

MODULE 2

Atypical Language Among Diverse Populations



Curriculum Guide for Facilitators and Mentors



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ABOUT THE PROJECT

Northeastern University's American Sign Language Program was awarded a U.S. Department of Education Rehabilitation Services Administration grant for \$2 million to establish the **Center for Atypical Language Interpreting (CALI)**. The project addresses the growing demand for interpreters with specialized skills to serve Deaf and DeafBlind persons with atypical language. You can learn more about the project by visiting the website:

<https://www.northeastern.edu/cali/>

The five-year project officially launched on January 3, 2017. One of the initial endeavors was to record samples of atypical ASL. A language analysis team analyzed the samples and created a matrix of indicants and descriptors of atypical language. Building on this foundation and other effective practices research, a program of study was created and offered, including online learning modules, face-to-face instruction, practical experience placements, as well as supervised induction, communities of practice, and webinars.

The four modules developed for online delivery as part of a facilitated program of study have been adapted for self-paced online learning. The public versions of the modules allow individual interpreters to engage in self-directed continuing education around the topics addressed in the four modules. Although this approach does not provide the more comprehensive approach used in CALI's Program of Study, it does allow practitioners to gain a solid foundation in the factors and considerations for working with Deaf and DeafBlind individuals who exhibit atypical language.

The four online learning modules are as follows:

- **Module 1** - An Introduction to Atypical Language: Contributing Factors
- **Module 2** - Atypical Language Among Diverse Populations
- **Module 3** - Interpreting Strategies for Individuals with Atypical Language
- **Module 4** - Decision Points: Working with Diverse Consumers Exhibiting Atypical Language

Learning activities within each module include viewing filmed presentations in ASL by Deaf, Deaf-parented, and hearing content experts, reading research and relevant publications addressing some aspect of the subject matter, viewing other related media and engaging in self-reflection about how the information applies to an individual's own practice.

Successful completion of the self-paced online learning modules involves completing the learning activities and self-reflection, and taking quizzes and a post-test for each module. A minimum score of 80% on the quizzes and post-test is required for earning Continuing Education Units (CEUs) through the Registry of Interpreters for the Deaf, Inc. (RID). Participation in Module 2 is worth 1.0 CEU in Professional Studies within the Power, Privilege and Oppression specialty area.

Access to the self-paced online learning modules is available at the following link:

www.CALIOneLearning.org

What the self-paced online learning process does not provide is the opportunity for the participant to engage in facilitated discussion and reflection on the learning with a facilitator and a small group of peers. For that reason, this Curriculum Guide has been developed to support mentors and/or facilitators in providing the opportunity to include facilitated discussion and reflection as part of the learning process, and, by doing so, increase the depth of learning that occurs while creating more opportunities for application of the learning. As well, these additional activities make the participants in the learning community eligible for an additional .5 CEUs for each module.

HOW TO USE THIS GUIDE

The purpose of this Curriculum Guide is to provide mentors and facilitators with tools and strategies for creating learning communities that will gain knowledge and skills related to working with diverse Deaf and DeafBlind individuals who exhibit atypical language. By establishing and guiding such learning communities, the resources associated with CALI are made accessible to individuals who are not enrolled in the Program of Study being administered by CALI at Northeastern University. This will contribute to expanding the pool of practitioners who are better qualified to work with individuals within the Deaf and DeafBlind populations who use atypical language.

CEUS FOR SELF-PACED ONLINE LEARNING MODULES

This Curriculum Guide is a supplement to the Module 2 Syllabus. By using the discussion questions and small group activities provided in this Guide to facilitate a Community of Practice (CoP), the number of total CEUs available for Module 2 can be increased by .5 CEUs. So, instead of Module 2 being worth 1.0 CEU, a practitioner can earn a total of 1.5 CEUs for this module.

CEUs available for Self-Paced Online Learning Modules:

Module	RID CEUs available through successful completion with CALI as CEU Sponsor	RID CEUs available through independent study and participation in a CoP
Module 1 - An Introduction to Atypical Language: Contributing Factors	1.0 CEU	1.5 CEUs
Module 2 - Atypical Language Among Diverse Populations	1.0 CEU	1.5 CEUs
Module 3 - Interpreting Strategies for Individuals with Atypical Language	1.2 CEUs	1.7 CEUs

Module 4 - Decision Points: Working with Diverse Consumers Exhibiting Atypical Language	1.0 CEU	1.5 CEUs
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If you plan to go through the module on your own, CALI will be your CEU Sponsor. You will need to complete all sections of the module and earn a score of 80% or higher on all quizzes and the post-test. Further instructions will be provided in the module.

If you are planning to form a Community of Practice in order to earn additional CEUs for independent work within the self-paced online modules, search for a CMP Approved Sponsor on the RID website: <https://myaccount.rid.org/Public/Search/Sponsor.aspx>. Be sure to select "Yes" in the "Independent Study" dropdown menu, as not all sponsors can approve independent studies. With guidance from a CMP Approved Sponsor and this Curriculum Guide, you can design an independent study activity.

USING THIS GUIDE WITH A COMMUNITY OF PRACTICE

This Curriculum Guide begins with an introduction to communities of practice. The remainder of this guide focuses on information and resources that will support you as a facilitator of the self-paced online modules. In this document, you will find the following:

- An introduction to this module
- The learning outcomes of this module
- A list of the terminology associated with this module
- A set of discussion questions associated with this module
- A set of small group activities associated with this module

The first three bullets are designed to help you, as the facilitator of the Community of Practice, to have access to the essential information from this module for reference purposes. The information will help focus your attention on the information participants might encounter on the post-test and quizzes. By familiarizing yourself with this information and key content, you can help support the participants by reviewing and emphasizing this information during discussions and reflections, as appropriate.

Of particular value during your facilitation are the fourth and fifth bullets – the set of discussion questions and small group activities for this module. These are the materials you will draw from to engage the participants of the Community of Practice in the collaborated activities they need to complete in order to earn the extra CEUs associated with the module. At least five hours of contact time is required. You can engage participants in these five hours through a combination of activities and discussions.

You are not limited to the questions or activities that are listed in this section – feel free to generate your own. The only requirement is that your questions or activities align with the module objectives. Furthermore, you are not required to complete all of the content that is included in this Curriculum Guide – the interest of the participants in the Community of Practice and a sufficient amount of content to meet the five-contact-hour requirement should serve as your guide.

There are two types of Discussion Questions included: those that are content-based and those that are reflective in nature. The content-based questions allow Community of Practice participants to examine the subject matter associated with this module to solidify their understanding. The reflective questions allow students to consider the implications of the subject matter for their own practice as interpreters.

The Small Group Activities provide opportunities for the participants of the Community of Practice to apply the learning from the modules to build their skills and/or improve their ethical decision-making. Most involve a combination of individual work that is then reviewed and/or discussed with peers.

COMMUNITIES OF PRACTICE

Communities of practice are a growing trend in the fields of interpreting and interpreter education, often as part of in-service and professional development training.

A community of practice is a group of people who share a common set of situations, problems, or perspectives, and who work together to increase their collective skills and knowledge (Wenger, McDermott & Snyder, 2002). In a community of practice, members share norms and values, carry out critical reflection, share a common way of communicating ideas, and engage in dialogue with each other at a professional level, which generates an environment characterized by high levels of trust, shared behavioral norms, and mutual respect and reciprocity (Sharratt & Usoro, 2003).

PARTICIPATING IN A COMMUNITY OF PRACTICE

Participation in a community of practice can provide a variety of benefits to members, including the following:

ENHANCES DECISION-MAKING AND IMPROVES DISCRETION

The process of critical reflection with other colleagues is an extremely valuable benefit of participation. Critical reflection is reviewing and analyzing decision-making as it occurred during interpreting events. Critical reflection with colleagues deepens a practitioner's discretion – the range of decision latitude that can be applied by an interpreter within the boundaries of an ethical framework.

FOSTERS A HABIT OF REFLECTIVE PRACTICE

One of the most significant benefits of communities of practice is the opportunity to engage in reflection upon decision-making and practice. Bown (2013) argues that reflection is one of the essential skills required for effective practice of sign language interpreting.

“Reflection allows for thinking time to understand decisions in practice (Thompson & Thompson, 2008) and by the key activity of monitoring one's own learning (Hamilton &

Druva, 2010; Thorpe, 2000), helps to establish 'the accountability of professional practice' (Fook, 1999, p. 207)."

PROVIDES SUPERVISION

A community of practice provides a form of supervision for interpreters. Unlike other practice professions, interpreters often work without the benefit of access to supervision. This results in default autonomy, where a practitioner has no support system to rely on when counsel and feedback is needed. The use of the term supervision, in this context, refers to guidance and direction that comes as a result of the wisdom and counsel of competent colleagues. It fosters accountability.

CREATES COLLECTIVE KNOWLEDGE AND RESOURCES

Wenger (2000) identifies three things that bind such a community together: their understanding of what their community is about and a process for holding each other accountable to this sense of joint enterprise; mutual engagement; and shared resources – language, routines, sensibilities, artifacts, tools, stories, styles, etc. (p. 230). He asserts that all three are interdependent and must be present for a community of practice to be effective.

FORMING A COMMUNITY OF PRACTICE

Follow these recommended steps to form an effective community of practice.

IDENTIFY A MODERATOR

A moderator is key to the success of any learning community of practice. That is where you – as a mentor or facilitator – play a critical role. You will be the one to get things organized, recruit participants, guide discussions, keep the group on task, and serve as a liaison between the group and the CMP Approved Sponsor for the purpose of processing RID CEUs. These tasks can also be shared by working as a team and co-facilitating based on your strengths and areas of interest. And, of course, you too can earn CEUs in the process.

ESTABLISH CLEAR GOALS

Have a clear intention or purpose in mind. Determine the goals and objectives that the community of practice hopes to achieve. In terms of the self-paced online learning modules, the purpose is to deepen understanding of the content through group discussion, reflection and application. And, as a result, increase the number of interpreters who are better prepared to work with Deaf and DeafBlind individuals who exhibit atypical language – all while earning CEUs together.

ADDRESS INFRASTRUCTURE AND LOGISTICS

Every community of practice must have a clear infrastructure in place. Will the group meet in person? Or, will the group engage around some type of networked discussion board, like a Facebook Group? Create a plan that identifies the strategy by which the group will meet and connect, as well as how and when they will communicate. This provides participants with clear expectations.

Even if a community of practice chooses to meet face to face, consider the benefit of using another form of networked communication between meetings. Facebook, LinkedIn, Twitter, email lists, and online forums can serve as invaluable communication tools. Through sharing ideas and working together, the community of practice can come up with innovative ways to connect, which can be used to encourage one another, ask questions, and share resources.

For a community of practice dedicated to completing the self-paced modules through group discussion, reflection, and application of content, it is imperative that the community schedule allows for successful completion of all CEU requirements. And, if the modules will be completed in sequence, one after the other, determine if there will be a break in between completion of one and the start of another. Avoid long breaks to prevent lost momentum.

RECRUIT PARTICIPANTS

Circulate calls for participants through local RID chapters or with entities that employ large numbers of interpreters, such as VRS companies, post-secondary institutions, or interpreter referral agencies. Certified interpreters are always looking for new and interesting

opportunities to earn CEUs, and novice interpreters are always looking for ways to learn more about interpreting topics and how to network with other interpreters.

Ideally, groups would be kept to five to seven individuals. This is a good number for creating thought-provoking and dynamic discussion. This size also allows for more connection and interaction between the members and for delving into topics sufficiently so that everyone has an opportunity to participate. It will also be easier to track and monitor the progress of a smaller group of individuals, and to provide the support and encouragement needed to meet the completion of work within a four- or six-week period of time. Doing this with a large group of participants would be more difficult to manage and would require more time from the mentor/facilitator.

FIND A CEU SPONSOR

If you are planning to form a Community of Practice in order to earn additional CEUs for independent work within the self-paced online modules, search for a CMP Approved Sponsor on the RID website: <https://myaccount.rid.org/Public/Search/Sponsor.aspx>. Be sure to select “Yes” in the “Independent Study” dropdown menu, as not all sponsors can approve independent studies. With guidance from a CMP Approved Sponsor and this Curriculum Guide, you can design an independent study activity.

FACILITATE EFFECTIVELY

As a mentor or facilitator, it is your job to start and end on time, keep participants motivated through feedback, encouragement, and support, answer questions, and keep the learning process on track so everyone can be successful in their completion of the activity. Some tips:

- Monitor group interactions for civility and respect. Model your expectations for participants as the community engages.
- Encourage diverse perspectives. Each person brings unique experiences and the population of Deaf people is very diverse. Each person’s experience is valuable!
- Answer questions promptly so participants are not delayed in moving forward.

- Track progress. Consider creating a checklist of tasks and due dates. If you develop tools you find useful, be sure to share them with the CALI team so that other mentors/facilitators can benefit from your creativity!
- Promote critical thinking. This process is not about finding the ONE right answer; instead, it is about building discretion – the ability to identify a range of acceptable actions/decisions and to assess the implications of each for consumers and interpreting practice – within practitioners.

MANAGING ACCOUNTABILITY WITHIN A COMMUNITY

Accountability refers to each participant taking personal responsibility for their own engagement and participation in a community of practice. If a community is gathered for the purpose of discussion and reflection, then each participant must engage in that process in order to be accountable. Simply observing while others take risks and engage is not active learning, which is the cornerstone of a community of practice. Irregular or lacking participation can foster apathy and discouragement. The following are some suggestions for strengthening accountability within a community of practice, with the goal of promoting personal responsibility, engagement, and collaboration.

SET CLEAR EXPECTATIONS

Set expectations in advance and have each participant confirm agreement. Rather than create a specific contract for everyone to sign, allow each participant to create their own and share it with the other participants. At minimum, each must contain all that is required for successful completion of the module(s) for earning CEUS. As the mentor/facilitator you can offer ideas for what participants can include in their agreements, such as time commitment, honoring of deadlines, communicating with respect and civility, taking risks and participating, etc. It may be useful to include in the contract or statement how the individual prefers to be reminded if they are not honoring what they have committed to do. You and the participants should also feel free to ask each other to consider additional expectations that will improve the overall learning experience for the group as a whole, such as coming to meetings prepared, being attentive when others are commenting, etc. The key is that each individual ultimately decides what they agree to commit (beyond the base expectations).

ESTABLISH CONSEQUENCES

In advance, establish and communicate straightforward consequences for lacking participation and have each participant acknowledge them. Determine, as a group, the consequences for not honoring agreements. Is there a point at which a noncompliant individual is no longer a part of the community? Should this happen, how will it impact their earning of CEUs? This should be explicitly stated to avoid misunderstandings.

ESTABLISH GROUP NORMS AND VALUES

Group norms, or the ways in which the group as a whole agrees to function together, are important to effective collaboration. Sample group norms include...

- starting and ending on time,
- communicating with respect and civility,
- treating each other with respect and dignity,
- being transparent – no hidden agendas,
- being genuine with each other regarding feelings, ideas and challenges, and
- trusting one another.

Beginning each meeting with a review and reminder of the group norms helps participants to remain focused on the group agreements. Checking in at the beginning of each meeting to see how everyone feels about whether the norms remain effective and are being honored is also useful. It allows for resolution to any issues before the learning activities begin.

CELEBRATE INDIVIDUAL AND GROUP SUCCESS

As individuals and the group meet timelines, participate in difficult discussions, take risks and actively participate in the learning process, make it a practice to celebrate by recognizing and valuing such contributions and achievements. Letting participants know that their efforts are an important contribution to the effectiveness of the group and that they are appreciated is a great way to honor one another. This practice also sets a positive tone for all interactions within the community of practice.

MODULE 2 - ATYPICAL LANGUAGE AMONG DIVERSE POPULATIONS

OVERVIEW

Module 2 shifts the focus from examining causes and patterns of atypical language among Deaf Americans to considering the factors of identity and intersectionality for individuals who were born and/or raised in other countries and cultures, and/or who are part of diverse Deaf communities within American society. Diverse backgrounds, cultural beliefs, and norms, as well as the lack of access to education, healthcare, and a visual language, can all contribute to atypical language patterns unique to the consumer's life circumstances. Social attitudes, influenced by implicit biases and/or privilege, can create additional challenges for Deaf people with complex identities and/or who are foreign born. This is particularly true when individuals encounter unfamiliar systems and social norms.

Participants will analyze conscious and unconscious attitudes, which can lead to cultural conflicts and barriers to the interpreting process. Additionally, participants will consider the implications of privilege on the consumer-interpreter relationship. Finally, this module explores strategies for establishing a positive rapport with, and for increasing the likelihood of effectively interpreting for, members of these diverse populations.

LEARNING OUTCOMES

At the end of Module 2, you will achieve the following Learning Outcomes:

- Identify at least two ways an interpreter's personal attributes may create conflicts during an interpreting assignment while working with an atypical language user.
- Identify language patterns of individuals who use atypical language.
- Identify cultural and identity considerations associated with interpreting for individuals who exhibit atypical language and the possible impact of these considerations on interpreted interactions.
- Identify a minimum of three strategies for establishing a positive and effective working relationship with an individual who uses atypical language during an interpreted interaction.

TERMINOLOGY

Articulatory Space: The space in front and around the signer’s upper torso and face used grammatically and topographically to depict real and imagined spatial placements and relationships.

Asylum Seeker: A person who wants legal refugee status but their formal application for sanctuary has not yet been processed. These individuals have left their country of origin and have a well-founded fear of persecution in their country.

Audism: The notion that one is superior based on one’s ability to hear or that life without hearing is futile or miserable.

Bias: Unfair personal opinion that influences your judgement.

Culture: Behaviors, attitudes and beliefs that are shaped by a group of people and conveyed through language, rituals, art, food, religion, etc.

Fund of Information (FOI): The incidental information we accumulate through everyday situations via other people’s conversations, radio, TV, run-ins with neighbors, waiting in lines, etc. This information is then stored, applied in future situations, built upon (corrected/added to), and stored once again for future predictions. In schools for the Deaf or in families with Deaf parents, this information is often shared and tested together.

Fund of Knowledge (FOK): The knowledge and skills people gain from their families based on their experiences, social practices, and social history.

- Attitudes toward authority, disabilities, and elders
- Beliefs about child-rearing, cleanliness, and marriage
- Roles in the family and society
- Approaches to problem-solving and justice

Hearing Privilege: The unearned privilege of the ability to hear everything auditory which creates unencumbered linguistic and informational access within the world and results in a skewed perspective of normalcy and entitlement that results in marginalization of those who do not hear.

Immigrant: An individual who is in the USA legally or is undocumented. Legal immigrants could be permanent residents with a green card; could hold a temporary visa for education, work, family or travel; could have already become a US citizen. Undocumented immigrants could have entered the country illegally or could have overstayed their visas or temporary visitor permits.

Intersectionality: The interconnected nature of social categorizations such as race, class, gender, and other identity markers, as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Language Acquisition: The process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition is one of the quintessential human traits. Language acquisition usually refers to first-language acquisition, which studies infants' acquisition of their native language, whether that be spoken language or signed language.

Marginalization: To treat someone or something as if they are insignificant or peripheral.

Migrant: A person who usually chooses to move due to direct or indirect threats, education, employment, family, or other circumstances. These individuals: 1) face no political barriers to returning to their country of origin, and 2) may not have the legal authority to work or reside in the USA.

Paternalism: The practice of controlling people by giving them what is beneficial but not allowing them the responsibility for it or the freedom of choice.

Perspective-Taking: The act of perceiving a situation or understanding a concept from an alternative point of view, such as that of another individual.

Privilege: An unearned advantage or authority possessed by a particular individual or group.

Refugee: A person or group of people who have gone through the Refugee Status Designation (DSR) and who are: 1) living outside their country of origin due to persecution, violence, or other circumstances; 2) not able to return to their country of origin due to threat of life or liberties, and; 3) are able to work in the USA and can apply for a green card after one year and for citizenship after five years.

Systemic: Relating to a system as a whole – system wide – versus relating only to one part.

Visual-Spatial Processing: The ability to tell where objects are located in space.

Visual-Spatial Cognition: The ability to mentally manipulate 2-dimensional and 3-dimensional figures. It is typically measured with simple cognitive tests and is predictive of user performance with some kinds of user interfaces.

White Privilege: The societal privilege that benefits those who society identifies as white and results in a significant variety of unearned assets and privileges not afforded to those who are considered non-white.

DISCUSSION QUESTIONS

- What is one takeaway you gained from taking the Implicit Association Test (IAT)? Briefly share examples of insight you gained from the process that will inform your interpreting. What surprised you? What did not surprise you? What are your thoughts on what you learned?
- View the below videos on diversity and oppression, and then consider some of the challenges these Deaf interpreters faced in various situations. Reflect upon the challenges each faced, the attributes each exhibited in the midst of the challenge, and what important skills they exhibited that had a positive effect on the interpreting process. Be prepared to provide specific examples of your thoughts as you engage in a group discussion with your peers.
 - <http://vimeo.com/104122971>
 - <https://vimeo.com/104121347>
 - <https://vimeo.com/104121348>
 - <https://vimeo.com/104093027>

- What are characteristics that best describe the concept of privilege? Describe the privilege you experience and how you became aware of the implications of privilege in your day-to-day life experiences. How do you see privilege impacting your work as an interpreter? How do you see privilege impacting your relationships within the Deaf community? What are some ways in which interpreters can continue to recognize their privilege and manage it as part of their work? Discuss your thoughts in a group discussion with peers.
- How would you define intersectionality? How does this term relate to you as an individual and how you define yourself? Why is understanding intersectionality important in understanding the concept of identity? In what ways do you experience intersectionality during the interpreting process? Identify at least one interpreting experience where intersectionality of an individual's identity surfaced or influenced what transpired. What was the implication for the individual? What was the implication for you as the interpreter? What did you take from that experience that impacts your work since then? Discuss your thoughts in a group discussion with peers.
- Why is it important that interpreters are familiar with the cultural norms and behaviors of Deaf individuals from other countries and/or cultures? What are some strategies an interpreter can employ for gaining cultural norms and behaviors? How does working with a Deaf interpreter enhance the ability to connect with Deaf individuals from other countries and/or cultures, particularly those who exhibit atypical language? Discuss your thoughts in a group discussion with peers.
- What are ways in which the majority culture perpetuates oppression on minority groups? How specifically has this occurred within the American mainstream culture and Deaf individuals? How does the education of Deaf children contribute to this process of systemic oppression? How does the interpreting industry contribute to this process of systemic oppression? How do individual interpreters contribute to the systemic oppression of Deaf people? What can and should interpreters do to eliminate this reality and function more as allies to the Deaf community? Discuss your thoughts in a group discussion with peers.
- What are some of the characteristics of oppressed individuals? How have these characteristics surfaced during your work as an interpreter? What is the implication for the interpreting process as a result? What is the implication for the outcome of the interpreted interaction as a result? Talk about an experience you had as an interpreter

where oppressive attitudes and/or behaviors impacted the interaction and how it impacted your work. What did you do about it when it happened? How has the outcome impacted your work since? Discuss your thoughts in a group discussion with peers.

- Discuss the differences between each of the following:
 - Refugee
 - Asylum Seeker
 - Migrant
 - Immigrant
 - Undocumented immigrant

How do these differences impact the status of an individual during their time in the United States? What implications do the differences have for you as an interpreter? What can an interpreter do to learn more about the immigration process and the status of Deaf individuals who may be within the system and requiring communication access? What challenges might an interpreter confront when interpreting for Deaf individuals who are here in the United States as one of the five classifications above? How might an interpreter manage those challenges? Discuss your thoughts in a group discussion with peers.

- What is the difference between a person's Fund of Knowledge (FOK) and Fund of Information (FOI)? How might an interpreter distinguish which is impacting the interpreting process? How might a lack of FOK or a lack of FOI impact the interpreting process? What strategies might an interpreter employ to manage each? Discuss your thoughts in a group discussion with peers.
- Define audism. Discuss examples of audism that exist within the broader society. How does audism manifest itself in the interpreting profession? How does audism manifest itself in the interactions between Deaf people and interpreters in social situations? Discuss your thoughts in a group discussion with peers.

SMALL GROUP ACTIVITIES

ACTIVITY #1: IMPLICIT ASSOCIATION TEST

If you have not already done so, take the Race IAT. Additionally, take one other version of the IAT that focuses on some type of bias you have that you would like to learn more about:

<https://implicit.harvard.edu/implicit/takeatest.html>

After receiving your results for both, join a group with two or three peers and discuss the following with each other:

- What is one takeaway you gained from taking the Implicit Association Test (IAT)?
- Briefly share examples of insight you gained from the process that will inform your interpreting.
- What surprised you? What did not surprise you?
- What are your thoughts on what you learned?
- How do you see the results impacting your mindset as you approach interpreting assignments, especially those involving Deaf or DeafBlind individuals who exhibit atypical language?

ACTIVITY #2: IMPLICIT BIAS AND INTERPRETING FOR INDIVIDUALS WHO EXHIBIT ATYPICAL LANGUAGE

View short clips of Deaf individuals with atypical language, reflect upon your attitudes, perceptions, and assumptions that you may bring to the interpreting process if you were to interpret for these individuals. Jot down your impressions and reactions.

- <https://vimeo.com/256802655/01daf273c0>
- <https://vimeo.com/256807606/711b23d0e6>
- <https://vimeo.com/256970201/2ed23797cb>

After viewing the clips, join a peer to discuss and reflect on your observations. Discuss your impressions and reactions to each clip with one another. Consider how your perspectives are similar or different from your peer. What might account for the similarities and differences? What new insight did you gain from this process? How will it impact your work henceforth?

ACTIVITY #3: CULTURAL AWARENESS AND INTERPRETING FOR INDIVIDUALS WHO EXHIBIT ATYPICAL LANGUAGE

View the short clips below. Think about ways to show respect for each consumer's culture and beliefs and how to reflect this awareness in the interpreted interaction. Your analysis should include consideration of attitudes, bias, privilege, different communication styles, and sensitivity to the individual's background and beliefs.

- <https://vimeo.com/256802655/01daf273c0>
- <https://vimeo.com/256807606/711b23d0e6>
- <https://vimeo.com/256970201/2ed23797cb>

After viewing the clips, join a peer to discuss and reflect on your observations. Discuss your determination and possible strategies you would use for each clip with one another. Consider how your perspectives are similar to or different from your peer's. What might account for the similarities and differences? What new insight did you gain from this process? How will it impact your work in the future?

ACTIVITY #4: INTERPRETING FOR INDIVIDUALS WHO EXHIBIT ATYPICAL LANGUAGE

Film yourself interpreting each of the following clips.

- <https://vimeo.com/256802655/01daf273c0>
- <https://vimeo.com/256807606/711b23d0e6>
- <https://vimeo.com/256970201/2ed23797cb>

Watch your interpretations and generate an analysis that addresses how effectively you adapted your interpretation to meet the needs of the individuals for whom you were interpreting. What did you think worked and was effective, and what would benefit from improvement and why? Work with a peer. Share your interpretations and analyses with each other and discuss your observations and feedback about your findings. Also discuss what each of you could do to make the improvements you discussed. Who could help or support you in the process of improving?

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