

A SIGN OF RESPECT: Strategies for Successful Deaf /Hearing Interactions DEMO PART 3

by Thomas K. Holcomb and Anna Mindess DO NOT DUPLICATE Copyright © 2023 EyeToEye Productions

WATCH: Introduction

Video: The “A Sign of Respect 3” cover image appears full screen over a black background for a few seconds, then shrinks and moves to the upper lefthand corner as Tom Holcomb, a white man wearing a light blue shirt and gray tie fades up on the right side of the screen.

TOM (signing with voiceover): Hello and welcome to A Sign of Respect Part 3.

Video: The image on the upper left changes to the “A Sign of Respect 1” cover image.

TOM (continuing): As you will recall, Part 1 was designed for students new to ASL and the Deaf community and introduced them to Deaf events. The goal was to help students become comfortable and have positive experiences in the Deaf community.

Video: The image on the upper left changes to the “A Sign of Respect 2” cover image.

TOM (continuing): Part 2 was developed for students who have taken several semesters of classes, such as ASL and Deaf Culture and are becoming more involved in the Deaf community, including attending Deaf events and building friendships with a number of Deaf people. The goal of Part 2 is to help you become a better ally.

Video: The image on the upper left changes to the “A Sign of Respect 3” cover image.

TOM (continuing): This new unit, Part 3 is geared toward students who are getting ready to graduate from an interpreting program and may start working as interpreters, facing challenges along the way. The goal of this program is to help you make good decisions in potentially awkward situations.

Video: The screen dissolves to an image of a white woman with a green sweater sitting at a table with a chalkboard behind her. She is pointing to herself. A Black woman in a pink shirt seated on Amy’s left is looking at her. The image shrinks and moves up to the upper left as Tom appears on the right.

TOM (continuing): In all three parts, we follow the same person, Amy as she encounters various situations involving Deaf people.

Video: The image on the upper left changes to an image with three men in the foreground engaged in a signed conversation. Amy is standing behind them looking anxious.

TOM (continuing): In Part 1, she is learning ASL and attending various Deaf events.

Video: The image on the upper left changes to an image showing a dining room with Amy seated on the left and a white woman - Carol - seated on the right. They are smiling at each other. As Tom continues below, the image changes again to an outdoor hiking trail with a white man with a beard on the left and Amy on the right. They are looking at each other. The man is making the sign for “here” and Amy is making the sign for “really.” The image changes again to the interior of a

car. The man with the beard is in the passenger seat looking at Amy, who is driving. Amy looks nervous.

TOM (continuing): In Part 2, she becomes more involved in the community and makes several Deaf friends.

Video: The image on the upper left changes to the interior of a restaurant. Amy is on the right looking up at a man in a grey shirt - the server. A white man in a green shirt is seated next to Amy on the left.

TOM (continuing): Throughout Part 3, we will continue to follow Amy as she graduates and encounters different situations as an interpreter.

Video: The image on the upper left changes to a close up shot of a stage with a podium and an American flag on the left. An Asian American man in blue shirt is presenting a piece of paper to Amy. A white woman in a blue shirt is looking on behind Amy and smiling. Amy looks pleasantly surprised. The image fades to a longer shot of the same room showing the audience. A banner on the podium reads "Happy Graduation." The Asian American man and white woman are standing behind the podium. The Asian American man has both hands in the air. After a few seconds, that image enlarges and becomes full screen, then fades to Tom Holcomb full screen in the center.

TOM (continuing): Even though she is just about to graduate, it will be several years before Amy will be ready to become certified. Meanwhile, she will be receiving job offers from different agencies and probably will be accepting some jobs to gain valuable experience necessary to prepare her for certification. This curriculum is designed to provide support to Amy and those of you who are getting ready to graduate and start working to make good decisions as new interpreters.

Video: The image fades to black and the words “Program Structure” appear in the center for a few seconds, then the image fades back to Tom center screen.

TOM: There are 10 units in this curriculum, which aim to get you off to a good start in your career as an interpreter - which you might think of as an apprenticeship. Just like in Part 1 and Part 2, readings, exercises, and videos are all included in this curriculum. Hopefully, by going through the curriculum, doing the exercises and watching the videos, you will be in a better position to make good decisions about, for example, which jobs to accept and which to decline and how to handle the many inevitable challenges that you will encounter. Just like in Parts 1 and 2, the purpose of this curriculum is to give you not THE right answer, but to stimulate thought and discussion on issues that are relevant to interpreted situations. You can discuss with your classmates, more experienced interpreters, as well as members of the Deaf community to gather a range of opinions. You will see 21 different scenarios, and each of those 21 scenarios is accompanied by 3 possible solutions for what the interpreter should do. After considering each option carefully, choose what you think is the best option. As you will see, there is not always just one right answer. I will be sharing the responses gathered from 100 Deaf respondents from all over the country who were polled on these scenarios and contributed their views on why certain solutions are ideal or problematic. Just like we learned in Parts 1 and 2, it is important to note that not all Deaf people agree on the best solution for each situation. Some questions garnered a wide variety of responses, while for others, there was a marked preference for one answer or another. In Parts 1 and 2 we also queried 100 Deaf people for their responses and feedback to understand Deaf perspectives. One difference in this latest part - Part 3 -

is that we also queried experienced hearing interpreters for their opinions on all these scenarios and compared their answers with the Deaf respondents. In the majority of instances, working interpreters who participated in this survey agreed with the majority of the Deaf respondents.

We will highlight those few that had markedly different perspectives between Deaf and hearing respondents and try to analyze the reasons behind those differing perspectives. We hope to help you appreciate the depth of the issues.

Video: The image fades to an image of a doctor's office. A white woman in a blue hospital uniform is seated at a desk and is looking at a man who we see from the back on the left side. Amy is seated in between them looking at the man and signing "medicine." The image stays on for a few seconds, then fades back to Tom center screen.

TOM: Interpreting programs all over the country graduate students with a great range of skill levels - from very skilled interpreters who are almost ready to become certified to those who are still weak in several areas and need many more years of practice, experience and training. The interpreter we are following in this video, Amy, is clearly more on this weak side. This program aims to help Amy and interpreters with a whole range of skill levels to avoid making certain bad decisions that impact Deaf people in interpreted situations. The important thing is to always remember to keep in mind a "Deaf-centered viewpoint" when these situations arise. That will always be appreciated by Deaf people.