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By Stenograph

National Clearing house- Webinar

Anatomy of an interpretation

5-23-13

Welcome to our webinar this evening of anatomy of interpretation. This is jury white and I Mr. [Inaudible] This is a collaboration between the nob nab and the center. I have a few house keeping items I need to go over with you. Captioning and interpreters invited. There is a chat for audio and video on the bottom right [inaudible] to EXCESS the menu make the chat box bigger. If you have technical issues use the chat function and a member of the staff will aid you. Questions for the precentor will be presented in the chat function box and we will collect and answer your questions sometimes during if the presenter has time and have a answer and question session at inend. Without further ado I would like to introduce Rhonda Jacobs.

>> high everyone. Testing to make sure everyone can hear me okay and see the interpreter okay. We thank you for coming. Maybe there should be another word for it since we are here virtually. I am Rhonda Jacobs [inaudible] we are happy to be collaborating on the webinar with the Cathy and Marie centers and to make this possible. Now to find out who is here and so you can find your way around the buttons and the chat box. If you can type in the chat box on the bottom left of the screen.

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If you are a interpreter or where your are from. I'll give everyone a minute to find that. Everyone see on the lower left hand corner of the screen, there is a window where you can type in the chat box so I know you are all out there and have interaction. We'll be talking back and forth throughout the session. If you can say where you are from and what you do. I'm hoping everyone has ACCESS to that. Just checking with Joshua to make sure everyone has ACCESS to the chat function. I know that can sometimes get cut off. We'll test out the other tool-there you go. Good. We got you all in. Great, hi Laura. Hi Richard and Theresa. Now we know everyone is able to get in. We will check out the other function we will be USING here. On the participants box there are 4 icons on the top and the far right is a check box so if you move the mouse over the check mark there is a yes and no button. If you can vote yes or no if you were here for the last webinar on process for DeafBlind. [Inaudible] okay. Good. Thank you. I will clear that. About half of you. Now let me know how many have at least some fair amount of experience working with DeafBlind people. Okay, about half or so. Right now exactly half. Very good. Moving my boxes around here. So, just with the introductions part and to start out we will do a overview of a model from last time and go from there. This IS A working model based on Colonomos and Cokely. The 7 boxes are the step one goes through a basic

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level from the time a message goes in until the time goes out. The 7 boxes are receive analyze sender, release form, meaning, analyze receiver, add form and deliver. The two lower boxes are the monitor and feedback functions and those are what happens during and after the other 7 boxes are happening. The monitor and action happen during the whole process. We'll expand on this. The first box, receive, one takes in a message whether signed or spoken and this is the speaker input and happens at the sensory level. One is taking in more than what they said. They take in the visual environment. Identification of who is talking. Direction alt and any facial expression. The next box, analyze sender. One is looking at all those pieces they took in. What are the most important aspects of what is received. The 3rd box, release form is where one releases the message from had form whether or spoken or signed. She places this as a second step in the 3 step process. After you take in the message the speaker says, there is a immediate and discarding of the words. In the 4th box we get to what the interpreter is looking for, which is the meaning. Here we are looking at more than what the person said. We are asking what the point is. Is what the person is saying or doing or what something looks like. In the 5th box we analyze the receiver. What does the person need to know in order to make this make sense. Who is talking to whom and is the context or visual information and topic

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known to the person? What or where can the person see and what is the persons background. Language or personal interest. The 6th box we add the form to the message. This has had a lot of modification and what they think about with DeafBlind interpretation. This is gets broken into categories and where the research takes place. Phenology is the first one. Then morphology, which includes [inaudible]. Syntax, which can include yes no questions. Word order. Initial you. Pointing to you at the beginning of the sentence. Head shaking. And indexing. Finally, there are lexical changes such as use of nouns and pronouns. The last box if we look at the process of something in a straight line we deliver the message and this can be done with one or two hand signing. Restricted field. Voice over [inaudible] then, and probably the most important is speed and pace and signing space. While all this is going on there is the monitor function happening which is you watching yourself doing all this AND taking note what is working or may need repair and a particular box that may need attention. Finally there is feedback. If it comes from the DeafBlind person it is back channeling and it can come from tapping or squeezing or nods. That was a very quick over view and now it is your turn. What we are GOING be doing is, you will interpret a 60 minute segment from a program called "Is Sugar Toxic." Have you seen this in the 60 minutes from or the you tube lecture? You can go to the participants

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box and those that have just joined, if you drag your mouse over a check mark you can vote yes or know if you have seen the 60 minute segment or any of doctor Lustigs work. Two of you have and everyone else hasn't. It is great information, which I just love. Glad everyone will get to see this. You are going to interpret for one of two people and I will tell you about one and you will meet the other one. You analyze the reserve part and so you want is who is this person and what do they need to know in order for this to make sense. Then you will watch about a minute of the 60 minute segment as prep and then INTERPRET that same minute. The first person is Rene Pellerin. She has [inaudible] syndrome type 1 and a ASL user and using tack tile and visual input. The second person is Randy Pope who you will meet in a second. If you are watching this with someone else or in a group of people or have someone else available, if you can pair up and one will INTERPRET and the other one will be one of those people. I will give you a minute to pair up, if possible. What is GOING happen is, you will meet Randy Pope and watch the first minute of the video and this is both the prep and also to take note of what is in boxes one and two. Let me flip back there for a minute. The first box here is receive so this is what you are taking in. You take in what the speaker said and everything else you are seeing. The environment and who is talking to who and mannerisms and analyze it. What they said and did and

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what is important to convey here. I will pull up a video and you will get to meet Randy Pope. Just watch that part and then when I show the video, just take it in. Don't interpret it yet or even in your head. Just watch and let it sink in. Hold on here. Hello. My name is Randy Pope. I is ushers syndrome two so I am hard of hearing and have tunnel vision. I have known I was DeafBlind since I was very young, but at that time people didn't know much about someone that is DeafBlind so I didn't find out until I was 35. And where have 7 sons and 11 grand children. Life has been good to me. Is sugar toxic?

>> I believe it is
>> do you realize that sounds over the top
>> yes, but it is true.
>> motivated by his own patients. Too many sick and obese children doctor lusting concluded sugar is to blame
>> what are the diseases linked to sugar. Obesity. Type two diabetes, hypertension and heart disease
>> inose is preventable
>> 75 percent of it is preventable
>> is sugar toxic?
>> I believe it is
>> okay. So breathe AND relax. Anything that may come into consideration here if you are going to be interpreting for Randy Pope or Rene Pellerin. Let your mind sink in what you

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took in. What might be important to include in your interpretation? If YOU with someone else and able to be paired up, one of you will be Randy Pope or Rene Pellerin and the other will interpret. If you are alone you interpret by yourself so put your non dominant hand over your dominant hand and so interpret into your own hand that way. We are going to interpret the part we just saw and remember to breathe before we start and here we go.

>> is SUGAR toxic?

>> I believe it is.

>> Do you worry that sounds over the top?

>> sure, all the time, but it is the truth.

>> okay, we had one person with a frozen screen. If you have any other windows opened, if you can close those windows or programs other than the one you are in now, that will help allow more space on your computer and hopefully prevent things from freezing up. How did that go? Thinking just of box 2, everything you took in and what is most important of all those things and taking into consideration box 5, the person you are interpreting to and how to make sense. What is most important to convey in order to make this piece understood? You can type into the chat box. Two people have frozen screens. I hope not many other people did. We will look at a different format of this LATER so hopefully the other way of playing this will work better. The interpret screen is frozen to. It

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isn't on my end. Joshua if you have any suggestion let me know. Is it still frozen or can you see the interpreter okay? Joshua, any suggestions? Joshua is saying you may have to log out and log back in if it remains frozen. While people are going out and back in if it is necessary, wondering what the experience was like for the others of you. Never having done tack tile interpreting. Having a difficult time? Anyone else? It is a different experience. Tack tile interpreting to ones self. Not something you would have to do normally but just for fun here. Theresa is asking if we are talking about sail ens info or tack tile. Both. It is what is most important to you in the experience. I am thinking of what is important to you and how do you decide what to include and what is most important. Brandon says how to shift to show the different speakers. What we will do now is watch a sample of a deaf and hearing interpreting team. We will do it different. I will put the video up and you'll see it come up in your box, but you have to press play yourself and may take time if some of your systems are slower and if there is buffering happening. I will put it up and wait a few seconds to make sure it comes up. You will watch from 53 seconds. -you can arrow up to the 53 second spot and watch to the two minute spot. While you watch jot down what you see the interpreter team doing in order to make sense. Richard said he was working to use the con tent but didn't do anything with

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the environmental information. Give me a minute to get the video up. I'm going to play this, but you are not going to be able to see what is on my screen so push play for yourself and fast forward it to the 53 minute point and watch until you get to 2 minutes. Okay, and while you are watching jot down what you see the interpreter doing to make sense. This is the interpreter interpreting to Rene Pellerin. Let me know when you have stopped the video, around the two minute point so I know everyone is together here. So the question was, what did you notice about what the team was doing to make this make sense. Of any of the things we talked about from box 2 OF everything that was taken in and decided what is most important and any modifications the interpreter might have made, anything in the process that might have made this make sense? What did you notice from the team for making this work? Can't see the video. Did you push play on your own? From my pushing play it doesn't come through so you push play on your own from 53 seconds until two minutes. The very first minute is the lecture itself so fast forward to about one minute in and you'll see a split screen with the interpreters on the left and the screen on the right. Small signing space. [Inaudible]. The small sign space was noticeable with seeing the CONTRAST between the two interpreters. If you are not seeing a place to click, you may have to scroll down a bit. There is a arrow that should come up underneath the videos,

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under where the captions are, there should be a blue button where you can push play. If YOU are waiting for the web it could be your system is slow. If you have any other programs open it will help to close them so only this program is open on the computer, including SKYPE if it is automatic on the computer. That will help. The tack tile interpreter used more deliberate signs. Richard says, used the left hand to represent one speaker and the right for the other. Role shifting from right to left hand and small signing space and the information was condensed to pertinent information. The lists were truncated or omitted. Great observations. Now to put all those things that you notice here into a little bit of categorical order here. Of a categorical order here. This is a little expanded version of what we looked at in terms of adding form, box 6. In terms of location, reduced space for restricted visual field. You see restricted visual field and tracking and tack tile. Using all 3. Smaller signing space. I am saying the research that has been done. Looking at tack time ASL. Directionality. You no. Body parts moving towards the contact and signs that may be moved away from contact with the body. Christy says how interpreter was sitting and how to prevent back problems. Some people bring pillows to help with that. There are things you do with putting a leg up on a stand to help your back position. Morphology is a category we look at changes in. With frequency there will be slower

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signing and with additional repetition of signs showing regularity. These are things to keep in mind when you look at the video. Syntax. Yes/no questions and the addition of the question sign and how the message is delivered. The mode and speed and pace. Slowing down to finger spelling. Signing space and inclusion of visual information. One more. Feedback, which is back channeling IN A sense. Keep in mind if you see this. It can be tapping on the leg or hand and nodding. We will watch the video again and keep all these things in mind while you watch it. Watch a bigger chunk of it and specifically look for all these items. If you want the power point in front of you if you go to the NCRCA page and go to the bottom of the page you can click on the link to pull up the power point and there IS A plain text version of the power version. The first minute is the lecture itself so forward to the 53 second and watch to the 3 minute and 50 seconds mark. I will play it also so we are about on the same page. Let me know when you have gotten there. Watch this and jot down any things we just talked about that you might notice. Okay, we got to had stopping point. Just let me know if you got to that point also. Leave a little time here for everyone's systems. Are you all finished? Okay, we should know the interpreter is leaning and back channeling with tapping and head nodding. Placement by comparing. What else did the rest of you notice going from the list of things we just looked at?

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How did they make this make sense? Sorry, some of you are still not able to see the video. Let me put the link in the chat box and hopefully you can bring this up in another browser and watch it on your own in a different window. That might help. And for some reason, it isn't letting me paste. Let me try this again. There we go. Try clicking on that link and see if you can pull it up in another browser. Brandon says the feed back nods are there. There may have been feed back squeezes also. I experienced the same thing. While the video was on I was not able to type as well. Slower finger spelling. Good. Glad you are able to see this in another screen. I know a lot goes by quickly. What we are going to do is zero in on a few of these items and I will give you the minute markings to go through so you can watch a few seconds at a time and be able to note all these things. The pace was slower and longer pauses between the paragraphs and thoughts. Right clicking and detaching the box allowed her to type. All these things are good things we are learning about. In terms of direction ament and role shifting, look at 55 seconds to 106. That is the first instance of that. I will play it myself. 55 seconds to 106 seconds and you will see directionality happening between the speakers. The next place-I will be calling them out as I doing it here so you can follow along and click on the different minute markings yourself. Go to 1 minute and 49 seconds and play until 1

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minute 55 seconds. That is the next section of directionality. 1:49 to 1:55. Thank you Joshua. The next one to look at is at 2:36. Joshua if you can type those in because I have the same problem. I can't type in the box and play the video at the same time because it only lets us do one or the other. Did you lose video? If your video is going out, it may be easier if you click on the link I gave you so you can pull it up in a separate screen and be able to watch. The next place is at 3 minutes and 6 seconds. 3:06. Thank you Joshua. I will play that here for the camera too. Now I will point out areas of slower finger spelling. Go to 2 minutes and 49 seconds. And look at the finger spelling. And go up to 4:14. Now we will go to what a couple people notice offend the interpreter leaning in. If you go to 2:18. The sign for food. There are several more to at 21 seconds. 22 and 26. 2:21, 2:22 and 2:26. And one that we hadn't talked about earlier is the time repetition happening and slowing down time. There are two places, one is at 3:56. And again at 4:19. Carrie says tell the educational back backgrounds of the client. I don't know. A few examples here of signs not touching the body. That is one that mark a difference that comes up. The first is at 1:16. I will play that one again. The sign for hospital at 1:16. At 4:02, there is another one. At 4:02 and I will play it again here. The sign sick is made away from the body. There is another at 4:26. That also

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comes up at 4:29. At 4:26 you see the sign for sick or disease, away from the body and at 4:29 you see the sign reason, also made away from the body. I'll play that again. There is only one example here for one other category of visual information which happened at 5:10. This team chose not to put in a lot of the visual information happening. I think the environmental information, rather. If you go to 5:10, you will see a example of that. There are a couple other examples I want to give and then we will switch to another team doing the same video and see the differences you note. Looking at the next category looking at non manual signs or adverbs being made as manual signs. The first to look at is at 1:48. And the next one at 2:50. The marker moves at those two places. There are a few other things that were there and yes/no questions, but we will hold on those for now and I'll give you another team and see what you can pick out from this one. WHAT is different about it? Hold on, I haven't put it up yet. For those that are not able to see the screen through the program, you can pull that up yourself and I'll put the other one back up here for you to watch. Hold on. Start at 53 again and go to 3:15 and see what you notice on this one that might be different. Hopefully you are able to see it because my screen is frozen so I am not actually actually actually not able to pull it up. Hold on. Okay, Judith noticed there is a leaning in and pointing to signify

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the speakers in stead of switching hands. The hearing interpreter and that is yours truly [inaudible] it is relaying to a deaf interpreter who is interpreting to the DeafBlind person. Theresa noticed the sign sick away from the body. Brandon noticed tapping on the hand and leg. There is a lot of back channeling. You need to look for it on Randy Pope right hand. If you see that you see a number of instances of back channeling on the leg. Carol noticed a lean in for contact signs. Sign finger spelling faster. More detailed information given. The detailed [inaudible] signing is faster. The role shifting to be more at SHOULDER level than with the right to the left hand as the other interpreter is doing. Visual information. Showing the picture [inaudible] using tracking rather than tactile, right. Linda asks if there is A list of the features that time codes that we can look a later. I don't have the time codes listed out. I have them in my hand, but not listed out. I can potentially make that available. Lets look at a instance. The first I want to focus on is the one I had you look at the previous interpretation where manual markers where the adjectives were made manual. If you go to minute 2:21. I notice the affect sign is made manual at minute 2:21 and I'll play that here. I will play that again because it is being recorded here. That sign right at 2:22 of the wow! Exact same sign used by both interpreters at the same place, which is very interesting.

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This happens again at-if you fast forward on this one to 7:14. You will see the same sign with back channeling as that is used. I will play it one more time. And then fast forward up to 9:54. And you see the same sign used. There is a little bit more use in this interpreting team of visual information. Lets look at a couple examples of those. One is at 3:04. Notice how the interpreter points out that visual information from the video that is being shown. Carol is noting the interpreter looks more comfortable sitting in the share as opposed to the other sitting at the end of the chair. There are a lot of ways it can be set up and a lot of different ergonomics. It is something to notice. I will look at 3:04 and how the interpreter sets up how she now going to be using visual information. Now fast forward to 4:42. I will play that again. Notice how it interpreter sits up, we will no be looking at visual information, then what it is. Forward to 9:55-9:59 is the next example. I will play that again for the camera. You see setting up the visual information, showing the visual information and showing the back channeling and feedback she is getting. And the final one on including visual information happens here at 11:13. Notice how it is set up between hearing and deaf interpreter and how it is done by the deaf interpreter. I will play that one again here. And a few examples I want to point out, I mentioned it, but so it is more obvious of back channeling. You have probably seen

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the back channeling on the back of the hand with the taps, but there are several instances of back channeling on the leg. If you look at the bottom of the screen at Randy Pope right hand. There are 2 places. Start at 2:11 and 2:24 and 2:59. Okay, now that you have gotten samples of two different teams doing this you get to do it again by yourself. I will go back to had original one and you can try again. If you are with a team-if YOU are with a person one be the receiver and the other receiver. We will do it for about the first two minutes again and I'll let you know when to stop. I will go back to the original one. It may be a little more graining, but hopefully easier to watch this way. Way. I was just talking, but for got to press talk. How did it go that time? Any differences between that and the first time you did this? Added question sign to INDICATE the interviewer was asking a question. Very much improved. What do you mean? What did you do differently this time? Tell me details of if it worked better for you. Carolyn, incorporate the lean in for contact signs. Theresa at the end whether he said it can be avoided, I notice I slugged my shoulders and lifted them briefly. What other differences some of you do? Christy, slowed the material down. Deliberate role shifting. Processed and gave condensed information. Didn't have to sign on my face, leaned in instead. We got about a lit over 15 minutes left, and I can give you a teaser of some things we will do in the on line

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learning community that starts Monday. Are there any questions first that you have of what we talked about so far? Just for a brief pry at some of the other types of material we will do, what we have done so far is content heavy so there wasn't as much visual information included. We will try something different to get a taste of something that is different of more visual information. We will meet the DeafBlind person first and you will watch about a minute and a half of prep and then we'll go back and give it a try a little bit. Carolyn is asking how long is there normally between turn taking for the interpreter. It varies. Some people like 15 minutes and some 20, 30 minutes. It depends on the depth of material and mode of interpreting. If you do tactile in small spaces people prefer smaller segments. There are a lot of little individual differences. [Inaudible] that goes back to had second box of what-of making the judgment calls. Same as any other interpreting, what is most important here and what is going to get the message that we are taking in across. Is the content more important like this one or the visual information and are there places where I is enough space to get in the visual information without losing the content and what is the person more interested in. All these factors of analyzing the reserver go into those judgments. Judgments. [Inaudible] back channeling is all those-it is that feedback you get from the person. That they are following or not

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understanding. With tactile back channeling, not understanding can be a squeeze. It is a sharp definite squeeze that says I missed something versus the tapping on the hand or leg, that means I am following you. Where put the other video up now. You will be the other DeafBlind person and get a little bit of prep and then we'll go back and do it again. Christy asks the advantage of disadvantage using both hands to one hand. Individual preference. Some use one and some the other. Some use one and switch to 2 when there is more information being taken in like different speakers and environmental information, information, bit more individual preference. Hello, my name is Jamie pope. I am DeafBlind and can't see very far. I ask the interpreters to sit closely to me so I can see their signing and I like them to sign big, not small. I have been DeafBlind since I was age 2 and a half and I have done various jobs. Right now I am doing DeafBlind consulting and I'm happy to be here. Okay, ready? Your turn to do this one. Debbie is asking, often interpreted for a DeafBlind autistic person and didn't realize the hand taps are I am following you rather than I'm bored and just playing around. You will see examples of this if you take the on line training on Thursday. I play this again and I'll just do-use the same one so you don't have to click on it yourself. Because I'm not able to fast forward in this format we'll watch the intro again and then you can INTERPRET for a little

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bit of that. Hello, my name is JAMIE pope. I am deaf blind. I can't see very far. I ask the interpreters to sit closely to me so that I can see their signing and I like them to sign big, not small. I've been deaf blind since I was age 2 and a half and I've done various jobs. Right now I'm doing DeafBlind consulting and I'm happy to be here. Okay, your turn. We'll go on and watch a little bit of the interpretation of this. It is a little bit grainy, but will give you a little bit of a idea. Okay, if you were not able to see the signing, I'll add the link there and you can watch that after and get a taste of it yourself. How did that go interpreting that? Everyone is in stunned silence. I won't force you. We just have a couple minutes left here. It was great Theresa is saying. I took advantage of the intro. [Inaudible] I put too much interpreting there. I noticed a lot of nodding for back channeling. Vir Ron cu, I was impressed how close my interpretation was to the CDI. If you take the on line learning community you will get more practice with this one. Just to close out, I want to here are all the references if you need those. I would like to thank all the people that help make the videos. All the DeafBlind people in them and the video people. Appreciate all their work. The hone line learning community starts on Monday and you'll get more of the same. They go for 4 weeks and Carrie will send out a announcement to who ever is on this if YOU are

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interested on taking that. If you would like more discussion we have a Google group on DeafBlind interpreting and you can send the request to the address here. We also occasionally send out training opportunities and conferences so YOU can send a e-mail to the same address and ask to be added to that list. Our big event is a DeafBlind day that will happen on August 8 in Indianapolis. It IS A day for DeafBlind people and interpreters and coordinators to come and learn together. It has never happened before so we are excited about this. All sorts of opportunities. We will have a new web site any day now and you can see the schedule of events and be sending out registration within a day or two, we hope. They will be coming out any minute now. Other resources on insight and there will be more and updated 80 a bit once the web site gets up. We are on face book and you can like us there. There are a lot of information sent out there. Go without the hyphen for the facebook page. [Inaudible] that is it. Thank you all very much for coming and attending. Appreciate your being here and participating. Just going back to what was left in the box that Theresa is saying sharing the video clips without talking so more easy to transition between scenes. Thank you and appreciate your attention. It is right on time. Carrie, did you have anything else before we close out? I guess note. How do you get the text version of power point? If you go to had page that you logged on and scroll to the very bottom.

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The power point is there and there IS A plain text version of the power point. This recording will be on-it is usually on the next day. I am not sure if you can let us know Joshua when that will be up. I think that is it. I will turn it over to Carrie unless there is anything else. Thank you everyone and thank you interpreters. And Joshua is saying the recording should be available tomorrow. Thank you very much Joshua. Appreciate your help. Have a good night everyone. Carrie, we are not hearing your audio. I know you are talking, but there is no audio coming through. Carrie, sorry to interrupt. If you can maybe press the talk button. I think maybe it isn't pressed. We are not getting your audio.