

The Course Map for Project CLIMB’s legal interpreter training is below. The Course Map serves as a printable “at-a-glance” reference guide that can be used to see the overall flow for Project CLIMB’s legal interpreter training modules. *Please read everything in the Curriculum Map carefully.*

Course Map for: Project CLIMB Legal Interpreter Training

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 competencies 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.)

Module Name	Module Goal & Objectives	Materials Needed	Assessments/Activities
Module 1: Overview of the American Judicial System (D1-i, D2-i, D3-l, D4-i/a)	Objectives: <ul style="list-style-type: none"> ● Provide examples of the context in which people end up interacting with the legal system (D1, D3) 	<ul style="list-style-type: none"> ● Media: Legal system basics overview video - animation with narration. ● Handout: The Government of the United States 	<ul style="list-style-type: none"> ● Pre-test ● Discussion - The 14th Amendment ● Knowledge check #1 ● Knowledge check #2 ● Knowledge check #3

	<ul style="list-style-type: none"> ● Identify how laws are made and who makes them, set into the larger context of US society (D1, D2) ● Describe the 3 branches of government, how they interact with each other around lawmaking, and the related terminology (D1, D2) ● Demonstrate understanding of the 14th amendment (D2, D4) 	<p>Organizational Chart (download)</p> <ul style="list-style-type: none"> ● Interactive version of the US Constitution ● The 14th amendment ● Media: 3 branches of government animation with signed narration video. ● Handout: Obama’s executive order on improving American Indian and Alaska Native Educational Opportunities ● Handout: President Trump's ongoing effort at an Executive Order resulting in a Muslim Ban ● Handout: Governor Deval Patrick's Executive Order prohibiting the use of undocumented workers on state contracts ● Media: Example of an administrative ruling. VRS Reform Updates ● Media: How to Read a Case 	<ul style="list-style-type: none"> ● Discussion- Explaining our Presence in Court ● Post-test
--	---	--	---

		<ul style="list-style-type: none">● Media: Captioned version of Schoolhouse Rock, “I’m Just A Bill” video clip● Handout: Deaf Mexican immigrants are declaring asylum in the U.S.-and winning● Case: Matter of Reynolds v Fraser (2004 NY Slip OP 24352)● Handout: Lesbian couple have deaf baby by choice● Website: Federal- Rules of Evidence Rule 604● Website: Federal Court Interpreting Act● Handout: American with Disabilities Act● Handout: Mass Rules of Criminal Procedure - Rule 41 Judge’s power● Handout: Mass Rules of Evidence - Section 604 Interpreter subject to rules governing Competency, Expert Witness, and takes the Oath	
--	--	--	--

		<ul style="list-style-type: none"> ● Handout: Mass Rules of Evidence - Section 521 Sign Language Interpreter - Client Privilege ● Handout: Communication Access in State and Local Courts ● Additional resources full case text: Brown vs. Board of Education – Full Case Text ● Additional resource handout: Comparing State and Federal Courts ● Additional resource handout: Deaf Interpreters in Court: An Accommodation That is More Than Reasonable, Carla Mathers ● Additional resource: Introduction to the American Legal System ● Additional resource website: Language and the Law in Deaf Communities, Ceil Lucas, Editor ● Additional resource Case: PBS's Summary of Brown vs. Board of Education 	
--	--	---	--

		<ul style="list-style-type: none">• Additional resource book: Sign Language Interpreters in Court: Understanding Best Practices, Carla M. Mathers• Additional resource Case: Supreme Court Decision in Loving vs. Virginia• Additional resource website: Helping Educate to Advance the Rights of the Deaf (HEARD)• Additional resource website: National Association of Judiciary Interpreters and Translators (NAJIT)• Additional resource website: National Black Deaf Advocates• Additional resource website: National Center for State Courts• Additional resource website: National Consortium of Racial and Ethnic Fairness in the Courts• Additional resource website: Sacred Circle• Additional resource website: World Federation of the Deaf	
--	--	---	--

<p>Module 2: Systems Thinking for Interpreters (GC, DI-i, D3-i/r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Identify the three elements of a system and provide a basic explanation of what each represents (GC) ● Analyze events within the legal system by examining the three elements of the system and how they interrelate (D1,D3) 	<ul style="list-style-type: none"> ● Handout: Analysis form needed for both picture analysis assignments ● Handout: Picture analysis sample ● Handout: Picture analysis #1: Courtroom ● Handout: Picture analysis #2: Custodial Interrogation-See module PowerPoint for picture ● Journal for recording observations ● Handout: Why do Qualified Sign Language Interpreters get Less work? ● Media: Molly Wilson's vlog bypass ● Handout: Death of Carl Dupree on Gallaudet Campus 1990 ● Handout: Jenkins Appellate Court Decision ● Handout: Linguistic Competence to Stand Trial ● Handout: The Horror of Being Deaf and in Prison ● Media: How to Read a Case ● Handout: Arrest Patterns and Trends 1990-2010 	<ul style="list-style-type: none"> ● Pre-test ● Discussion - Roles ● Discussion - Picture analysis part 1 ● Knowledge check #1 ● Knowledge check #2 ● Discussion - Institutional Barriers ● Discussion - Picture analysis part 2 ● Discussion - Journal Reflection ● Post-test
--	--	--	---

		<ul style="list-style-type: none"> ● Handout: Demographic Patterns in Arrests ● Handout: Patterns of Criminal Conviction and Incarceration Among Mothers of Children in Foster Care in NYC ● Handout: Image #1 Jury Trial and Image #2 Client-Attorney Meeting for picture analysis - Part 2 ● Additional resource handout: Patterns Behind the Events Case Studies 	
Module 3: Introduction to Criminal Law (D1-i/r, D2-i, D3-i, D4-i/a, D6-i)	<p>Objectives:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of the 4th, 5th , and 6th amendments to the US constitution via hands on application, translation and interpretation work. (D1, D4) ● Describe the order of a criminal trial and the roles of the different players (e.g. Judge, Prosecutor, Defense Attorney, etc.) (D1) ● Recognize and identify the Rules of Evidence and through hands-on activities such as 	<ul style="list-style-type: none"> ● Media: Animated overview of criminal law Search and Seizure ● Handout: 14th Amendment ● Handout: The Sequence of Events in the Criminal Justice System ● Media: The Central Park 5 documentary ● Media: The Central Park 5 documentary with cutaways and narration ● Handout: Exigent Circumstances 	<ul style="list-style-type: none"> ● Pre-test ● Discussion - Text Analysis of the 4th Amendment ● Discussion - Charge of Unlawful Assembly ● Discussion - Text Analysis of the 5th and 6th amendment ● Discussion- Roles and Responsibilities of Prosecutors in your State and at the federal level. ● Discussion - Miranda Warnings Translation

	<p>group discussion or role play (D2)</p> <ul style="list-style-type: none"> • Demonstrate how the flow or restriction of evidence affects the outcome of a trial plea (D1, D3) • Demonstrate facility with trial rights surrendered via the guilty plea litany through culturally appropriate individual and group translation work (D1, D3, D4, D6) • Describe what happens at disposition (sentencing, post-disposition outcomes like probation, incarceration, parole) (D1, D3) 	<ul style="list-style-type: none"> • Handout: Understand the Difference Between Probable Cause and Reasonable Suspicion • Website: Charge • Website: FAQs Police Interrogations • Website: Miranda & Involuntary Confessions • Case: MIRANDA v. ARIZONA • Case: FRAZIER v. CUPP • Website: The Use of Deception During Police Interrogations • Handout: NY Rules of Professional Conduct • Case: State v. Stanley, 121 Ohio App.3d 673 (1997) • Handout: Miranda Warning • Website: Probable Cause • Website: Indictment • Website: Rape • Website: Rape in the first degree • Website: Elements • Website: Sexual abuse in the first degree 	<ul style="list-style-type: none"> • Required discussion - Element identification • Post-test
--	--	--	---

		<ul style="list-style-type: none"> ● Handout: Are criminal risk assessment scores racist? ● Website: Interlocutory appeal ● Media: Criminal Court Case ● Handout: Selecting the Jury ● Handout: Criminal Trial Procedures ● Website: Federal Rules of Evidence ● Handout: Probation and Parole ● Handout: Central Park Jogger Case ● Handout: 8 Facts You Should Know about the Criminal Justice System and People of Color ● Website: HEARD's incident log of police brutality against Deaf people ● Website: Voir dire and Jury Selection ● Handout: 17th arrest made in case of deaf Mexican peddlers 	
--	--	---	--

		<ul style="list-style-type: none">● Handout: The invisible man: The Conscious Neglect of Men and Boys in the War on Human Trafficking● Handout: Viable Communications, Its Owner and Former Executive Sentenced for Roles in \$20 Million Fraud Scheme● Handout: Deaf, mute, and accused of murder, an undocumented immigrant has been in legal limbo for 12 years● Additional resource book: The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander● Additional resource media: June Prusak Legal Terms in ASL● Additional resource media: Understand Criminal Law in 18 Minutes● Additional resource media: Marlee Matlin on Deaf and Police Interaction	
--	--	---	--

		<ul style="list-style-type: none"> • Additional resource media: A Prosecutor’s Vision for a better Justice System Adam Foss • Additional resource film: Out in the Night • Additional resource media: Pomona College Criminal Justice Symposium - Master Class with Bryan Stevenson 	
Module 4: Introduction to Civil Law (D1-i, D2-i/r)	<p>Objectives:</p> <ul style="list-style-type: none"> • describe the purpose of the Civil Law system in the US (D1, D2) • Name the different standards of proof used in civil cases as opposed to criminal cases (D1) • demonstrate familiarity with the different kinds of law encompassed under civil law through discussion and group work (D1, D2) • demonstrate basic knowledge and understanding of the rules of civil procedure (D1) 	<ul style="list-style-type: none"> • Media: What is the difference between civil and criminal cases (an overview). • Media: An Overview of Tort Law • Media: Link to Erin Brokovich movie • Media: What is a class action • Case: Bates v. UPS (Deaf employees class action against UPS) • Website: GLAD • Case: Yick Wo v Hopkins • Media: ADA 9 of 25 hospital interpreters • Website: Gross Negligence 	<ul style="list-style-type: none"> • Pre-test • Knowledge Check #1 • Discussion - Discrimination • Discussion - 1983 Claims • Discussion - Landlord/Tenant Law • Knowledge check #2 • Knowledge check #3 • Post-test

		<ul style="list-style-type: none"> ● Media: Cops arrest innocent Deaf woman ● Website: Section 1983 ● Website: Landlord Tenant Laws ● Website: Statute of Limitations in all 50 states ● Case: U.S. People v Crosby ● Website: Interactive Steps in a Civil Trial ● Additional resource website: Federal Rules of Civil Procedure ● Additional resource film: Class Action ● Additional resource website: What is Medical Malpractice? ● Additional resource website: Tort Law ● Additional class action resource website: \$6 Billion Lawsuit Winner to Big Tobacco, Are You Awake Now? ● Additional class action resource website: St Louis Jury Orders Johnson and 	
--	--	---	--

		<p>Johnson to Pay Million in Talcum Powder Cancer Case</p> <ul style="list-style-type: none">• Additional discrimination resource website: Netflix and Deaf Rights Group Settle Suit Over Video Captions• Additional discrimination resource website: Messages to Businesses, Don't Hang Up!• Additional discrimination resource website: Deaf Medical Student Wins ADA Case Against Creighton• Additional discrimination resource website: Fedex Ground Sued by EEOC NAD for ADA Violation• Additional discrimination resource website: Deaf Nurse Wins Court Case• Additional 1983 Claim resource website: Dismissal Agreements in Criminal Cases• Additional 1983 Claim resource handout:	
--	--	--	--

		<p>Overcoming Section 1983 Hurdles</p> <ul style="list-style-type: none"> • Additional Constitutional Claims resource case: Mamani et al. v. Sanchez de Lozada/Mamani, et al. v. Sanchez Berzain • Additional Constitutional Claims resource case: Al Otro Lado v. Nielsen • Additional Constitutional Claims resource case: Brown v. Board of Education • Additional Constitutional Claims resource case: Vasquez v. Kirkland • Additional Constitutional Claims resource case: ADA in Prisons 	
<p>Module 5: Roles, Responsibilities Principles and Protocol of Legal Interpreting (D3-i/a/r, D4-i/a/r D5-a/i/r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Define and identify the various roles and related responsibilities of interpreters working in a legal context (D3) • Outline and define how the various roles differ from one another (D3, D4) 	<ul style="list-style-type: none"> • Handout: NCIEC Best Practices (2009) • Handout: ABA Court Access for Individuals who are Deaf and Hard of Hearing: A Guide • Handout: Interpreting Legal Discourse and Working in 	<ul style="list-style-type: none"> • Pre-test • Discussion - Interpreters as Players in the Process • Discussion - Analysis of Professional Codes • Discussion - Working in Teams • Discussion - What do we know about John Smith?

	<ul style="list-style-type: none"> ● Demonstrate the knowledge on how to check in to the courtroom (D3) ● Demonstrate the ability to identify the positioning of interpreters in the courtroom in different situations while providing a direct line of sight for the interpreted party(ies) (D3, D4) ● List and discuss possible ways to gather information to prepare for the case they are about to interpret (D4, D5) ● Identify and practice locating the key components of a case number (D4, D5) ● Practice presenting qualifications and the interpreter's oath to the court (D4, D5) ● Recite the court interpreter's canons (D3-, D5) ● Identify practices that may impede our adherence to the canons (D3, D4) ● Prepare a list of qualifications for voir dire (D4, D5) 	<p>Legal Settings: An AVLIC 2011 Position Paper</p> <ul style="list-style-type: none"> ● Handout: Legal Interpreter Training Curriculum Toolkit for Trainers Deaf Interpreters: Practical Applications ● Handout: NCIEC Final Legal Competencies Document ● Handout: KSAs for ASL court interpreters ● Handout: NAJIT Code of Ethics and Professional Responsibilities ● Handout: Interpreting as a Decision Making Process ● Website: ABA Court Access for Individuals who are Deaf and Hard of Hearing: A Guide ● Handout: Standards for Performance and Professional Responsibility for Contract Court Interpreters in the Federal Courts 	<ul style="list-style-type: none"> ● Discussion - Justifying your needs to the court ● Discussion - Interpreter's Oath and Qualifications ● Discussion - The Interpreters Inner Warning System ● Post-test
--	---	---	--

		<ul style="list-style-type: none"> ● Handout: National Center for State Courts Model Code of Professional Responsibility for Interpreters in the Judiciary ● Handout: Best Practices of ASL-English Interpreters in Legal and Court Settings ● Website: Attorney Client Privilege ● Website: Maricopa County Superior Court ● Handout: Canons ● Website: Self-Talk: A Sign Language Interpreter’s Inner Warning System ● Additional resource handout: American Bar Association, Resolution 112 ● Additional resource handout: Legal interpreter training curriculum toolkit for trainers: deaf interpreters: Practical applications ● Additional resource media: Scales of Justice: Legal 	
--	--	--	--

		<p>Ramifications for Sign Language Interpreters</p> <ul style="list-style-type: none"> • Additional resource website: Scales of Justice: Legal Ramifications for Sign Language Interpreters • Additional resource website: A case for training signed language interpreters for legal specialization • Additional resource: RID Journal of Interpreting article: American Sign Language/English Interpreting in Legal Settings: Current Practices in North America 	
<p>Module 6: Domestic Violence (D1-i/r, D6-i/r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Describe the different kinds of abuse that fall under the umbrella term of Domestic Violence (D1) • State the different kinds of restraining orders/orders of protection available to survivors of domestic violence (D1) 	<ul style="list-style-type: none"> • Media: Deanne Bray’s Rude Awakening • Media: Victim or Survivor? • Handout: Deaf Power and Control Wheel • Media: DYUSA on Privilege • Handout: State domestic violence legislation 	<ul style="list-style-type: none"> • Pre-test • Discussion - Taking a Closer Look • Discussion - Using the Canons in Criminal Court • Discussion - Order of Protection Sight Translation Process Discussion • Discussion - Intersecting Laws

	<ul style="list-style-type: none"> ● Discuss how abusers can leverage intersectionality to continually victimize survivors (D1, D6) ● Discuss the areas of life that domestic violence affects for the survivor and the laws that protect or hinder their escape in those areas (D1, D6) 	<ul style="list-style-type: none"> ● Handout: Freedom from domestic violence resolution movement ● Media: PSA: Domestic violence ● Media: What is Domestic Violence? ● Website: Domestic violence in the United States ● Handout: Federal domestic violence laws ● Website: Federal domestic violence laws ● Handout: Sample restraining order ● Website: Massachusetts harassment orders vs restraining orders ● Website: Domestic violence orders of protection and restraining orders ● Handout: Sample Order of Protection from Massachusetts ● Handout: Sample Order of Protection from Texas 	<ul style="list-style-type: none"> ● Discussion - The Intersections (referencing Systems Thinking) ● Post-test
--	--	---	--

		<ul style="list-style-type: none">● Handout: Sample Order of Protection from Kentucky● Handout: Sample Order of Protection from California● Handout: Sample Order of Protection from Montana● Handout: Sample Order of Protection from Washington● Handout: Sample Order of Protection from Minnesota● Media: This is My Story● Website: When Men Murder Women: An Analysis of 2000 Homicide Data● Handout: David and Louise Turpin deny abuse of 13 children “tortured and tied to beds”● Media: the film Room● Handout: Parent abuse● Website: Parental abuse by children● Media - Key terms regarding abuse in ASL● Handout: Trafficking in Deaf Mexicans - Court case	
--	--	---	--

		<p>citation United States v. Paoletti-Lemus, et al.</p> <ul style="list-style-type: none">● Handout: Invisible Man - Law review article about human male trafficking● Handout: Intimate Partner and Familial Human Trafficking: When Domestic Violence and Human Trafficking Collide● Additional resource media: Appropriate sign for DV● Additional resource media: TriCounty GLAD Community DV Education VLOG● Additional resource media: Cleveland OH DV and the Law VLOG● Additional resource website/film: I am Jane Doe● Additional resource film: Room (2015 film)● Additional resource media: Sharon Duscheneau Communication Abuse● Additional resource media: Marilyn Smith Anti-DV Movement 1986 to 2013	
--	--	---	--

		<ul style="list-style-type: none"> • Additional resource media: Trenton Marsh Defining Terms Regarding Abuse in ASL 	
<p>Module 7: Family Court (D1-i/r, D4-i, D6-r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Describe family court’s jurisdiction (what kinds of cases and proceedings can be heard in family court) (D1) • Become familiar with Family Court vocabulary, language and proceedings (D1) • Discuss and identify power and privilege issues that can arise in divorce, custody, and guardianship proceedings (D1, D6) • Demonstrate the ability to produce high quality interpretations while being cognizant of social justice issues related to race, ethnicity, Deaf world/identity, ASL, and gender identity and expression (D3, D4, D6) 	<ul style="list-style-type: none"> • Website: Family Law • Website: Standards of Proof • Media: Civil Court Case Example • Media: Representing Yourself in Custody Court: One (hearing) Parent’s Experiences Note: this uses auto-generated captions and needs intentional captioning. • Website: Divorce laws in your state • Handout: Can Parents Lose Custody Simply Because They Are Disabled? • Case: Bednarski v. Bednarski • Case: Winkler v. Winkler • Website: Domestic violence orders of protection and restraining orders • Handout: Terminating parental Rights 	<ul style="list-style-type: none"> • Pre-test • Discussion - What’s Happening in Your State • Discussion - An Evidentiary Hearing • Discussion - Domestic Violence and Family Court • Discussion - Interpret Project CLIMB’s Family Law Termination of Parental Rights Attorney/Client Meeting • Post-test

		<ul style="list-style-type: none"> ● Handout: Child protective services in the U.S. ● Handout: Right not to hear ● Handout: Custody of Deaf Girl Given to Sign Language Speaker ● Media: Attorney Client Meeting, Termination of Parental Rights ● Media: Case Example, Terminating Parental Rights ● Website: Adoption laws by state ● Media: We Are the Lucky Ones: Voices of Fathers in Adoptive Families ● Website: Changing birth certificate designations by state ● Additional resource media: Legal-ese to Legal-ASL Vocabulary ● Additional resource media: Change your name after marriage or divorce IRS in ASL 	
--	--	--	--

		<ul style="list-style-type: none">● Additional resource media: Preparing Your Finances for Divorce in ASL● Additional resource media: Kids on the History of ASL and Language Oppression● Additional resource media: Power of Attorney in ASL● Additional resource media: Applying for Guardianship cartoon● Additional resource media: Florida Equitable Distribution of Property After Divorce● Additional resource media: Florida Equitable Distribution of Property After Divorce pt. 2● Additional resource website: Family Law in the 50 States● Additional resource website: The Difference in Probate and Family Court Guardianship● Additional resource website: No fault divorce	
--	--	--	--

		<ul style="list-style-type: none"> • Additional resource website: National Center for State Courts' Marriage/Divorce/Custody/Support Resource Guide 	
Module 8: Juvenile Court (D1-i/a/r, D2-i/a/r)	<p>Objectives:</p> <ul style="list-style-type: none"> • Describe how juveniles are defined within the justice system and locate this information for their state (D1) • Identify the differences between juvenile and adult criminal proceedings (D1, D2) • Identify proceedings that are unique to juveniles (D1,D2) • Apply their knowledge of adult court proceedings to the variety of settings that juvenile participants may appear (D1,D2) • Define the key terminology used in juvenile-centered settings (D1) • Integrate key court cases into their understanding of 	<ul style="list-style-type: none"> • Handout: Development of the Juvenile Justice System - FindLaw.pdf • Handout: Why States Are Changing Course on Juvenile Crime • Media: When do minors face trial in adult court? • Case: Roper v. Simmons 543 U.S. 551 (2005) • Handout: Juveniles and the Death Penalty • Handout: Juvenile Age of Jurisdiction infographic Handout: Juvenile Court Processes • Case: In re Gault, 387 U.S. 1 (1967) • Case: In re Winship, 397 U.S. 358 (1970) • Case: McKeiver v. Pennsylvania, 403 U.S. 528 (1971) 	<ul style="list-style-type: none"> • Pre-test • Discussion - How does your state deal with juveniles? • Discussion - Disposition, outcomes for Deaf individuals, and challenges to the interpreting process • Discussions - Children in need of services • Discussion - Interpreting a juvenile hearing • Post-test

	<p>juvenile court proceedings (D1)</p>	<ul style="list-style-type: none"> ● Media: An insider’s plan for rehabilitating the juvenile justice system ● Handout: Alternatives to Incarceration and Juvenile Detention Reform ● Handout: Alternatives to Detention and Confinement ● Media: Children, Violence, and Trauma—Innovations in Juvenile Justice ● Handout: Juvenile Dependency Proceedings Flow Chart ● Additional resource book: Bartollas, C. M. (2008). <i>Juvenile Justice in America</i> (6th ed.). (V. Anthony, Ed.) Upper Saddle River, New Jersey, U.S.A.: Pearson Education Inc. ● Additional resource: Humphries, T., R. Kushalnagar, G. Mathur, D. J. Napoli, C. Padden, C. Rathmann, S. Smith. (2013). The Right to Language. Journal of Medical Ethics. 41(4): 872-Contents. 	
--	---	---	--

		<ul style="list-style-type: none"> ● Additional resource website: The Contribution of Deaf Interpreters to GATEKEEPING within the interpreting profession: Reconnecting with our roots ● Additional resource Journal of Interpreting article: Vicarious Emotional Trauma of Interpreters: A Clinical Psychologist’s Perspective ● Additional resource article: Shielding Yourself from the Perils of Empathy: The Case of Sign Language Interpreters ● Additional resource handout: Access to Juvenile Courts ● Additional resource website: Miranda, Hearing Juveniles and Deaf Offenders ● Additional resource website: The History of Juvenile Delinquency and Juvenile Justice ● Additional resource website: The Juvenile Justice System 	
--	--	--	--

		<ul style="list-style-type: none"> • Additional resource website: San Diego Juvenile Delinquency Court • Additional resource website: The National Criminal Justice Reference Service • Additional resource website: Juvenile Law: What is Guardian Ad Litem • Additional resource website: 9 Guardian Ad Litem Responsibilities 	
<p>Module 9: Probate Court (D1-i/r, D2-i/r, D4-a/r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the probate court system through hands-on activities and group discussion (D1, D2) • Accurately translate frozen text and terms of art that are probate related (D4) • Demonstrate skill with interpreting probate proceedings through hands-on practice activities (D4) 	<ul style="list-style-type: none"> • Handout: Conservatorships • Handout: Decedent • Handout: California Last Will and Testament template • Website: State laws for creating a valid will • Media: What Happens to Your Property When You Die Without a Will • Additional resources media: Probate court • Additional resources website: State Probate Courts • Additional resources website: Does Probate Court 	<ul style="list-style-type: none"> • Pre-test • Knowledge check #1 • Discussion: Your State’s Law • Knowledge check #2 • Post-test

		Handle More Than Just Probate?	
Module 10: Adult Mental Health and Forensics (D1-i/r, D3-i/r, D4-i/a, D5-a)	<p>Objectives:</p> <ul style="list-style-type: none"> • Describe four situations where legal and mental health interpreting overlap (D1, D3) • Identify situational cues which should trigger a working interpreter to consider different expectations and interpreting techniques (D3, D4, D5) • Demonstrate use of changes in perspective and register in response to interpreting needs (D4, D5) 	<ul style="list-style-type: none"> • Handout: National Association of the Deaf - Position Statement on Mental Health Interpreting • Handout: DSM-5 • Media: Competency to Stand Trial • Handout: Donald Lang • Case: Dusky v. United States, 402 U.S. 362 (1960) • Media: Competency Evaluation (source text for ASL/spoken English Interpreters) • Media: Competency Evaluation (source text for Deaf Interpreters) • Handout: Comprehensive Crime Control Act: Clear and Convincing Evidence • Handout: Comprehensive Crime Control Act: Insanity Defense Reform Act of 1984 • Media: Project CLIMB Expert Testimony - Deaf Witness • Handout: Deaf Man Receives \$250K Settlement After Being Jailed With No Access 	<ul style="list-style-type: none"> • Pre-test • Discussion: Changes in Register • Discussion: What's the Practice in Your State? • Discussion: Changes in Perception • Discussion: Expert Witness Testimony • Discussion: How Do Cultural Differences Impact the Process? • Post-test

		<p>to Interpreter in Arlington - NBC4 Washington</p> <ul style="list-style-type: none"> ● Handout: Assessment of Deaf people in forensic mental health settings A risky business ● Handout: Mental Health for Deaf and Hard of Hearing Individuals Bill of Rights Act ● Media: Bridge to Allyship: Understanding Accountability as Sign Language Interpreters ● Media: Cultural Considerations ● Additional resource handout: Fiona Davidson, Velimir Kovacevic, Mark Cave, Kathryn Hart & Frances Dark (2015) Assessing Fitness for Trial of Deaf Defendants, Psychiatry, Psychology and Law, 22:1, 145-156. ● Additional resource case: Dusky v. United States, 402 U.S. 362 (1960) ● Additional resource website: A Historical Review of the Legal and Personal 	
--	--	---	--

		<p>Background to Jackson v. Indiana</p> <ul style="list-style-type: none">• Additional resource article: Assessing Linguistic Diversity in Deaf Criminal Suspects. Sign Language Studies, 2(4), 380-390• Additional resource case: People v. Lang, 76 Ill. 2d 311 (Illinois Supreme Court 1979)• Additional resource website: Unspeakable justice: The Oswaldo Martinez case and the failure of the legal system to adequately provide for incompetent defendants.• Additional resource handout: Insanity Defense• Additional resource case: Anonymous vs. Superintendent of Hospital, 33 Conn.Supp. 191 (1977)• Additional resource case: State v. Stanley, 121 Ohio App.3d 673 (1997)• Additional resource case: Belton v. Georgia, Not Reported in F.Supp 2d (2012)	
--	--	--	--

		<ul style="list-style-type: none"> • Additional resource case: Tugg v. Towey, 864 F.Supp. 1201 (1994) • Additional resource website: Assessment of Deaf people in forensic mental health settings • Additional resource handout: Veterans Affairs case “unfit to take part in court proceeding” • Additional resource media: Competency to stand trial explained in ASL • Additional resource media: ASL registers explained in ASL 	
<p>Module 11: Note-taking (D3-i/r, D4-i/a, D5-i/a)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the purpose and guiding principles of note-taking during consecutive interpreting (D3, D4, D5) • Demonstrate synthesis of the theoretical frameworks, key terms, and concepts related to note-taking (D4, D5) • Assess the benefit of interpreters using note-taking 	<ul style="list-style-type: none"> • Website: Strategies to increase memory • Media: ILI Videos of A)Deaf Witness Testimony: Mother, Team 1 and Team 3 AND B)Deaf Witness Testimony: Father, Team 2 and Team 4 • Handout: WASCLA - The 7 Principles of Consecutive Interpreting • Media: DON'T MISS THE FINE PRINT! 	<ul style="list-style-type: none"> • Pre-test • Discussion - Comparative analysis journal activity • Discussion - Practice with media “Don’t Miss the Fine Print” • Discussion - Practice with media “The Pearls: Claudia Gordon Video Interview” • Discussion - Impact on Consumers

	<p>through dialogic work analyses (D5)</p> <ul style="list-style-type: none"> • Generate note-taking samples for a variety of legal texts (D4, D5) • Identify resources for continued skill development (D5) 	<ul style="list-style-type: none"> • Media: The Pearls: Claudia Gordon Video Interview • Media: Am I not human? A call for criminal reform • Handout: NCIE Deaf Interpreters Practical Applications (pg 10) • Additional resource media: More Than Words Laura Burian, Miguel Garcia, and Barry Olsen at TEDxMonterey 	<ul style="list-style-type: none"> • Discussion - Practice with media “Am I Not a Human? A Call for Criminal Justice Reform” • Post-test
<p>Module 12: Consecutive Interpreting (D3-i/a/r, D4-i/a/r, D5-a, D6-a/r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the legal parameters, effects of legal strategy and existing translation demands that impact the use of consecutive interpreting as a control factor for interpreters during direct and cross examination in courtroom colloquy (D3, D5) • Discuss decision latitude, social construction, power language and power dynamics in understanding the history and significance of oppression for marginalized Deaf and Hearing people as 	<ul style="list-style-type: none"> • Media: Videos of A) Deaf Witness Testimony: Mother, Team 1 and Team 3 AND B) Deaf Witness Testimony: Father, Team 2 and Team 4 • Handout: The True Story of Postville • Media: Interpreting without a Deaf interpreter is an RID CPC Violation • Media: The Runaway Jury of Daphne Wright? • Media: Videos of A) Expert Witness Testimony: Psychologist Team 1 and 	<ul style="list-style-type: none"> • Pre-test • Discussion - Comparative analysis journal activity #1 • Discussion - “The True Story of Postville” Consecutive interpreting practice • Discussion - CDIs should be there • Discussion - The interpreting team and function of the job • Discussion - Comparative analysis journal activity #2 • Post-test

	<p>participants within interpreted legal interactions in order to determine how the consumer’s position might influence decisions or strategies surrounding the use of consecutive interpreting. (D4, D5, D6)</p> <ul style="list-style-type: none"> ● Identify the legal, procedural, ethical, social construction and use of decision latitude considerations associated with using consecutive interpreting in the legal setting, with particular attention to courtroom proceedings. (D3, D4, D5, D6) ● Demonstrate understanding of the empirical evidence related to consecutive interpreting and how this evidence impacts the decision-making around consecutive interpreting and/or blended approaches. (D3, D4) ● Identify strategies for effectively applying memory strategies and discourse analysis techniques of 	<p>Team 3 AND B) Deaf Witness Testimony: Psychologist Team 4</p>	
--	---	--	--

	<p>interpreter process models to consecutive interpretation of events within the legal setting. (D4, D5)</p> <ul style="list-style-type: none"> • Articulate the implication of Dialogic Work Analysis on the consecutive interpreting process in the legal setting and evaluate the effectiveness of controls employed in your own work and the work of others. (D4, D5) • Generate sample consecutive interpretations for a variety of legal media. (D4, D5) • Identify resources for continued skill development. (D5) 		
<p>Module 13: Interpreting for Law Enforcement Investigations & Interrogations (D1-i/r, D2-i, D3, D4-i/a, D5-a/r, D6-i/r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the history of Miranda (D1, D2) • Be able to cite legislation relevant to Miranda v. State of Arizona (D1, D2) • Practice interpreting the Miranda Warnings (D4, D5) 	<ul style="list-style-type: none"> • Media: Search & Seizure • Handout book: Law Enforcement Interpreting for Deaf Persons • Website: The FBI • Website: US Marshals • Website: CIA • Website: DEA • Website: ICE 	<ul style="list-style-type: none"> • Pre-test • Discussion - Miranda Warning • Discussion - What are the police allowed to do? • Discussion - Law enforcement and domestic violence

	<ul style="list-style-type: none"> ● Analyze an interpretation of the Miranda Warnings (D4, D5) ● Perform a back translation of an interpretation of the Miranda Warnings (D4, D5) ● Apply best practices to various situations interpreters may encounter (D3, D4, D5) ● Discuss the impact of “Otherness” on relations with police officers (D1, D6) 	<ul style="list-style-type: none"> ● Handout: VRS Scandal ● Handout: Case of Human Trafficking involving Deaf Mexicans Trafficking in Deaf Mexicans ● Media: FBI Executive Strategic Advisor, Ryan Maliszewski ● Website: State law enforcement entities ● Handout: Deaf advocates call Oklahoma police shooting “tragic but not surprising” ● Handout: Police brutality against the Deaf (compiled by HEARD) ● Media: Miranda through the eyes of law enforcement ● Media: CP5 Official Trailer ● Handout: Deaf Suspects and Constitutional Rights ● Handout: NCIEC Fact Sheet Use of Interpreters in Enforcement Settings ● Handout: NCIEC Best Practices American Sign Language and English 	<ul style="list-style-type: none"> ● Discussion - Scenarios for consideration ● Discussion - Race and police brutality ● Post-test
--	--	---	---

		<p>Interpretation Within Legal Settings: Consecutive Interpreting in Court and Legal Settings</p> <ul style="list-style-type: none"> ● Media: Police Brutality and Race ● Media: Race and the Police ● Handout: Police and the Deaf Community ● Media: Traffic Stop ● Case: Gideon v. Wainwright, 372 U.S. 335 (1963) ● Case: Escobedo v. Illinois, 378 U.S. 335 (1964) ● Case: Ernesto A. Miranda v. State of Arizona, 384 U.S. 436 (1966) ● Additional resource website: Miranda warning interpreted #1 ● Additional resource handout: Miranda warning interpreted #2 ● Additional resource website: Miranda warning interpreted #3 ● Additional resource case: Berghuis v. Thomopkins, No. 08-147 547 F. 3d 572 (2010) 	
--	--	--	--

		<ul style="list-style-type: none"> ● Additional resource article: An analysis of Miranda warnings and waivers: Comprehension and coverage. ● Additional resource case: Gideon v. Wainwright, 372 U.S. 335 (1963) ● Additional resource case: Escobedo v. Illinois, 378 U.S. 478 (1964) ● Additional resource case: Ernesto A. Miranda v. State of Arizona, 384 U.S. 436 (1966) ● Additional resource article: Racial Profiling: Past, Present and Future? ● Additional resource website: Understanding Miranda Rights ● Additional resource website: Sample Miranda Rights/Warning forms for Alabama and Ohio ● Additional resource website: Reasonable suspicion ● Additional resource website: Probable cause 	
--	--	--	--

		<ul style="list-style-type: none"> • Additional resource website: How Police Interrogations Work • Additional resource website: Police Techniques • Additional resource website: Trampling Miranda, Interrogating Deaf Suspects 	
<p>Module 14: Interpreting for Client-Attorney Interactions (D1-a, D2-i/a/r, D3-i/a/r, D4-a, D5-a)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss case law relevant to interpreters working between clients and attorneys. (D2) • Define privileged communication. (D1) • Produce and analyze an interpretation of privilege. (D2, D4, D5) • Discuss the implications of not having privileged communication. (D1) • List the elements of privileged communication. (D1) • Find the ethical code that governs attorney’s communication with clients. (D2) 	<ul style="list-style-type: none"> • Handout: NYSBA Ethics Opinion 1053 • Handout: Plea Sheets for Massachusetts, Utah, California, and Kentucky • Media: Project CLIMB Attorney-Client Meeting, Preparation for a Guilty Plea ASL/spoken English Interpreters • Media: Project CLIMB Attorney-Client Meeting, Preparation for a Guilty Plea ASL/Deaf Interpreters • Media: Project CLIMB Attorney-Client Meeting, Termination of Parental Rights 	<ul style="list-style-type: none"> • Pre-test • Discussion - Compare/Contrast several state’s plea sheets • Discussion - Attorney/Client meeting-preparation for a guilty plea • Discussion - Conflicting goals • Discussion - Family law attorney/client meeting • Post-test

	<ul style="list-style-type: none"> • List considerations interpreters should have when determining how their behavior might be perceived. (D3, D4, D5) • Analyze various scenarios to determine the correct course of action. (D3, D4, D5) 	<ul style="list-style-type: none"> • Media: Project CLIMB Attorney-Client Meeting, Termination of Parental Rights ASL/spoken English Interpreters • Media: Project CLIMB Attorney-Client Meeting, Termination of Parental Rights ASL/Deaf Interpreters • Website: Mental Health Competencies • Additional resource case: United States v. Nazemian, 948 F. 2d 522 (9th Cir. 1991) • Additional resource book: Sign Language Interpreter in Court: Understanding Best Practices by Carla M Mathers • Additional resource website: Attorney/Client confidentiality vs Attorney/Client privilege • Additional resource media: Privilege vs. Confidentiality • Additional resource media: What is privilege? 	
Module 15: Interpreting for	Objectives:	<ul style="list-style-type: none"> • Website: NJDC Guiding Principles 	<ul style="list-style-type: none"> • Pre-test

<p>Juvenile Court (D1-i/a/r, D2-i, D4-a/r)</p>	<ul style="list-style-type: none"> ● Describe how juveniles are defined within the justice system and locate this information for their state (D1, D2, D4) ● Identify some of the conundrums of juvenile justice; ● Identify the differences between juvenile and adult criminal proceedings (D1) ● Indicate the various settings that juvenile participants may appear (D1) ● Define the key terminology used in juvenile-centered settings (D1) ● List the key court cases that have shaped American juvenile jurisprudence (D1, D2) 	<ul style="list-style-type: none"> ● Website: Models for Change: System Reform in Juvenile Justice ● Website: Communication/Language Issues ● Handout: Breakdown in the Language Zone: The Prevalence of Language Impairments Among Juvenile and Adult Offenders and Why it Matters ● Handout: Miranda Rights Comprehension in Young Adults with Specific Language Impairment ● Handout: Model Colloquies Innovation Brief ● Handout: Juvenile competency to stand trial ● Handout: Sample Diversion Contract ● Handout: Unbalanced Youth Justice 2015 detention rates for all youth of color ● Handout: Flowchart of the Juvenile Justice Process 	<ul style="list-style-type: none"> ● Discussion - Linguistic considerations ● Discussion - Communication and language issues ● Discussion - Sight translation activity ● Discussion - Institutional barriers ● Discussion - Juvenile justice process ● Discussion - Juvenile court terminology ● Discussion - Case review ● Post-test
---	---	---	---

		<ul style="list-style-type: none"> ● Website: Juvenile Justice flowchart ● Case: Miller v. Alabama, 132 S. Ct. 2455 - Supreme Court 2012 ● Media: Kutrell Jackson-the face of the case ● Additional resource book: Bartollas, C.M. (2008). <i>Juvenile Justice in America</i> (6th ed.). (V. Anthony, Ed.) Upper Saddle River, New Jersey, U.S.A.: Pearson Education Inc. ● Additional resource Journal of Medical Ethics article: <i>Humphries, Tom & Kushalnagar, Raja & Mathur, Gaurav & Napoli, Donna & Padden, Carol & Rathmann, Christian & Smith, Scott. (2013). The Right to Language. The Journal of law, medicine & ethics : a journal of the American Society of Law, Medicine &</i> 	
--	--	--	--

		<p><i>Ethics. 41. 872-84.</i> <i>10.1111/jlme.12097.</i></p> <ul style="list-style-type: none"> ● Additional resource website: The contribution of Deaf interpreters to GATEKEEPING within the interpreting profession: Reconnecting with our roots. 2014 CIT Proceedings ● Additional resource article: Vicarious emotional trauma of interpreters: a clinical psychologist's perspective. Journal of Interpretation, 85-98 ● Additional resource article: Shielding yourself from the perils of empathy: The case of sign language interpreters. Journal of Deaf Studies and Deaf Education, 8 (2), 207-213 ● Additional resource handout: ACCJUVCTS ● Additional resource website: Miranda: Hearing Juveniles and Deaf Juvenile Offenders 	
--	--	--	--

<p>Module 16: Interpreting Lines of Questioning (D1-i, D3-i/a, D4-i/a, D5-a, D6-a/r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the legal parameters and existing translation demands that impact lines of questioning by attorneys during direct and cross examination, interrogatories, depositions and interviews. (D3, D4) • Discuss the impact of legal strategy on the framing and execution of lines of questioning conducted by attorneys while highlighting how to apply the appropriate linguistic strategies associated with marking different types of question forms. (D1, D3, D4, D5) • Discuss decision latitude, social construction, power language and power dynamics in understanding the history and significance of oppression for marginalized Deaf and Hearing people as participants within interpreted legal interactions in order to determine how the consumer’s position 	<ul style="list-style-type: none"> • Handout: Considerations and Strategies for Interpreting Lines of Questioning in Legal Discourse Events • Media: Project CLIMB Expert Witness Testimony (Deaf Witness) • Media: Project CLIMB Deposition (side by side) • Media: Project CLIMB Defendant Testimony (Deaf Defendant) • Media: Project CLIMB Expert Witness Testimony Cross Examination • Media: Project CLIMB Deposition Melissa Jeffries • Media: Project CLIMB Defendant Testimony Direct Examination of Johar “Jolly” Patel • Handout: Representations of Reality in a Court of Law • Media: Project CLIMB Defendant Testimony (Deaf Defendant) decision latitude and social construction 	<ul style="list-style-type: none"> • Pre-test • Journal activity • Discussion - Analysis of linguistic strategies used during legal discourse events • Discussion - Applying linguistic strategies used during legal discourse events • Discussion - Social construction and decision latitude • Discussion - Preparing for work • Post-test
---	---	--	---

	<p>might influence interpreting decisions or strategies. (D3, D4, D5, D6)</p> <ul style="list-style-type: none"> • Generate sample interpretations for a variety of legal questions. (D4, D5) • Identify resources for continued skill development. (D5) 	<ul style="list-style-type: none"> • Additional resource <i>Forensic Linguistics</i> article: The impact of court interpreting on the coerciveness of leading questions. <i>Forensic Linguistics</i> 6(1), (pp. 30-56) • Additional resource article: Special issue on legal interpreting: <i>Forensic linguistics. The International Journal of Speech, Language and the Law.</i> • Additional resource website: Gair Gair Conason, Direct Examination: The Basics • Additional resource website: BLUE EYED - A Guide to use in Organizations • Additional resource book: Trial Techniques (2021) by Thomas A. Mauet and Stephen D. Easton, Aspen Law and Business Publications • Additional resource website: NCIEC Curricular resources for preparing legal and court interpreters 	
--	---	---	--

		<ul style="list-style-type: none"> • Additional resource media: Project CLIMB mock scenarios • Additional resource discussion: Interpreting strategies in legal discourse. Professionalisation of interpreting in the community, Proceedings from the International Critical Link 4 Conference • Additional resource article: Witter-Merithew, A. (2002): Techniques and Considerations for Lines of Questioning in Legal Discourse Events. Denver, CO: Distance Opportunities for Interpreter Training. Front Range Community College. 	
<p>Module 17: Interpreting Depositions (D1-i, D3-i/r, D4-i/a, D5-i/a, D6-r)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the ways that a deposition environment can differ from a courtroom. (D1) • Discuss social construction and role conceptualization demands that exist and possible controls interpreters 	<ul style="list-style-type: none"> • Media: Discovery: What is a deposition? • Media: Interpreted deposition with Deaf and Coda POC as participants and interpreters • Website: Depositions: What to Expect 	<ul style="list-style-type: none"> • Pre-test • Discussion - What's allowed in your state? • Discussion - Analysis of a deposition • Discussion - Practice interpreting the Jeffries deposition

	<p>can use for interpreting depositions. (D1, D3, D4)</p> <ul style="list-style-type: none"> • Discuss the ramifications of inconsistent language use or inconsistent linguistic strategies used by interpreters for the Deaf person at their deposition as compared to those at their trial. (D3, D4, D6) • Identify resources for continued skill development. (D5) 	<ul style="list-style-type: none"> • Media: Deposition A • Media: Deposition B • Media: Deposition C • Additional resource: Judicial discourses involving domestic violence and expert testimony • Additional resource website: Five essential questioning techniques for legal professionals • Additional resource article: Interpreting strategies in legal discourse. Professionalisation of interpreting in the community, Proceedings from the International Critical Link 4 Conference • Additional resource book: Hill, G. N., & Hill, K. (2002). <i>The people's law dictionary: Taking the mystery out of legal language</i>. New York, NY: MJF Books. • Additional resource website: Stepping out of the shadows of invisibility: Toward a 	<ul style="list-style-type: none"> • Discussion - Deposition analysis • Post-test
--	--	--	---

		deeper conceptualization of the role of sign language interpreters	
Module 18: Interpreting for Deaf Jurors (D1-i/r, D2-i/r, D3-i/a/r, D4-i/a, D5-a, D6-a/r)	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the purpose of jury duty (criminal versus civil) and jurors' obligations/commitments. (D1, D2) • Describe the process of a trial from a jury-focused point of view in terms of jury selection, objections, grounds for mistrial, request for a read-back, etc (D1) • Discuss decision latitude, social construction, power language and power dynamics in understanding the history and significance of oppression for marginalized Deaf and Hearing people as participants within interpreted legal interactions in order to determine how this might influence 	<ul style="list-style-type: none"> • Handout: Description of the areas inside the courtroom • Handout: 11 tips for effectively conducting voir dire • Website: petit juror or grand juror • Media: Jury Duty - The Law in Your Life by Educaloi • Media: The jury's role in a court trial • Handout: Juror orientation video transcript • Media: Massachusetts Juror Orientation Video • Website: Prison Growth, prison size, and racial disparity data on incarceration in the U.S. chart • Website: Prevalence of imprisonment in the U.S. Population, 1974-2001 	<ul style="list-style-type: none"> • Pre-test • Discussion - Jury duty • Discussion - Discourse analysis of jury instructions • Discussion - Practice with jury instructions • Discussion - Pre-conference meetings • Discussion - Interpreting during closing arguments • Post-test

	<p>interpreting decisions or strategies. (D3, D4, D5, D6)</p> <ul style="list-style-type: none"> ● Generate sample interpretations for jury instructions. (D4, D5) ● Identify resources for continued skill development. (D5) 	<ul style="list-style-type: none"> ● Website: Racial Gap in Men’s Sentencing ● Website: Police behavior during traffic and street stops, 2011 ● Website: Colorado jury instructions ● Additional resource film: “A Time to Kill” ● Additional resource website: Colorado Jury Instructions ● Additional resource law review: Using interpreters to assist jurors: A plea for consistency ● Additional resource website: Self-talk: A sign language interpreter’s inner warning system? ● Additional resource media: “Cultural Misconceptions about Deaf People & the Challenge for the Courts: Part 3: Ensuring proper Accommodation In the Courts” 	
--	--	---	--

		<ul style="list-style-type: none"> • Additional resource handout: Ohio Supreme Court Interpreters in the Judicial System, A Handbook for Ohio Judges • Additional resource media: The Joy of the Jury 	
Module 19: Engaging in Observation of Legal Proceedings (D4-i/a/r, D5-i/a/r, D6-i/a/r)	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss participant observation in the dialogic learning context as one of three ethnographically based approaches with a focus on observing interpreters at work in legal discourse events using the Dialogic Work Analysis specific to interpreter work AND a focus on observing the processes, protocol, players, etc of legal discourse events using the Systems Thinking approach. (D4, D5, D6) • Discuss research about how having access to encouraging, supportive, culturally competent practitioners as mentors or people we have 	<ul style="list-style-type: none"> • Media: Deafhood: Liberation, Healing, and the Sign Language Interpreter • Media: Project CLIMB Deposition of Melissa Jeffries: Deposition C • Media: Project CLIMB Jury Instructions B (Deaf Defendant) • Additional resource media: Central Park Five Clip - Trial • Additional resource website: Teaching observation techniques to interpreters • Additional resource film: closing arguments from “A Time To Kill” (available from streaming services) • Additional resource book: From the Classroom to the 	<ul style="list-style-type: none"> • Pre-test • Discussion - Professional development plan • Discussion - Observe a Deaf/hearing team • Discussion - Systems thinking observation • Post-test

	<p>the opportunity to observe at work within the interpreting field becomes a crucial element for Deaf and Hearing Interpreters of Color and Heritage Signers. (D4, D5, D6)</p> <ul style="list-style-type: none"> ● Discuss decision latitude, social construction, power language and power dynamics in understanding the history and significance of oppression for marginalized Deaf and Hearing people as participants within interpreted legal interactions in order to determine how the consumer’s position might influence the decisions or strategies of the interpreters you will observe. (D4, D5, D6) ● Generate list of questions regarding decisions to be made for use in observation of interpreters at work in a variety of legal discourse events and for use in 	<p><u><i>Courtroom: A Guide to Interpreting in the U.S. Justice System</i></u></p> <ul style="list-style-type: none"> ● Additional resource website/book: <u><i>The Demand Control Schema: Interpreting as a Practice Profession by Dean & Pollard</i></u> ● Additional resource website: <u><i>Heritage Signers: Language Profile Questionnaire</i></u> ● Additional resource handout: <u><i>NCIEC Legal Interpreter Training Curriculum Toolkit for Trainers: Deaf interpreters practical applications</i></u> ● Additional resource website: <u><i>It’s about time: A system thinking analysis of the litigation finance industry and its effect on settlement</i></u> ● Additional resource book: <u><i>Trial Advocacy: A Systematic Approach</i></u> ● Additional resource book: <u><i>The New Jim Crow Study Guide and Call to Action</i></u> 	
--	--	---	--

	<p>observation of the particulars of legal discourse events. (D4, D5, D6)</p> <ul style="list-style-type: none"> Identify people and place resources for continued skill development. (D4, D5) 	<ul style="list-style-type: none"> Additional resource handout: <i>Conceptualizing a framework for specialization in ASL-English interpreting: A report of project findings and recommendations</i> 	
--	---	--	--

Note: The contents of this communication were developed under a grant (#H160D16001) from the U.S. Department of Education, Rehabilitation Services Administration. The contents do not necessarily represent the Department of Education and you should not assume endorsement from the Federal Government.