

Interpreting in VR Settings: Annotated Bibliography







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Project Summary and Acknowledgements

The mission of the National Consortium of Interpreter Education Centers (NCIEC) is to build and promote effective practices in the fields of interpreting and interpreter education. The NCIEC was formed as a vehicle for sharing knowledge, expertise, leadership, and fiscal resources among the member Centers and for establishing important partnerships with consumer, professional, and academic organizations and institutions. The involvement of consumers and vocational rehabilitation service providers in the development and implementation of all educational initiatives ensures that programming is grounded in the realities of everyday life.

This Annotated Bibliography, prepared by Dr. Linda Stauffer, CSC, OTC, on behalf of the NCIEC VR initiative workgroup, is one of the products of the 2010-2015 cycle. It is intended as an accompanying document to the NCIEC Interpreting in VR Settings Literature Reviewed. The citations noted in <u>red</u> within that literature review are those that are annotated within this document.

Specialist competence in interpreting has been a topic of exploration by various workgroups within the National Consortium of Interpreter Education Centers (NCIEC) in recent years. The exploration has focused primarily on defining competencies of specialist practitioners and/or practice in specialized settings such as legal, medical/health care, and mental health. During the 2010-2015 cycle, the focus has been on interpreting in vocational rehabilitation settings. A factor contributing to this exploration is the recognition that the standard of competent practice for this setting has yet to be defined. Therefore, designing training programs to increase the pool of qualified to interpret in this setting is difficult.

In an effort to better understand the nature of specialized competence needed to interpret in this setting, a work-team comprised of members of the National Consortium of Interpreter Education Centers (NCIEC)¹ was formed. The members of this workteam are Anna Witter-Merithew, Team Leader and Director of the MARIE Center, Trudy Schafer Project Coordinator for the NIEC, Lillian Garcia Peterkin, Outreach Specialist for the NIEC, and Pauline Annarino, Director of the WRIEC. These individuals have collaborated with experts in the field to conduct a review of the literature, define the competencies of interpreters in VR settings, explore best practices, and define training content, towards the goal of developing curriculum to prepare interpreter educators and practitioners for working in this setting

¹ The NCIEC is a collaboration of six university-based centers funded from 2010-2015 by the U.S. Department of Education RSA CFDA #84.160A and B, Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind to address the national shortage of interpreters for deaf, DeafBlind and hard-of-hearing individuals.

Acknowledgements

This initiative was launched by bringing together a panel of experts who participated in the Expert Think Tank on Interpreting in the VR Setting, held May 25-27, in Denver, Colorado. The goal of the Think Tank was to convene a group of experts to identify the skills, knowledge and attributes of interpreters working in the VR setting and to conceptualize a framework for harvesting additional expert opinion. Appreciation is extended to the following individuals who participated in and contributed to this event.

Experts:

Dr. Glenn Anderson (AR) Ms. Barbara Bryant (CO) Mr. Dee Clanton (NH) Dr. Cheryl Davis (OR) Ms. Sheryl Emery (MI) Ms. Sheila Hoover (OR) Dr. Linda Stauffer (AR)

Center Representatives:

Ms. Pauline Annarino (WRIEC) Ms. Lillian Garcia Peterkin (NIEC) Ms. Amy Kroll (MARIE), notetaker Ms. Trudy Schafer (NIEC) Ms. Anna Witter-Merithew (MARIE)

A special thanks is extended to Dr. Linda Stauffer who conducted the literature review and created the annotated bibliography that serve as foundational documents for this project.

In addition, a series of focus groups were conducted involving practitioners, consumers and VR personnel. Appreciation is extended to all the individuals who participated in the focus groups that were held in Atlanta, Georgia, Boston, Massachusetts, and by way of audio conferencing. Interpreters from a wide range of states participated, including Georgia, Kentucky, Mississippi, California, Ohio, Florida, Utah, Oregon, Massachusetts, Connecticut and Rhode Island.

And finally, sincere appreciation and gratitude is extended to all the other Directors and Principal Investigators who make up the NCIEC and administer one of the remaining six (6) Centers—Ms. Pauline Annarino (WRIEC), Dr. Cheryl Davis (WRIEC), Ms. Cathy Cogen (NIEC), Dr. Dennis Cokely, (NIEC), Ms. Diana Doucette (NURIEC), Ms. Bev Hollrah (GURIEC), Mr. Richard Laurion (CATIE), Dr. Laurie Swabey (CATIE), Ms. Anna Witter-Merithew (MARIE) and Dr. Leilani Johnson (MARIE). Without their leadership and fiscal support, this project would have been impossible.

Interpreting in Vocational Rehabilitation Settings ANNOTATED BIBLIOGRAPHY

Anderson, G., & Stauffer, L. (1990). Identifying standards for the training of interpreters for deaf people. Little Rock, AR: University of Arkansas Rehabilitation Research and Training Center on Deafness and Hearing Impairment.

This monograph reports the results of a NIDRR funded study to: 1) identify salient characteristics of existing interpreter training programs; 2) identify key competencies that interpreter students should be able to demonstrate upon graduation; 3) identify key competencies and which are most important for students to demonstrate upon graduation; 4) prepare recommendations to identify standards of competency for interpreter education; and 5) prepare recommendations to specify appropriate set of expectations to identify exemplary interpreter training programs. Information was gathered from two national studies. Seventy-one competencies in six general competency categories were identified. The six general categories include: 1) professional behavior; 2) cultural aspects; 3) communication modalities/language competencies; 4) interpreting and transliterating skills; 5) assessment skills; and 6) consumer relations.

Anderson, G., & Stauffer, L. (1992). Identifying standards for the training of interpreters for deaf people. *Journal of The American Deafness and Rehabilitation Association*, 25(3), 35-46.

Major finding of a national research project identifying standards for the training of interpreters are reported. Findings are based on two national studies during the summer and fall of 1987. Characteristics of 51 interpreter preparation programs and a summary of opinions of professionals regarding desirable competencies for graduates of interpreter training programs are presented. Recommendations for future action are also included.

Aramburo, A., & Stauffer, L. (1990). Interpreting for persons with minimal language skills and/or competencies. In L. Stauffer & M. Taff-Watson (Eds.). *Workshop Curriculum Guides* for Interpreter Trainers, Vol. 4 (pp. 3-43). Little Rock: University of Arkansas at Little Rock, RSA Region VI Interpreter Training Project.

This is a curriculum for a 16-hour, non-credit workshop to enhance interpreters' knowledge and skills in working with deaf persons with limited language. This curriculum includes objectives, instructional strategies, learning activities, handouts, and more.

Baker-Shenk, C., Bienvenu, M. J., Colonomos, B., Cokely, D. R., Kanda, J., Neumann Solow, S., & Witter-Merithew, A. (1988). *Sign language interpreter training curriculum*. Fredericton, New Brunswick: University of New Brunswick.

A 1988 curriculum for the sign language interpreting program at the University of New Brunswick in Fredericton, New Brunswick, Canada.

Barnett, S. (1982). The socio-economic status of deaf women: Are they doubly disadvantaged? In J. Christiansen & J. Egelston-Dodd (Eds.), *Social aspects of deafness: Vol. 4.* Socioeconomic status of the deaf population (pp. 205-239). Washington, DC: Gallaudet College.

Women have been reported to earn less than men. Men with disabilities earn less than women without disabilities. Compared to men who are deaf, women who are deaf are reported to be doubly disadvantaged by both their gender and disability.

Bialystok, E., & Hakuta, K. (1994). *In other words: The science and psychology of secondlanguage acquisition*. New York: BasicBooks, A Division of HarperCollins Publishers, Inc.

Bialystok and Hakuta provide an overview of research in primary and second language learning. The book is organized by five factors considered to create the frame of secondlanguage learning: language, brain, mind, self, and culture. Chapters focus on the implications of each of these five factors necessary for acquiring a second language and are supported by critical evaluations of research and theory. The authors explain how experiences may differ among individuals and that the significance of a second language may depend on who is learning the second language and what second language is being learned.

Bontempo, K. (2008, October). *Personality matters! Measuring performance predictors in signed language interpreters*. Poster session presented at the biennial conference of the Conference of Interpreter Trainers, San Juan, Puerto Rico.

This poster session presented information on a research project investigating performance predictors in signed language interpreters in Australia. Research focused on rating of interpreters' self-perceived competence. High levels of negative affect (neuroticism, anxiety) were correlated with lower levels of competence in interpreters. High levels of self-efficacy were reported in those interpreters with higher levels of competence.

Bullis, M., Davis, C., Bull, B., & Johnson, B. (1995). Transition achievement among young adults with deafness: What variables relate to success? *Rehabilitation Counseling Bulletin*, 39(2), 13-150.

The authors researched the transition achievement of Deaf students three to four years post high school graduation by studying two variables: engagement (working or going to school to not engaged) and residential status (living independently to living in supporting housing). Results indicated that no one variable can predict transition achievement. Recommendations include implementing school-based transition and year round paid work experience.

Caccamise, F., & Dirst, R., DeVries, R., Heil, J., Kirchner, C., Kirchner, S., Rinaldi, A., & Stangarone, J. (Eds.). (1980). *Introduction to interpreting for interpreters/ transliterators, hearing-impaired consumers, and hearing consumers*. Silver Spring, MD: Registry of Interpreters for the Deaf, Inc.

A manual intended to give a general overview of interpreting and to provide selected references related to interpreting. The goals of the book are to provide: 1) an introductory interpreter training text; 2) a manual for consumers; and 3) an interpreters' reference manual.

Clément, R., Dörrnyei, Z., & Noels, K. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, *44*(3), 417-448.

This is a study of English acquisition as a second language of 11th grade students in Hungary. Factors studied include student attitude, anxiety and motivation for learning English, perception of classroom atmosphere, and cohesion. Low anxiety was related to positive self-rating of English proficiency, frequent contact with English, motivation, and less perceived course difficulty.

Cokely, D., & Winston, E. (2008). *NCIEC Interpreter Education Programs Needs Assessment Final Report.* National Consortium of Interpreter Education Centers.

This study reports the results of a national needs assessment of 91 responding interpreting education programs. Programs were surveyed regarding general program information (public/private, degree offered, faculty information, etc.), class size, graduation information, student enrollment, and full-time/part-time faculty. Selected results include: 1) interpreting programs have more ASL faculty than interpreting faculty and more part-time faculty than full-time faculty; 2) graduates of degree programs obtain state credentials within one year of graduation; 3) a majority of programs offer both full-time and part-time program delivery; 4) most full-time faculty members have a minimum of a master's degree and professional credentials; 5) the average class sizes range from 16-20 students; and, 6) the majority of programs operate by semester with full-time students earning between 1-18 credits per semester.

Cokely, D., & Winston, E. (2009). *NCIEC Vocational Rehabilitation Needs Assessment Final Report*. National Consortium of Interpreter Education Centers.

This study reports results of a national needs assessment survey of state vocational rehabilitation (VR) coordinators of the deaf (SCDs). This report is divided into two parts. The first reports on the SCD's responses to the needs assessment survey. The second section focuses on interpreters employed by state VR agencies. Thirty-one of 34 respondents (91%) indicated a need for interpreters for deaf consumers. The next highest need was for interpreters for deaf and hard of hearing consumers who are "low functioning."

Commission on Collegiate Interpreter Education. (2011). *Accredited programs*. Retrieved online July 29, 2011 from <u>http://ccie-accreditation.org/09/Accredited.html</u>

The official website of the Commission on Collegiate Interpreter Education.

Commission on Collegiate Interpreter Education. (2010). *CCIE Accreditation Standards*. Retrieved from <u>http://www.ccie-accreditation.org/index.html</u>

The standards against which interpreter education programs are evaluated for industry accreditation.

Cornell University (2004). Order of selection for vocational rehabilitation services: An option for state VR agencies who cannot serve all eligible individuals. Retrieved from http://www.ilr.cornell.edu/edi/publications/PPBriefs/PP 23.pdf

Given that state and federal funds for vocational rehabilitation agencies are not unlimited to serve a wide range and number of VR clients, VR agencies face a challenge to meet the needs of all eligible consumers. One strategy to meet this challenge is a federally-sanctioned Order of Selection whereby a waiting list is developed and persons with the most severe disabilities are served first.

DeVries, R., Kirchner, S., & Caccamise, F. (1980). Appendix C: Interpreting for hearingimpaired persons with minimal language skills (MLS): Some suggestions. In F. Caccamise, R. Dirst, R. DeVries, J. Heil, C. Kirchner, S. Kirchner, A. Rinaldi, & J. Stangarone (Eds.), *Introduction to interpreting for interpreters/ transliterators, hearing-impaired consumers, and hearing consumers*. Silver Spring, MD: Registry of Interpreters for the Deaf, Inc.

Twelve suggestions are presented for establishing communication with persons with minimal language skills.

Educational Interpreter Committee. (n.d.). *The educational interpreter's niche in RID from the practitioners perspective: Survey results*. RID. Retrieved online from http://www.rid.org/content/index.cfm/AID/131

This article reports the results of a 2007-2009 survey of RID interpreters working in educational settings. Of the 955 interpreters surveyed, 868 responded. Fifty-eight percent (58%) of the interpreters were members of their state RID chapter; 33% were not a member of national RID; 37% were RID certified or nationally certified (NAD, EIPA); 43% had been working for more than ten years; 60% interpreted at the secondary level; 42% reported no state standards for educational settings or did not respond; 50% reported that their credentials met state standards and 44% reported that their state recognizes the EIPA; 18% had taken the EIPA Written and 35% had taken the EIPA Performance. The top three concerns of interpreters were compensation, need for professional development and ethical issues.

Emmorey, K., Kosslyn, S., & Bellugi, U. (1993). Visual imagery and visual-spatial language: Enhanced image abilities in deaf and hearing ASL signers. *Cognition*, *46*, 139-181.

This article reports on a study comparing deaf signers of ASL, hearing signers of deaf parents, and hearing non-signers in their ability to generate images and to detect mirror image reversals. Both deaf and hearing signers had a better ability to generate visual mental images than hearing non-signers. Both signing groups were also faster at mental rotation tasks than hearing non-signers. Both mental image generation and manipulation appear to be embedded in the use of ASL.

Erickson, W., Lee, C., von Schrader, S. (2010, March 17). *Disability Statistics from the 2008 American Community Survey (ACS)*. Ithaca, NY: Cornell University Rehabilitation Research and Training Center on Disability Demographics and Statistics (StatsRRTC). Retrieved from http://www.disabilitystatistics.org or http://www.ilr.cornell.edu/edi/disabilitystatistics/reports/acs.cfm?statistic=2

These sites (same web page) provide an online resource for disability statistics. This resource includes a summary of the most recent demographic and economic statistics on the non-institutionalized population with disabilities.

ERSC Deafness Cognition and Language Research Centre (n.d.). *Sign Language interpreter language and interpreting aptitude*. Retrieved from http://www.dcal.ucl.ac.uk/Research/Interpreter Project.html

The University College of London, ERSC Deafness Cognition and Language Research Center describes longitudinal study comparing expert sign language interpreters with undergraduate interpreter education students. The goal is to identify general language and modality specific aptitude for signed/spoken languages.

FIPSE Grant Awarded (1989, Sept.). CIT NEWS, 9(4), p. 5.

CIT announces the Department of Education FIPSE award a two-year grant to CIT for \$30,641 to fund 98% of a project, "Implementation of a National Endorsement System for Interpreter Preparation Programs." CIT provided the other 2% of funding to match the Fund for the Improvement of Postsecondary Education grant.

Frishberg, N. (1986). Interpreting: An introduction. Silver Spring, MD: RID Publications.

Updated several times, this book is often used as a text for introductory classes in interpreting. It provides an overview of the history of interpreting, terminology about interpreting, interpreter skills and competencies, research, texts and translation, ethics and professional conduct, working conditions, education and evaluation, interpreting settings, special communication techniques and considerations for employment.

Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88(2), 229-244.

This qualitative study researched possible attitudinal differences between nine successful and nine unsuccessful Chinese students studying English as a foreign language (EFL). Successful language learners: professed greater depth and quality of cognitive learning and practice strategies; attributed their success to effort and strategy; felt optimistic about their ability in English; were motivated both internally and externally; and maintained good relationships with their English teachers.

Gómez, M., Molina, T., Benítez, P., & Santiago, J. (2007). Predicting proficiency in signed language interpreting. *Interpreting*, 9(1), 71-93.

This study investigated perceptual-motor, cognitive, and personality factors that may underlie learning a signed language as a second or "B" language, and developing signed interpreting skills. Results indicated perceptual-motor skills and cognitive abilities are more important

that personality characteristics in predicting success, with perceptual-motor coordination emerging as the more reliable factor for predicting language proficiency.

Hanson, J., & Corthell, M. (Eds.). (1980). Interpreting service for deaf clients: Guidelines for rehabilitation personnel. Menomonie, WI: Research and Training Center, University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute.

Developed by a Prime Study Group of the Institute on Rehabilitation Issues, this report addresses resources and training materials on interpreting for rehabilitation personnel. Seven chapters include: 1) deafness – an overview of the disability; 2) programmatic and legislative bases for interpreter services; 3) interpreting in the rehabilitation process; 4) locating, selecting and paying interpreters; 5) interpreters, counselors, and clients: role functions and relationships; 6) interpreters, supervisors and clients: roles and responsibilities; and 7) interpreting: service delivery models.

Harmon, M., Carr, N., & Johnson, T. (1988). Services to low functioning deaf and hard of hearing persons. In *Proceedings from Eighth Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing*. Retrieved from http://www.pepnet.org/confpast/1998/

This paper is a product of collaboration of three service centers for persons who are deaf or hard of hearing and also "low functioning." The authors report on transition issues with this population including education, rehabilitation, environment, and family. Issues for community rehabilitation programs include funding, research and model development. The authors present a description of a Model Development Plan and provide implementation recommendations for both short-term actions and long-term actions.

Harrington, T. (2010, June). *American deaf population*. Retrieved from http://libguides.gallaudet.edu/content.php?pid=119476&sid=1029158

A summary of statistics on the population of Americans who are deaf, gathered from surveys conducted in 1971. Information is provided by age category, by definition of hearing loss, and by hearing aid usage. This resource is hosted by Gallaudet University.

Johnson, R., Patrie, C., & Roy, C. (1991). Master of Arts in Interpreting: Curriculum and Evaluation Procedure from Gallaudet University in Washington, D.C.

A 1991 curriculum for the sign language interpreting master's program at Gallaudet University in Washington, D.C.

 Kurz, K.B., & Taylor, M. (2008). Learning outcomes for American Sign Language skills levels 1-4. Rochester, NY: National Technical Institute for the Deaf, Rochester Institute of Technology and Monroe #1 Board of Cooperative Education Services.

This ASL curriculum is based on the "5 Cs" of the American Council on Teaching of Foreign Languages (ACTFL): Communication, Cultures, Connections, Comparisons, and Communities. It provides measurable learning outcomes for ASL levels 1-4 suitable for

college-level courses. The curriculum also includes references, a resource section, reading section, glossary, and information regarding ASL performance interviews.

Laurent Clerc National Deaf Education Center, (2006). Transition skills guidelines K-12. Gallaudet University. Retrieved from <u>http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/transition_to_a</u> dulthood.html

Transition skills guidelines are presented for K-12 programming for children who are deaf. Four standards are included with sub-topics and objectives for each grade, K-12. The four standards are that students will demonstrate: 1) the skills necessary to advocate for and empower him/herself; 2) knowledge of educational and career exploration, preparation, and planning; 3) positive and practical work habits, skills, and attitudes within a work environment; and 4) the knowledge and skills necessary to live independently and successfully.

LaVigne, M., & Vernon, M. (2005, July). The deaf client: It takes more than a sign – part 2. *The National Association of Criminal Defense Lawyers CHAMPION Magazine*, p. 28.

This article appeared in *The National Association of Criminal Defense Lawyers* magazine. Targeted to lawyers, it provides its audience with information on the challenges of communication with persons who are deaf and having "little functional language." The authors provide information on the: 1) legal rights to an interpreter; 2) use of interpreters; and 3) problem of "when comprehension is impossible." Recommendations include: 1) the use of certified interpreters only; 2) the use of counsel table interpreter; 3) videotaping; 4) methods of questioning; 5) changes in courtroom procedure; 6) competency to stand trial, and 7) cost.

Lessius University College and University of North Florida. (2009). *Aptitude for interpreting: Programme*. Retrieved from <u>http://www.lessius.eu/tt/nieuws/aptitude/Programme.aspx</u>

This is a program description for an international conference on spoken and signed language interpretation held in Antwerp, Belgium in May 2009.

Long, G., & Clark, D. (n.d.). Defining traditionally underserved persons who are deaf. NIU-RTC Research Brief. Retrieved from http://www.pepnet.org/train070824/definingunderserved.pdf

The authors propose a definition of *traditionally undeserved persons who are deaf* based on two strategies: 1) a review of the literature, establishing characteristics that define an individual within this group, and 2) results of a survey of deaf educators and rehabilitation counselors opinions of the characteristics most critical for identifying someone as *traditionally underserved*. Five critical factors were identified: 1) communication skills; 2) independent living skills; 3) social skills; 4) vocational skills; and 5) academic achievement.

Luft, P., & Huff, K. (2011). How prepared are transition-age deaf and hard of hearing students for adult living? Results of the transition competence battery. *American Annals of the Deaf*, 155(5), 569-579.

This reports the results of a research study of transition competence in 53 middle and high school students who were deaf or hard of hearing and attending public schools. Researchers used the Transition Competence Battery to determine transition strengths of this group. Students demonstrated substantial deficits in transition competence. Students were reported weak in the acquisition of employment skills and independent living skills.

Macnamara, B. (2008). Interpreter cognitive aptitudes. In L. Roberson & S. Shaw (Eds.). 17th National Convention of the Conference of Interpreter Trainers: Putting the pieces together: A collaborative approach to education excellence (pp. 33-50). Conference of Interpreter Trainers.

This research investigated potential cognitive aptitudes for learning interpretation including: 1) spoken and signed language interpreter processing and models; 2) second language acquisition; 3) memory; 4) intelligence; 5) human information processing; 6) decision-making; 7) problem solving; 8) multi-tasking; and 9) human performance. The results of this research formed the basis for the Foundational Cognitive Aptitude and Analysis Model (FCAAM).

Macnamara, B. (2008-2009). Interpreter cognitive aptitudes. *Journal of Interpretation*, p. 9-32. , RID Publications, Silver Spring, MD.

An expansion of the above article that first appeared in the 2008 CIT Proceedings. This research investigated potential cognitive aptitudes for learning interpretation including: 1) spoken and signed language interpreter processing and models; 2) second language acquisition; 3) memory; 4) intelligence; 5) human information processing; 6) decision-making; 7) problem solving; 8) multi-tasking; and 9) human performance. The results of this research formed the basis for the Foundational Cognitive Aptitude and Analysis Model (FCAAM).

Miller, K. (2004). Linguistic diversity in a deaf prison population: Implications for due process. *Journal of Deaf Studies and Deaf Education, 9*(1), 112-19.

This research study investigated the linguistic skills of 97 deaf inmates in Texas prisons. Individuals were assessed with the following measures: 1) Kannapell's categories of bilingualism; 2) adaptation of the diagnostic criteria for Primitive Personality Disorder; 3) reading scores of the Test of Adult Basic Education; and 4) sign language skills evaluation by an experienced, certified sign language interpreter. Results indicated that intelligence scores were mostly within normal ranges; close to half were monolingual ASL users; and 51% were functionally illiterate. Prisoners who were ASL-dominant bilingual and balanced bilingual with well-developed first languages were the easiest groups to provide due process. Prisoners who were ASL monolingual, English/Spanish monolingual and English dominant bilingual (65.9%) were most at risk for not receiving due process from arrest through adjudication. National Institute on Health. (2003, March). *More about cochlear implants: How many people have cochlear implants?* NIH Publication No. 03-5360A. Retrieved from http://www.nidcd.nih.gov/health/hearing/coch moreon.html

This provides information and statistics on the population who use cochlear implants. Information is presented on topics such as: 1) gathering information and making a decision; 2) understanding the hearing process; 3) how a cochlear implant works; 4) numbers of people who have cochlear implants; 5) cochlear implants for children; 6) history of cochlear implants; 7) current expenses; and 8) future research of cochlear implants.

National Institute on Health. (2011). *Cochlear implants: Who gets cochlear implants?* NIH Publication No. 11-4798. Retrieved from <u>http://www.nidcd.nih.gov/health/hearing/coch.asp</u>

This provides information and statistics on the population who get cochlear implants. This is part of the National Institute on Health's webpage on cochlear implants. This page addresses the following questions: 1) What is a cochlear implant? 2) How does a cochlear implant work? 3) Who gets cochlear implants? 4) How does someone receive a cochlear implant? 5) What does the future hold for cochlear implants? 6) Where can I get additional information?

Neumann Solow, S. (1981). *Sign language interpreting: A basic resource book.* Silver Spring, MD: National Association of the Deaf.

One of the earliest books on interpreting used as a text in interpreter education programs. This is a comprehensive view of the field in 1981. Nine chapters address: 1) interpreter role and behavior; 2) sign systems and situation assessment; 3) physical factors and body language; 4) orientation to the deaf community; 5) ethics of interpreting; 6) sign-to-voice interpreting; 7) interpreting in various settings; 8) situations calling for special skills; and 9) certification.

North Carolina Department of Health and Human Services. (2010). *Case status codes and rehabilitation process diagram*. Retrieved from http://info.dhhs.state.nc.us/olm/manuals/dsb/VR/man/Case Status Codes and Rehabilitation Process Diagram.htm

This website contains a visual diagram and a description of the Vocational Rehabilitation case status codes similar to those used in most states.

Northup, B. (1987, July). *Interpreting in the rehabilitation setting*. Workshop held at East Central University in Ada, OK.

This weeklong workshop focused on preparing interpreters to work within rehabilitation settings. Objectives included but were not limited to: 1) understanding the Deaf Community; 2) understanding the roles and responsibilities of an interpreter; 3) the VR counselor and client; 4) sign-to-voice and voice-to-sign interpreting and transliterating skills development; and 5) understanding the RID Code of Ethics. Topics included: 1) pre-and post test; 2) an overview of deafness and communication modalities; 3) historical perspective; 4) the

rehabilitation process and terminology; 5) roles and responsibilities; 6) ethical behavior; 7) expressive and receptive fingerspelling; 8) interpreting; 9) interpreting for the client who has "minimal language skills;" and 10) interpreting for the client who is deaf-blind.

Northup, B. (1988). Interpreting in rehabilitation settings. In B. Northup & M. Taff-Watson (Eds.), *Workshops Curriculum Guides for Interpreter Trainers, Vol. 2*. Little Rock, AR: RSA Region VI Interpreter Training Project, University of Arkansas at Little Rock.

A slight expansion is provided for the workshop above. This workshop focuses on preparing interpreters to work within rehabilitation settings. Objectives included but were not limited to: 1) understanding the Deaf Community; 2) understanding the roles and responsibilities of the interpreter; 3) the VR counselor and client; 4) sign-to-voice and voice-to-sign interpreting and transliterating skills development; 5) and understanding the RID Code of Ethics. Topics included: 1) pre- and post-test; 2) an overview of deafness and communication modalities; 3) historical perspective; 4), the rehabilitation process and terminology; 5) roles and responsibilities; 6) ethical behavior; 7) expressive and receptive fingerspelling; 8) interpreting for the client who has "minimal language skills," and 10) interpreting for the client who is deaf-blind.

Northwestern Connecticut Community-Technical College and The University of Tennessee (1995). *Professional Development Endorsement System. National Interpreter Education Project.* National Clearinghouse of Rehabilitation Training Materials. Retrieved from https://nertm.org/

1995 model curricula for educational interpreting and interpreting in vocational rehabilitation settings developed under the RSA national training grants. These curricula were developed by Northwestern Connecticut Community-Technical College and the University of Tennessee.

Onwuegbuzie, A., Bailey, P., & Daley, C. (2001). Cognitive, affective, personality and demographic predictors of foreign-language achievement. *Journal of Educational Research*, 94(1), 3-15.

This research study investigated cognitive, affective, personality, and demographic variables to predict second language acquisition among college students. One hundred eighty-four (184) college students studying Spanish, French, German and Japanese in beginning, intermediate and advanced courses participated in the study. Results indicated that all variables were important predictors with academic GPA being the best predictor. The second best predictor was foreign language anxiety. Other significant variables included cognitive (students' expectation of achievement), affective (perceived intellectual ability and perceived scholastic competence), personality (cooperativeness and individualism) and demographic (gender and number of high school foreign language courses taken).

Parmir, J., Brodie, P., & Murphy, M. (2011, August). *Emerging issues for interpreters in the K-12 setting: Students with cochlear implants.* Paper presented at the conference of the Registry of Interpreters for the Deaf, Atlanta, GA.

This was a presentation at the 2011 national conference of the Registry of Interpreters for the Deaf. The presentation focused on issues pertinent to interpreting for school age children who have cochlear implants.

Patrie, C. (1995). Response paper #1: The "readiness-to-work gap." In E. Winston. (Ed.), Mapping our courses: A collaborative venture. Proceedings of the Tenth National Convention of the conference of Interpreter Trainers. Conference of Interpreter Trainers.

Patrie introduced the term "readiness to work gap" to the interpreting field in this thought piece presented at the 1994 CIT conference. The author reports that a nationwide survey confirmed the existence of this "gap." Students who graduate from interpreter education programs are not ready to enter the workforce. This may help contribute to high attrition among interpreters.

Patrie, C. (1991a). From the president... CIT NEWS, 11(3), p. 1.

The CIT President announces that the Ad Hoc Committee on Educational Standards has completed rating of five pilot test sites.

Patrie, C. (1991b). From the president... CIT NEWS, 11(4), p. 1.

The CIT President reports that the endorsement system would be revised. The Ad Hoc Committee on Educational Standards proposed that the system would be available for program self-study, rather than a program rating system.

Pennise, J. (2011, August). *Interpreting for deaf people with cognitive delays*. Paper presented at the conference of the Registry of Interpreters for the Deaf, Atlanta, GA.

This was a presentation given at the 2011 national conference of the Registry of Interpreters for the Deaf. The presentation focused on issues pertinent to interpreting for persons who are deaf and also have cognitive and/or developmental delays due to such factors as mental retardation, Downs Syndrome, brain injury, learning disabilities, emotional disturbance, Autism, and Asperger's Syndrome. Information provided focused on general characteristics of deaf persons with delays and accommodations when interpreting for these individuals.

Postsecondary Education Programs Network, LFD Strategic Workgroup. (2004). A model for a national collaborative service delivery system: Position paper. Postsecondary Education Programs Network. Retrieved from www.pepnet.org/training/train070824/LFD Position Paper 2-18-04.doc

This position paper is a product of a Strategic Work Group of the Postsecondary Education Programs Network (PEPNet). The goal is to provide a national framework to address the unmet needs of persons who are deaf or hard of hearing and identified as "low functioning deaf (LFD)." Persons with LFD are underserved and there are no clear criteria for identifying deaf individuals who are low functioning. The Work Group proposes a model for a national collaborative service delivery system that is person-centered, comprehensive, and provides specialized services with appropriate environmental and social support.

Public Law 95-602, 95th Congress (1978). Retrieved from http://www.mnddc.org/dd_act/documents/78-DDA-USH.pdf

Section 304(d)(1) authorizes grants for the "training of interpreters to meet the communication needs of deaf individuals" to be awarded geographically, not to exceed 12 programs with priority given to public or private organizations with demonstrated capacity to provide interpreter training. This was the foundation for the RSA funded interpreter training projects which continue today.

Quigley, S. (1965). *Interpreting for deaf people*. U.S. Department of Health, Education, and Welfare and Vocational Rehabilitation Administration.

A report of a Workshop on Interpreting held July 1965 at the Governor Baxter State School for the Deaf in Portland, Maine. This resulting manual addressed the need for such a publication as expressed at the Ball State Teachers College Workshop that established RID and a subsequent Workshop funded by the Vocational Rehabilitation Administration in January 1965 in Washington, D.C. Topics addressed include: 1) the RID Code of Ethics; 2) general aspects of interpreting (physical factors, platform interpreting, fingerspelling, oral consumers, interpreting idiomatic expressions, and interpreting for deaf persons with severely restricted language skills); 3) specific areas of interpreting (legal, medical, religious, job placement, and counseling and psycho-therapeutic situations); 4) program for training interpreters; and 5) various appendices.

Quinto-Pozos, D. (2005). Factors that influence the acquisition of ASL for interpreting students. In M. Marschark, R. Peterson, & E. Winston (Eds.). *Sign language interpreting and interpreter education: Directions for research and practice* (pp.159-187). Oxford, England: Oxford University Press.

As the number of students studying ASL continues to increase (5th most commonly studied language in U.S. college and universities), the author encourages the field to provide more research addressing the learning of ASL and interpretation between ASL and English. The author reviews factors that appear unchangeable in second language learning. These include the: 1) influence of L1 on learning L2; 2) importance of the critical language learning stage; 3) influence of aptitude; 4) differences between native language learning and adults learners of L2; 5) social-psychological factors; and 6) influence of various instructional strategies on L2 learning.

Reichman, A., & Jacoby, S. (n.d.). *A lifetime of hearing and earning: A family guide to work preparation for deaf and hard of hearing high school students*. Washington, DC: Laurent Clerc National Deaf Education Center. Retrieved from <u>www.gallaudet.edu/documents/clerc/vr_galluadet_stringer.pdf</u> Three important steps for assisting high school age students to prepare for adult life include study transition planning, parents and student participate in transition planning, encourage employment while the student is in high school.

Resnick, S., & Hoza, J. (1990). American Sign Language-English Interpreting Certificate Program at Northeastern University. Boston, MA.

A 1990 curriculum for the sign language interpreting program at Northeastern University in Boston, MA.

Rudser, S., & Strong, M. (1986). An examination of personal characteristics and abilities of sign language interpreters. *Sign Language Studies*, 53, 315-331. Linstok Press, Burtonsville, MD.

This study analyzes data collected in 1974 on 24 interpreters given interpreting tasks with the goal of determining common characteristics of interpreters with similar levels of interpreting ability. The original researcher (Quigley) hypothesized various variables that may be related to interpreting skill but was unable to complete the study. This analysis of that data first focused on rating the interpretation for accuracy. After comparative analysis, results indicated that interpreters with deaf parents scored higher than interpreters with hearing parents. No significant correlations were found between: 1) interpreting accuracy and IQ; 2) field dependence; 3) manual dexterity; 4) memory; 5) spatial aptitude, 6) verbal fluency, or 7) language aptitude. Viewed with great caution, skilled interpreters with deaf parents exhibited the following descriptors: 1) dependable; 2) tactfully patient and conscientious; 3) active; 4) insightful; 5) expressive; 6) mature; 7) dominant; 8) self-reliant with superior judgment; 9) conventional and stereotyped in thinking; 9) easygoing; 10) defensive; 11) self-centered; 12) aloof and unconcerned with how others react to them; 13) dignified; 14) independent; 15) efficient; 16) outgoing; 17) competitive; and 18) original and fluent in thought. Interpreters with hearing parents displayed the following characteristics: 1) somewhat changeable; 2) under-controlled; 3) impulsive and temperamental; 4) cognitively and socially flexible and adaptable; 5) insightful, assertive and egotistic; 6) self-centered; 7) aloof; and 8) unconcerned with how others react to them.

Sanderson, G., Siple, P., & Lyons, B. (1999). Interpreting for postsecondary deaf students. Report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students. Rochester, NY: Northeast Technical Assistance Center, Rochester Institute of Technology. Retrieved from http://www.pepnetnortheast.rit.edu/publication/taskforce/interpreting/interpreting.html

This report contains four parts: 1) introduction (discusses the importance of interpreting services, and types of interpreting); 2) administering interpreting services (for university personnel who coordinate interpreting services); 3) to the instructor (the use of interpreters in the classroom); and 4) postscript pertaining to laws and regulations (legal perspective on using interpreters at the postsecondary level).

Sawyer, M., & Ranta, L. (2001). Aptitude, individual differences, and instructional design. In P. Robinson (Ed.). *Cognition and second language instruction*. (pp. 319-353). Cambridge: Cambridge University Press.

The authors propose that decision-making in second language instruction should be motivated by theories and research into cognitive processes. This book has two sections. *Section I: Theoretical Issues* addresses memory for language, sentence processing, and "learnability" and second language acquisition theory. *Section II: Cognition and Instruction* explores cognitive tasks, second language vocabulary learning, cognitive resources, aptitude and individual differences, and cognition instruction.

Schroedel, J. (2007). Estimating the number of hard of hearing and late-deafened students: Implications for services delivery and job opportunities. In D. Watson, J. Schroedel, M. Kolvitz, J. Decaro, & D. Kavin (Eds.), *Hard of Hearing Students in Postsecondary Settings: A Guide for Service Providers* (pp. 28-44). Knoxville: Postsecondary Education Programs Network.

Schroedel reports on the results of a national study of hard of hearing adults. Estimates are that there are 414,000 deaf and hard of hearing college students. The author proposes priorities for addressing funding issues related to serving college students who are hard of hearing or late deafened.

Schroedel, J., & Geyer, P. (2000). Long-term career attainments of deaf and hard of hearing college graduates: Results from a 15-year follow-up survey. *American Annals of the Deaf*, 145(4), 303-314.

The authors report on a national longitudinal survey of 240 college graduates who are deaf or hard of hearing. Results indicate that obtaining a college education increased economic benefits and enhanced life satisfaction. Deaf men's salaries showed higher gains than females. Deaf alumni obtained higher degrees and earned higher salaries than hard of hearing alumni. Those with associate degrees earned more than those with bachelor's degrees.

Seal, B. (2004). Psychological testing of sign language interpreters. *Journal of Deaf Studies and Deaf Education*, 9(1). 39-52.

This study of 28 sign language interpreters was conducted to determine if different skill or credential levels can be distinguished by cognitive, motor, attention, and personality attributes. The interpreters were given a battery of tests measuring these variables. Results indicate that *attention* was significantly correlated with interpreter level. One personality trait, *abstract reasoning*, was reported high in 18 of the 28 interpreters.

Seal, B. (2004). *Best practices in educational interpreting, (2nd ed)*. Boston, MA: Pearson Education, Inc.

This book is an empirically supported text on the best practices available in educational interpreting. Topics addressed include: 1) an introduction to educational interpreting; 2) best practices in administration of educational interpreting services; 3) interpreting in primary grades, elementary and middle school, high school, vocational settings and

higher educational settings; and 4) educational interpreting research. This edition is an update of the original 1998 edition.

Siple, L. (1982). *A resource guide of training programs: Interpreting for the hearing impaired.* Registry of Interpreters for the Deaf, Inc. and Conference of Interpreter Trainers.

Fifty-three interpreter education programs in 32 states are listed in this directory. For each program the following information is provided: 1) contact information; 2) the date the program was established; 3) funding source; 4) type of program; 5) length of program; 6) academic system (semester, quarter); 7) program description; 8) entry requirements; 9) application procedure; 10) practicum opportunities; 11) number of staff; 12) annual costs; 13) maximum annual enrollment; 14) special services; 15) number of graduates to date; and 16) total number of RID certified graduates to date.

Sparks, R., Patton, J., Ganschow, L., & Humbach, N. (2009). Long-term crosslinguistic transfer of skills from L1 to L2. *Language Learning*, *59*(1), 203-243.

This article reports on a longitudinal study of the relationship between elementary school students' L1 skills (reading, spelling, vocabulary, phonological awareness, and listening comprehension) and second language learning (LS) in high schools. Students were classified as high-, average-, or low-proficiency L2 learners. Oral and written L2 proficiency in Spanish, French, and German and L2 aptitude were measured. Results indicated that L1 skills at the elementary level were related to L2 aptitude, proficiency and achievement in high school.

Stauffer, L. K. (2010). The relationship among beginning and advanced sign language students and credentialed interpreters across two domains of visual imagery: Vividness and manipulation (Doctoral Dissertation). Dissertations and Theses database. (UMI No. 3407373)

In this dissertation, the author studied the relationship between students' ASL progression and their ability to create (vividness) and manipulate (mental rotation) visual imagery. No significant relationships were reported between beginning and advanced ASL students and credentialed interpreters with respect to visual vividness or mental rotation. There was suggestive evidence that visual vividness did increase from beginning ASL students to advanced ASL students to credentialed interpreters, but not to a significant level. There was a significant difference between beginning ASL students and nationally certified interpreters in visual vividness, but no significant differences in mental rotation.

Stauffer, L. (2007, Fall). A history of the rehabilitation service administration's (RSA) support of interpreter education. *JADARA: The Journal for Professionals Networking for Excellence in Service Delivery with Individuals who are Deaf and Hard of Hearing. 41*(1), pp. 17-37.

This article provides a history of how legislative language addressing interpreter training was included in the 1978 amendments to the Rehabilitation Act of 1973. This language can be traced to collaboration between leaders in deafness rehabilitation, supportive congressional legislators, and social forces that converged to influence policy development supporting interpreter training. This history is based partly on interviews with key personnel.

Stauffer, L., Annarino, P., & Lawrence, S. (2008). Toward effective practices: A national dialogue on AA-BA partnerships 2008. National Consortium of Interpreter Education Centers. Available from <u>http://www.lulu.com</u>

This 2008 report summarizes the work of the AA-BA Partnership Work Team of the National Consortium of Interpreter Education Centers. The team's goal was to elucidate the need to forge strong links between two-year and four-year Interpreter Education Programs, and to identify models of AA-BA partnership that will lead to successful four-year interpreter education in the field of interpreting.

Stauffer, L., & Boone, S. (2006). Survey of state staffing patterns, issues, CSPD, and related outcomes for consumers who are deaf, deaf-blind, hard of hearing and late deafened: Final technical report to the CSAVR committee on services to consumers who are deaf, deaf-blind, hard of hearing & late deafened. Little Rock: University of Arkansas Rehabilitation Research and Training Center on Persons who are Deaf or Hard of Hearing. Retrieved from http://www.rehabnetwork.org/committees/07/January%202007%20CSAVR%20Technical%2 0Report-2.pdf

This is a final technical report summarizing a national survey prepared for the Council of State Administrators of Vocational Rehabilitation (CSAVR) Committee on Services to Consumers who are Deaf, Deaf-blind, Hard of Hearing and Late Deafened. Forty-two of 50 states (84%) responded with respondents being State Coordinators for the Deaf (SCDs), Rehabilitation Counselors for the Deaf (RCDs), Program Specialists, Executive Directors, and Commissioners of state services for persons who are deaf. Major finds included two-thirds of RCDs were required to have a minimum sign language level with 48% of those requiring an SCPI level.

Other topics addressed job descriptions, agency salaries, counselor caseload size, counselor degree requirements, professional development, recruitment of new counselors, and unmet needs. Of nine (9) specific barriers to providing quality VR services, "lack of interpreters" was rated number 3 behind "lack of competent VR personnel" and "insufficient resources."

Stauffer, L., & Brandwein, D. (1990). *Resource guide for interpreter education*. Conference of Interpreter Trainers.

This is the fourth edition of the Resource Guide for Interpreter Education. It is designed to provide specific program information to professional interpreters and educators and to enable networking between professionals. Sixty-four programs were included in the guide. Information includes: 1) program coordinator; 2) address; 3) phone number; 4) degrees offered; 5) annual costs; 6) establishment date; 7) number of faculty, interpreters and deaf students on campus; and 8) program descriptions. For the first time a section on interpreter educators was also included.

Stauffer, L., & Viera, J. (2000). Transliteration: A comparison of consumer needs and transliterator preparation and practice. *Journal of Interpretation*, 61-80.

This article was the result of the authors' presentation at a national RID conference. The goal was to: 1) review the current research describing the act of transliteration and how practice compares with consumer expectations; 2) propose salient characteristics of English signing

consumers; and 3) review four interpreter preparation program curricula regarding approaches to teaching transliteration.

Sternberg, M., Tipton, C., & Schein, J. (1973). Interpreter training: A curriculum guide. New York: Deafness Research & Training Center, New York University, University School of Education.

This is one of the earliest curriculum guides for the education of interpreters. It consists of 15 sections that can be used as individual units or as a yearlong course. This curriculum is designed for use with the text, *Interpreting for Deaf People*. The 15 sections include: 1) Introduction; 2) Ethics/Interpreter Behavior; 3) Interpreter/ Client Relationships; 4) The Communication skills Picture/Linguistics; 5) Physical Setting; 6) Compensation; 7) Related topics - Oral Interpreting, Reverse Interpreting, Deaf-Blind Interpreting; 8) Interpreting in the Educational Setting; 9) Interpreting in the Mental Health Setting; 10) Interpreting in the Medical Setting; 11) Interpreting in the Social Work Setting; 12) Interpreting in the Religious Setting; and 15) The Registry of Interpreters for the Deaf.

Taff-Watson, M., & Northup, B. (Eds.). (1987-1990). University interpreter training course curriculum guides, Vol. 1-4. Little Rock: RSA Region VI Interpreter Training Project, University of Arkansas at Little Rock.

These volumes represent a series of university curriculum guides for interpreter training courses. The four volumes were developed as part of the 1985-1990 regional RSA funded interpreter training projects to increase the quality and quantity of interpreters for persons who are deaf, deaf-blind and hard of hearing.

Taff-Watson, M., & Shaw, S. (Eds.). (1999). *Interpreter education degree programs curriculum guide to interpretation: ASL/English*. Little Rock, AR: University of Arkansas at Little Rock.

The University of Arkansas at Little Rock published its Bachelor of Arts in Interpretation ASL/English curricula and course outlines. The program information was published as part of the 1995-2000 regional RSA funded interpreter training projects to increase the quality and quantity of interpreters for persons who are deaf, deaf-blind and hard of hearing.

Taff-Watson, M., & Stauffer, L. (Eds.). (1987-1990). Workshop curriculum guides for interpreter trainers Vol. 1-4. Little Rock: RSA Region VI Interpreter Training Project, University of Arkansas at Little Rock.

These volumes represent a series of curriculum guides for in-service interpreter training workshops. The four volumes were developed as part of the 1985-1990 regional RSA funded interpreter training projects to increase the quality and quantity of interpreters for persons who are deaf, deaf-blind and hard of hearing.

Talbot, K., & Haude, R. (1993). The relation between sign language skill and spatial visualization ability: Mental rotation of three-dimensional objects. *Perceptual and Motor Skills*, 77, 1387-1391. This study investigated the relationship between skill in ASL and performance on a test of mental rotation. ASL skill (based on years of experience) was self-reported by 51 women participating in the study. The women were then divided into three groups of high skill, medium skill and low skill. Significant differences were reported with women who reported themselves as having high ASL skill. Women with high ASL skill scored higher on tests of mental rotation than women who reported having low ASL skill. There were no differences reported between the two groups on anxiety.

Taub, S., Galvan, D., Piñar, P., & Mather, S. (2006). Gesture and ASL L2 acquisition. In R.
M. de Qadros (Ed.). *TISLR9: Theoretical Issues in Sign Language Research Conference:* Sign languages: Spinning and unraveling the past, present and future (pp. 639-651).
Florianopolis, Brazil: Universidade Federal de Santa Catarina Florianópolis.

This longitudinal study of adult L2 learners of ASL investigated whether or not the presence of sign language-like gestures in hearing subjects who do not know ASL will transfer to their linguistic use of space when learning ASL. Eighteen subjects were followed for eight months of ASL learning. All 18 subjects had no knowledge of ASL at the beginning of the study. Results indicated that pre-existing ability to use classifier-like gestures did somewhat predict the use of third person discourse in ASL. The same was true for pre-existing ability to set up space within gestures.

Tuck, B. (2010). Preserving facts, form, and function when a deaf witness with minimal language skills testifies in court. *The Pennsylvania Law Review*, *158*(3), 905-956.

This law review article from the University of Pennsylvania focuses on the importance of interpreters in the courtroom to provide the courts access to non-English-speaking defendants and witnesses. It reviews common case law, especially related to persons with "minimal language skills" such as the case of Donald Lang. The author reviews the use and value of Certified Deaf Interpreters (CDIs) in the courtroom. Federal law providing for accessibility is also reviewed.

The Vocational Rehabilitation Process (2003). *Arkansas Government*. Retrieved from www.arkansas.gov/dhs/dsb/NEWDSB/VR%20Policy%20Manual/Section%2002%20 The%20VR%20Process%20Jaws.doc

This website provides a review of the VR Process as described for Arkansas vocational rehabilitation.

U.S. Department of Education, Office of Special Education and Rehabilitative Services (2010). *About RSA*. Retrieved from http://www2.ed.gov/about/offices/list/osers/rsa/index.html

This website provides an overview of the Rehabilitation Services Administration

U.S. Department of Education (2007). *RSA program data and statistics: Fiscal year 2005 data, table 17*. Retrieved from <u>http://www2.ed.gov/rschstat/eval/rehab/statistics.html</u>

RSA provides program data and statistics to improve program management and effectiveness. This webpage provides information on fiscal year 2005.

U.S. Department of Education (2006). FR Doc 06-4923 [Federal Register: June 2, 2006 (Volume 71, Number 106)] [Notices] [Page 32220-32224] From the Federal Register Online via GPO Access [wais.access.gpo.gov] [DOCID:fr02jn06-158] Retrieved from http://www2.ed.gov/legislation/FedRegister/announcements/2006-2/060206a.html

The Federal Register notification on the Office of Special Education and Rehabilitative Services; Overview Information on the National Institute on Disability and Rehabilitation Research (NIDRR) – Disability Rehabilitation Research Projects (DRRPs) – Improving Employment Outcomes for the Low Functioning Deaf (LFD) Population; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2006.

U.S. Department of Justice (2005). A guide to disability rights. Retrieved from <u>http://www.ada.gov/cguide.htm - anchor65610</u>.

The Department of Justice provides this guide to disability rights law that includes sections on all major disability legislation. Among these laws is the Rehabilitation Act that includes information on Section 501, 503, 504 and 508.

von Schrader, S., Erickson, W. A., Lee, C. G. (2010, March 17). *Disability Statistics from the Current Population Survey (CPS)*. Ithaca, NY: Cornell University Rehabilitation Research and Training Center on Disability Demographics and Statistics (StatsRRTC). Retrieved from <u>http://www.disabilitystatistics.org</u> or from http://www.ilr.cornell.edu/edi/disabilitystatistics/reports/acs.cfm?statistic=2

This is an online, interactive, tool to research disability statistics.

Valentine, G., & Skelton, T. (2007). Re-defining 'norms': D/deaf young people's transitions to independence. *The Sociological Review*, 55(1), pp. 104-123.

These British authors discuss the issues related to deaf students' transition from childhood to adult independence. The first part of the paper examines traditional sociological views of school to work transition issues such as housing and domestic transition. The second part of the paper reports on factors that deaf young adults, themselves, report as most significant in their lives regarding transition. Deaf young adults identified the number one issue for transitioning to adulthood as learning British Sign Language (BSL) followed by developing a deaf identity. These issues are often not recognized by sociologists and parents of deaf young adults.

Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005). After high school: A first look at the post-school experience of youth with disabilities. A report from the National Longitudinal Transition Study-2 (NLTS2). Menlo Park, CA: SRI International.

The National Longitudinal Transition Study is a ten-year study funded by the Office of Special Education Programs (OSEP) of the U.S. Department of Education. This comprehensive national study is generating a database of the achievements of youth with disabilities during their high school years and their transition to adulthood. More than 11,000

youth between the ages of 13 to 16 are included. This report focuses on the 28% of youth between the ages of 15 to 19 via telephone interviews with parents and the youth. Addressed are: 1) characteristics of out-of-school youth with disabilities; 2) engagement in school, work or preparation for work; 3) postsecondary education participation; 4) employment after high school; 5) emerging independence; 6) leisure activities, social involvement, and citizenship; and 7) results associated with dropping out of school. Results by disability, including youth with hearing or visual impairments are reported.

Watson, D., Jennings, T., Tomlinson, P., Boone, S., & Anderson, G. (2008, April). Model state plan for vocational rehabilitation services to persons who are deaf, deaf-blind, hard of hearing, or late deafened. Little Rock, AR: University of Arkansas RRTC for Persons who are Deaf or Hard of Hearing.

This is the fifth edition of the *Model State Plan for Rehabilitation of Individuals who are Deaf, Deaf-Blind, Hard of Hearing, and Late Deafened.* Written for State Vocational Rehabilitation agencies, this monograph addresses all consumers with hearing loss. The goal is to present a comprehensive document identifying strategies for serving consumers with hearing loss, as well as providing updated information on legislation, technology and innovations in service provisions to consumers by VR counselors.

Weathers, R., Walter, G., Schley, S., Hennessey, J., Hemmeter, J., & Burkhauser, R. (2007). How postsecondary education improves adult outcomes for supplemental security income children with severe hearing impairments. *Social Security Bulletin*, 67(2), 101-131.

This article reports on a longitudinal study of children receiving Supplemental Security Income (SSI) who applied to the National Technical Institute for the Deaf (NTID), a postsecondary institution for students who are deaf. NTID administrative data on its applicants was merged with Social Security Administration (SSA) data on earning and program participation. Results of analyses showed that the number of students on SSI increased from 10% in 1982 to 41% in 2000. The probability of graduation from NTID for those students receiving SSI was 13.5% lower than those who were not receiving SSI. However, students on SSI who graduated from NTID spent less time as an adult receiving SSI and had higher earnings than students graduating from NTID who did not receive SSI.

Wheeler-Scruggs, K. (2003). Discerning characteristics and risk factors of people who are deaf and low functioning. *Journal of Rehabilitation*, 69(4). 39-46.

This article discusses characteristics and risk factors that identify persons who are deaf and hard of hearing that have functional limitations related to employment and independent living. Risk factors identified from the literature include: 1) communication; 2) personal attributes (ethnicity, substance abuse, secondary disabilities); 3) social conditions (lack of family support and role models, low socio-economic status, discrimination due to deafness; 4) and [ineffective] service delivery (lack of interpreters, inappropriate diagnosis, inadequate funding). Results of both quantitative and qualitative data indicated that individuals who are *low functioning deaf (LFD)* struggle with communication, often lack social and emotional skills, require transitional support, and demonstrated one or more of the above risk factors.

Winston, E. (1995). Editor's foreward. In E. Winston (Ed.), *Proceedings of the Tenth National Convention of the Conference of Interpreter Trainers.* Conference of Interpreter Trainers.

Dr. Winston, Editor of the proceedings of the 1994 CIT Conference, announces that the CIT Board and the CIT membership officially adopt the National Interpreter Education Standards.

Winston, E. (2010). *Vocational Rehabilitation Interpreter Practitioner Interview Findings*. National Consortium of Interpreter Education Centers.

This study reports results of a national needs assessment interview survey of interpreters working for state vocational rehabilitation agencies and in VR settings. Eighteen (18) interpreters were interviewed with the majority of interpreters working as staff employees in state VR agencies. Forty-four percent (44%) reported that their state VR agency requires interpreters to have national certification. Others indicated that state screening is required or no credential is required. Most respondents (44%) indicated that there was no minimum educational requirement or only a high school degree was required (33%). These interpreters reported the highest percentage of their time was spent interpreting for persons who are deaf or persons who are deaf or hard of hearing with little to no work history. The interpreters provided the least amount of time interpreting for late-deafened individuals. Ranking of settings in which interpreting services were provided included employment placement, postsecondary/vocational settings, and employment preparation settings as the top setting. Legal settings ranked last.

Winston, E., & Dahms, K. (2010). *Vocational rehabilitation - needs assessment synthesis analysis*. National Consortium of Interpreter Education Centers.

This report synthesizes the information from the National Interpreter Education Center (2005-2010) national needs assessments related to vocational rehabilitation. Data on variables such as: 1) interpreter qualification requirements; 2) interpreter pay; 3) interpreting languages and systems; 4) consumers served; 5) interpreting settings; 6) interpreter availability; and 7) interpreter training needs are analyzed and results presented.

Witter-Merithew, A., & Johnson, L. (2005). *Toward competent practice: Conversations with stakeholders*. Silver Spring, MD: RID Publications.

This monograph documents the state of the art and holistic view of interpreter education through perspective obtained from educators, students, practitioners, consumers, employers, and policy makers. Documenting the discussion with each group of stakeholders, this work culminated in identified 34 entry-to-practice competencies categorized under five major overarching domains: 1) theory and knowledge; 2) human relations; 3) language skills; 4) interpreting skills; and 5) professionalism.

Yoken, C. (1979). *Interpreter training: The state of the art.* Washington, DC: The National Academy of Gallaudet College.

Developed by the National Academy of Gallaudet College, the goal of this monograph is to provide current information (as of 1979) on interpreter training to guide future directions. Forty-seven individuals contributed to this document that focused on six topics: 1) the interpreter; 2) the interpreter trainer; 3) policy and administration; 4) research; 5) materials; and 6) an annotated bibliography.

Zhongganggao, C. (2001) Second language learning and the teaching of grammar. *Education*, *122*, 326-336.

This paper makes an argument for grammar instruction as part of adult L2 learning curricula. The role of grammar in L2 learning and linguistic competence as part of competent communication are presented. The author supports the benefits of grammatical instruction within the L2 teaching curriculum including enhanced fluency and accuracy.