



Northeastern University

Center for Atypical Language Interpreting

Annotated Bibliography

Executive Summary

October 2017

Serving d/Deaf and DeafBlind individuals whose language is atypical has long been an area of deep concern among vocational rehabilitation professionals and educators nationwide. The [Center for Atypical Language Interpreting \(CALI\)](#) was established to address the growing demand for interpreters with the specialized skills to serve these populations. CALI officially launched on January 3, 2017. Shortly thereafter, work began on an [Annotated Bibliography](#) of articles, books, presentations, and videos related to *atypical language*.¹ Dr. Neil Glickman was brought onboard to conduct a review of the literature and to develop the bibliography. He is a licensed psychologist in Massachusetts and co-founder of the Mental Health Unit for Deaf Persons, a Deaf psychiatric inpatient unit at Westborough State Hospital in Massachusetts, where he worked for 17 years, 14 as unit psychologist and director. He is on the faculty at University of Massachusetts Medical Center and Assumption College, in Worcester, Massachusetts. His publications are extensive.

Methodology

A total of 54 separate items were identified and annotated. Thirty-one resources were prioritized for inclusion in the initial posting with a plan to add additional items in Year 3 (2019) of the project. The primary goal was to include resources that would be the most relevant to the CALI Program of Study currently in development. Northeastern University contracted with Dr. Lori

¹ For the purpose of this report, atypical language is defined as use of ASL that is deviant from the established and recognized norms used by competent and fluent ASL users. For more information on this topic, read the [Language Analysis Team Report](#).

Whynot, a faculty member in the Department of Interpretation and Translation at Gallaudet University, to serve as a reviewer. Her research interest area is in atypical language use and interpreting. Dr. Whynot reviewed the entries, provided feedback on the annotations, offered additional resources, and assisted with selection of the final 31 to be posted in Year 1. After the listing of resources and the English annotations were finalized, American Sign Language (ASL) versions of the annotations were created.

In an effort to make both searching for a specific resource and browsing the resources an efficient process, the Annotated Bibliography is divided into the following categories: Sign Language Development, Adult Communication Skills and Assessments, Forensic Psychology, Interpreting for Persons with Atypical Language, Language Deprivation Syndrome, Language Dysfluency in Hearing Persons, Mental Health Assessment and Treatment, Neurology of Language, Traditionally Underserved Deaf People, and Wellbeing and Health Literacy. Each resource is summarized in ASL and English and the site includes direct links to the resources whenever possible. The website includes a survey to provide users a place to submit feedback on the content and navigability of the bibliography. Readers are also provided the opportunity to suggest additional resources for inclusion. Analytics will be performed by topic (e.g., videos, articles, list of trained interpreters) to collect data to include the number of hits, repeat hits, and length of time on site.

Application and Intended Audiences

The Annotated Bibliography provides a ready list of resources to support CALI's Program of Study, valuable to both the content experts developing the curriculum and the training participants. Information learned from these resources has informed the content of CALI's trainings. Interpreters participating in the online modules, practical application week, and supervised induction will be required to read/view many of these offerings. It was intended that a wider audience of interpreter educators, practitioners, and other stakeholders would also benefit from having all the resources in one, easily searchable, central location.

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Preliminary website survey results indicate that a wide variety of stakeholders are accessing the resources provided in the Annotated Bibliography, including interpreters (Deaf, hearing, Coda); interpreting educators; researchers; vocational rehabilitation services providers; mentors; representatives of agencies serving individuals who are Deaf, DeafBlind, and hard of hearing; interpreter coordinators; interpreter education program administrators; interpreting students; ASL students; graduate students; advocates; ASL teachers; and Deaf community members.

Intended Outcomes and Impact

The Annotated Bibliography was recently posted. It is, therefore, too early to report on the impact to the interpreting field. It is encouraging to note that website survey results have captured many positive comments including:

“This resource is amazing! As a researcher/therapist/interpreter I am STARVING for high quality resources in ASL, so seeing these resources was a breath of fresh air. Please keep creating them!”

“This kind of resource that puts research in one place is so helpful, we're all super busy and this will make life a little easier! Thank you.”

“This is wonderful this is such a rich and needed resource!”

Given the wide variety of stakeholders who report on using the resources, it is likely that the research on this specialty area of interpreting will be increasingly utilized, better understood, and more often applied in interpreting education. Since researchers are utilizing the bibliography, current research may be a foundation from which more can be learned and published on this specialty area of interpreting. The ultimate goal is that the Annotated Bibliography, along with CALI's Program of Study and other offerings over the next four years, will effect positive change in service provision to atypical signing populations.

After browsing the [Annotated Bibliography](#), please complete our [60-second survey](#).