

The Course Map for Project CLIMB’s Bridge to Practice is below. The Course Map serves as a printable “at-a-glance” reference guide that participants can use to see the overall flow for Project CLIMB’s Bridge to Practice modules. All specifics (including dates) will be inside Canvas. *Please read everything in the Curriculum Map carefully.*

Course Map for: Project CLIMB Bridge to Practice

Project Purpose: Upon completion of the Project CLIMB training modules listed below, participants will have acquired the competencies required of ASL/English interpreters working in the legal specialty.

Legal Interpreter Domains

1. **D1-** Court and Legal Systems Knowledge (Demonstrate broad knowledge of various court and legal systems)
2. **D2-** General Legal Theory (Demonstrates knowledge of general legal theory)
3. **D3-** Court and Legal Interpreter Protocol (Demonstrates broad understanding of general court and legal interpreter protocol)
4. **D4-** Interpreting Knowledge and Skills (Demonstrates knowledge and skills critical to effective decision-making and interpreting within court and legal settings)
5. **D5-** Professional Development (Demonstrates competences critical to ongoing professional development within court and legal settings)
6. **D6-** Power, Privilege, and Oppression: Demonstrates knowledge and skills critical to the understanding of positionalities, language ideologies, what it means to be an accomplice, and exhibits the ability to engage in social justice discourse.

Key used to indicate when a domain is introduced, applied, or reviewed: i-introduced, a-applied, r-reviewed

GC = Generalist Competency; D= Legal Interpreter Domain (eg, D1= Legal Interpreter Domain 1, D2= Legal Interpreter Domain 2, etc.)

<p>Module 1:</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● State the different ways that can burglary can be reported in your state (D1) ● Create a translation of how burglary can be reported in your state (D1, D2, D3, D4, D6) ● Create a collaborative analysis of a stimulus text (D3, D6) 	<ul style="list-style-type: none"> ● Access to GoReact (link to join in course) ● Media: <i>Attorney Meeting: Criminal Preparation for a Guilty Plea</i> https://youtu.be/-Xhd8xRwa9U ● Media: <i>Attorney Meeting: Criminal Preparation for a Guilty Plea, Interpreter View</i> (start at 	<ul style="list-style-type: none"> ● Small group discussion #1 (synchronous) ● Independent Activity: Find how to report a burglary in your state ● Small group discussion #2 ● (GoReact)Small group discussion #3 (Synchronous)
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	<ul style="list-style-type: none"> ● Create a collaborative interpretation of a stimulus text (D3, D4, D5, D6) 	<p>beginning): https://youtu.be/zBfCqIIBaqM</p>	
Module 2:	<p>Objectives:</p> <ul style="list-style-type: none"> ● State the different ways that can a PO can be filed in your state Create a translation of burglary can be reported in your state (D1, D2, D3, D6) ● Create a translation of PO paperwork (D1, D2, D3, D6) ● Create a collaborative analysis of a stimulus text (D3, D6) ● Create a collaborative interpretation of a stimulus text (D3, D4, D5, D6) ● Describe the participant’s own interpreting decisions (D3, D4, D5, D6) ● Identify the challenges that arise during interpreting (D3, D4, D5, D6) 	<ul style="list-style-type: none"> ● Media: <i>Challenge to a Mental Health Commitment</i> https://youtu.be/6_gA9USHAWU ● Media: <i>Challenge to a Mental Health Commitment, Interpreter View</i> (start at 3:40): https://youtu.be/1jH-ym-xons ● Media: <i>Mock Guilty Plea Litany</i> https://youtu.be/6EOtoz09FPc ● Media: <i>Mock Guilty Plea Litany, Interpreter View</i> https://youtu.be/sDdS8He1uLU 	<ul style="list-style-type: none"> ● Small group discussion #1 (synchronous) ● Independent Activity: Find how to file a PO in your state ● Small group discussion #2 (GoReact) ● Small group discussion #3 (Synchronous)
Module 3:	<p>Objectives:</p> <ul style="list-style-type: none"> ● Monitor the participant’s own thinking while watching a stimulus text (‘Think Out’) ● Identify the participant’s own thoughts and questions while watching a stimulus text (‘Think Out’ (D4, D5, D6) 	<ul style="list-style-type: none"> ● Example/ media: A modeled Think Out using this text: <i>Jail Prison and Deaf People: Damon's Story</i> https://youtu.be/Ondry1Oc4hc ● Media: Think Out: <i>From the Perspective of Deaf Consumer</i> https://youtu.be/N77JpxfaPq0 	<ul style="list-style-type: none"> ● Small group discussion #1 (synchronous) ● Journal activity and discussion: What do I think about when I interpret? ● Find 14th amendment translation from Legal Interpreter Training and

	<ul style="list-style-type: none"> ● Create a collaborative analysis of a stimulus text (D, D6) ● Create a collaborative translation of a stimulus text (D3, D4, D5, D6) ● Describe the participant's own thoughts while interpreting (D4, D5, D6) ● Describe the participant's own interpreting decisions (D3, D4, D5, D6) ● Identify the challenges that arise during interpreting (D3, D4, D5, D6) 	<ul style="list-style-type: none"> ● Media: <i>The 4th Amendment</i> https://youtu.be/0D7kQAzAA_4 (ends at 1:14) 	<p>review for interpreting decisions made</p> <ul style="list-style-type: none"> ● Small group discussion #2 (GoReact) ● Small group discussion #3 (Synchronous) ● 14th amendment translation ● 14th amendment discussion
Module 4:	<p>Objectives:</p> <ul style="list-style-type: none"> ● State the different kinds of small claims that can be filed in your state (D1, D3) ● Create a translation of small claim paperwork (D1, D2, D3, D6) ● Monitor the participant's own thinking while watching a stimulus text (D6) ● Create a collaborative analysis of a stimulus text (D6) ● Create a collaborative interpretation of a stimulus text ● Describe the participant's own interpreting decisions (D3, D4, D5, D6) 	<ul style="list-style-type: none"> ● Media: HEARD Webinar on Mass Incarceration & COVID-19 https://youtu.be/YZRjK6XonvY ● Media: <i>'RoR: Release on own Recognizance'</i> https://youtu.be/tOUpSLRhWB0 ● Media: <i>'What is a Deposition'</i> https://youtu.be/xOFileHTOXM 	<ul style="list-style-type: none"> ● Small group discussion #1 (synchronous) ● Independent Activity: Find how to file a small claim in your state ● Small group discussion #2 (GoReact) ● Small group discussion #3 (Synchronous)

	<ul style="list-style-type: none"> Identify the challenges that arise during interpreting (D3, D4, D5, D6) 		
Module 5:	<p>Objectives:</p> <ul style="list-style-type: none"> Create a collaborative analysis of a stimulus text (D3, D6) Create a collaborative interpretation of a stimulus text (D3, D4, D5, D6) Describe the participant’s own interpreting decisions (D5, D6) Identify the challenges that arise during interpreting (D5, D6) Identify tools that the participant can use now that were learned in BTP (D5, D6) State at least one personal goal (D5) Describe what the participant needs to learn more about (D4, D5, D6) Identify the resources that the participant has access to (D5) 	<ul style="list-style-type: none"> Media: <i>Fisher Trial Day 8 Clip 1</i> https://youtu.be/JARMe2qb8VQ Media: <i>Fisher Trial Day 8 Clip 2</i> https://youtu.be/54_AuUofSHY?t=2611 Media: revisit a clip from the previous activities in Modules 1-4 Reflective prompt questions: <ul style="list-style-type: none"> What tools can you use now that you’ve learned in BTP? What goals do you have for yourself? What do you think you need to learn more about? What resources do you have? 	<ul style="list-style-type: none"> Small group discussion #1 (synchronous) Independent Activity: Reflection prompts Large group discussion #3 (Synchronous)

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