

DEAF INTERPRETER-HEARING INTERPRETER TEAMS

Instructor Guide

Assessment Questions for Unit 3 Settings:

Mental Health, Social Services, Legal, Public Events, and National/International Interpreting and/or Deafness-Related Conferences

A) Assessment questions: Possible Consumers

1. Are the categories of possibly mutually exclusive meaning that the consumers can only fall into one category?

ANSWER: No. The categories listed here are not mutually exclusive as it is possible to have one consumer with multiple factors impacting their language use.

2. What categories of possible consumers are discussed in this unit?

ANSWER: Semi-lingual/alingual, foreign-born, users of International Sign, DeafBlind, persons with additional or multiple disabilities, minors, persons under the influence or experiencing a traumatic event, and persons with mental illness.

B) Assessment questions: Educational Interpreting

1. What are some of the educational settings that interpreters may encounter?

ANSWER: Birth to three programs, pre-k programs, k-12 programs, vocational training, undergraduate and graduate programs, etc.

2. In educational settings, do interpreters only provide access for Deaf students?

ANSWER: No. Services may be required for the Deaf parents or family members attending school functions, educational planning meetings, etc, and it is possible that the Deaf family members will necessitate a DI-HI team.

C) Assessment questions: Employment

1. In employment settings, why must interpreters be sensitive to the concerns of the consumer?

ANSWER: In employment settings it is also important to be sensitive to the concerns of the consumer when asking for additional interpreters on the interpreting team. The consumer may have concerns about overburdening their employer with requests for accommodations, so a conversation with the consumer is necessary in these settings.

2. Which laws mandated access to employment settings?

ANSWER: Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

D) Assessment questions: Social Service

1. Why is access to social service setting more difficult for Deaf individuals?

ANSWER: With few laws that mandate the use of an interpreter in social service settings access to these services can be difficult, further marginalizing the deaf community.

2. If hired to interpret in a social service setting the interpreter must be cognizant that _____ and _____ interpreting often occurs there as well.

ANSWER: Legal & Mental Health

E) Assessment questions: Medical Interpreting

1. What are the eight medical settings identified by RID's standard practice paper on medical interpreting that require effective communication and may benefit from the use of a DI-HI team in order to ensure this?

ANSWER: Taking a patient's medical history, giving diagnoses, performing medical procedures, explaining treatment planning, explaining medicine prescription and regimen, providing patient education or counseling, describing discharge and follow up plans, admitting to emergency departments/urgent care.

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2. Communication problems often arise in medical settings because of a difference in what?

ANSWER: Cultural norms

F) Assessment questions: Mental Health

1. What makes language use unique in the mental health settings?

ANSWER: In mental health settings professionals depend heavily on language form and content, including subtleties and affective tone, to diagnose and treat.

2. Why is it a concern that evaluations, tests, and therapy approaches are based on English and hearing norms?

ANSWER: If the Deaf person answers questions according to Deaf cultural norms that do not follow or are in conflict with English/hearing norms, the mental health professional may misinterpret the meaning. This may result in misdiagnosis, inappropriate therapy approaches, or have other life-altering consequences.

G) Assessment questions: Legal

1. If a HI is requested to interpret for a Deaf witness in a court hearing, how would s/he decide if a DI-HI team is necessary?

ANSWER:

a. If the hearing is taking place in a federal court, securing a DI-HI team is authorized by the Federal Interpreting Act which states that, “special interpretation services” are authorized when these services will “aid in the efficient administration of justice.”

b. If the hearing is taking place outside of a federal court, the interpreter should review statutes in that state to determine if statutory language exists supporting CDIs in court.

c. Due to the serious nature of courtroom settings, securing a DI-HI team is most always considered to be best practice.

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2. Legal settings can be broken down into three distinct types. Name the three categories.

ANSWER: 1) Attorney/client interactions, 2) interactions with law enforcement officials and 3) courtroom proceedings

H) Assessment questions: Public Events

1. What has precipitated an increased demand for access services (interpreters) for public events?

ANSWER: Since the passage of the Americans with Disabilities Act (ADA) access to these public events through the provision of sign language interpreters has become a commonly accepted practice.

2. Explain two reasons why these public venues create ideal opportunities for DI-HI teams.

ANSWER:

a. These events are typically planned well in advance, there is ample opportunity for teams to obtain preparation materials, coordinate logistics and otherwise prepare for their work together.

b. Participants gain exposure to seeing the work of a DI-HI team in what is typically a non-life threatening environment.

c. Having had this exposure and positive experience, individual participants may in the future seek out the work of a DI-HI for their own personal interpreting needs.

I) Assessment questions: National/International Interpreting and/or Deafness-Related Conferences

1. Describe two reasons why National and International organizations establish by and for Deaf people regularly convene.

ANSWER:

a. For membership/leadership meetings

b. To provide educational and advocacy-related opportunities at conferences,

c. To coordinate rallies, hold public awareness events on human/civil rights topics and other such events.

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2. Describe one reason why DI-HI teams are well suited for interpreting events hosted by National/International Interpreting and/or Deafness-Related organizations.

ANSWER:

- a. As members of the Deaf community, DIs often have direct knowledge and experience with the topics and issues discussed in these forums.
- b. This first-hand knowledge allows for both a broad and personal understanding of the meaning, intent and goals of the participants and leaders.
- c. DI-HI teams can better meet the needs of the participants convened.
- d. DI-HI teams can ensure greater access for a wide-range of participants and in addition, serve as role models as they publicly display the work produced by DI-HI teams.