

DEAF INTERPRETER-HEARING INTERPRETER TEAMS

Instructor Guide Unit 4: DI-HI Team Preparation Activity

The goal of this activity is for students to observe and analyze how a DI-HI team pre-conferences with each other before their work.

Film: “Deaf Interpreting: Team Strategies; Pre-Conference Discussion” (approximately 10 minutes long)

Setting: A DI-HI interpreting team is preparing to interpret a counseling session in a mental health setting. Before their work begins, they discuss a number of team-related strategies together.

Directions:

1. Begin by viewing the introduction by Eileen Forestal to the Pre-Conference Discussion here:
<https://www.youtube.com/watch?v=vwPBSfwt670&list=PLmjvdaJRb2jWzcGG0NYF-61yLE81RYqe3&index=7>
2. After the brief introduction, watch the actual pre-conferencing session between the DI and the HI and respond to the guiding questions below:

DI-HI Preconference Session

1. What information does the DI share with the HI about the Deaf client?
Answer:
 1. The client is from Moscow in Russia.
 2. He has just moved to the states and is in the process of learning ASL.
 3. He is fluent in RSL (Russian Sign Language).
2. What feed target language does the team agree on?
Answer: The DI suggests the initial feed be in PSE/ASL and as time passes, shift to a more “PSE-like” feed.
3. How does the DI say he will indicate if the feed from the HI is not clear?
Answer: He will visibly show the confusion on his face.

4. What cues does the team agree to use to indicate in-team communication?
Answer: The HI will shift her torso slightly to the right and slightly down and/or she will sign “ME” with both hands.

5. What does the DI specifically ask the HI to do in her feed to assist with information accuracy?
Answer: He asks her to carefully, slowly and clearly produce fingerspelling of proper nouns and numbers.

6. When discussing the pace and flow of the feed interpretation, what does the team agree to do when the source message is extended beyond just a simple question?
Answer: The HI will break down the source into smaller conceptual units/chunks and will pause between each of the message units fed. If the HI feels she has retained the maximum amount of content, she will raise her hands to indicate to the DI that new source information needs to be fed.

7. What does the DI suggest the HI do while the Deaf consumer is sharing comments and she is waiting for the DI’s interpretation of that content?
Answer: The DI suggests she watch the source message to catch whatever content she can to help her construct a broad framework of the message content. From this, she can add the details from the DI’s interpretation to build the spoken English interpretation.

8. How does the team agree to handle clarifications to the hearing or Deaf client from the DI-HI team?
Answer: The team will use in-team cues to communicate that an interruption is necessary. The DI will request the clarification and the HI will stay in role as the interpreter for the exchange.

9. What does the team agree to do if the DI begins to “shadow” (copy exactly what the HI is feeding to the Deaf consumer)?
Answer: The DI asked that the HI cue him with the previous agreed upon in-team communication cues and remind him to shift his interpretation and use more ASL.

10. How does the team agree to handle specific terms such as “legal guardian” and “native?”
Answer: The HI will fingerspell it to the DI and the DI will produce a conceptually-based interpretation of the term.