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**DeafBlind Module**

*What’s Wrong With This Picture?*

Fill in the chart below with examples of what is not being done correctly and how these errors can be corrected. Include as many examples as you can find.

**Note:** You will notice that this interpreter is not making continuous eye contact with her consumer. This is because the interpreter depicted in this video is a Deaf interpreter. She is copy signing from either a hearing interpreter working from spoken English or a Deaf presenter using sign.

[http://vimeo.com/user5994566/whats-wrong-with-this-picture](http://vimeo.com/user5994566/whats-wrong-with-this-picture%22%20%5Ct%20%22_blank)

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| --- | --- | --- |
|  | ***What’s Wrong*** ***With This Picture?*** | ***How Can This Be*** ***Corrected?*** |
| **Lighting** | Too brightGlareBehind the Interpreter | Close blindsSwitch to artificial lightMove to a different location |
| **Background** | Visually distractingNot dark and solid | Move to a different locationUse an appropriate portable background |
| **Interpreter’s Clothing** | Too light of a colorNot contrasting to skin | Should be wearing a dark solid color |
| **Interpreter’s Sign Production** | Signs are too largeFingerspelling is sloppyFingerspelling is too fast | Should reduce her signing spaceShould fingerspell slowly |
| **Interpreter’s Deference to Consumer’s Preferences** | The student makes several attempts to convey her needs to the interpreter. Specifically she asks her to sign in a smaller space, repeat a fingerspelled word and overall sign more slowly. | The interpreter should adjust her signing style to meet her consumer’s needs. |

Adapted by J. Hecker-Cain. Morgan, S. US Department of Education, Ohio Center for Deaf-Blind Education. (n.d.). Interpreting strategies for deaf-blind students: an interactive training tool for educational interpreters (Project Award “H326C080020). Dayton, OH (T200.0001.01). [Retrieved NCRTM website](https://ncrtm.ed.gov/).