



Interpreters: Let's Talk About Us
directed by Ari-Asha Castalia and Dan Veltri
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Instructions for Earning CEUs

1. Go through each section in the online program. Read **all** the scenarios, view **all** the sessions and **all** the discussion questions. Select the “**Mark Complete**” button as you complete each section.

Then choose **two** scenarios to focus on. The scenarios and discussion questions are in the following pages of this document as well as the online program. For each of your two chosen scenarios, choose **four** of the discussion questions. Answer the questions in a PDF or MS Word doc. No more than one paragraph per question is expected. **You should be submitting a total of 8 answers.** Make sure you clearly label your submission with the scenario titles and question numbers. ***You do not need to re-type the question. Just make sure each answer is labeled with the name of the scenario and the question number.*** Send your completed answers by email attachment to **ceu@treehousevideo.com**.

2. Select the **CEU Processing Payment** button from the main program page for the “Let’s Talk About Us” program. The fee for CEU processing is \$15.00. After you pay the fee (and create an account if you don’t already have one) the CEU processing form will be in the “My Account” section on our website under the heading “**Your Online Products.**” Follow the links there to officially request the 0.8 CEUs and fill out and submit an evaluation form.

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Final Edition
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Interpreters: Let's Talk About Them Scenario

What do you notice about the behaviors of interpreters (good, bad and otherwise) while you are presenting?

How do you meet a new interpreter the first time you work together? What do you say? What do you take into consideration? Compare the situation when both of you are new to the setting vs. when one of you has lots of experience with the setting/consumers and the other has none. How is it different if the different interpreters have varying senses of responsibility based on their familiarity with the situation?

What's your take on an interpreter going out for a meal or a drink with a Deaf Person during the assignment (without other hearing participants)? What about going out with the hearing consumers (without the Deaf participants)? What are the implications?

Interpreters: Let's Talk About Them Discussion Questions

1. In actuality, do you think interpreters meet consumers in the middle? Or does the consumer find themselves more often in the position of accommodating the interpreter? What influences where we “meet”?
2. What can interpreters do to facilitate trust in their work? What behaviors/habits do interpreters have that may cause consumers the need to monitor the work being done?
3. In addition to what Dan and Ellie discussed, what are illustrative behaviors that demonstrate “looking professional and ready to work?” (Give at least four examples.)
4. In a situation where there are on-going/staff/regular interpreters—are the boundaries different than with freelance/contracted interpreters? Give examples and rationale.
5. Hearing participants do not have a Code of Professional Conduct—how do you interact with them and yet maintain your role? Are there differences in the interpreter role depending on setting, consumer, type of job? Explain your point of view.
6. What monitoring happens in terms of the impact of the interpreter on the setting? Is it important to monitor the impact? Why or why not? Who could be responsible for the setting up/ monitoring/enforcing limits? What are ways this monitoring could take place?
7. In tenet three of the RID Code of Professional Conduct the guiding principle states, “Interpreters are expected to present themselves appropriately in demeanor and appearance. ...” Illustrative Behaviors noted include:
 - “3.9 Refrain from using confidential interpreted information for personal, monetary or professional gain.
 - a. Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.”

In light of this, respond to Ellie’s situation with the interpreter taking notes in her graduate school seminar. How can interpreters balance personal interests in information divulged during work with professional responsibilities and demeanor?

Shouty Scenario

You have been hired to provide ASL-to-English interpreting at a big Deaf community fund raising event (low stakes but high visibility) with key stakeholders there from both the Deaf and Hard of Hearing community and the Sign Language Interpreter community.

You are working with a team. You are the lead interpreter at this time, and doing your work while making use of processing time, waiting to see more information before composing a statement. From across the room, in dulcet tones, “Shouty” comes to the rescue.

Shouty: The Flip Side Scenario

After discussing the first scenario, the participants considered the following:

You are an audience member at a large interpreter conference. There is a small panel of Deaf and hearing people presenting a workshop and all are signing with no voice. Interpreters are working from ASL to English. One of the working interpreters is managing the information well, and the other is struggling. This is more than the “I would have done it differently” problem – the concepts are being interpreted incorrectly. The hearing presenters are regularly attempting to “rescue” the translation by asking the co-presenters who are D/deaf clarifying questions in an effort to correct the interpretation.

Shouty Discussion Questions

1. As the lead interpreter, what goes through your mind? As the support interpreter, what goes through your mind? What options are available to you?
2. Why do you think interpreters become “Shouty”? What do you imagine to be their motivation(s)? Are the motivations you imagine for interpreters similar to the motivations you imagine for other audience members who “help” you?
3. Have you ever been “Shouty”? When? Why? Can you imagine situations where this might be appropriate? As a non-working SLI in a setting, what factors would you consider before backing up the working interpreters?

Shouty: the Flip Side Discussion Questions

4. What can you do as a non-working interpreter who is an audience member? If you chose to intervene, what are some ways of approaching the situation? What factors would you consider before you intervened?

Shouty: In General Discussion Questions

5. Is it possible to “get in someone else’s process” while teaming? If yes, what are ways to do it? Have you had this experience? Describe it.

You Don't Mind, Do You? Scenario

You are one of a team of interpreters for a D/deaf person who makes their own interpreter arrangements. One of the team members is often no available for the duration of an assignment and yet offers to make arrangements to do part of the work.

For example, this team member may be available for the first two hours of a three hour job, and offer to interpret alone for the first hour, team with you during the second hour, and leave you alone for the last hour.

What's your reaction?

You Don't Mind, Do You? Discussion Questions

1. What do you think about the interpreters including the consumer who is D/deaf in the discussion and resolution of issues between interpreters? On what kinds of issues do you prefer the involvement of the Deaf consumer? Do you think consumers who are D/deaf would agree with your answers? Why or why not? What kinds of issues, if any, would you consider asking the consumers who are hearing to participate? What kinds of concerns are best solved between the interpreters?
2. What are some possible resolutions when something works for the consumer(s) who are D/deaf, but doesn't work for the interpreter?
3. What kinds of situations/consumers lend themselves to emotional investment on the part of interpreters? Have you seen other interpreters 'making' themselves indispensable? What do you think about approaching another interpreter with your concerns about this issue? How would you approach an interpreter who appeared to be doing that? What strategies can be used if you notice emotional investment in yourself? When, if ever, does emotional investment ever benefit an interpreting situation?
4. What do you think about rules around business practices in terms of things interpreters are directed not to do, like work alone for more than a certain period of time, or arrive early without billing? What are pros and cons about these kinds of rules?
5. How might it benefit both D/deaf and hearing consumers if interpreters are more "rigid" and "boundary-driven"? In what ways could you imagine this possibly being detrimental for the D/d communities? Would all types of consumers benefit? What impact might it have on interpreters and the profession and professionalisation of interpreting?

This Town Ain't Big Enough for the Both of Us Scenario

There is a prestigious national level conference with the majority of presentations taking place in sign language. There are a small group of attendees who are using the services of voice interpreters. The interpreting team consists mostly of the top interpreters from the local area.

You are not a local interpreter, but you are a regular interpreter for one of the out-of-state presenters. That presenter requests you. In addition, you are asked to join the team and interpret for other presentations. What dynamics do you expect or have you experienced? How would you suggest dealing with those dynamics?

Now suppose you are one of the local interpreters. The coordinator informs you that one of the presenters is bringing their own interpreters and those interpreters will be joining the team as well. What are your truthful reactions to this news? How do those reactions manifest in your behavior? What kind of dynamics do you expect or have you experienced? How would you suggest dealing with those dynamics?

This Town Ain't Big Enough for the Both of Us Discussion Questions

1. Have you had the experience of being the “outside” interpreter? What was it like? How did you feel? Have you had the experience of being a local interpreter when an “outside” interpreter was brought in? What was it like? How did you feel? Was there an impact on the work?
2. What can interpreters do to welcome “outside” interpreters? Can “outside” interpreters do anything to make local interpreters feel more comfortable? Whose responsibility is it?
3. When meeting colleagues for the first time, what specific strategies can interpreters use to create good working relationships? Have you witnessed or been involved in situations where the working relationships were smooth soon after meeting? Why do you think it went well?
4. How can we let someone know we are open to teamwork? What behaviors do we observe that make us feel someone isn't open to feedback? Can you imagine alternative explanations for those behaviors? What strategies can you employ if you perceive you are working with someone who isn't open to feedback?
5. How do we engender trust with consumers? With other interpreters? Give specific example of behaviors that you think would lead to trust? What do you think are requirements in order for trust to develop?
6. If you have a working relationship with a specific consumer, do you have a signal during the assignment that lets them know that a “newcomer” is doing a good job? Do you talk afterward about the work of the “newcomer”? Do you wait until the consumer broaches the subject or do you bring it up?
7. Suppose you are not the regular interpreter for a specific situation/consumer. You are brought in and while working you have some concerns about the quality and accuracy of the work of the ongoing interpreter. How might you handle this?

Messages are Hard! Scenario

VRS Call Transcript of Message left on voice mail for Treehouse Video (names, locations, email addresses and interpreter number have been changed)

Hi....Hi Joe....Hi Joseph Park....

I'm calling because I wanted know...about the video phone and the process....

(long pause)

...the powering, the cabling...for the tech services...um, we applied...for that loan last Monday....and we have some money for that project...the deaf and the hard of hearing raised the money....for the ASL and the Deaf club...and, ah, so the people here from Nebraska wanted to know what the process is to develop that...you know, is the need rising or is it declining? And we have several interested members, different age categories. Umm, this message is rather long I know...so I wanted to know if ummm...you can take care of these or answer these questions for me.

I know we have a total of about seven thousand five hundred dollars. Hmmm...so hopefully you won't exceed that any cost that is needed.

Ummm...we can go ahead and use this from July of 2006 to July of 2007...and of course I'd like to do some of the presentations at uh...at uh...the...any of the campuses that would require me...um, or would ask for my services. And again, we have different age categories, different organizations that have raised this money.

Um, we can also maybe incorporate some videotapes...with this money.....You know, something pertaining to ADA law...ummm, you know, senior citizens involvement. So, um...again I know this is a rather lengthy message but if you have some please email me, OK? Joseph Park? My number....jpark2@hotmail.com ... and of course you can also contact me at the video phone. I was going to give you that number but you should have it. Alright? Um, so I hope everything works out and you can answer my questions. Thank you.

This message was left by Interpreter 5432

Messages are Hard! Discussion Questions

1. What strategies may be available to interpreters working in VRS centers when they are having difficulty in a call? When leaving a message on an answering machine?
2. How do you think the VRS working environment affects our willingness/perception about calling/need for a team? Are there differences between VRS and community interpreting regarding these perceptions? Why do you think such differences may exist?
3. Compare a “shout out” assist in voicing at an event and assistance shouted over a VRS center cubicle wall. Are the situations different? How?
4. Are the standards perceived differently by people who are D/deaf for the interpreting product of a video relay call than they are for community work? By interpreters? By hearing consumers? If you think so, how do the perceptions differ? What do you think accounts for the differences?
5. If you overheard a colleague leave this kind of message, what action would you take, if any? If you chose to take some action, how would you approach the situation? Which person in the environment would you be more likely to approach? Why? What might you say?
6. Is the accuracy of the message always the priority? Why or why not? Should it be? Can you imagine when you might prioritize the feelings of an interpreter over the delivery of a message? What would the circumstances be? What would your reasons be for making that decision?

It's All About Me, Isn't It? Scenario

You are working from ASL to English in a team for an important academic presentation. You have a history of working with the D/deaf presenter, and you are very familiar with both the content and the presenter and are aware of the level of importance/weight of this event. The acoustics of the room are not ideal, and the culture of this place and this kind of presentation allows for people to come in and out of the room. However, in your mind this is like a Broadway show with spotlights. You go in thinking everyone will show up on time and not come and go. As the Deaf person begins, there are a series of environmental distractions (doors banging, people coughing). You lose your concentration and are unable to perform the task.

It's All About Me, Isn't It? Discussion Questions

1. What, if anything, surprised you about how Jeremy and Anne mentioned using their teams? Why were you surprised? What are additional ways you might use your team in this situation?
2. How do you physically position yourself when voicing with a team? What are different ways voice interpreters can position themselves? What kind of messages can your positioning send to a D/deaf presenter? To the hearing participants?
3. Have you ever made a situation "about you" as an interpreter? Have you gotten "in your own way" while you work? When is this more likely to happen? What kind of internal discussions do you have while you are working? Have you had to work on stopping a habit that "got in your way?" How do you move out of your own way?
4. Have you ever witnessed what you thought was an interpreter making a situation about them? Briefly describe.
5. Can you think of a time when you were tempted to intervene and instead let things happen? What did you do and why? What was the outcome?
6. Talk about "making D/deaf people sound like hearing people." Do you think this is what D/deaf people want? Can you imagine settings or times when D/deaf people would or would not want to sound like hearing people? Can you imagine asking a consumer about their preference about this? How would you ask?

I Come, Bearing Gifts Scenario

A person who is D/deaf is receiving in-home hospice care three times per week, and it has been determined that a CDI-hearing team is necessary for communication. The team is the same for all appointments and the CDI begins showing up with gifts for the family and the patient.

I Come, Bearing Gifts Discussion Questions

1. What are your reactions to this situation? Who is impacted by the gift-giving? How would you handle it?
2. Suppose the interpreter who is hearing felt uncomfortable with the action of the team. How could this issue be addressed with the interpreter who is D/deaf? What, if any, are the cultural considerations that should be observed in the interaction?
3. What if the hearing team member was the gift-giver and the CDI had concerns? What if the team consisted of interpreters who both could hear? Are your reactions different or similar? How do you explain the difference?
4. How would it influence your response if the interpreters were contracted via the home health agency or via an interpreter referral service or privately contracted? If you think it would be different, why?
5. How would your reactions change if the setting was court-ordered supervised family visits with a Deaf family in the presence of a hearing social worker? What accounts for your change in perspective?
6. Have you ever given a gift to a consumer? What were the circumstances? What were the consequences, if any? Can you imagine situations in which gift giving would be appropriate? Explain your reasoning.

Processing Takes Practice Scenario

A CDI and a hearing team is working together. In the pre-meeting, the CDI requested English-type signing as a feed from the hearing interpreter. While working, the hearing interpreter notices that the CDI is merely copy-signing their English rendition, which includes some verbatim production of idioms.

At a break in the job, the hearing interpreter asks the D/deaf interpreter about the process so far, and they remark that they felt comfortable with the kinds of feeds they were receiving and the message they produced.

Processing Takes Practice Discussion Questions

1. Often we talk about interpreters having “it” or not having “it.” What do you think “it” is?
2. Can you think of any possible solutions for the situation Ellie describes, when she is paired with a hearing team that isn’t a good match or seems not to have the skills that the situation requires?
3. What do you make of the CDI performance test passage rate being low? What might some possible explanations be? How could we as a field support interpreters who are Deaf in their process towards certification?
4. How can we, as both Deaf and hearing interpreters, have an opportunity to observe and interact with Deaf consumers who, for any number of reasons, may have atypical sign language skills? Are there any specific venues in your community where you could gain this exposure?
5. What about the line between the amplification of a message and counseling that Dan mentions? How do we know when the line is being crossed? Do Deaf interpreters have more flexibility with cultural mediation? Why or why not?
6. Have you ever been a part of a version of what JoLinda is talking about when she describes “sister girl talk”? Can you describe the situation, your role in it and the outcomes? What factors need to be in place before this kind of interaction can comfortably take place?