

## DEAF INTERPRETER-HEARING INTERPRETER TEAMS

### Instructor Guide Student Activity: Possible Consumers

The purpose of this activity sheet is to provide students with the opportunity to assess and justify the use of DI-HI teams. This Instructor Guide includes a reading material that provides a foundation for discussions, considerations, and responses to the Student Activity Guide.

**Directions:** When answering the following questions, be sure to consider various factors and provide justification for each of your answers.

#### Scenario:

Gary, a certified signed language interpreter with 6 years of professional experience, has been contacted by Child and Family Protective Services (CFPS) to interpret for a investigation of alleged abuse of a 6 year old deaf boy. Specifically, he has been contacted to interpret for the interview between CFSP investigators and the child. The child is profoundly deaf and is enrolled in first grade at the School for the Deaf, but this is his first year there. His family is hearing and does not use sign language with in the home.

Gary has worked extensively in legal settings, but not frequently with children.

#### Assessing the need for a DI-HI team

1. Would you recommend a DI-HI team for this appointment?

If yes, continue answering questions 2 – 6; if no, jump to question 7:

2. What about the consumer and his language use in this scenario would warrant the use of a DI-HI team?

**ANSWER:** The consumer is a very young child who is profoundly deaf but comes from a home that does not sign. At this point, an interpreter is unable to assess his language background or competency, but with only a short time being enrolled in the School for the Deaf, it seems likely that the child has little ASL fluency. Because DIs have had lifelong experiences and exposure to Deaf people with different language backgrounds they have been afforded opportunities to be exposed to and interact with individuals using countless variations and dialects of ASL. From this foundation of language variation and exposure, a DI would be able to recognize any linguistic factors and communication needs that may likely influence the interpretation. A DI team would bring

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language assessment expertise to the setting, and if the child is lacking in language proficiency, the DI could present information in a more visually-centric manner..

3. What about the interpreters' language competency present in this scenario would warrant the use of a DI-HI team?

**ANSWER:** Even though Gary has 6 years of professional experience and is certified, he has not worked often with children. Children can have varied language backgrounds and Gary may not have the experience and language flexibility needed to appropriately communicate effectively with the young boy. Bringing a DI into the team would allow for the team to work to verify meaning, gather clarifying information, manage information flow within the team, and affect a mutual monitoring process in the co-construction of complete and accurate interpretation for all consumers involved.

4. What consumer considerations are present in this scenario that would warrant the use of a DI-HI team?

**ANSWER:** The consumer is a young child with unknown language competency. He has had limited exposure to American Sign Language and has a home environment that does not use signed language. Additionally, he is the alleged victim of abuse, which may increase his difficulty in communicating with what language he does have.

5. Using the CPC for justification, please explain your decision to secure a DI-HI team.

**ANSWER:** The RID Code of Professional Conduct requires interpreters to assess whether or not they possess the necessary skills required for the specific interpreting situation before accepting the work. The CPC also requires interpreters to request the support of a DI when necessary to fully convey an equivalent interpreted message. While the interpreter may be a qualified ASL/English interpreter, because they do not independently have the necessary skills for this consumer they would be making an ethically sound decision to secure a DI.

6. Upon completion of your assessment and your determination of needing a DI-HI team, what information would you include to make your case to the requestor that a DI-HI team is necessary?

**ANSWER:**

- a. Communication will be accurate and clear resulting in optimal understanding
- b. There is greater efficiency of language access resulting in a more cost effective exchange.
- c. The interaction will be monitored to determine whether interpreting is effective and when it might be appropriate to stop the proceedings and offer appropriate alternative resources ensuring clarity of communication. (NCIEC Deaf Interpreter Work Team (2010). *Toward Effective Practice: Competencies of the Deaf Interpreter*. National Consortium of Interpreter Education Centers, page 6)
- d. Appropriate clarification of culturally based information will occur and will result in a reduced number of cultural misunderstandings that occur.

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- e. Due to the serious nature of this setting and the potential for life-altering outcomes, interpreters working with minors in legal settings must be confident that their work and conduct is effective, accurate and ethically sound. For this reason, it is best to collaborate with DIs in settings with minors when appropriate.

**DI-HI Team will not be utilized**

7. What about the consumers and their anticipated language use in this scenario led you to your decision not to recommend a DI-HI team?

**ANSWER: N/A**

8. What about the interpreters' language competency present in this scenario led you to your decision not to recommend a DI-HI team?

**ANSWER: N/A**

9. What setting considerations are present in this scenario led you to your decision not to recommend a DI-HI team?

**ANSWER: N/A**

10. Using the CPC for justification, please explain your decision to not secure a DI-HI team.

**ANSWER: N/A**