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[ANNOTATED BIBLIOGRAPHY INTERPRETING IN THE K-12 SETTING]

This annotated bibliography summarizes research pertaining to sign language interpreting in K-12 settings from January 2000- May 2013.

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Section 1

Introduction

Interpreting in the K-12 Setting

Project Introduction

1.1 Project Layout - how to use this document

This document begins with a summary highlighting the purpose of the project and the contents found within. Please review this information before continuing to the annotations in Section 2.

The publications included in Section 2 have been categorized into 7 main topic areas. Within each topic area documents are listed in order of date of publication, with the most recent listed first. Multiple entries from the same calendar year are listed in alphabetical order by the author's last name.

Each document's rank is noted with a **(C)** – Critical, an **(E)** – Essential or an **(R)** - Relevant at the beginning of the annotation. The total number of entries and a breakdown of the number of entries per ranked category is noted at the beginning of each topic area. This information is also highlighted in subsection 1.5.

Some of the topic areas conclude with a section on “Websites of Interest.” These websites are not ranked or listed in any particular order; they are offered as a non-exhaustive list of additional non-academic based resources pertaining to educational interpreting and the broader profession that were found during the course of identifying publications included in this project. Website descriptions provided are verbatim from the respective site. Where descriptions were not available a brief statement of website content is provided. Websites are listed under the topic area that aligns with the majority of the website's content; however, some sites contain information that may fall under more than one topic area. All links in the document are current as of May 20, 2013.

This document concludes with a References and Websites section. Section 3: 1.1 is a listing of the items reviewed and annotated offered in alphabetical order by the author's last name. Finally, the websites referenced throughout the document are provided in alphabetical order by the hosting organization's name.

1.2 Project Overview

The purpose of this annotated bibliography was to thoroughly review literature as one way to explore and identify patterns of practice in educational interpreting. This Annotated Bibliography summarizes 125, primarily United States based, publications pertaining to sign language interpreting in K-12 settings from January 2000 to May 2013. Each of the annotations indicates the specific document's salient points and relevance to patterns of practice from which training needs for preparing interpreters to work in the K-12 setting can be identified, extrapolated and incorporated into interpreter education and curriculum. Our hope is that it will serve as a means of identifying gaps in research that may support training of interpreters for K-

12 settings, as well as the work of those developing curriculum. The ultimate goal is to inform current and future patterns of practice regarding the work and education of those who interpret in K-12 settings.

1.3 Project Development

This document was created as a part of the University of Northern Colorado Distance Opportunity for Interpreter Training Center's Professional Educational Interpreter Project; a project funded by U.S. Office of Special Education Programs (OSEP) grant #H325K100234, awarded in 2010. This annotated bibliography is part of a multiple year, multi-step endeavor to explore the world of K-12 educational interpreting. The overall endeavor is yielding critically important data to be considered by interpreter practitioners and interpreter educators, whether they work in pre-service interpreter education programs or as in-service mentors to those interpreters working in educational settings.

This portion of the multiple year project is the third of four reviews examining patterns of practice on a macro level. These reviews include:

1. an identification and comparative review of state requirements for employment as an educational interpreter;
2. a review of educational interpreter handbooks published by state departments of education;
3. a literature review and annotated bibliography;
4. an analysis of interpreter education curricula from programs preparing interpreters for the K-12 setting.

The literature review that culminated in this document examined publications from January 2000 to May 2013. Several methods were used to gather this information; databases such as Academic Search Premier, ProQuest Dissertation and Theses, EBSCOhost, Education Source and Google Scholar were among the formal academic sources used. Websites of organizations affiliated with interpreting and interpreter education, that is, the Registry of Interpreters for the Deaf (RID) and the Conference of Interpreter Trainers (CIT) provided access to conference proceedings, journals, and articles not easily accessible to the general public. The websites of Gallaudet University and the Rochester Institute of Technology (RIT) also provided an avenue to materials not found elsewhere. A broad internet search resulted in the identification of websites containing information of general interest and applicability to this project. Finally, referrals to additional resources were an integral part of the publication identification process.

The scope of this annotated bibliography is limited to print publications, although there is a growing library of online video-based research materials becoming available through Gallaudet University, and currently available through other educational sources, that may be considered for future exploration. While there are a few documents highlighting the work of international authors, the primary contributors to the literature identified here are based in the United States.

1.4 Ranking System

Each annotation incorporated in this document is a summary of the article or book's salient points as it pertains to training interpreters to work in the K-12 setting. The annotations are ranked in terms of their relevance / importance in the training of interpreters preparing to work in the K-12 settings. The ranking system used is as follows:

- Critical (C)** indicates information that could contribute to a turning point in patterns of practice that impact the work of and the training needs of educational interpreters
- Essential (E)** contains useful considerations for the work and training needs of educational interpreters
- Relevant (R)** related to but not of high importance when considering factors such as lack of peer review, or content examines ideas and recommendations that have already been implemented

1.5 Topic Areas

The 125 annotations incorporated in this document are categorized into 7 main topics areas:

1. **Interpreting in K-12 Educational and Instructional Settings: The Fundamentals** - this topic area explores general issues pertaining specifically to the work of educational interpreters.
Total entries: 13
 - (C) - Critical: 4
 - (E) – Essential: 4
 - (R) – Relevant: 5
2. **Educational Interpreter Role and Responsibilities** – this topic area highlights information and perspectives on the role and the responsibilities of the educational interpreter. Much of the information in this section comes from those who have, or are currently, working in this arena.
Total entries: 15
 - (C) - Critical: 1
 - (E) – Essential: 5
 - (R) – Relevant: 9
3. **Educational Interpreter Standards and Legislation** – this topic area provides an overall look at Federal legislation and examples of state standards pertaining to educational interpreting.
Total entries: 21
 - (C) - Critical: 2
 - (E) – Essential: 13
 - (R) – Relevant: 6

4. **Educational Interpreting Professional and Ethical Considerations** – this topic area includes an examination of issues such as burnout, interpreting for assessments and ethical considerations specific to interpreting in K-12 settings.

Total entries: 9

- (C) - Critical: 2
- (E) – Essential: 6
- (R) – Relevant: 1

5. **Interpreted Education: Impact on and Issues Related to Deaf and hard-of-hearing Student Outcomes and Experiences** – this topic area is a broad look at a variety of perspectives on interpreted educational experiences and outcomes for Deaf and hard-of-hearing students.

Total entries: 17

- (C) - Critical: 7
- (E) – Essential: 5
- (R) – Relevant: 5

6. **Interpreter Education: The Fundamentals** – this topic area looks at patterns of practice in the education of both educational interpreters, and interpreters in general.

Total entries: 44

- (C) - Critical: 15
- (E) – Essential: 21
- (R) – Relevant: 8

7. **Deaf and hard-of-hearing Student, and Educational Interpreter Demographics** – this topic area presents demographic based information on interpreters working in educational settings, and the students who are receiving interpreting services.

Total entries: 6

- (C) - Critical: 3
- (E) – Essential: 1
- (R) – Relevant: 2

Section 2

Annotations by Topic Area

Topic Area 2.1

Interpreting in K-12 Educational and Instructional Settings: The Fundamentals

Total entries: 13

(C) – Critical: 4

(E) – Essential: 4

(R) – Relevant: 5

Dean, R. K., Pollard, R. Q., & Samar, V. J. (2011). Occupational health risks in different interpreting work settings: Special concerns for VRS and K-12 settings. *Across the Board*, 6(3), 4-8.

(E) This article highlights findings of a 2009 study to measure occupational health risks within four interpreting environments: Video Relay Service (VRS), K-12 educational settings, community-freelance and staff positions. These results are then compared to results from a similar study completed in 2005. Replicated study findings indicate that in general, interpreters face greater occupational health risks than most other occupations as measured by the following Job Content Questionnaire (JCQ) variables: decision latitude, skill discretion, decision authority, role constraint, psychological demands (distress), depression, physical exertion and job dissatisfaction. Findings also indicate that both VRS and K-12 interpreters face greater occupational health risks than community-freelance and staff interpreters. Results further suggest that one's longevity in the field does not mitigate these health risks. Researchers are hopeful that these study results motivate thoughtful redesign of interpreting job settings and job demands; the concept of thoughtful redesign may be applicable to the tools (controls) that interpreting students are provided with during their education.

Peterson, R., & Monikowski, C. (2011). Perceptions of efficacy of sign language interpreters working in K-12 settings. Retrieved from http://rit.academia.edu/ChristineMonikowski/Papers/627252/Perceptions_of_Efficacy_of_Sign_Language_Interpreter_Working_in_K-12_Settings

(C) Article authors begin by calling forth the fact that interpreting in educational settings has been practiced in the United States for at least 35 years, but the technology and efficacy of interpreted education has escaped scientific study until the last decade. This article reviews the history of interpreted education and highlights research done on interpreting in K-12 settings and consumers' viewpoints of interpreted education. The article then goes on to explore interpreter perceptions of their "success" or efficacy in the classroom through a study conducted with educational interpreters in the state of Ohio. Demographics of study participants are presented, participant responses are quantified and examined for themes and trends, and suggestions for additional areas of research are offered.

Registry of Interpreters for the Deaf Educational Interpreting Task Force. (2011). A look at some issues within the world of educational interpreting. *RID VIEWS*, 28(3), 28-29.

(C) This article outlines some of the current challenges educational interpreters face as a result of a multitude of issues related to public education. While the article is brief, it is

broadly comprehensive in nature and the issues outlined provide a template for specific topic areas to consider for preparing interpreters to work in educational environments.

Registry of Interpreters for the Deaf Educational Interpreter Committee. (2009). *Educational interpreting tool kit*. Retrieved from [http://rid.org/UserFiles/File/pdfs/About_RID/For_Educational_Interpreter/Educational_Interpreter_Resources_Toolkit/Educational_Interpreter_ToolKit\(1\).pdf](http://rid.org/UserFiles/File/pdfs/About_RID/For_Educational_Interpreter/Educational_Interpreter_Resources_Toolkit/Educational_Interpreter_ToolKit(1).pdf)

(R) This document was prepared by the Registry of Interpreters for the Deaf (RID) 2007-2009 Educational Interpreter Committee. It serves as a resource for interpreters in K-12 settings. This toolkit provides information on laws and policies supporting Deaf education, state educational interpreting guidelines, organizations, literature of interest, resources to share with parents and school administrators, and databases and tools for finding additional resources.

Krause, J. C., Kegl, J. A., & Schick, B. (2008). Toward extending the educational interpreter performance assessment to cued speech. *Journal of Deaf Studies and Deaf Education*, 13(3), 432–450.

(E) This article examines the feasibility of extending the Educational Interpreter Performance Assessment (EIPA) to educational interpreters who use cued speech, and reports on the result of a pilot test of 24 educational interpreters. It offers an estimated number of students and educational interpreters using cued speech and addresses the lack of training available in educational interpreter training programs for cued speech. This article outlines the EIPA assessment process and concludes with a discussion on the feasibility of incorporating cued speech into the EIPA.

Seal, B. C. (2004a). *Best practices in educational interpreting* (2nd ed.). Boston, MA: Pearson Education.

(C) This book is a comprehensive look, via both research and presentation of case studies, at the world of and issues surrounding educational interpreting. It begins with a historical overview of the field as well as current trends in education, and then delves into the administrative duties associated with supporting educational interpreters. Chapters 3–5 are of special note as they deal with the cognitive, linguistic, social, curricular and metacognitive issues related to Deaf and hard-of-hearing students and the interpreting process. Included in these chapters is an examination of the role of the interpreter in meeting a variety of student language and communication needs, interpreting non-text dependent curriculum, technology-dependent curriculum and tests, and nurturing consumerism. Chapter 6 focuses on issues specific to post-secondary settings. The book concludes with a chapter dedicated to highlighting research completed in the field between 1986 and 2002, challenges pertaining to conducting research in the field, and research suggestions for the field of educational interpreting.

Stewart, D. A., Schein, J. D., & Cartwright, B. E. (2004). *Sign language interpreting* (2nd ed.). Boston, MA: Allyn and Bacon.

(R) This book is a comprehensive look at the field of sign language interpreting. It opens with a synopsis of the history of interpreting then goes on to outline models of, and physical and psychological factors related to interpreting. Authors describe challenges unique to a variety of interpreting settings and examine language from the perspective of interpreting.

Business and ethics considerations are presented, and a chapter is devoted to considerations unique to educational interpreting.

Winston, E. A. (Ed.). (2004). *Educational interpreting: How it can succeed*. Washington, DC: Gallaudet University Press.

(C) This book is a compilation of perspectives and research on interpreting in educational settings. Part I of the book focuses on the perspectives of Deaf and hard-of-hearing students. Chapters in this section detail the impressions and experiences of Deaf students, the need for Deaf students to have adequate language before they can benefit from an interpreted education, and the English and second language skills of educational interpreters. Signing Exact English (SEE) II is examined for its viability as educational interpreters' target language and a tool to increase student literacy, and the relationship between language and cognitive development is explored. Part II delves into interpreting, beginning with a look at the support that interpreters receive from school systems, their training and qualifications and their ability to provide communication access to the classroom. Demographics, interpreter competencies and educational interpreter roles and responsibilities are also examined. Part III of this text provides suggestions for improving deaf education including: standardization of educational interpreting through identification of its purpose, development of standards of practice and required skill and knowledge sets, development of assessment factors and supervision of educational interpreters and finally, recognition that interpreters are not the only contributing factor to successful, or unsuccessful, student outcomes. Contributors to this book include former educational interpreters, teachers of deaf students, interpreter trainers and Deaf and hard-of-hearing students in interpreted educational settings.

University of Northern Colorado - Distance Opportunities for Interpreter Training Center Educational Interpreting Certificate Program Work Group. (2003). *Interpreting determines educational access fact sheet*. Retrieved from http://www.unco.edu/doit/resources/Publication_PDFs/Ed%20Interp%20FACT%20Sheet%204.3.03.pdf

(R) This document provides a brief overview of legislation mandating interpreters in educational settings, the role of the educational interpreter, and the communication challenges faced by deaf / hard-of-hearing students.

Laurent Clerc National Deaf Education Center. (2001). Interpreting: Reaching out to teach deaf children. Theory and practice [Special issue]. *Odyssey*, 2(2).

(R) This issue of Odyssey magazine is devoted to articles pertaining to educational interpreting. They are referenced here as a package (with the exception of an article by Brenda Schick titled "Interpreting for children: How it's different" which contains its own annotation in this bibliography) because the content of the articles is either dated or appears elsewhere in the literature. Articles in this issue that pertain specifically to educational interpreting contain information on the Educational Interpreter Performance Assessment (EIPA), the role of the educational interpreter, parent evaluation of educational interpreters, visual accessibility in the classroom and one educational interpreter's perspective on the joys and frustrations of working as a member of the educational team.

Sofinski, B. A., Yesbeck, N. A., Gerhold, S. C., & Bach-Hansen, M. C. (2001). Features of voice-to-sign transliteration by educational interpreters. *Journal of Interpretation*, 47-68.

(E) This article analyzes what is anecdotally suggested as the primary process of facilitated communication in K-12 settings; transliteration. Authors report on the findings of a study assessing the English to ASL product produced by fifteen K-12 interpreters; findings include the identification of nine common features and two forms of transliteration. Authors also outline a definition of transliteration and a synopsis of the focus and findings of research on the subject.

Yarger, C.C. (2001). Educational interpreting: Understanding the rural experience. *American Annals of the Deaf*, 146(1), 16-30.

(R) This article highlights some of the challenges specific to interpreting in rural areas including working with distinct and localized cultures and forms of communication, issues of interpreter and student isolation, working with one student from kindergarten to graduation, tutoring, and generally being knowledgeable in a wide variety of content areas. The purpose of the study was to examine the perceptions and professional backgrounds of respondents representing educational interpreters employed in two predominantly rural western states, and to identify specific interventions for supporting and preparing interpreters in rural settings. Participants reported having additional training and course work opportunities related specifically to the educational setting (e.g., child development, curriculum, and language development), and on the job evaluation and skill-based feedback when asked what may increase their effectiveness. Of the 11 recommendations made at the conclusion of this study, many have since been introduced into interpreter education. One notable exception may be the opportunity to mentor with Deaf adults.

Fleetwood, E. (2000). Educational policy and signed language interpretation. In *Bilingualism & identity in Deaf communities* M. Metzger, (Ed.), (pp.161-183). Washington, DC: Gallaudet University Press.

(E) This book chapter examines the nature of policy mandating sign language interpreting in the classroom and the responsibilities of educational interpreters. It provides a review of literature in the field of educational interpreting dating back to the legislation that created the need for educational interpreters. The author examines interpreter job descriptions in the context of what policy makers understand about outcomes the interpreter is there to support. Five recommendations are offered to evaluate and strengthen the correlation between policy and the role of the interpreter.

Websites of interest

<http://www.interpreterstapestry.org/edterp/1interpreters.shtml>

The website contains a variety of resource materials for educational interpreters.

Topic Area 2.2

Educational Interpreter Roles and Responsibilities

Total entries: 15

(C) – Critical: 1

(E) – Essential: 5

(R) – Relevant: 9

Lawson, H. R. (2012). Inclusion of a deaf student: Collaborating with educators. *RID VIEWS*, 29(2), 40-41.

(R) This article highlights the role and responsibility of the educational interpreter in an inclusive educational setting. The author suggests a model of collaboration in which the educational team (including the interpreter) reviews team and student resources, competencies and deficiencies, and establishes and defines desired student outcomes before making a determination about the interpreter's role in the classroom.

Brown, S., & Schick, B. (2011). Interpreting for children: Some important differences. *RID VIEWS*, 28(4), 22-25.

(E) This article highlights some important differences between interpreting for adults in community based settings and interpreting for children and youth in school settings. One major distinction per Individuals with Disabilities Education Act (IDEA) 2004 is that educational interpreters have been identified as related service providers, and a part of the educational team. As such, they have a legal obligation to enable a child to benefit from the educational program. Other distinctions include operating under differing legal and governmental structures and systems of ethical practices, serving at various levels as language role models, and an increased focus on interpreting intention and other implicit aspects of communication that may lead to the development of critical thinking skills.

Hardin, H. (2011). The IEP team: Our role in changing perceptions. *RID VIEWS*, 28(2), 31-33.

(E) This article provides a general description of an Individualized Education Plan (IEP) including a delineation of the parts of, and individuals who are typically involved in the IEP process. The author advocates that educational interpreters leverage each interaction with members of the educational team as an opportunity to educate others about the contribution that educational interpreters, as professionals, can make in IEP process.

Lawson, H. R. (2011). The art of down-time: 40 things to do for educational interpreters. *RID VIEWS*, 28(3), 40-41.

(R) This article outlines ideas for educational interpreters to utilize down-time in a productive manner and conveys an understanding of the additional roles and responsibilities of educational interpreters when not actively interpreting.

Smith, M. B. (2010). *More than meets the eye: Revealing the complexities of K-12 interpreting*. Unpublished doctoral dissertation, University of California, San Diego.

(C) This dissertation provides a comprehensive look at educational interpreting while promoting its primary purpose - to examine the range of activities performed by and the responsibilities of educational interpreters. This research surveys the number of deaf and hard-of-hearing children educated in mainstream settings with the support of instructional aides and/or interpreters, addresses the academic success of these students, outlines the current state of affairs in regards to communication policies and the degree of classroom inclusion for this population of students, discusses the impact of interpreters on student experiences and accessibility of an interpreted education, and delves into the level of preparedness educational interpreters experience as they enter this setting. The complexity of decision-making in the educational environment is examined and five primary tasks performed by educational interpreters are outlined: assessing and responding to the needs and abilities of students while considering desired learning outcomes and a variety of other factors, interpreting and transliterating, capitalizing on available resources, relying on interactions with classroom teachers and students to inform choices, and taking on additional responsibilities as necessary. All of this is motivated by three primary considerations for deaf / hard-of-hearing students; optimizing visual access, facilitating the learning of language and content and encouraging opportunities for interaction. Strategies for each are offered and the results of a survey designed to assess this range of activities are shared.

Smith, S. (2010). Will they ever understand? A workshop for helping educational interpreters be understood. *RID VIEWS*, 27(2), 40-41.

(R) This article describes the effort of one educational interpreter to raise awareness within a school's instructional team about the roles, responsibilities, credential requirements and educational backgrounds of interpreters. The author details activities presented during a staff workshop that simulated the experiences of deaf / hard-of-hearing students who rely primarily on interpreters for classroom communication.

Barker, B. L., & Huff, C. (2009). *The interpreted education: A guide for educational teams*. Retrieved from <http://www.ped.state.nm.us/SEB/technical/The%20Interpreted%20Education.pdf>

(R) This handbook is a broad look at considerations for interpreters and other members of the educational team in the provision of interpreters for deaf / hard-of-hearing students. The guide includes: an overview of student access to the educational environment, a snapshot of the history of K-12 interpreting, goals of an interpreted education, student readiness for interpreting services, the interpreter's role in fostering student self-advocacy, the responsibilities of members of the educational team, interpreter/student matching, assessment of interpreter qualifications and skills, and professional development for interpreters. This guide was intended for residents of the state of New Mexico but contains valuable information and language that can be replicated in other locales to articulate the roles and responsibilities of interpreters and members of the educational team.

Young, B. (2009). Interpreting for the student with a cochlear implant. *RID VIEWS*, 26(3), 20- 22.

(E) This article highlights challenges and considerations interpreters face when interpreting for students who have a cochlear implant. The author suggests that interpreters first become aware of their bias towards visual communication as the only accessible language for deaf / hard-of-hearing students and recognize potential

benefits of this technology. Three primary areas of interpreter support are noted: 1) provide information to the educational team about the child's ability to access information 2) ensure student access to language, partly through the reduction of environmental barriers to sound 3) support the attainment of listening and speaking goals.

Kilpatrick, J. E., Jr. (2008). *Students who are deaf/hard of hearing with interpreters in the foreign language classroom*. Unpublished doctoral dissertation, University of Kansas, Lawrence.

(E) This dissertation reports on a case study that investigates the experiences of three deaf students, an educational interpreter and a foreign language instructor and offers suggestions from each for supporting deaf / hard-of-hearing students in the foreign language classroom. While intended to support foreign language teachers it also serves as a resource for educational interpreters and for the growing number of deaf / hard-of-hearing students who are interested in taking a foreign language. The author outlines the role of the educational interpreter in the foreign language classroom, discusses adaptations that need to be made on the part of the instructor and the interpreter, and explores the nature of the experience for interpreters, educators and Deaf and hard-of-hearing students.

Brumberg, R., & Coon, J. (2007). Whose student? *RID VIEWS*, 24(12), 8, 21.

(R) This article highlights the concept of ownership of student welfare and provides insight into how educational interpreters might clearly articulate their role to those in the school environment.

Free, A. (2007). Deaf students in the foreign language classroom: Collaboration to make it work. *RID VIEWS*, 24(7), 1, 22-23.

(R) This article examines one successful case of a deaf student participating in foreign language studies with the use of an interpreter in the classroom, and utilizing a collaborative approach. While this case is based in a post-secondary setting, the ideas presented are transferrable to foreign language studies in secondary settings and provide insight into additional accommodations that may be made when supporting deaf / hard-of-hearing students in acquiring a second spoken language.

Westcoast Association of Visual Language Interpreters (WAVLI). (2007). *Hiring qualified interpreters to provide service for the deaf and hard of hearing child in your district*. Retrieved from <http://www.wavli.com/finish/3-open-pdf-files/2-hiring-a-qualified-educational-interpreter>

(R) This document, while produced in Canada and intended for school districts in British Columbia, contains very straight forward and clear information for school administrators pertaining to the hiring and retaining of qualified interpreters in K-12 settings. The document also provides a profile of deaf and hard-of-hearing students who may require interpreting services, an overview of interpreter training, and the manner in which the educational interpreter fits into the overall instructional team. Administrators are presented with information on the duties and responsibilities, guidelines for professional conduct, supervision and evaluation, and remuneration for interpreters in K-12 settings.

Frasu, A. (2003). Empowering the young Deaf community. Retrieved from http://www.deafnix.com/PDF/Empowering_the_Young_Deaf_Community.pdf

(R) This article was originally published in the March 2003 Issue of the RID VIEWS. It discusses the role of the educational interpreter, and the conditions under which the interpreter can empower deaf / hard-of-hearing students. The article delineates two hypothetical situational outcomes in a classroom where the interpreter functions as a tutor, and where the interpreter takes on no additional responsibilities. The author also presents results of an informal survey of deaf community stakeholder views on empowering students to articulate their needs in the classroom.

Antia, S. D., & Kreimeyer, K. H. (2001). The role of interpreters in inclusive classrooms. *American Annals of the Deaf*, 146(4), 355-365.

(R) This article explores the findings of a qualitative three year case study conducted with interpreters in inclusive classrooms. The results highlight a variety and range of roles and responsibilities, and a difference in perception of those roles and responsibilities among different members of the educational team. These are then examined through the lens of the ethical guidelines offered by the Registry of Interpreters for the Deaf (RID).

Seal, B. (2000). Working with educational interpreters. *Language, Speech and Hearing Services in Schools*, 31,15-25.

(E) This article offers guidelines for speech-language pathologists when working with educational interpreters in three main areas: 1) evaluating the communication skills of deaf and hard-of-hearing students 2) establishing and meeting student goals, and 3) provision of workshops for teachers that focus on the communication needs of deaf and hard-of-hearing students. These guidelines are based on information provided by a population of 72 educational interpreters regarding their relationship with their school's speech-language pathologist. The author puts forth that promoting effective partnerships between educational interpreters and speech-language pathologists, and making the interdependent nature of their working relationship more explicit, will help to improve communication services for students. While statistics pertaining to educational interpreting are dated, a key point related to interpreter education is made; educational interpreters have ideally studied child language and development, understand educational pedagogy and approaches to teaching, have knowledge and skills in multiple subject areas, and are able to work across a spectrum of language systems, hearing, cognitive and language abilities. Although this study is offered through the lens of supporting speech-pathologists, it informs the work and training of educational interpreters in the main areas noted above, and offers additional ideas about the knowledge base interpreters may need pertaining to the working with this member of the instructional team.

Topic Area 2.3

Educational Interpreter Standards and Legislation

Total entries: 21

(C) – Critical: 2

(E) – Essential: 13

(R) – Relevant: 6

Registry of Interpreters for the Deaf Professional Standards Committee. (2010). *An overview of K-12 educational interpreting*. Retrieved from http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/K-12_Ed_SPP.pdf

(E) This standard practice paper is offered by the Registry of Interpreters for the Deaf (RID) to delineate standards of practice within the K-12 arena. It outlines legislation mandating K-12 interpreting services, general qualifications for practitioners, the role and responsibilities of educational interpreters (including those not directly related to interpreting), information pertaining to ethical conduct, and supervision of interpreters in this setting.

Schultz, T. (2009). RID has a place at the table: A summary of the state leaders' summit on deaf education. *RID VIEWS*, 26(3) 14-15.

(R) This article highlights the results of the Registry of Interpreters for the Deaf's (RID) first invitation to participate in the State Leaders Summit on Deaf Education. RID representatives gained insights into the educational system and federal and state mandates which were to help inform RID programming so that the organization may more appropriately support interpreters in educational settings.

Brodie, P. (2007). Educational interpreting committee: Charting a course of action. *RID VIEWS*, 24(5), 20.

(R) This article is an update from the then newly formed Registry of Interpreters for the Deaf (RID) Educational Interpreter Committee. Of interest in this article is the role of the Educational Interpreter Performance Assessment (EIPA) as the standard measurement tool for interpreters in K-12 settings, and the relationship between RID and interpreters in K-12 settings.

Cawthon, S. W. (2007b). Hidden benefits and unintended consequences of *No Child Left Behind* policies for students who are deaf or hard of hearing. *American Educational Research Journal*, 44(3), 460-492.

(E) This article presents results of a study driven by two primary research questions centered on No Child Left Behind (NCLB) assessments and accountability, and their impact on deaf and hard-of-hearing students and the variety of educational structures that support them. State of residence and educational setting are accounted for as factors related to the impact of policy. A discussion of hidden benefits and unintended consequences is presented.

Corwin, C. (2007). A perspective regarding educational interpreters. *RID VIEWS*, 24(1), 1,18.

(R) This article highlights a landmark decision regarding acceptance of educational interpreters who score a 4.0 or above on the Educational Interpreter Performance

Assessment (EIPA) as certified members of the Registry of Interpreters for the Deaf (RID). It further highlights a historical perspective regarding how educational interpreters have been viewed as well as a few of the challenges they face that are unique to their setting.

Registry of Interpreters for the Deaf. (2007). Opinion for /against EIPA decision. *RID VIEWS*, 24(1), 8-9, 17.

(R) This article highlights two opposing perspectives on the Registry of Interpreters for the Deaf's (RID) decision to grant Certified Member status to interpreters who pass the Educational Interpreter Performance Assessment (EIPA) at a 4.0 or above. Article contributors Catherine Thomas and Steven Hess put forth the prevailing and opposing mindsets at the time. This historical backdrop provides insight into the challenges faced by educational interpreters to be recognized within the field's primary professional organization, RID. It also provides a glance at one viewpoint of the changing nature of the profession from one of exclusion in order to protect consumers to inclusion in order to accept all practitioners.

Schick, B. (2007). *EIPA guidelines of professional conduct for educational interpreters*.

Retrieved from

http://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf

(C) This document outlines the professional standards and guidelines for educational interpreters employed in school settings. As related service providers, educational interpreters are required to abide by federal and state law whereas interpreters working with adults typically adhere to ethical guidelines prescribed by a professional organization. This document recognizes the unique role that educational interpreters play in the school setting and offers information on expectations for this role, legislation that affects those who serve in this role, and guidelines for professional behavior as a member of the educational team.

DeConde Johnson, C. (2006). *IDEA 2004 FINAL Regulations Pertaining to Deaf Education and Audiology*. Retrieved from <http://www.handsandvoices.org/idea04regs/index.htm>

(E) This document outlines the portions of the Individuals with Disabilities Education Act (IDEA) legislation that pertains specifically to deaf education and audiology, including information pertaining to interpreting services.

Registry of Interpreters for the Deaf. (2005). *NAD-RID code of professional conduct*. Retrieved from http://www.rid.org/UserFiles/File/NAD_RID_ETHICS.pdf

(E) This document is the result of collaboration between the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID) to set forth guiding behavioral principles for sign language interpreters across a spectrum of settings. The seven tenets of the code and examples of illustrative behavior for each tenet are outlined.

US Department of Education. (2004). Building the Legacy: IDEA 2004 Sec. 300.34 Related services. Retrieved from

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E34%2C>

(E) This document outlines the section of the federal legislation known as IDEA that classifies interpreters as related service providers. Interpreters are referred to in Section 300.34 (a) and (c)(4).

U.S. Department of Education (2002). No Child Left Behind Act Pub. L. 107–110, Statute 1425. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

(E) This document is the legislative act in its entirety. The act requires all states to develop and administer basic skills assessments to students at certain grade levels in order to receive federal school funding. The goal of this standards-based educational reform act is to improve individual educational outcomes via the setting of standards and measureable goals.

State of Colorado (1996). Deaf Child Bill of Rights Colorado House Bill 96-1041. Retrieved from http://www.handsandvoices.org/pdf/dc_billofrights.pdf

(E) This document is located on the national Hands and Voices website. While the date of this document lies outside of the scope of this bibliography, this state specific legislation was included as it continues to inform the IEP process and decisions about communication and language needs of children in states that have adopted similar legislation. It is included here as an example of what exists among approximately 11 states who have crafted a version of this document.

State Educational Interpreter Handbooks

Colorado Department of Education. (2012). *Educational interpreter handbook* (4th ed.). Denver, CO: CDE.

(C) This handbook is a comprehensive look at laws and legislation impacting the work of educational interpreters in the State of Colorado. It covers state authorization requirements including assessments and continuing education, discusses the hiring and evaluation of interpreters, and outlines roles and responsibilities of educational interpreters. It concludes with a glossary of terms pertaining to language modalities and systems and settings in which interpreters work.

Oregon Department of Education Office of Student Learning and Partnerships. (2012). *Educational interpreting for students who are deaf*. Retrieved from <http://www.ode.state.or.us/groups/supportstaff/specializedservices/deafblind/guidelinesfordeaf.pdf>

(E) This handbook outlines a wide range of roles and responsibilities of all educational personnel providing service to K-12 deaf and hard-of-hearing students. It provides considerations for determining the need for an educational interpreter and provides guidelines and recommendations for working with an interpreter in the classroom. Guidelines for hiring, compensation, and evaluation and assessment of interpreters are provided. The document concludes with the presentation of several supplemental resources including a sample educational interpreter job description, professional development documentation, observation and evaluation forms, and codes of professional conduct.

Louisiana Department of Education. (2011). *Louisiana educational interpreter handbook*. Retrieved from [http://sda.doe.louisiana.gov/ResourceFiles/Deaf/EDUCATIONAL%20INTERPRETER%20HANDBOOK%20\(2011\).doc](http://sda.doe.louisiana.gov/ResourceFiles/Deaf/EDUCATIONAL%20INTERPRETER%20HANDBOOK%20(2011).doc)

(E) This handbook outlines legislation and standards impacting educational interpreters in the state of Louisiana. It outlines procedures for the hiring of educational interpreters;

of special interest in this document is the delineation between educational interpreters and educational transliterators. This handbook also offers job descriptions, interpreter/transliterator assessment information, and sections outlining the roles and responsibilities of teachers, administrators, students and educational interpreters/transliliters.

Ohio School for the Deaf Center of Outreach Services Interpreting and Sign Language Resources Advisory Committee. (2011). *Guidelines for educational interpreters*. Retrieved from <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=981&ContentID=74144&Content=110944>

(E) This document is provided to school districts to support them in providing deaf / hard-of-hearing students with appropriate educational interpreting services. It delineates four major groups of consumers of educational interpreting services; students, parents and guardians, teachers and staff, and administrators. The document is intended to provide clarification on the role and responsibilities of educational interpreters and the school, best practices in the field, and information on licensure and professional development requirements.

Kentucky Department of Education. (2008). *Kentucky department of education educational interpreter guidelines*. Retrieved from <http://education.ky.gov/specialed/blindef/documents/educational%20interpreter%20guidelines.pdf>

(E) This document explains the administrative processes for hiring, and recommendations for working with, educational interpreters in an easy to read FAQ format. It includes information on licensure requirements in the state of Kentucky, job descriptions, sample interview questions for hiring educational interpreters, supervision, evaluation, pay scales and the roles and responsibilities of educational interpreters. Of special interest is the manner in which educational interpreters are classified in tiers, and the pay scales associated with each tier. Details pertaining to assessment and evaluation of interpreters are offered. Finally, the emphasis on professional development and administrative guidance offered for monitoring interpreter's continued development is just one of the many unique topics covered in this comprehensive guide for those hiring and supervising educational interpreters.

South Carolina Department of Education. (2007). *Educational Interpreter Guidelines*. Retrieved from <http://ed.sc.gov/agency/programs-services/173/documents/EdInterpreterGuide.pdf>

(E) This document serves as a resource for school districts in the state of South Carolina in the provision of effective educational interpreting services for deaf and hard-of-hearing students. It incorporates information on the roles of the educational interpreter, school administrators, teachers, note takers and students. This document also delineates educational interpreter minimum and preferred qualifications and makes salary recommendations. It concludes with a reference section outlining additional tips and resources pertaining to professional development, skills and knowledge competencies, professional conduct and performance assessments.

Kansas State Department of Education. (2003). *Guidelines for educational interpreters*. Retrieved from

<http://www.ksde.org/LinkClick.aspx?fileticket=6HHE1wCDeCY%3D&tabid=364&mid=10530>

(R) This document was designed for those involved in the education, development and hiring of educational interpreters. It outlines laws and regulations, Kansas state requirements and policies, and standards and ethical considerations (adapted for interpreters in K-12 settings from the former iteration of the RID Code of Ethics) pertaining to educational interpreting. Of special note are sections outlining the roles and responsibilities of school administrators, educational interpreters, teachers, and students. The document concludes with a resource section highlighting interpreter training programs, sign language classes and additional resources for educational interpreters.

Deaf and Hard of Hearing Board of Interpreter Standards. (2002). *Indiana guidelines for educational interpreters*. Retrieved from <http://www.in.gov/fssa/files/guidebook.pdf>

(R) This document attempts to standardize the role and responsibilities of educational interpreters in the state of Indiana by offering guidelines for the provision of educational interpreting services. These guidelines include a description of the interpreters' role in educational settings, responsibilities of the educational interpreter across grade levels, and skill and educational requirements for interpreters. It concludes with a sample job description, and the state administrative code pertaining to interpreting standards.

Nebraska Department of Education. (2002). *Guidelines for educational interpreters*. Retrieved from www.education.ne.gov/sped/technicalassist/InterpretersGuideline.pdf

(E) This document is a comprehensive set of guidelines to assist school districts, educational interpreters, parents and other members of the educational team in the state of Nebraska to provide appropriate educational interpreting services to deaf and hard-of-hearing students. It covers a broad range of topics including the role of the educational interpreter as a member of the educational team, ethical conduct, recruiting and employment considerations and professional development, supervision and evaluation. Of special note are the sections on interpreting for Deaf adults within the educational context, mentoring and internships, responsibilities of educational interpreters beyond interpreting in the classroom, and the relationships between educational interpreter and teachers, parents and administrators.

Websites of interest

<http://www.ada.gov/>

U.S. Department of Justice Americans with Disabilities Act home page.

<http://www.ccie-accreditation.org/index.html>

Commission on Collegiate Interpreter Education (CCIE) - the accreditation board for interpreter education programs – home page. The CCIE was founded in 2006 to promote professionalism in the field of sign language interpreter education through the process of accreditation.

<http://www.boystownhospital.org/hearingservices/childhoodDeafness/Pages/EducationalInterpreter.aspx>

Information pertaining to the Educational Interpreter Performance Assessment (EIPA).

<http://www.unco.edu/doit/resources/EduInterpStateRegs.html>

University of Northern Colorado - Distance Opportunities for Interpreter Training Center listing of Educational Interpreting State Regulations, by state.

<http://www.unco.edu/doit/Resources/Updated%20StateInterpQual%204-05.pdf>

Laws and regulations related to educational interpreting compiled by the Distance Opportunities for Interpreter Training Center.

<http://www.streetleverage.com/2012/05/educational-interpreters-buck-the-low-wage-no-credential-status-quo/>

Street leverage is a blog devoted to the discussion of industry related topics and issues. This blog is titled “Educational interpreters: Buck the low wage, no credential status quo” and it addresses the interplay between increasing standards and increasing pay rate, and the impact on the educational system as a result. It includes a listing of current EIPA standards, by state.

Topic Area 2.4
Educational Interpreting Professional and Ethical Considerations

Total entries: 9

(C) – Critical: 2

(E) – Essential: 6

(R) – Relevant: 1

Woblers, K. A., Dimling, L. M., Lawson, H. R., & Golos, D. B. (2012). Parallel and divergent interpreting in an elementary school classroom. *American Annals of the Deaf*, 157(1), 48-65.

(E) This article reports on the study of one educational interpreter's work in a third grade science classroom, and the extent to which the interpretations assessed paralleled – or closely matched – and the extent to which the interpretations diverged – due to additions or omissions – from the source message. The authors state that while diversions from the source message were done to achieve greater student understanding, practitioner awareness of choices to do so was minimal. The article touches on the uniqueness of educational interpreting and communication dynamics of the classroom that lend themselves to frequent decision making regarding what content to interpret and what content to omit. Authors investigate the role of the interpreter and the interplay of this role with reasons for divergent interpretations categorized as instructional decisions, social discourse adjustments, environmental or situational factors, role changes and managerial decisions. Changes to classroom discourse were found to have been made out of necessity and choice, and often in an effort to increase student understanding of academic content. Suggestions for increasing the amount of parallel interpreting without compromising student understanding are examined. Given that this is a single subject study the results are not generalizable, however, they do offer insight into the role of the educational interpreter and discourse related decisions made in the classroom.

Cawthon, S. W., Garberoglio, C. L., Gobble, M. E., & Winton, S. M. (2010). The effects of American Sign Language as an assessment accommodation for students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 16(2), 198-211.

(E) This article examines the results of a study designed to a) measure the effects of ASL accommodations on standardized reading and mathematics test scores for students who are deaf and hard-of-hearing, and b) examine whether a student's exposure to ASL, in conjunction with proficiency in math and reading had an influence on performance on an ASL-accommodated assessment. The study was conducted with students enrolled in schools for the Deaf, and test accommodations provided by native ASL users rather than ASL interpreters. The findings from this study indicate that student proficiency in the subject matter was more indicative of performance than provision of ASL testing accommodations. The authors suggest additional research among students in bilingual or inclusive education classrooms (which may incorporate the use of interpreters). If one is to interpret the findings of this study as indicating a noneffect of ASL as an accommodation for this student population in these content areas, concerns about interpreting accommodated test scores as potentially invalid measures of the test construct may be tempered.

Schwenke, T. (2010). Sign language interpreters and burnout. *Journal of Interpretation*, 31-54.

(C) This article explores the results of a 2009 study of 177 interpreters that assessed occupational strain and burnout in the field of sign language interpreting. Drawing on the work of Dean and Pollard, the Demand Control-Schema (DC-S) model is used as a framework for this study and subsequent analysis. Decision latitude was found to be the strongest variable; results indicate that interpreters who perceive greater control within their work context may be at lower risk for burnout. Application of DC-S principles may foster greater understanding among students and working professionals, enhance decision latitude, and protect against burnout.

Cartwright, B.E. (2009). *Encounters with reality: 1,001 interpreter scenarios* (2nd ed.). Alexandria, VA: RID Press.

(E) This book is a compilation of scenarios illustrating unpredictable situations sign language interpreters may encounter. An examination of these scenarios can foster discussion regarding ethical practices and promote the application of critical thinking to a variety of situations. Each situation is accompanied by an interpreter's and a deaf consumer's perspective. A chapter of situations unique to educational settings is contained within.

Registry of Interpreters for the Deaf Educational Interpreting Committee. (2009). The educational interpreter's niche in RID: A survey. *RID VIEWS*, 26(3), 54-55.

(R) This article highlights the results of a survey regarding the Registry of Interpreters for the Deaf (RID) state affiliate chapter efforts to support educational interpreters, and educational interpreters' knowledge of the RID organization.

Cawthon, S. W. (2007a). Accommodations use for statewide standardized assessments: Prevalence and recommendations for students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 13(1), 55-76.

(E) This article reports the findings of a 2004-2005 investigation into the types of testing accommodations used by deaf and hard of hearing students on statewide standardized testing measures. Results report that interpreting services were among the most widely used accommodations. The author further offers considerations regarding threats to test validity when testing accommodations are used, including the challenge of interpreting test content and altering the form of a test item without altering the meaning of that item. Best practices in providing accommodations for standardized testing are also explored.

McCarthy, J. (2006). Burnout of sign language interpreters: A comparative study of K-12, postsecondary, and community interpreters. *Journal of Interpretation*, 83-108.

(E) This article highlights findings of a study that blends previously identified variables contributing to interpreter burnout with newly identified variables, with the goal of identifying predictive variables for burnout. New variables include: interpreting setting (K-12, postsecondary and community), work locale (rural, suburban and urban), role overload, pay, cumulative trauma disorders, interpreter perceptions of consumer perceptions and degree of job control, and professional development requirements. A total of 17 primary research hypotheses are reported upon, only one of which was predictive of burnout in all three settings – interpreters perceptions of possible misconceptions held by deaf consumers.

Harvey, M. (2002). Shielding yourself from the perils of empathy: The case of sign language interpreters. *Journal of Deaf Studies and Deaf Education*, 8(2), 207-213.

(C) This article examines the impact on sign language interpreters who bear witness to purposeful acts of oppression and unintentional misunderstandings. The author highlights the importance of maintaining a balance between empathy and protecting oneself from its harmful effects. The psychological effects of this dual nature of empathy are examined through the lens of working interpreters in a variety of settings, including K-12. Suggestions for creating this balance are offered.

Schick, B. (2001). Interpreting for children: How it's different. *Odyssey*, 2(2), 8-11.

(E) This article examines ways in which interpreting for children differs from interpreting for adults with a focus on the prosody of child directed speech, ways in which teachers use prosody in spoken communication, and the importance of educational interpreters being able to accurately convey complex changes in prosody typical in the classroom. The author also highlights the need for interpreters to be well versed in making sense of the developing language of children who depend on visual communication so that they have the same opportunities for language feedback and growth as their hearing peers.

Websites of interest

www.classroominterpreting.org

This site is designed to help educational teams in K – 12 settings support deaf and hard-of-hearing students who use educational interpreters to access education and social interaction. Other service providers, such as speech pathologists, social workers, and deaf educators, may find useful information on this site. Administrators, teachers, classroom interpreters, parents, and students who are deaf or hard-of-hearing will find valuable information within this site.

<http://www.streetleverage.com/2013/04/ethical-choices-educational-sign-language-interpreters-as-change-agents/>

Street leverage is a blog devoted to the discussion of industry related topics and issues. This blog is titled “Ethical choices: educational sign language interpreters as change agents” and addresses the manner in which educational interpreters can bring the concerns of the larger Deaf community to the classroom by looking more closely at the model of interpreting and ethics currently utilized in educational settings.

Topic Area 2.5*Interpreted Education: Impact on and Issues Related to Deaf and Hard-of-hearing Student Outcomes and Experiences*

Total entries: 17

(C) – Critical: 7

(E) – Essential: 5

(R) – Relevant: 5

Lawson, H.R. (2012). *Impact of interpreters filling multiple roles in mainstream classrooms on communication access for deaf students*. Master's Thesis, University of Tennessee, Knoxville.

(C) This thesis examines the impact of educational interpreters filling multiple roles including tutor, assistant and interpreter, on a deaf student's access to classroom discourse. This study assesses the percentage of time an educational interpreter is engaged in actual interpreting versus functioning in other roles, and provides statistics on the percentage of communication interpreted and visible to the deaf / hard-of-hearing student while the interpreter is functioning in other roles. The study then reports on observations of one educational interpreter and one student receiving interpreting services; results indicate that the interpreter functioned as a tutor in nearly 60% of the intervals analyzed, and as an interpreter in just over 40% of intervals. Results also indicated that the deaf student being observed received more individual instruction from a non-certified teacher (the interpreter) and missed out on opportunities to work independently. Less than 36% of the intervals analyzed were fully or partially interpreted. While not a generalizable study it does inform the field on the potential consequences and student impact when educational interpreters serve in multiple roles.

Antia, S. D., Jones, P. B., Kreimeyer, K. H., & Reed, S. (2009). Academic status and progress of deaf and hard-of-hearing students in general educational classrooms. *Journal of Deaf Studies and Deaf Education*, 14(3), 293-311.

(R) This article presents data collected over a 5-year period that tracks the academic success of deaf / hard-of-hearing students educated in public schools. Variables associated with student success are examined, including but not limited to, communication factors and receptive and expressive communication competency, family involvement and expectations and degree of hearing loss. Of special interest are those variables which can be influenced by school programming.

Antia, S. D., Kreimeyer, K. H., & Reed, S. (2008). Academic status of deaf and hard-of-hearing students in public schools: Student, home, and service facilitators and detractors. *Journal of Deaf Studies and Deaf Education*, 13(4), 485-502.

(E) This article examines the variables that influence the academic success of deaf or hard-of-hearing students in general education classrooms. These variables were categorized as 1) expectations of student achievement 2) perceptions of student's academic functioning 3)

support with homework 4) support from the Teacher of the Deaf / hard-of-hearing 5) communication within the instructional team 6) parent communication with the school 7) parental knowledge of programming. Variables that enhance success include student self-advocacy and motivation, high family and school expectations, families' ability to help with homework, and good communication between professionals; variables that detract from success include lack of family resources, the student's home language being other than the majority language, additional disabilities and poor family-school communication.

Schick, B. (2008). A model of learning within an interpreted K-12 educational setting. In M. Marschark, & P. Hauser (Eds.), *Deaf cognition: Foundation and outcomes*. New York, NY: Oxford University Press.

(C) This book chapter examines the relationship between interpreting and learning. It offers data on the numbers of students educated with the support of interpreting services and notes that while educational interpreting is widespread, it is not an evidence-based practice. The author discusses standards, education, and skill levels of educational interpreters based on the Educational Interpreter Performance Assessment (EIPA) standards. Research done in this area – which focuses primarily on interpreter skill levels - is summarized; findings support that it may be more difficult to learn through interpreted communication. The author suggests a framework consisting of six primary factors that may impact students' ability to learn.

Langer, E. C. (2007). *Classroom discourse and interpreted education: What is conveyed to deaf elementary school students*. Unpublished doctoral dissertation, University of Colorado, Boulder.

(C) This dissertation examines the degree to which learning is preserved via interpreted education. The author reports on the findings of two studies: one involving forty K-12 interpreters and three “expert” interpreters, the second involving nineteen deaf adults viewing interpretations produced in the first study and a control group of sixteen hearing participants. The results of the first study indicate a marked discrepancy between information conveyed between the two groups of interpretations. Results of the second study indicate a large difference between comprehension of eight targeted elements of classroom discourse in direct versus interpreted conditions. Overall study results indicate that regardless of interpreter skill level, provision of interpreting services alone does not offer deaf students full access to the classroom.

Marschark, M., Convertino, C. M., Macias, G., Monikowski, C. M., Sapere, P., & Seewagen, R. (2007). Understanding communication among deaf students who sign and speak: A trivial pursuit? *American Annals of the Deaf*, 152(4), 415-424.

(E) This article reports the results of research that investigates deaf student comprehension in a classroom setting where signed and spoken communication were utilized and compared. While this research was performed with post-secondary students, pertinent facts are presented pertaining to how deaf students pay attention to communication in the classroom, and the pragmatic communication skills of younger deaf students are explored. Of special note is the authors' statement that to the best of their knowledge there is no reliable research that indicates differences in comprehension when communication is accessed via interpretation versus via an oral method. Frequency of asking questions, awareness of when communication breakdown occurs, and perceptions of students' own understanding of communication were also explored. Although this research is not based on interpreter-student

communication comprehension the findings inform a deeper understanding of how to make communication with students more effective.

Marschark, M., Leigh, G., Sapere, P., Burnham, D., Convertino, C., Stinston, M., Knoors, H., Vervloed, M. P. J., & Noble, W. (2006). Benefits of sign language interpreting and text alternatives for deaf students' classroom learning. *Journal of Deaf Studies and Deaf Education, 11*(4), 422- 437.

(E) This article presents the findings of 4 experiments measuring the utility, effectiveness and impact of real time text in comparison to interpreting services on deaf student performance. Findings reported indicate no significant advantage or disadvantage to real time text over interpreting. Of special interest is an author note that differences in the way that deaf and hearing children learn is less a function of interpreted or direct communication access, and more a function of the structure of information in mainstream classrooms failing to match the knowledge and learning styles of deaf students. This point in particular may inform interpreters and interpreter education in regards to how to bridge this knowledge and style gap.

Oliva, G. (2006). Looking back: Longing for a group of friends. *Odyssey, 8*(1), 14-18.

(R) This article recounts one woman's social experience of her education in a public school mainstream environment. While the author does not directly address educational interpreting, the article provides some insight and understanding into deaf / hard-of-hearing student social experiences and offers educational interpreters additional considerations that extend outside of the classroom.

Schick, B., Williams, K., & Kupermintz, H. (2006). Look who's being left behind: Educational interpreters and access to education for deaf and hard-of-hearing students. *Journal of Deaf Studies and Deaf Education, 11*(1), 4-20.

(C) This article presents evidence suggesting that many deaf and hard-of-hearing students are the recipients of interpreting services that will seriously hinder reasonable access to curriculum. Findings are based on a study of 2100 educational interpreters throughout the U.S. evaluated via the Educational Interpreters Performance Assessment (EIPA). Authors suggest that part of the contribution to this suggested impact is that the duration of interpreter education is not driven by the skills interpreting students need, nor does it provide adequate interpreting student exposure to children. Even so, the authors recognize that the skills and knowledge of interpreters is merely one critical element of the deaf and hard-of-hearing students' education.

Marsharck, M., Pelz, J. B., Convertino, C., Sapere, P., Arndt, M. E., & Seewagen, R. (2005). Classroom interpreting and visual information processing in mainstream education for deaf students: Live or Memorex®? *American Educational Research Journal, 42*(4), 727-761.

(C) This article examines how deaf students manage the visual demands of learning via sign language interpreting through a comparison of deaf and hearing students' learning in mainstream /inclusive classrooms. It explores differences in learning via two and three dimensional modalities – video-based and live interpreting in college-level lectures. While study findings report little difference in learning between these modalities, they do report that hearing students have a marked advantage in learning via direct rather than mediated instruction. Although the three experiments reported on in this article were conducted in

post-secondary environments, findings have implications for K-12 settings specifically in terms of the use of video-based instructional material and remote interpreting. Of additional note is indication that the challenge of learning via mediated or interpreted education does not rest solely on the student or interpreter's communication skills. Alternative rationale for this challenge is presented and implications for K-12 environments noted.

Schick, B. (2005). *Student competencies regarding interpreters*. Retrieved from http://www.interpreterstapestry.org/zdocuments/Student_competencies_Schick_05.pdf

(E) This document is a template developed to identify how a Deaf / hard-of-hearing student accesses information in the educational environment, and to provide information to the instructional team regarding how best to support the development of student competencies in utilizing interpreting services. While crafted as a student-focused tool, the items listed in this template call to the fore considerations for educational interpreters, and into consideration whose role and responsibility it is to support student development in competencies related to interpreting in five key areas: 1) healthy individual identity; respect for self and others 2) sense of autonomy, accountability for decision-making, and ability to negotiate conflicts 3) understanding of consumer rights/information, alternative accommodations, and how to manage accommodations 4) learning through an interpreter, and 5) negotiation of social interactions, ranging from interactive academic discourse to social peer interaction.

Marsharck, M., Sapere, P., Convertino, C., Seewagen, R., & Maltzen, H. (2004). Comprehension of sign language interpreting: Deciphering a complex task situation. *Sign Language Studies*, 4(4), 345-368.

(C) This article examines the variables that may influence comprehension of interpreted material. While the primary audience for the research reported on herein was postsecondary, the article outlines research on comprehension of a lecture with secondary students highlighting some of the variables utilized in the current study. Three experiments are reported upon that address: the extent to which students understand classroom content via sign language, the degree to which comprehension is related to course content as well as language ability and preference, and the role of reading and writing comprehension tests in assessing student comprehension.

Cambra, C. (2002). Acceptance of deaf students by hearing students in regular classrooms. *American Annals of the Deaf*, 147(1), 38-45.

(R) This article reports research on the attitudes of hearing students towards mainstreaming of deaf students in Spain. While this research was conducted outside of the United States the findings are relevant to the educational environment for deaf / hard-of-hearing students globally. The authors explore attitudes that inform deaf/ hard-of-hearing students' self-concept as well as teacher, parent and peer acceptance of disability, and students' ease of socialization. Study results also incorporate hearing peer perceptions of the most appropriate learning environment and placement for their deaf / hard-of-hearing peers.

Luckner, J. L., & Muir, S. (2002). Suggestions for helping students who are deaf succeed in general education settings. *Communication Disorders Quarterly*, 24(1), 23-30.

(E) This article outlines 10 factors for promoting successful outcomes for Deaf and hard-of-hearing students in mainstream settings based on the perspectives of parents, various members of the educational team including teachers and interpreters, and the students

themselves. Although not explicitly stated, educational interpreters can impact many of these factors including but not limited to self-determination, extra-curricular activities, friendships and social skills, self-advocacy skills, collaboration and communication with general education teachers, and high expectations. A closer examination of these factors and the effect of the interpreter role on these factors can contribute to the development of a list of potential interpreter attributes, skills and attitudes that may impact student outcomes.

Seal, B. C., Wynne, D. & MacDonald, G. (2002). Deaf students, teachers, and interpreters in chemistry lab. *Journal of Chemical Education*, 79(2), 239-243.

(R) This article reports on a three-year summer research program offered at James Madison University for deaf and hard-of-hearing students to participate in chemistry research alongside hearing peers and under the supervision of hearing instructors. While the program was offered for undergraduate students, the article highlights important considerations for educational interpreters as they pertain to interpreting in science and lab related courses. Of special interest is the inclusion of student interpreters in the third year of the program to address the shortage who are familiar with technical terms and settings.

Luckner, J., & Muir, S. (2001). Successful students who are deaf in general education settings. *American Annals of the Deaf*, 146(5), 435-446.

(R) This article examines factors that contribute to deaf student success in general education settings. These factors are based on the findings of a qualitative study utilizing interviews and student observation as the data collection methodology. Communication mode did not appear to be a salient factor in student success. Students reported that working hard, paying attention, support of family and friends, and involvement in social and extracurricular activities were major determiners of their success. The perspectives of parents, teachers of the deaf, general education teachers, note takers and interpreters are also presented. A set of factors consistent among all respondents is shared.

Russell, D., & McLeod, J. (n.d.). *Educational interpreting: Multiple perspectives on our work from deaf students, teachers, administrators and parents*. Unpublished manuscript.

(C) This manuscript examines the “illusion of inclusion” – the illusion that deaf and hard-of-hearing children are included in the classroom when provided with interpreting services. It reports the results of a study that investigated the experiences of children receiving a mediated (interpreted) education in Canada. The perspectives of teachers, parents and students are shared, and misconceptions regarding the role of the interpreter outlined. Authors further identify key issues shaping the education of deaf students in inclusive classrooms and introduce standards and recommendations for enhancing student experiences.

Websites of interest

http://www.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Educate_Children_%283_to_21%29/Resources_for_Mainstream_Programs.html

Resources for Mainstream Programs is a user-friendly, practical collection of ideas, strategies and resources for anyone who will be working with children who are deaf or hard-of-hearing in a mainstream environment. (Includes a section on working with interpreters.)

<http://www.handsandvoices.org>

Hands & Voices is dedicated to supporting families with children who are Deaf or Hard of Hearing without a bias around communication modes or methodology. We're a parent-driven, non-profit organization providing families with the resources, networks, and information they need to improve communication access and educational outcomes for their children. Our outreach activities, parent/professional collaboration, and advocacy efforts are focused on enabling Deaf and Hard-of-Hearing children to reach their highest potential.

<http://www.nasdse.org/projects/deafeducationinitiative/tabid/412/default.aspx>

National Association of State Directors of Special Education. This site provides a list of resources for teachers of deaf and hard-of-hearing students. Of interest are the resources pertaining to IEPs and student interpreting needs, educational interpreter job performance rubric and information on employing and evaluating educational interpreters.

Topic Area 2.6*Interpreter Education: The Fundamentals*

Total entries: 44**(C)** – Critical: 15**(E)** – Essential: 21**(R)** – Relevant: 8

Dean, R. K., & Pollard, R. Q. (2012). Beyond “interesting”: Using demand control schema to structure experiential learning. Unpublished manuscript.

(C) This book chapter resides in *Demand-Control Schema: The Practice Profession of Interpreting* which is scheduled to be available by summer of 2013. This chapter focuses on the application of Demand Control Schema (DC-S) to experiential learning in the field of interpreting. Authors contend that their primary approach to educating interpreters has been one that structures exposure to practical experience as well as to the subsequent analysis and discussion of that experience. They offer for consideration the idea that interpreter education should be subject-centered and include relevant, experiential learning. By employing the structure of DC-S to experiential learning, the gap between practical experiences and relevant educational outcomes is closed by explicitly highlighting what students have learned and why it is relevant to the work of interpreting. The concepts and examples presented within focus on medical and mental health venues, however, the authors state that the principles are applicable to any interpreting setting or content area.

Mendoza, E. (2012). Thinking through ethics. *International Journal of Interpreter Education*, 4(1), 58-72.

(E) This article reports on the results of a survey of 225 novice (three or fewer years of experience) and 168 expert (ten or more years of experience) interpreters; the purpose of the survey and subsequent follow up interviews was to examine potential disparities between how these two groups of interpreters manage ethical dilemmas. While educational interpreters are not overtly called out in this study, two of the five situations used to examine ethical decision making pertain to the educational environment. The results of this work highlight the importance of, and offer suggestions for, expanding interpreter education curricula to include methods for the identification of ethical dilemmas and ways in which these dilemmas may be managed.

Murphy, K. (2012). Warning: Explicit content! A case for profanity education and a collection of strategies used by sign language interpreters. *Journal of Interpretation*, 19(1), 70-103.

(E) This article examines the provision of profanity education to sign language interpreters. It examines the function of profanity, its power to offend and taboo nature, gender roles and profanity, and the manner in which children acquire knowledge of profanity. Of interest is the lack of research about how deaf / hard-of-hearing children born to hearing parents acquire this aspect of language. This article also addresses ethical considerations related to interpreting profanity and the multitude of arenas where profanity may be a part of interpreted discourse, including the classroom. The author investigates the impact of profanity education through a sheshop which resulted in the creation of strategies for

managing this component of an interpretation. While the K-12 environment is not specifically called out in this article it highlights an important part of discourse that occurs in the educational context.

Quinto-Pozos, D., & Reynolds, W. (2012). ASL discourse strategies: Chaining and connecting – explaining across audiences. *Sign Language Studies*, 12(2), 211-235.

(R) This article examines the use of two contextualization strategies in ASL discourse: chaining and connecting-explaining, and examines potential differences in utilizing these features based on the characteristics of audience members and formality of the setting. Results of the authors' work indicate that fully bilingual ASL-English signers do tailor their ASL to the audience; one strategy for doing so is through the employment of contextualization strategies. The frequency of application of these strategies was measured in the communication of two test participants in a variety of settings. One of the features highlighted is less common in child directed communication, but more elaborate. The authors posit that the discourse strategies outlined in this research, when used with children, encourage comprehension, build links to real-world phenomena, and even provide connections to English vocabulary. This information can be used to inform curriculum for educational interpreters.

Witter-Merithew, A. & Nicodemus, B. (2012). Toward the international development of interpreter specialization: An examination of two case studies. *Journal of Interpretation*, 20(1), 55-76.

(C) This article highlights the development of two areas of interpreter specialization; educational and legal. It examines two ways in which areas of specialization currently come into existence in the field; via self-designation or via specific training or credentialing. The article also addresses several questions about the emergence of specializations including what factors (internal and external) play a role in their development, what conditions impact the autonomous decision-making ability of specialized practitioners, and what outcomes and consequences surface as a result of their development. The authors then present two case studies for comparison – interpreting in the public school setting, and interpreting in the legal setting. Each setting is examined in regards to legislative mandates requiring service provision, efforts to establish national standards in the area of specialization, the preparation and training of specialists, assessment and certification, and decision-making autonomy of these specialists. The article concludes with an examination of the unintended consequences of specialization and makes a case in support of the intentional development of such specializations. This article informs the conscious development of, and contains insight into, further developing the educational interpreting specialization.

Bontempo, K., & Napier, J. (2011). Evaluating emotional stability as a predictor of interpreter competence and aptitude for interpreting. *Interpreting*, 13(1), 85-105.

(C) This article addresses a topic rarely researched in the field; psychological constructs for evaluating the interpreting process and interpreters themselves. Authors propose that variance in interpreter performance can be attributed to personality as well as cognitive ability. Of special interest are which traits play the most important role and to what degree these traits impact learning. The most significant finding of this study of 110 interpreters in Australia is that emotional stability is identified as a predictor of interpreter's self-perceived

competence. Implications for interpreter education and recommendations for admissions testing and curricula are discussed.

Dean, R. K., & Pollard, R. Q. (2011). Context-based ethical reasoning in interpreting: A Demand-Control Schema perspective. *The Interpreter and Translator Trainer*, 5(1), 155-182.

(C) This article summarizes the key principles of Demand-Control Schema (DC-S), in particular, the viewpoint that in lieu of seeing interpreting as a technical profession in which language skills and cultural knowledge are sufficient for occupational competence we need to shift to our perspective of interpreting as a practice profession in which this skill and knowledge base is applied in an interactive social context. Authors contend that when we limit our perspective of interpreting to a technical profession that we subsequently limit entering practitioners' ability to apply critical thinking skills to language, and behavioral and ethical decision making. This article then concerns itself with issues including: imparting critical thinking skills to students, a discussion of role versus responsibility based approaches to decision making, and the roles of context-based reasoning and a DC-S proactive approach to ethical reasoning.

Macnamara, B. N., Moore, A. B., Kegl, J. A., & Conway, A. R. A. (2011). Domain-general cognitive abilities and simultaneous interpreting skill. *Interpreting*, 13(1), 121-142.

(C) This article reports on the findings of a study comparing a variety of cognitive abilities and personality traits between groups of highly skilled and less skilled interpreters in an attempt to understand the feasibility of predicting future interpreter skill based on these measures. Findings indicate a significant difference between the two groups based on these factors regardless of equal amounts of professional experience between interpreters. Five predictors, when in combination, were identified as significant in increasing the likelihood that one will be a highly skilled interpreter: high levels of mental flexibility, cognitive processing and psychomotor speed, task switching ability, a low level of risk sensitivity, and working memory.

Monikowski, C., & Winston, E. A. (2011). Interpreters and interpreter education. In *The Oxford handbook of deaf studies, language and education* (Vol.1, 2nd ed., pp. 367-379). New York: Oxford University Press.

(C) This chapter provides an overview of the interpreting profession beginning with a historical look at defining the task of interpreting. The relationship of this task analysis to the Colonomos and Cokely models - two of the major models of interpreting that have informed instruction in the field - is examined, and a diagnostic framework that indicates the necessity for adequate language development and skill prior to engaging in interpreter training presented. The progression of understanding about the role of interpreters, the evolution of evaluation of interpreting skills, and the development of national interpreter education standards and evaluation of teaching interpreting are explored. Challenges outlined in this chapter include the need to develop and expand upon; standards for evaluating and assessing interpreter programs, formal programs to prepare interpreter educators, and research on interpreting and interpreter education.

Moody, B. (2011). What is a faithful interpretation? *Journal of Interpretation*, 21(1), article 4. Available at: <http://digitalcommons.unf.edu/joi/vol21/iss1/4>

(E) This article examines the concept of “faithfulness” in sign language interpreting. Topics used as a wide angle lens to explore this concept include the history of interpreting, and research on the role and function of interpreting in both signed and spoken languages. Additional topics that narrow the discussion include models of interpreting, the professionalization of the field of sign language interpreting, and the role of faithfulness in our work. Faithfulness is presented less in terms of linguistic fidelity, and more in terms of one’s ability to switch between free and literal interpretation. Specific information applied to communication approaches and faithfulness to the message in educational interpreting is mentioned although the lion’s share of the article focuses on interpreting in broader contexts. Even so, the content is widely applicable. The article concludes with a section on the challenges of measuring fidelity.

Stauffer, L. K. (2011). ASL students’ ability to self assess ASL competency. *Journal of Interpretation*, 21(1), 80-95.

(R) This article reports findings of a study to examine the accuracy of ASL students in assessing their own ASL competency. Self-assessment competence is identified as a fundamental requirement for determining job/assignment readiness, and an ethical requirement of the job. Students participating in this research did not show signs of improvement in their ability to accurately self-assess their competence during the span of their ASL coursework indicating an area of opportunity for interpreter education.

Walker, J., & Shaw, S. (2011). Interpreter preparedness for specialized settings. *Journal of Interpretation*, 21(1), 96-108.

(C) This article presents findings from a descriptive study that examined interpreter training program graduates’ perceptions of readiness to enter specialized settings, including educational settings, and identifies factors that contribute to readiness to work in specialized settings. It highlights area of specialization in which graduates felt most and least prepared to work and informs interpreter educators in terms of how curriculum may need to be modified or expanded upon to better prepare new practitioners. Authors provide data on the numbers and qualifications of interpreters in educational settings, and numbers of newly graduated practitioners entering K-12 settings. Factors contributing to readiness to enter this setting are identified; mentorship is recognized as a significant contributor to preparing interpreters outside of the classroom.

Bentley-Sassaman, J. (2009). The experiential learning theory and interpreter education. *International Journal of Interpreter Education*, 1, 62-67.

(C) This article examines experiential learning theory (ELT) as a construct for interpreter education. ELT incorporates a 4 component cycle of learning – concrete experience, reflection observation, abstract conceptualization and active experimentation - that grounds acquisition of skills and knowledge in the experiences of the learner. This article focuses on the application of ELT to interpreter training, mentoring and ongoing professional development.

Shaw, S., & Roberson, L. (2009). Service-learning: Recentring the deaf community in interpreter education. *American Annals of the Deaf*, 154(3), 3.

(E) This article proposes the incorporation of service-learning into interpreter education as a way of bridging the gap between the historical roots of the field and the effects of the professionalization of interpreting that have drawn practitioners away from those roots. Authors report upon the incorporation of service-learning coursework into interpreter education programming at the University of North Florida and outline the distinct characteristics of service-learning in interpreter coursework. The article summarizes student responses to this curricular addition and discusses the manner in which service-learning can be evaluated.

Hanson, S. (2008). *An assessment of perceptions of educational interpreter training program competencies in northeast Wisconsin*. Unpublished Master's Thesis: University of Wisconsin, Stout.

(R) This paper examines perceptions about the effectiveness of Educational Interpreter Training Programs in the state of Wisconsin. It discusses what was incorporated into two Wisconsin based programs and what additions might be made to their educational interpreter curriculum. The paper then delves into results of a study that sought to investigate perceptions of working interpreters about competencies for educational interpreter training programs, the need for rigorous training programs, and the degree to which demographic differences among participants impacted these perceptions. While the survey size was small, 80% of participants reported feeling prepared to enter the classroom but offered additional items to consider adding to educational interpreter curriculum.

Patrie, C. J., & Taylor, M. M. (2008). Outcomes for graduates of baccalaureate interpreter preparation programs specializing in interpreting in K-12 settings. Retrieved from <https://ritdml.rit.edu/bitstream/handle/1850/5383/CPatrieProject01-2008.pdf?sequence=7>

(C) This curriculum guide outlines measurable baccalaureate program learning and performance outcomes that describe the knowledge, skills and professional attributes indicative of interpreter readiness for the classroom. This information can then inform the development of a standardized curriculum for K-12 interpreter education with the ultimate goal of ensuring deaf/hard-of-hearing student access to curriculum. Possible course sequencing for an educational interpreter track within a B.A. degree program is also offered.

Humphrey, J. H., & Alcorn, B. J. (2007). *So you want to be an interpreter? An introduction to sign language interpreting* (3rd ed.). Seattle, WA: H & H Publishing.

(E) This book provides an introduction to several topics as they pertain to the field of interpreting including communication, culture, identity and oppression and power. It also introduces interpreters new to the field to models and philosophies of interpreting (i.e. helper, machine, conduit, etc.), process models of interpreting, the history of the field, basic business and principles of professional practice, and ethical considerations. Finally, this book incorporates an overview of the multitude of settings in which interpreting services are performed, including K-12 classrooms.

Humphreys, L. (2007). *The professional sign language interpreter's handbook* (3rd ed.). Boise, ID: Sign Language Interpreting Media.

(R) This book is a six part workbook containing resources and information related to the practical and logistical aspects of sign language interpreting. It includes an introduction to the field of interpreting, how to get started in the field, a description of the kind of work available in the field and ideal interpreter attributes for each venue. This book also hosts professional discussion on various topics of interest to the field and information on additional resources.

Dean, R., & Pollard, R. (2006). From best practice to best practice process: Shifting ethical thinking and teaching. In E. M. Maroney (Ed.), *A New Chapter in Interpreter Education: Accreditation, Research, & Technology: Proceedings of the 16th National Convention of Conference of Interpreter Trainers* (pp. 119-131). Duluth, MN: CIT.

(E) This paper describes the need for a shift in teaching ethical decision making from a rule-based or deontological approach to a more teleological or goal-based approach – the Demand-Control Schema (DC-S). This schema supports framing critical reasoning skills in the context of a structured decision-making process that lends itself to the development of a best practice process which can then be taught and replicated in a variety of situations.

Napier, J., McKee, R., & Goswell, D. (2006). *Sign language interpreting: Theory & practice in Australia & New Zealand*. Sydney, Australia: The Federation Press.

(R) This book was designed primarily for entry-level interpreters, with a secondary intended audience consisting of experienced interpreters, interpreter trainers and potential researchers. The context for the information presented is Australia and New Zealand, however, a global perspective on the work of interpreting can inform new ideas about these topics more locally. The book covers information pertaining to; the interpreting process, necessary language skills and knowledge, interpreter competencies and attributes, the interpreter's role, ethics, professional practice, various types of discourse, the range of interpreting settings, specialized skills in the field and professional practices of interpreters in Australia and New Zealand.

Roy, C. B. (Ed.). (2006). *New approaches to interpreter education*. Washington, DC: Gallaudet University Press.

(C) This book is the third volume in a series that addresses research in interpreter education. This volume focuses on research at the macro, or program curricula, level. The text is global in nature; it compiles perspectives from varying levels of certificate programs in the United States and Australia, from the fields of both sign and spoken language interpreting, from a multitude of instructional delivery methodologies, and from a range of interpreting venues. Challenges related to curriculum design, development and reform are explored, as is the recent incorporation of Action Research as a methodology to meet these challenges. Best practices in the development of instructional materials, meeting the demand for interpretation in a variety of language combinations, and the role of multiculturalism and the humanistic aspects of curriculum are examined.

Shaw, S., & Hughes, G. (2006). Essential characteristics of sign language interpreting students: Perspectives of students and faculty. *Interpreting*, 8(2), 195-221.

(E) This article focuses on the characteristics of students who have transitioned from language studies to interpretation coursework. It reports on the findings of a study that evaluated over 1,300 faculty and student perceptions of personality traits most amenable to success in interpreting coursework as well as the academic habits, skills and information processing ability that contribute to student success. Study results are examined for identification of characteristics that support student motivation, confidence and performance. The three most important personality characteristics are identified as; self-motivation, flexibility and self-confidence. Acceptance of instructor feedback and ability to separate ego from performance are also highlighted as significant. Characteristics needing the most development are presented along with suggestions for additional factors to consider and explore.

Stauffer, L.K., & Shaw, S. (2006). Personality characteristics for success in interpreting courses: Perceptions of spoken and sign language interpretation students. *Journal of Interpretation*, 11-24.

(E) This article presents findings of a study comparing the perspectives of 75 spoken language interpreter students from 8 countries, and 75 sign language interpreter students from the U.S. regarding personality traits that most influence success. Seventeen personality characteristics were identified and evaluated; very little difference was noted. Of significance is the finding that the most striking difference in perception related to the length of time students reported studying their interpreting language.

Bolster, L. A. (2005). *Time-compressed professionalization: The experience of public school sign language interpreters in mountain-plains states*. Unpublished doctoral dissertation, Virginia Polytechnic and State University, Falls Church.

(E) This dissertation examines the impact of the rapid growth in the field of educational interpreting and the subsequent demands it places on interpreters – many of whom enter service without formal preparation - to quickly elevate their skills and knowledge sets to comply with converging rapidly developing standards for educational interpreters. It reports on the experience of sixty five experienced educational interpreters who, in an effort to do so, completed a two-year distance education program for educational interpreters. The challenges inherent in adult distance education surfaced, as did stories of success and professional transformation. The skills and knowledge reported by study participants as being most useful on the job are categorized into four main areas: knowledge about communication and language, professionalism, formal knowledge about interpreting and the ability to be a self-directed learner. Suggestions for future educational interpreting students include securing family and employer support before and during the educational process, organizing time and materials, understanding program demands and remaining committed to such, maintaining school /work /life balance and keeping the mind open to new perspectives and ideas.

Burch, D. D. (2005). Essential language/system competencies for sign language interpreters in pre-college educational settings. *Journal of Interpretation*, 25-47.

(E) This article reports the results of a survey designed to compile baseline data for four competencies identified and recommended from within the field as essential language/system competencies for entry level interpreters in K-12 settings. This baseline data serves as a starting point for revising or developing curricula for interpreters preparing to enter this setting and/or to support those currently working in K-12 settings.

Janzen, T. J. (Ed.). (2005). *Topics in signed language interpreting: Theory and practice* (Vol. 63). Philadelphia, PA: John Benjamins.

(E) This book is compiled of chapters based on many fundamental aspects of the theoretical and practical components of sign language interpreting. While the perspective of contributors to this volume is primarily Canadian, authors outside of Canada have contributed which makes this a broad collection of views for interpreting students, educators and practitioners. Topics explored include cognitive models of interpreting, interpreting strategies, acquisition of ASL as a second language, variations of interpreting (contact sign, transliteration and interpretation), consecutive and simultaneous interpreting, ethics and professionalism, general information for the interpreting practitioner including an examination of best practices, Deaf interpreters, and cultural, gender and other linguistic variations that impact interpretation. Of special note is the section devoted to case studies of interpreting in educational settings.

Marschark, M., Peterson, R., & Winston, E. A. (Eds.). (2005). *Sign language interpreting and interpreter education*. New York, NY: Oxford University Press.

(C) This book draws together the views of leading minds in the field of interpreting to present a comprehensive look at the state of interpreter training and research in the field, with a special emphasis on interpreting in educational settings. Book contributors note the lack of coordinated efforts in establishing a research base to inform interpreting and interpreter training. Two main perspectives are offered in response to contributors' agreement that practitioners and teachers function less on fact than on intuition and experience: 1) research will improve our understanding of interpreting and our ability to teach it to others, and 2) interpreter training will improve with the incorporation of more linguistics based instruction. Specific research questions on a variety of topics are offered, gaps in our knowledge exposed and perspectives on educational interpreting shared. Volume goals include the presentation of cutting-edge research and specific research needs relevant to educational interpreting, and a discussion of the ways in which research efforts can influence educational interpreting and interpreter education.

Roy, C. B. (Ed.). (2005). *Advances in teaching sign language interpreters*. Washington, DC: Gallaudet University Press.

(E) This book is a collection of contributions that expand on interpreter teaching techniques pertaining to a variety of subject areas. The book opens with a chapter on one University's experience with curriculum revision, and then moves into a discussion of teaching students observation techniques and principles of Demand-Control Schema (DC-S). Topics that follow include teaching strategies related to discourse mapping, referring expressions or referent markers, recognition of what interpreters actually do in interpreted interaction and

identifying omission potential. Strategies for moving from theory to practice, or making interpreting come alive in the classroom, are offered. Teaching turn-taking and turn-yielding in interpreted interaction, an examination of “false friends” or contextually incorrect facial expressions, their impact on interpreting, and a section on telephone interpreting wrap up this volume.

Witter-Merithew, A., & Johnson, L. J. (2005). *Toward competent practice: Conversations with stakeholders*. Alexandria, VA: RID Press.

(C) This text outlines sign language interpreter entry to practice competencies compiled as a result of conversations with stakeholders. The results of work done via the initial national roundtable, Authority Opinion Group, Model Building Team and Expert Work Group – each of which was comprised of experts in the field - are highlighted within. Conversations with deaf consumers, interpreting students, interpreter educators, interpreter practitioners, employers and policy-makers are shared. Recommendations for improving interpreter preparation programs and curriculum are offered and entry-to-practice competencies in five domains outlined.

Franklin, K., Grbic, N., & Shaw, S. (2004). Applying language skills to interpretation. Student perspectives from signed and spoken language programs. *International Journal of Research & Practice in Interpreting*, 6(1), 69-100.

(E) This article focuses on the transition of interpreting students from acquiring a second language to preparing to apply this language learning to interpreting; from theory to practice. Two Interpreter Education Programs (IEPs) are reviewed; one that prepares spoken language interpreters, the other sign language interpreters. The article suggests the possibility of shifting from teaching a specific set of skills to creating a holistic, learner-centered approach to education which includes psychological and sociological factors. This article then focuses on student perceptions of readiness in moving from theory to practice. Data collected via interviews and focus groups is categorized into six constructs: 1) Personality Characteristics 2) Academic Skills 3) Professional Expectations 4) Support Systems 5) Faculty Relationships 6) Program/Curriculum. The results of data collected inform several suggestions for changes at the systemic level, including curriculum revision, aimed at improving student morale and outcomes.

Jamieson, J. R., & Storey, B. C. (2004). Sign language vocabulary development practices and internet use among educational interpreters. *Journal of Deaf Studies and Deaf Education*, 9(1), 53-67.

(R) This article presents the results of a study done in British Columbia, Canada, of personal and professional characteristics of, and the professional development needs and resources available to educational interpreters, with a focus on sign vocabulary development practices. One primary focus of the study was to understand the extent to which the internet was used as a resource to expand the interpreter’s vocabulary related to classroom content. While the study is dated, (the internet has changed dramatically since 2004) this article does present a few key findings; people who reported graduating from a program were more likely to maintain current membership in professional interpreter associations, and the amount of preparation time interpreters were given was based on how their positions were categorized. It also points out that human resources such as colleagues and deaf adults were preferred significantly more than nonhuman resources (books, videotapes, CD-ROMs, Internet) as an

avenue for vocabulary development. Participants also demonstrated strong support for Deaf ASL specialists, deaf community members, and interpreters as sign language models.

Seal, B. C. (2004b). Psychological testing of sign language interpreters. *Journal of Deaf Studies and Deaf Education*, 9(1), 39-52.

(E) This article examines the possibility that interpreters possess cognitive and perceptual skills and other characteristics that distinguish them from others. Article contents are based on the results of a 28-subject (half of whom identified as full-time educational interpreters) study comparing educational and community-based interpreters; the impetus of this study was the desire of the state of Virginia's Department of Education to determine if a psychological profile of interpreters existed that might be utilized for screening potential employees. Results indicated that on certain measures interpreters are clearly distinguishable from the general population; abstract reasoning ability is noted as considerably impressive. A discussion of full study results and their implications for educational interpreters is offered.

Witter-Merithew, A., & Johnson, L. (2004). Market disorder within the field of sign language interpreting: Professionalization implications. *Journal of Interpretation*, 19-55.

(E) This article examines the field of sign language interpreting through the lens of trait theory to determine the extent to which the field has achieved elements of professionalization. The authors suggest that the areas in which the field has not achieved these elements have contributed to a state of market disorder. The paper defines the terms "profession", "professionalization" and "market disorder", expands upon the components of trait theory as a framework for assessing professionalization, and applies these components to sign language interpreting. Four recommendations are made for advancement of the field while instilling the attitudinal and ideological attributes germane to the best interest of consumers.

Metzger, M., Collins, S., Dively, V., & Shaw, R. (Eds.). (2003). *From topic boundaries to omission* (Vol.1). Washington, DC: Gallaudet University Press.

(E) This book focuses on interpretation for monologic and multiparty communication situations involving spoken and signed language interpretation, in medical, religious and educational venues. The text begins with an examination of behaviors of interpreters in medical settings that demonstrate that they do more than provide meaning-based translation. From there, attention turns to exploring the extent of interpreter involvement and influence in interpreted discourse. The third selection on interactive situations is an examination of a case study of a Deaf worship service that highlights the fact that this type of event, while monologic in hearing culture, is interactive in a Deaf environment. Contributions to the second half of the text focus on interpretation in monologic discourse and include an analysis of interpreter omissions that occur in a university lecture, and a discussion on the issue of meaning versus form. Of primary interest is the section that explores transliteration in educational settings as an interpretation methodology that may capture intended meaning but is not a verbatim rendition of the source message. An analysis of prosodic features and pausing in three interpreted texts rounds out this text. The sum total of contributions offers insight into the process and product of interpretation.

Dean, R., & Pollard, R. (2002). *Benefits of teaching via the Demand-Control Schema for interpreting work*. Unpublished manuscript.

(E) This article outlines the benefits of incorporating the Demand-Control Schema (DC-S) in interpreter education. Benefits outlined include; providing structure and reasoning to replace the “it depends” model of decision making, promoting more effective learning of specialized practice/content areas through the application of Environmental, Interpersonal, Paralinguistic and Intrapersonal (EIPI) demand categories, and fostering opportunities for interpreters/students to learn from any setting (even without deaf consumers). The authors also suggest that incorporating this schema into interpreter education will improve student morale and reduce attrition from Interpreter Training Programs (ITPs) and the interpreting field, foster improved self-monitoring of assignment choices, and open practical and realistic dialogue about the work of interpreting and its implications. Authors further stress that these non-language, non-cultural factors are a fundamental aspect of interpreting and therefore must be a central element of professional training.

Napier, J. (2002). Linguistic coping strategies of interpreters: An exploration. *Journal of Interpretation*, 63-91.

(E) This article defines the concept of “coping strategies” generally and within the context of interpreting and discusses the points during an interpretation at which such strategies may be employed. Examples of coping strategies related to discourse are outlined; a case is made for conscious and unconscious omissions to be considered a linguistic coping strategy.

Quinto-Pozos, D. (2002). Interpreting for foreign language courses: The case of Spanish. *Journal of Interpretation*, 93-110.

(E) This article is a non-research based compilation of issues and challenges related to interpreting in foreign language classes at the secondary and post-secondary levels. The author offers suggestions for meeting these challenges, strategies for appropriate mouthing and fingerspelling, and places special emphasis on presenting strategies for interpreting Spanish language courses.

Taylor, M. M. (2002). *Interpretation skills: American Sign Language to English*. Edmonton, Alberta: Interpreting Consolidated.

(C) This book is based on research conducted to identify successful patterns exhibited when interpreting from ASL to spoken English. The text clarifies the foundational skills and six major features of successful interpretations as well as provides a framework for descriptive and diagnostic assessment.

Dean, R. K., & Pollard, R. Q. (2001). Application of Demand-Control Theory to sign language interpreting: Implications for stress and interpreter training. *Journal of Deaf Studies and Deaf Education*, 6(1), 1-14.

(C) This article explores Demand-Control Theory, a job analysis tool, applied to the complex work of sign language interpreting. Sources of demands and corresponding decision latitude in response to those demands are examined. The authors conclude that non-linguistic demands and restrictions in decision latitude likely contribute to stress, cumulative trauma disorders, burnout and ultimately to a shortage of interpreters. Suggestions for improving interpreter education are offered, including extended periods of supervised practice akin to and common in other professional occupations that are also subject to numerous demands.

Roy, C. B. (2000). *Interpreting as a discourse process*. New York, NY: Oxford University Press.

(C) This book is grounded in the application of current understanding of discourse theory and perspectives on the role of the interpreter to a 1989 study based on an interpreted event involving a deaf and a hearing participant. Definitions and linguistic approaches to discourse, and the evolution of studies in translation, interpretation and turn-taking as a part of discourse are examined. Interpreted situations are explored as interactional events rather than events distinguished by occasion, study participants are interviewed and an analysis of the turn-taking protocol in the study outlined. An examination of the role of the interpreter in discourse and a summary of study highlights round out this text.

Witter-Merithew, A., Taylor, M. & Johnson, L. (2001). Guided self-assessment and professional development planning: A model applied to interpreters in educational settings. *Proceedings of the 17th National Conference of the Registry of Interpreters for the Deaf: Tapestry of Our World*. Retrieved from http://www.unco.edu/doit/resources/Publication_PDFs/Guided_Self_Assessment_Educational.pdf

(E) This conference proceeding paper opens with a description of the Educational Interpreting Certificate Program (EICP) offered through the Distance Opportunities for Interpreter Training Center (DO IT Center). The paper goes on to highlight challenges, benefits and considerations associated with delivering interpreter training via distance education. The bulk of this paper focuses on the presentation of a theoretical framework for conducting student self-assessment in an online environment, and outlines the process EICP students follow in conducting self-assessments as a part of their coursework. It concludes with a statement on the benefit of acquiring self-assessment tools for those who work independently and under little to no direct supervision.

Stauffer, L. K., & Viera, J. A. (2000). Transliteration: A comparison of consumer needs and transliterator preparation and practice. *Journal of Interpretation*, 61-80.

(R) This article sets forth what practitioners actually do when transliterating, compares this to what consumers want from transliterating services, identifies characteristics of English signing consumers and presents findings from a survey that reviewed curriculum from four U.S. interpreter preparation programs related to equipping students with this skill. The authors also highlight implications for practitioners working with consumers who utilize English-like signing.

Viera, J. A., & Stauffer, L. K. (2000). Transliteration: The consumer's perspective. *Journal of Interpretation*, 83-98.

(R) This article focuses on the perspective of consumers of transliterating services. Literature on transliteration is reviewed and the results of a consumer-based survey to gather information on requirements and expectations outlined.

Moose, M. L. (n.d). *Training students to work with educational interpreters: A curriculum for the preparation of educational interpreters*. Retrieved from http://www.online-conference.net/downloads/sdp_free/training_students.pdf

(E) This article opens with a discussion of the national educational interpreter shortage, lack of standards for educational interpreting and lack of consistency in categorizing and compensating educational interpreters at the time the article was authored. It discusses the

rapid influx of deaf / hard-of-hearing students into mainstream classrooms, and the inability of the interpreting field – specifically as it pertains to educating interpreters to work in the classroom - to meet the subsequent demand. The article then reports on a grant issued by the New York State Department of Education to provide pre-service training, and supervision and assessment of those currently working in K-12 settings. One component of the training developed under this grant was supporting interpreters in educating deaf / hard-of-hearing students to become effective consumers of interpreting services. The author then offers a curriculum toward this end.

Websites of interest

<http://www.interpretereducation.org/>

National Consortium of Interpreter Education Centers (NCIEC) home page. Six federally funded Interpreter Education Centers established the National Consortium in 2006 as a way to maximize expertise, leadership, and fiscal resources toward the shared goal of enhancing sign language interpreting education.

Topic Area 2.7*Deaf and Hard-of-hearing Student, and Educational Interpreter Demographics*

Total entries: 6

(C) – Critical: 3

(E) – Essential: 1

(R) – Relevant: 2

Registry of Interpreters for the Deaf. (2011). *2011 annual report to the members*. Retrieved from http://www.rid.org/userfiles/File/pdfs/About_RID/RIDFY2011AnnualReport.pdf

(R) This annual report outlines certification, membership and testing statistics including information on the numbers of members, who have an Educational Interpreter Performance Assessment (EIPA) score of 4.0 or above, awarded the Ed: K-12 certificate.

Hale, K. J. (2010). Educational interpreters' salaries: Correlations with demographic and employment characteristics. *Journal of Interpretation*, 1-30.

(C) This article presents findings from a study that examined salaries of 56 educational interpreters in the state of Kentucky during the 2007-2008 academic year and analyzes this data in relation to community interpreters' earning potential. While comparable salaries exist, findings reveal compensation disparity between these two groups based on credentials and years of experience. This article also explores literature on recruitment and retention of educational interpreters.

California State University Northridge, Center on Deafness. (2007). Research on interpreter shortages in K-12 schools. *RID VIEWS*, 24(7), 8, 34-35.

(C) This article summarizes statistical research on interpreter shortages in K-12 settings in the 2005-2006 academic year. Salient points include the difficulty in accurately measuring shortages beginning with defining a "request" in this setting. Areas of K-12 education where interpretation services are lacking are noted, and perceptions and frustrations of school administrators and interpreters are spelled out. The most pertinent of these is the perception that interpreter training programs fail to prepare interpreters to; distinguish between community and educational interpreting, and expose interpreters to a variety of communication methodologies.

Mitchell, R. E., & Karchmer, M. A. (2006). Demographics of deaf education: More students in more places. *American Annals of the Deaf*, 151(2), 95-104.

(R) This article presents national demographic information pertaining to the distribution of deaf and hard of hearing students throughout a variety of educational settings. The article suggests that more students are being educated in neighborhood schools and are more dispersed than in the past. While the data presented is from 2006, should the trends outlined in this article continue there may be implications for interpreter training on two fronts; potentially increasing the number of interpreting services needed, and presenting greater challenges for researchers to identify trends in service to this population via large and generalizable studies.

Schwartz, D. B. (2006). Job satisfaction among sign language interpreters. *Journal of Interpretation*, 47-82.

(E) This article reports the findings of a study administered to interpreters from the United States, Canada and several European nations that examined the relationship between job satisfaction and a variety of demographic variables. While it considers the interpreter population in general (as opposed to focusing on educational interpreters) the results have implications for interpreters in educational and instructional settings. Results indicate that autonomy, supervision, manageable workload, absence of conflict, opportunity for advancement in the field, work environment, life choices and other non-interpreting related variables impact job satisfaction.

Gallaudet Research Institute. (2005). *Regional and national summary report of data from the 2003-2004 annual survey of deaf and hard of hearing children and youth*. Washington, DC: GRI, Gallaudet University.

(C) This report summarizes data reported in a 2003-2004 annual survey on a variety of demographics including total number of deaf / hard of hearing children, gender, ethnicity, etiology and age of hearing loss onset, parental and sibling hearing status, degree of hearing loss, cochlear implants (CI) and number of CI users in the classroom, other assistive devices used, language used in the home, communication modality utilized in the classroom, instructional settings, amount of time integrated with hearing peers, support services received, functional assessment and additional conditions other than hearing loss.

Section 3

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3.2 Websites

Boys Town National Research Hospital

<http://www.boystownhospital.org/hearingservices/childhoodDeafness/Pages/EducationalInterpreter.aspx>

Classroom Interpreting

www.classroominterpreting.org

Commission on Collegiate Interpreter Education (CCIE)

<http://www.ccie-accreditation.org/index.html>

Gallaudet University Laurent Clerc National Deaf Education Center

http://www.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Educate_Children_%283_to_21%29/Resources_for_Mainstream_Programs.html

Hands and Voices

<http://www.handsandvoices.org>

National Consortium of Interpreter Education Centers (NCIEC)

<http://www.interpretereducation.org/>

The Interpreter's Tapestry

<http://www.interpreterstapestry.org/edterp/1interpreters.shtml>

United States Department of Justice

<http://www.ada.gov/>