is so important. Confidentiality is a professional expectancy of all interpreters.

B. Communication Skills:

4. Expressive Skills - Student's skills in formulating and communicating his/her thoughts. Emphasis is on the student's skill to comprehend the question and organize their response.
5. Response Quality - The responses should be accurate and have depth to them. Does the student really possess the knowledge or is he/she not sure of the answers?

INTERVIEW QUESTIONS

1. As an educational interpreter working with deaf students with various disabilities, what roles and responsibilities might you be required to perform?

2. In an educational setting you may have to perform other duties besides interpreting. How would you coordinate those various tasks?

3. What can you do to continually improve upon your performance in an educational setting?

4. How can you keep informed about the field of interpreting?

5. If you were seeking employment as an educational interpreter to work with deaf students with disabilities, what steps would you take to achieve your goal?

6. What are the procedures for becoming state screened and RID certified?

7. What opportunities exist for professional development?

OVERALL PERFORMANCE EVALUATION

1. Quality of work:	Careless; frequently makes mistakes.	Usually does passable work. Sometimes must be told to do a better job.	Usually does useable work. Seldom makes mistakes.	Consistently does good work. Errors rare.
2. Quantity of work:	Slow: output frequently below requirements.	Turns out only the required amount of work.	Fast: more than is expected.	Exceptionally fast. Unusually high output.
3. Job Knowledge:	Limited knowledge of job. Needs to be told repeatedly what to do.	Adequate knowledge of job. Regularly requires supervision and instruction.	Well informed on job and related work. Rarely needs assistance or instruction but asks when needed.	An expert at the job. Makes the most of knowledge and experience.

4. Dependability:	Requires frequent follow up, even in routine duties.	Generally carries out instructions but occasion-ally needs follow up.	Carries out instructions and does what is expected. Needs little follow up.	Inspires confidence. Works efficiently and independently.
5. Attitude:	Cooperates only when necessary. Unwilling to carry out new ideas. Creates poor impression.	Usually cooperates with some reluctance to accept suggestions and try new ideas.	Meets others halfway and goes out of way to cooperate. Usually ready to try new ideas.	Exceptionally good team worker. Goes out of way to cooperate. Always ready to try new ideas.
6. Initiative:	Does only as much as told; takes no interest in doing more than enough to get by; cannot see what has to be done.	Does only enjoyable jobs, requires constant supervision to keep going.	Able to get started and maintain interest without undue urging. Does other obviously related jobs.	Able to get started without pressure. Makes effort to get the most from activities, high degree of job interest.
7. Maturity:	Very immature. Lack of self-confidence and poise.	Seems immature at times and lacks self-confidence.	Mature and shows poise and self-confidence.	Very mature. Confident. Assured manner. Polite.
8. Communication:	Can't present facts or ideas, orally or in writing; doesn't keep supervisors and/or subordinates informed.	Needs supervision when communicating with others & reminders to stay in contact with superiors and/or subordinates.	Usually demonstrates good communications skills. Provides necessary information to superiors and subordinates.	Excellent communicator. Effectively communicates necessary information with any level in the organization.
9. Judgment and insight:	Frequently acts without obtaining facts. Judgment unsound in many instances.	Occasionally makes questionable decisions (may not obtain all facts or is influenced by personal feelings.)	Handles problems encountered in a practical down-to-earth manner. Usually uses good judgement.	Judgment seldom questionable. Considers all facts and reaches sound conclusions.

MODULE 3A: Introduction to Discourse Analysis

Instructor Materials

MODULE DESCRIPTION: (15 Hours) A study of conversational exchanges in English and ASL including: structure of exchanges, initiation and response, language use and underlying meanings, conversational roles, the use of nonverbal and paralinguistic aspects, linguistic structure, and propositional analysis. Also included will be the application of discourse analysis techniques to classroom discourse and to the task of interpreting in educational settings.

PLACE/PURPOSE IN THE PDES: This is the third skills development module in the Phase I of the PDES. It is also the second in a series of three modules, following *Overview of Sign Language, Language, and Sign Systems Used by Deaf Students*, that introduces the educational interpreter to an understanding of language, especially as it is used in the mainstreamed classroom with deaf students. This course focuses on general concepts of discourse analysis in general and specifically in different types of classrooms. Participants analyze different classroom settings with a goal of understanding and comparing classroom discourse as it occurs in hearing classrooms and in deaf classrooms. The third course in this series, *Communication Assessment*, looks at the discourse in hearing classrooms that have interpreters, analyzing the interpreted discourse styles and strategies that educational interpreters use.

PREREQUISITES FOR PARTICIPANTS:

- PDES Module 2A: *Overview of Sign Language, Language and Sign Systems Used by Deaf Children*
- PDES Module 2B: *Overview of Child and Language Development of Deaf Children*
- **or** permission of Instructor

INSTRUCTOR QUALIFICATIONS:

- B.A. in Linguistics or related field (with a focus on discourse analysis); M.A. preferred
- Experience working with deaf children in public school settings
- National level interpreter certification

MODULE OBJECTIVES: Upon completion of this module, the participant will be able to:

1. Understand the general sociolinguistic aspects of communication (social settings and functions, register, variation, etc.) and discuss these aspects of communication as they specifically apply in school settings.
2. Discuss the concept of discourse as dynamic interaction, especially in terms of teacher-student talk, and peer-peer talk both in and out of the classroom.
3. Define coherence and cohesion in ASL and English discourse.
4. Discuss the discourse structure of interaction in a hearing classroom.
5. Discuss the discourse structure of interaction in a deaf classroom.
6. Discuss the discourse structure of interaction as it is interpreted.
7. Discuss the implications of the above analyses for interpreting interaction in the classroom.

INTRODUCTION TO MODULE ACTIVITIES: This module covers a great deal of information; one must be careful not to expound too much for fear of exceeding the 15 hour time frame. The content of this course should be covered in a format that would allow time for the readings and activities. Another way in which time can be saved is if a deaf teacher would be willing to videotape a class for participants to observe, rather than having the group visit the deaf teacher's classroom. Also, in areas where it may not be feasible to visit a deaf teacher's class, a videotape may be a practical alternative.

Participants should be given their reading lists and any handouts they may require when they register for the module so that they can be prepared for the first class. Their progress can be measured by papers that are written at home or by take-home exams.

SUGGESTED READINGS AND MATERIALS:

Main Course Texts:

- Cazden, Courtney. Classroom Discourse. (Portsmouth, NH: Heinemann Educational Books, Inc.). 1988.
- Hatch, Evelyn. Discourse and Language Education. (New York: Cambridge University Press). 1992.

Other Readings:

- Baker-Shenk, C. A Microanalysis of the Non-Manual Components of Questions in American Sign Language. (Ph.D. dissertation, University of California, Berkeley). 1983.
- Coppock, P.J. "Interpreting Discourse-signs for the Future?" J. Plant-Moeller (Ed.). Expanding Horizons, Proceedings of the Twelfth National Convention of the Registry of Interpreters for the Deaf. (Silver Spring, MD: RID Publications).
- DiPietro, R.J. Strategic Interaction. (Cambridge: Cambridge University Press). 1987.
- Gumperz, John. Discourse Strategies. (Cambridge: Cambridge University Press). 1982.
- Halliday, M.A.K. and R. Hasan. Cohesion in English. (London: Longman Group Limited). 1976.
- Jackson, Philip W. Life in Classrooms. (New York: Teachers College Press). 1990.
- Locker McKee, R.M. Footing Shifts in American Sign Language Lectures. (Ph.D. dissertation, University of California, Los Angeles). 1992.
- Mather, Susan A. "Visually Oriented Teaching Strategies with Deaf Preschool Children." Lucas (Ed.), The Sociolinguistics of the Deaf Community. (New York: Academy Press). 1989.
- Roy, C.B. "Features of Discourse in an American Sign Language Lecture." Lucas (Ed.), The Sociolinguistics of the Deaf Community. (New York: Academy Press). 1989.
- Roy, C.B. A Sociolinguistic Analysis of the Interpreter's Role in the Turn Exchanges of an Interpreted Event. (Unpublished dissertation:

Georgetown University, Washington D.C.). 1989.

- Tannen, Deborah. Conversational Style: Analyzing Talk Among Friends. (Norwood, NJ: Ablex). 1984.

- Tannen, Deborah. That's Not What I Meant!: How Conversational Style Makes or Breaks Your Relationships. (New York: William Morrow). 1986.

- Winston, E.A. "Analyzing the Task of the Mainstream Interpreter." (Conference of Interpreter Trainers). 1991.

- Winston, E.A. Spatial Referencing and Cohesion in an American Sign Language Text. *Sign Language Studies* 73:397-410. 1991.

- Winston, E.A. "Space and Involvement in an American Sign Language Lecture." J. Plant-Moeller (Ed.). Expanding Horizons, Proceedings of the Twelfth National Convention of the Registry of Interpreters for the Deaf. (Silver Spring, MD: RID Publications). 1992.

- Winston, E.A. Spatial Mapping in Comparative Discourse Frames in an American Sign Language Lecture. (Ph.D. dissertation, Georgetown University, Washington D.C.). 1993.

- Zimmer, June. "Toward a Description of Register Variation in American Sign Language." Lucas (Ed.). The Sociolinguistics of the Deaf Community. (New York: Academy Press). 1989.

- Zimmer, June. "ASL/English Interpreting in an Interactive Setting." Hammond (Ed.). Proceedings, 30th Annual Conference of the American Translators Association. (Medford, NJ: Learned Information, Inc). 1993.

- Zimmer, June. "Discourse Analysis as a Tool for Teaching Translation and Interpretation." Winston (Ed.). Student Competencies: Defining, Teaching, and Evaluating, Ninth National Convention. (Conference of Interpreter Trainers, Denver, CO). 1993.

MODULE ACTIVITIES

SUMMARY

SESSION	LENGTH	ACTIVITY	MATERIALS
1-1 1-2	1.5 HRS 1.5 HRS	Intro. to Discourse Analysis Speech Acts and Speech Events	Hatch, <u>Discourse</u> <u>Lang. Ed.</u> Hatch, Chp. 4
2-1 2-2	1.5 HRS 1.5 HRS	Rhetorical Analysis Coherence and Cohesion	Hatch, Chp. 5 Hatch, Chp. 6
3-1 3-2	1.5 HRS 1.5 HRS	Discourse Analysis: Application ENGLISH Discourse Analysis: Application ASL	Zimmer, CIT source texts
4-1 4-2	1.5 HRS 1.5 HRS	Classroom Discourse Classroom Interactions: Setting - Hearing Students and Hearing Teacher	Cazden, <u>Classroom</u> <u>Discourse</u> PDES tapes
5-1 5-2	2 HRS 1 HR	Classroom Interactions: Setting - Deaf Students and Deaf Teacher Implications for Interpreters	Winston, <u>Spatial</u> <u>Mapping</u>

SESSION 1-1 Introduction to Discourse Analysis

Methods and Activities: (1.5 Hours) (See Chapters 1 and 2, Hatch) Discourse analysis is the logical level of analysis for interpreters. While all levels are important, it is the overall meaning of the discourse, the gist of the message, that we must convey. We often spend considerable time on the analysis of words, signs, sentences, and sign articulation; by the time we arrive at the overall meaning, we have run out of time.

This leads to the common complaint about new interpreters -- they seem to include the main points and information, but the overall meaning is somehow missing. What is often missing is the coherence of the discourse, the goal of the speaker, and/or the point of the presentation. The features of language

that often convey this coherence are not phonology, morphology, and syntax, but the levels of pragmatics and paralinguistics. These include ideas of theme, cohesion, implicit/explicit information, background knowledge and mutual knowledge.

The instructor should maintain a fundamental discussion so that time can be utilized fully. This first session should be devoted to the following basic concepts of discourse analysis:

- a definition of discourse, including explanations of organization, coherence, introduction to/changing of topics, interruptions, questions, flow and conversational signals
- a definition of discourse functions, including goals, objectives, propositions, and details
- a discussion of the levels of understanding and meaning, including underlying logic, inferences, closure, prior knowledge, and preliminary assumptions
- a discussion of the roles and expectations of participants, including politeness, anticipation, predication, making sense of discourse, and shared experiences of the participants
- a discussion of the context of discourse in the school environment, including the social roles and expectations, discourse in groups (student - teacher, students - teacher, student - student, students - students), social intimacy of schools, and the teacher as the social mediator/manager of the day

The following lesson follows the basic structure from Hatch, Discourse and Language Education. This book provides a clear introduction to discourse analysis, reviews relevant research in the field, and provides many practice exercises and suggestions for research that are useful as either in-class activities or as homework. Any gaps between Hatch and the above list of lecture topics can be filled in by the instructor.

Summary Information for Session 1-1:

Discourse Constraints:

Goffman, 1976, postulates two types of universal constraints on human communication, whether it is interactive in nature, or more like a monologue:

System Constraints: Constraints that apply to all communication

Ritual Constraints: Constraints that allow social interaction to progress smoothly

These constraints can be found in all types of discourse, ranging from informal conversation to formal presentations.

System Constraints:

- **Openings and Closings**: the strategies language users choose to begin and end different types of discourse -- lectures, conversations, directions, etc.
- **Back-channeling**: the strategies language users employ to indicate understanding or attention.
- **Turn-taking** ("turnover signals" in Hatch). Goffman breaks these down into two constraints: expected turn-taking behaviors during a conversation, such as asking a question or pausing, and interruption behaviors such as breaking into another's turn.
- **Physical receivability and clarity**: Hatch discusses the need for "hearable" messages. Interpreters are also concerned with "seeable" messages.
- **Asides** ("bracket signals"): strategies language users employ to shift focus from a main topic to a side topic.
- **Participant/non-participant constraints**: the way that non-participants enter into discourse that is occurring and the ways that participants ignore other activity around them during interaction.

- Grice's Maxims: assumptions of communicative cooperation among participants:
 - Relevance: the assumption that what is communicated is related to the topic of conversation
 - Truthfulness: the assumption that what is said is true
 - Quantity: the assumption that enough is communicated for clarity without adding more than is needed
 - Clarity: the assumption that the speaker is presenting information as clearly as possible

Ritual Constraints:

Ritual constraints interact with system constraints and are often different in different languages and cultures. Thus, back-channeling, turn-taking, openings and closings, etc. will occur in every culture, but there are different ways to open and close, to take turns, and to back-channel that make the performance of the strategies more or less acceptable in that culture.

Concept of "face" and the presentations of "self" through language:

People use language for interaction and judge both the interaction and the other participants based on the use of language in those interactions. Thus, although *what* is said is often important, *how* it is said will greatly affect the outcome of any interaction. The propositional content of communication is only one aspect that interpreters must attend to during their work. An understanding of the existence of these constraints and of their interaction in communication is essential for interpreters. As third parties in any interaction, interpreters must be aware that it is their presentation of the discourse that is judged as well as the participant's presentations. A constraint of interpreting is that it affects and intertwines with every part of the interaction and cannot be separated from it. Everything that an interpreter does will have an affect on the outcome of that interaction.

Materials:

- Hatch, Evelyn. Discourse and Language Education. (New York: Cambridge University Press). 1992.

SESSION 1-2 Speech Acts and Speech Events

Methods and Activities: (1.5 Hours) (See chapter 4, Hatch)

This module should focus on the linguistic contexts of discourse analysis:

- Speech events, including lecture, group interaction activities, dialogue and conversations, group discussion, audio/visual display, seat work
- Speech acts of the teacher, including informing, convincing, educating, entertaining, challenging, reprimanding, commanding, complaining, commanding, inspiring
- Speech acts of the students, including answering, questioning, informing, convincing, social interaction
- Subject areas, including language arts, mathematics, science, business, computers, physical education, creative arts, social studies, second language learning, pre-vocational courses

The following lesson follows the basic structure from Hatch, Discourse and Language Education. Any gaps between Hatch and the above list of lecture topics can be filled in by the instructor.

Summary Information for Session 1-2:

Speech Acts: Often the study of language, and of interpreting, ends with an analysis of the sentence. However, this is not enough for understanding how people use language (and, therefore, how interpreters must interpret language use). Utterances occur in specific contexts and for specific reasons. One way to

analyze these functions of language is through the analysis of speech acts. Austin (1962) and Searle (1969) categorized the utterances that occur in communication into several types, including directives, commissives, representatives, declaratives, and expressives.

- Directives: utterances intended to give orders or direction.
- Commissives: utterances intended to promise to do something or refuse to do something.
- Representatives: utterances that often correspond with statements of fact to some degree.
- Declaratives: utterances that produce a specific effect because they are uttered.
- Expressives: utterances that demonstrate feelings about a setting, comment, action, etc.

Analyzing utterances as speech acts requires that the form of the utterance be differentiated from the intent of the utterance. For example, the question, "What are you doing?" may be a real question or, in the context of a mother spotting a child standing on a chair, it may actually be intended as a command to "get down."

Speech Events: Speech acts, or utterances, are combined into larger chunks of discourse that can be called speech events. These events include: compliments, complaints, advice, apologies, requests. These types of speech events take different forms in different cultures. Thus, a compliment in one culture may not be viewed as such in another culture.

Suggested Activities:

- 1) Provide a scenario that focuses on a particular speech event in English and ask the participants to act it out. After the performance, analyze the type of language used to accomplish the event. Try to detect patterns of language use in carrying out these events.
- 2) Invite native signers to the class to participate in scenarios related to specific speech events. Analyze the use of ASL for accomplishing these events and compare it to the language use of English.

Materials: Hatch, Discourse and Language Education.

Suggested Homework:

Participants should read Hatch's book, Discourse and Language Education, over the next two weeks so that they can fully participate in the discussions.

SESSION 2-1 Rhetorical Analysis

Methods and Activities: (1.5 Hours) (See Hatch, Chp. 5) This session will discuss how language users structure their discourse in different ways for different purposes, depending on the goal of the particular text. These structures are often divided into five common structures: narrative, descriptive, procedural, argumentative, and comparative/contrastive. Each type of structure is somewhat different.

Summary Information for Session 2-1:

- Narratives: (often called "story-telling") The structure can include an abstract; an orientation to setting, time, and participants; the action, the resolution or climax; and an ending or moral-of-the-story. Narratives also include evaluatives throughout the text, expressing the storyteller's attitudes and feelings about the story.
- Descriptions: These are based on the type of object, event, or

person that needs to be described. For example, the description of a person may include the types of clothes they wear, the types of activities they participate in, or the reason they are friends. A description of a room would focus on specific contents in the room, or on the function of the room. Most descriptions in English will have many utterances with the copula, "to be," as a syntactic structure. ASL may use the sign HAVE, or the statement structure without the copula.

- **Procedures:** These texts are structured to follow the progression of steps needed to accomplish some task.

- **Argumentation:** There are several different possible argument structures; all are intended to persuade or convince someone of the acceptability of a given theory or belief.

- **Comparisons/contrasts:** These texts present two or more concepts or objects in order to demonstrate similarities or differences and often to persuade that one is more acceptable than the other (these may also be considered types of argumentation).

- Materials: Hatch, Discourse and Language Education

SESSION 2-2 Coherence and Cohesion

Methods and Activities: (1.5 Hours) (See Hatch, Chp. 6) This session will discuss the issues of coherence and cohesion.

Summary Information for Session 2-2:

Coherence is a term that refers to the overall meaning that can be traced through a text. It is built through the use of linguistic and extralinguistic features. These include not only the language itself, but the background knowledge the participants bring to the text, the setting of the text itself, the organization of the

text, implicit and explicit information, and the way the text "hangs together" through the use of cohesive ties.

Cohesion and Cohesive Ties: Cohesion in a text is defined as the linking of subsequent utterances to previous utterances. Halliday and Hasan (1976) categorized cohesive ties into five types: references, substitution, ellipsis, conjunction, and lexical.

- **Reference:** Language users refer to people or objects by naming them (Mary, the dog, the theory, etc.). Once the naming has happened, the subsequent references to that same person or object often occurs with pronouns. In the example, "Mary likes dogs; she has four of them," *she* is a cohesive tie between the second utterance and the first utterance because it refers to *Mary*. Likewise, *them* is a cohesive tie linking the second utterance to *dogs* in the first utterance.

- **Substitution:** Language users can tie utterances together in a text by substituting one word for another. In the utterance, "The dog needed a bath. / Well, he got one," the speaker has substituted *one* for *bath*, tying the two utterances together through substitution.

- **Ellipsis:** This refers to the leaving out of an expected word or phrase. In the utterances, "I'm looking for a new car. / I found two," the word *cars* has been left out of the second utterance, but the listener must interpret the meaning of *two* as *two cars* and not two of anything else. Therefore the understanding of the second utterance is tied to an understanding of the first.

- **Conjunction:** These signal the relationship between two or more utterances in a text. These include lexical items such as *and*, *but*, *or*, *therefore*, *then*, *so*, and *because*.

- **Lexical items:** This is a type of substitution in which a language user substitutes a related lexical item to refer to a concept. In the utterance,

"My garden needs work; that place is a mess, it's just a big mud hole," the words *that place* and *big mud hole* are used to refer to the referent *garden*.

SESSION 3-1 Discourse Analysis: Application - English

Methods and Activities: (1.5 Hours) Having finished the lecture sections about discourse analysis, the next two sessions will apply the various concepts to actual texts in both English and ASL. Zimmer's model for analyzing a text in class with the participants is useful for this session (see Zimmer, CIT proceedings, 1994). It is important to analyze two source texts -- one in ASL and one in English. These can be relatively short (3-5 minutes).

[Another suggested structure for the first three weeks of this course is to introduce the two texts at the beginning and analyze each for specific features immediately after the lecture on those features. This intersperses the activities of the three weeks rather than separating them.]

Summary Information for Session 3-1:

Analyze the English source text in terms of:

- The participants

- The goals of the participants

- The topics: main ideas and supporting details

- The environment

- The language use: speech acts, speech events, coherence and cohesion

- The discourse structure and goals

- The key terminology

Suggested Activity: Play the video/audio text for the participants once. Have them create a summary of the text in one sentence; then have them outline the main ideas and the supporting details. They should also discuss the possible goals of the speaker in presenting the text: providing information, persuading the audience, etc. Additionally, participants should identify the goals of the audience

in listening to the text: to learn, to show support, to participate in the interaction, etc.

Materials:

- Source text
- Zimmer, June. "Discourse Analysis as a Tool for Teaching Translation and Interpretation." (CIT Proceedings) 1993.

SESSION 3-2 Discourse Analysis: Application - ASL

Methods and Activities: (1.5 Hours) See explanation of previous session (3-1).

Summary Information for Session 3-2:

Analyze the ASL source text in terms of:

The participants

The goals of the participants

The topics: main ideas and supporting details

The environment

The language use: speech acts, speech events, coherence and cohesion

The discourse structure and goals

Suggested Activity: Play the video text for the participants once. Have them create a summary of the text in one sentence; then have them outline the main ideas and the supporting details. They should also discuss the possible goals of the speaker in presenting the text: providing information, persuading the audience, etc. Additionally, participants should identify the goals of the audience in listening to the text: to learn, to show support, to participate in the interaction, etc.

Materials: see Materials for Session 3-1

SESSION 4-1 Classroom Discourse

Methods and Activities: (1.5 Hour) The next three sections of this module focus on discourse as it occurs in the K-12 classroom. Although there is always a range of styles and registers, there are certain aspects of classroom discourse that are often found in educational settings. For example, the "question" to which the teacher already knows the answer, the typical IRE (initiation, response, evaluation sequence that teachers use to elicit responses from students and to evaluate them), and the "sharing time" of younger classrooms. There are many aspects of communicative style and of ethnic and cultural backgrounds that influence interaction in the classroom, as well. Successful interaction requires an intricate balance of communicative competence and skill for a student.

It is important for interpreters to recognize the types of interactions and possible goals for interactions by the teacher and the student. It is especially important for interpreters to understand the different types or styles of interactions that occur in classrooms of hearing students with hearing teachers and of deaf students with deaf teachers. An analysis of these two settings will help interpreters to recognize and bridge any gaps that may occur in communication when a deaf child is placed in a mainstream setting.

One very useful book is Classroom Discourse (Cazden). The following discussion is based on her discussions of classroom interactions. [Module instructors who have taken other approaches are encouraged to use them and any resources they have at their disposal. The information provided here is only **one** way to approach this topic].

Summary Information for Session 4-1: Classroom Discourse (Cazden) is a recommended resource for interpreters and interpreter educators working in educational settings. Cazden identifies several types of interaction that occur in classrooms. Her focus is elementary school for the most part, and on hearing classrooms; however, she identifies problem areas of interaction that are remarkably similar to those confronted by interpreters in these classrooms:

- Speech act in a classroom: IRE
- Initiation: asking a question (to a student or group)
- Response: someone answers it (all at once, one at a time, teacher selected, volunteered)
- Evaluation: teacher acknowledges the answer (right/wrong, appropriate procedure)

These are not necessarily short chunks of interaction. The teacher or the student may digress or expand somewhat. However, the chunks (topically related sets) themselves are usually easily recognizable by the students. The teacher "signals" both the beginning and the end of a chunk in ways that let the students know the topic is changing. For example, a teacher may open a new chunk linguistically by saying "Now" with a slightly faster rhythm than normal. While she is saying it, she may also signal pragmatically; she may turn to face the material she is about to talk about (on the board, in the book, etc.). Likewise, when closing a chunk, the teacher may end linguistically with a phrase like "all right" or "that's right" said at a slightly slower pace than normal. She may simultaneously shift away from whatever she was discussing. Cazden's point is that both verbal and non-verbal channels are used in the classroom at all times. Children in the classroom must develop "communicative competence" in the lesson structures and the classroom culture in order to succeed in the classroom activity.

Cazden also notes that interaction and talk have many concurrent purposes in the classroom: to provide information, to regulate social interaction, and to express one's identity. Any given utterance reflects some combination of these goals. For example, the teacher's statement, "I didn't tell you to put your books away" may indicate the information that it is almost time to leave, that the teacher still believes she is in charge of the classroom interaction, and that she is somewhat annoyed at the behavior of the class. All of these aspects of her utterance are important clues to learning about classroom interaction for the student.

Peer interaction is another aspect of classroom interaction that is

important to analyze. Cazden focuses on two areas: the cognitive influences and the contextual influences. Peer interaction affects cognitive and learning processes in students. It serves as a "catalyst," introducing new ideas or approaches that a student may not have considered. Discourse allows students to assume complementary roles in interaction and activities, often allowing them to accomplish tasks as a team that they could not yet accomplish alone. Discourse with peers provides students with the opportunity to gear discourse to the "other's" perspective for clearer communication. And, discourse with peers helps students prepare to talk to the teacher -- they practice the way to answer with peers before they actually have to formally answer the teacher. Each of these cognitive affects of discourse with peers is an important part of a student's education.

Peer interaction is also influenced by context. Cazden comments, "All speech is influenced by features of the context in which it takes place, and interactions among students are no exception (p.137)." The context of the interaction is important for students. Some interaction is spontaneous in the classroom and other interaction is required by the teacher. Students learn various conversational styles and strategies in these interactions (turn-taking techniques, floor-holding techniques, floor-taking techniques, etc.) that they use in future interactions. In many cases, mastering these techniques for managing discourse is as important for success in the classroom as mastering the content of the lesson.

Materials: Cazden, C. Classroom Discourse.

SESSION 4-2 Classroom Interactions: Setting - Hearing Students and Hearing Teacher

Methods and Activities: (1.5 Hours) This session will apply what was discussed in Session 4-1 to a classroom with (predominantly) hearing students and a hearing teacher.

Summary Information for Session 4-2:

Suggested Activity: Using one of the Public School in Action tapes produced by this project, analyze the types of interactions that occur in the classroom. Focus on teacher-student interaction, such as that discussed above, and on peer-peer interaction. Also analyze the discourse in terms of general discourse analysis features such as cohesion, implicit/explicit knowledge, mutually known information, thematic cohesion, and shifting focus. Try to identify both linguistic and pragmatic features that signal different types of interaction to the students. (NOTE: This activity will be done in depth in the next PDES module, *Communication Assessment*. The goal of this activity is to provide the participants with a general awareness of the types of interactions in a classroom).

Materials: PDES tape(s)

SESSION 5-1 Classroom Interactions: Setting - Deaf Students and Deaf Teacher

Methods and Activities: (2 Hours) This session will apply what was discussed in Session 4-1 to a classroom with (predominantly) deaf students and a deaf teacher. This section is intended to help participants recognize differences in interaction between mainstream classrooms and classrooms with only deaf students. One of the fundamental differences is that the mainstream classroom uses both auditory and visual input simultaneously for many interactions (see the discussion above). Classrooms with deaf students and deaf teachers rely on a single channel: visual. This fundamental difference affects much of the style of interaction that occurs in the classrooms, although not the nature of the interactions themselves. The instructor of this unit should discuss the topics covered in the previous sessions in terms of interactions that occur in classrooms with predominantly deaf students and a deaf teacher.

Summary Information for Session 5-1:

Suggested Activity: Visit a classroom taught by an experienced teacher of the deaf who signs without the use of voice in the classroom. If possible, videotape

this class for future discussion. Analyze the types and styles of interaction in this classroom (teacher-student, peer-peer, IRE's, etc.) and compare them to those in the mainstream classroom. It is important to focus on two aspects: How they are similar (the types and purposes), and how they are different (the visual and auditory signals versus the visual-only signals).

SESSION 5-2 Implications for Interpreters

Methods and Activities: (1 Hour) Ending section: This module concludes with a discussion of implications of discourse analysis in the classroom for interpreters. Many of the questions raised here will be included in the following PDES module: *Communication Assessment*.

Summary Information for Session 5-2: Discussion questions:

- How can the interpreter know the discourse goals of the teacher?
- How can the interpreter know the discourse goals of the students?
- How does interpreting affect the interaction in a setting?
- Is the interpreter an "unnoticed" third party or the pivot in any interaction?

Materials: Winston, E.A. Spatial Mapping in Comparative Discourse Frames in an American Sign Language Lecture.

SUGGESTED MODULE ACTIVITIES:

1. Observe various classroom lessons at the elementary and/or secondary level. Analyze the types, function, contexts, and components of the discourse.
2. Listen to audio tapes or watch videotapes of classroom lessons and interactions. Analyze the linguistic context for style, affect, message, purpose, and register.
3. Practice interpreting/transliterating tapes for equivalency and understanding.

INTRODUCTION TO

DISCOURSE ANALYSIS (3A)

PRE-TEST / POST-TEST

1. Give a definition of discourse, discussing both the structure and function. (12 points)
2. Explain the sociolinguistic aspects of communication (social settings and functions, register, variation, etc.) and how these aspects of communication operate specifically in school settings. (14 points)
3. Explain the concept of discourse as dynamic interaction, especially in terms of teacher-student talk, and peer-peer talk, both in and out of the classroom. (12 points)
4. Define coherence and cohesion in ASL and English discourse. (12 points)
5. Explain the discourse structure of interaction in spoken language only. (12 points)
6. Explain the discourse structure of interaction in sign language only. (12 points)

7. Explain the discourse structure of interaction as it is interpreted. (12 points)

8. Explain the implications of the above analyses for interpreting interaction in the classroom. (14 points)