

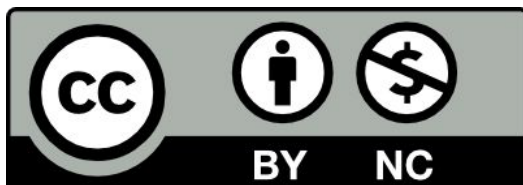


**Improving Rural Interpreter Skills**

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# Module 11: Introspection: Discovery & Reflection



Module content developed in part by [UNC-IRIS Project](#) & [UNC-Project CLIMB](#)  
[ASL lectures](#) by: Stephanie Hakulin & Shira Leitson-Grabelsky

# Overview & Objectives

**Overview:** This is the final module in a series of modules designed to provide tools to facilitators and mentors working with more novice interpreters. In this module, you will synthesize concepts covered throughout the RIPPLE training.

## Learning Outcomes and Objectives

### Upon Completion of this module participants will be able to:

1. Incorporate knowledge of adult learning principles and mentoring/facilitation strategies into the work of facilitating the IRIS Project curriculum.
2. Engage with novice rural interpreters using a culturally responsive approach to facilitation and mentoring.
3. Demonstrate an understanding of the importance of linguistic and cultural considerations when interpreting.
4. Apply linguistic and cultural considerations when facilitating and mentoring.
5. Synthesize the importance of facilitators and mentors as role models.



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# Growth Mindset & Make it Stick

## Growth Mindset – The Cornerstone of Learning

A growth mindset exists when an individual seeks challenges for improvement, sees failure as a chance to learn from mistakes, and believes improvement is always possible for anyone. A person with a growth mindset appreciates the success of others because it offers an example that growth is possible and an example from which learning can be derived as opposed to a yardstick for measuring personal value or achievement. For this to be successful, ***both the facilitator/mentor and the learner must possess and sustain a growth mindset.***

## Making it Stick - The Importance of Durable Learning

Durable learning is learning that can be recalled and applied for a long time without significant deterioration in quality or value to the learner. This occurs when learners are actively engaged in investigating, researching, explaining, problem-solving, struggling, and reflecting.

Durable learning or learning that sticks, is derived from taking risks, embracing mistakes, seeking feedback on mistakes, viewing mistakes as a necessary tool for growth and learning, and recognizing that struggle is a necessary part of growth that lasts. ***The most durable or impactful learning comes from struggle.*** It is what builds endurance and resilience—both of which are necessary for mastery of complex skills such as interpreting.

As facilitators and mentors, you will want to foster a growth mindset and durable learning in the community of learners you work with. Next, let's learn more about how struggle contributes to growth and learning by exploring The Learning Pit.

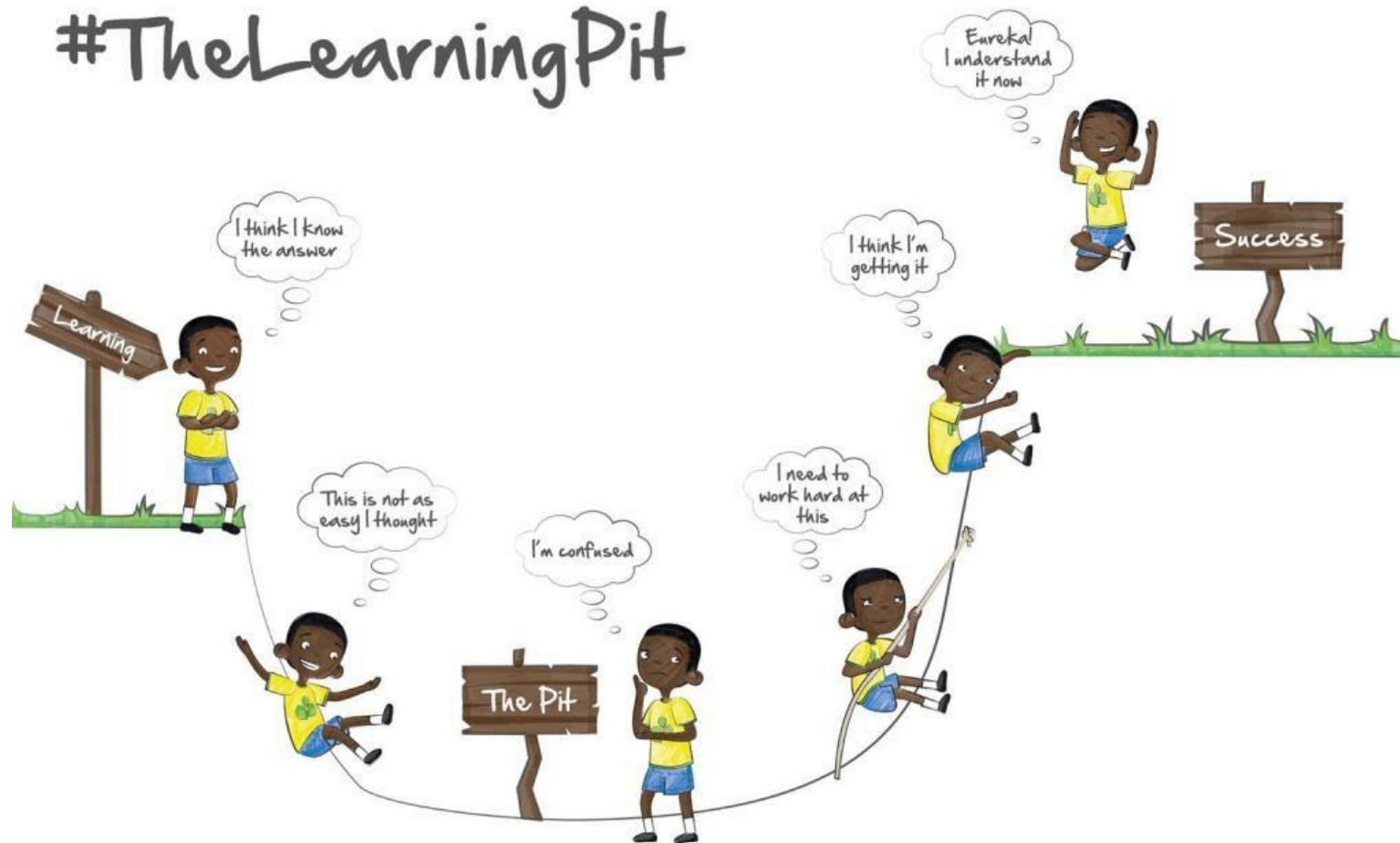


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# The Learning Pit

## #TheLearningPit



The Learning Challenge  
by James Nottingham





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# The Learning Pit, Stage 1

**There are four stages to the Learning Pit**

## **Stage 1 - Introducing a Concept**

Every subject within a curriculum allows for the exploration of a range of topics within a subject and a range of concepts within the topic. For example, in considering the subject of the American Legal System, there are many subjects—such as criminal and civil law. And within those subjects, there are many concepts that can be considered and offer opportunities to explore meaning, assumptions, beliefs, and implications--concepts of fairness, access, social justice, race, culture, and any number of concepts can surface and be explored.

Concepts are more than facts. It is a fact that the US Constitution is the supreme law of the United States of America. Challenging a fact does not yield much new insight. However, exploring concepts within that fact can. For example, why are laws necessary? What is the role of a constitution within a society and/or government? What are the ways in which constitutions might be developed and adopted? These types of questions explore concepts within the topic and foster deeper levels of insight and understanding.

# The Learning Pit, Stage 2

## Stage 2 - Conflict

When a facilitator introduces a cognitive wobble—the intellectual dilemma process—they will introduce two or more concepts or ideas, which learners agree with and are in conflict with each other. Here is an example.

The topic being discussed is skills performance and the need for interpreters to gain opportunities to try new skills in real-world settings. The intellectual dilemma could be that creating space for interpreters to stretch and gain new experiences in interpreting is important....as is the right of deaf people to access the most competent interpreters possible.

Learners likely agree with both of these ideas and also recognize they are in conflict with one another. Why are they in conflict? Well, part of trying new skills in the real world involves trial and error. When consumers are present and depending on the service, what they are able to access may be compromised and less than that to which they are entitled. Likewise, if consumers are only willing to rely on the most competent interpreters, the ability of more novice interpreters to gain the competence they need will be delayed or unachievable.



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# The Learning Pit, Stage 3

## Stage 3 – Construct

The pit also fosters a collaborative element to the learning and thinking process because it encourages learners to come together to support each other by building on each other's ideas. Through this process, learners can achieve eureka! moments when they realize, "I got it!", "I found the answer I was seeking!", "I can do this!". It is this realization that fosters a growth mindset—a mindset that I may not be quite there yet, but I am getting there...I can figure things out...I have the ability to do this. This process is what creates a strong learning community.

Some learners will exit 'the pit' quicker than others—they will discover what is needed to understand the dilemma at a deeper level and to figure out strategies for moving forward. Those who do exit the process quicker than others should be encouraged to help others still in the process to complete it. This quality of learners helping learners move through the steps is one that helps to create strong learning communities and is an important part of the COL you will guide and support.



# The Learning Pit, Stage 4

## Stage 4 - Consider

This is the final stage in which learners look back at part or all of their learning journey and ask themselves some meta-cognitive questions. For example, “What did you think about the ideas at the beginning?”, “What caused you to think about the concept or ideas further?”, “What got you into the pit?”, “What strategies did you use while you were in the pit?”, “What did you do to get out of the pit?”, “What do you think your answer to the dilemma is now, as compared to before?”.

What is the outcome of the Learning Pit process for learners?

- Develop better answers
- Use more complex thinking
- Build resilience and identify new/alternative learning strategies
- Get into a growth mindset

# The Learning Pit in Practice

## A conflicting scenario . . .

Creating space for interpreters to stretch and gain new experiences in interpreting is important as is the right of deaf people to access the most competent interpreters possible. It is likely we agree with both of these ideas, while also recognizing they are in conflict with one another.

Why are they in conflict? Well, part of trying new skills in the real world involves trial and error. When consumers are present and depending on interpreting services their access may be compromised and less than what they are entitled to. Likewise, if consumers are only willing to rely on the most competent interpreters, the ability of more novice interpreters to gain the competence they need will be delayed or unachievable.



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# Discussion: The Learning Pit in Practice



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

Based on the previous scenario, respond to the following questions:

1. What are the pros and cons of each strategy (creating spaces for interpreters to gain more experience vs. only having the most competent interpreter at each assignment)?
2. What skills and/or resources, for each strategy, will you need to incorporate in your community of learning?

## Response post directions:

1. Review the responses from at least two peers in GoReact. In response to their post, offer a resource (articles, research, community-based resources, etc.) that will support their responses.
2. Are there any identifications made that are different than your own? Are there any that are similarly identified however for different reasons? Respond to a colleague asking questions to further the discussion.



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# Language & Cultural Deprivation

Language deprivation occurs due to a chronic lack of full access to a natural language during the critical period of childhood language acquisition (approximately the first five years of a child's life). Language deprivation during this critical period appears to have permanent consequences (Hall, 2017). As interpreters, we are working with diverse deaf individuals who may have experienced some type of language deprivation.

This directly impacts interpreting as it is compounded by the fact that interpreters have their own disfluencies in language depending on their native language(s) and the language(s) they are working into. Going further, this same idea applies when interpreters are working with individuals from cultures and backgrounds other than their own. It is likely interpreters are the ones lacking the fund of knowledge to work effectively within certain cultural contexts.

How interpreters navigate working with individuals with the lived experience of language deprivation and/or cultural-linguistic deprivation requires deep analysis. This analysis requires introspectively looking at one's own understanding of these concepts and how one can move forward in providing interpretations that are equivalent and culturally affirming.

To further your understanding of language deprivation and cultural-linguistic deprivation, review the following resources. *Note* that this review may take up to two hours of your time, plan accordingly.

- [Language Deprivation](#) ASL with spoken English interpretation by Wyatt Hall
- It's you, not me!: Black Deaf People's Experience of Cultural-Linguistic Deprivation [English](#) | [Spanish](#) | [ASL](#) by Gloshanda Lawyer, Kenton Myers, Candace Jones, and Reginald Bess

# Discussion: Language & Cultural Deprivation



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

Based on the review of the resources provided to you about language deprivation and cultural-linguistic deprivation, respond to the following questions:

1. What is your overall takeaway?
2. Was there anything presented that you would like to explore further?
3. How do you think is this topic relevant to facilitating and mentoring rural interpreters?

## Response post directions:

Review the responses of your colleagues. Are there any identifications made that are different than your own? Are there any that are similarly identified however for different reasons? Respond to a colleague asking questions to further the discussion.



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# Reflecting on Role Models

Please watch these two videos before contributing to the next discussion.





# Discussion: Reflecting on Facilitators and Mentors Role Models



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

After viewing both resources, create an original post that addresses the following prompts:

1. While thinking about your own identities and experiences within mentoring relationships and in education settings, what would equity look like for you in these contexts?
2. As mentors, how can we actively create equitable experiences for mentees especially when encountering culturally- rich circumstances from a culture other than our own?
3. Reflect upon your own experience here in this training. Did you get what you needed from your facilitator to maximize your learning? If yes, describe how you will incorporate the successful techniques in your own COL. If no, describe what you can do differently to maximize learning for participants in your COL.

## Response post directions:

Review the responses of your colleagues. Are there any identifications made that are different than your own? Are there any that are similarly identified however for different reasons? Respond to a colleague asking questions to further the discussion.



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# Congratulations!



This journey would not have been complete without your contributions to your community of learning (COL). All of your hard work and growth over these past few months are remarkable. As you continue onward into your facilitation and mentoring work, think deeper, seek out wisdom from others, and push to integrate counter-narratives into the collective consciousness of the interpreting field.



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# Online Toolkits

Below are a number of online toolkits\* as a resource for your future use as a facilitator and/or mentor:

1. [CATIE Center Resource Library for Interpreting in Healthcare Settings](#)
2. [CATIE Center Graduation to Certification Resource Library](#)
3. [Center for Atypical Language Interpreting \(CALI\) Scenarios & Self-Paced Modules](#)
4. [Deaf Interpreter Institute](#)
5. [National Clearinghouse of Rehabilitation Training Materials](#)
6. [National Deaf Center Online Learning Modules](#)
7. [National Interpreter Education Center \(NCIEC\) Mentoring Toolkit](#)
8. [Project CLIMB Toolkit for Legal Interpreters](#)
9. [Protactile Language Interpreting](#)

\*[Guidance](#) when utilizing these toolkits.



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# Post-Test

**NOTE:** You have to log into Canvas to complete this post-test

1. The learning pit has four stages. What are the stages?  
Choose all that apply.
  - a. Introducing a Concept
  - b. Conflict
  - c. Construct
  - d. Consider
  - e. Correction
2. The most durable or impactful learning comes from \_\_\_\_.
3. In order for a growth mindset to be successful, who must possess a growth mindset?
  - a. Only the facilitator/mentor
  - b. Only the participant/mentee
  - c. Both the facilitator/mentor and the participant/mentee



*Correct responses: 1. All but E., 2. Struggle, 3. C*



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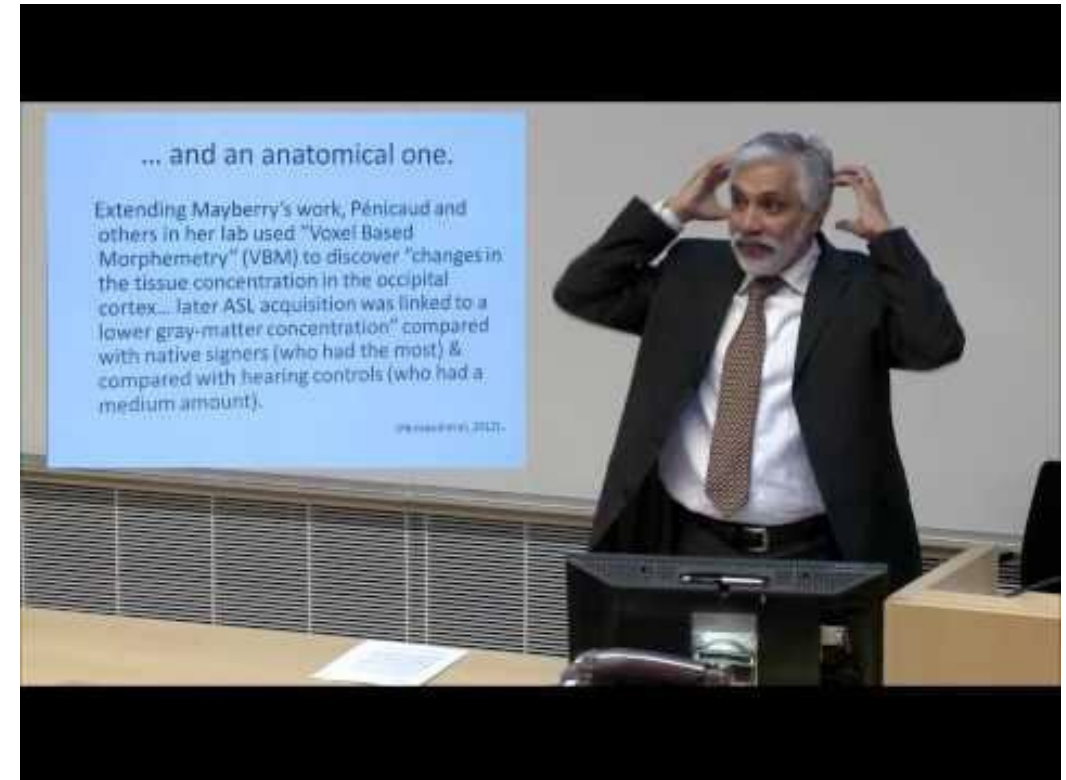
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# Additional Resource

Further resources Language Deprivation and Language Deprivation Syndrome

- [What is Language Deprivation?](#)
- [Northeastern University Center for Atypical Language \(CALI\)](#)
- [Language Deprivation and Deaf Mental Health](#)
- [NAD Language Deprivation Task Force](#)



*Language Deprivation Syndrome presentation by Sanjay Gulati, M.D. (2014)*





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