

A Process Model for Deaf-Blind Interpreting

- Slide. 1: A Process Model for Deaf-Blind Interpreting
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CATIE/MARIE Webinar
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- Slide. 2: INTRODUCTIONS (Photo of Rhonda Jacobs)
- Slide. 3: Process Models: Seleskovitch (1978); Colonomos (1989; rev. 1997); Cokely (1992)
- Slide. 4: Seleskovitch
1) Auditory perception...
2) Immediate and deliberate discarding of the wording...
3) Production of a new utterance...
-Seleskovitch, D. (1978) p.9
- Slide. 5: Colonomos: The Interpreting Process – Chart
Alt. Text: Diagram 1 "The Interpreting Process" by Betty Colonomos. Box on upper left showing Context, Source Message, Speaker. Double arrow labeled Receptive Channel(s) between that and circle on upper right listing Analysis Factors (Process skills, Process management, Competence: Source language/culture, Knowledge, Preparation, Environment, Filters). Double arrow labeled Source Representation (R1) between that and square in the middle: Message. Double arrow labeled Target Representation (R2) between that and circle on lower left listing Composition Factors (Process Skills, Process Management, Competence: Target language/culture, Knowledge, Preparation, Environment, Filters). Double arrow labelled Expressive channel(s) between that and box on lower right: Context, Equivalent Target Message (interpreter), Audience. Arrow from this to a circle with Monitor (internal) and Feedback (external). Arrows on each circle and line in diagram going in and out representing Monitor and Feedback functions except first box, which only has an 'in' arrow, and last box which only has an 'out' arrow.
- Slide. 6: Colonomos: Pedagogical Model of the Interpreting Process: CRP
Alt. Text: Pedagogical Model of the Interpreting Process, diagram 2. Shows C R P (horizontally), standing for Concentrating, Representing, Planning. Oval under the 'R' says R1 (Source Frame) on the left side, and R2 (Target Switch) on the right side. Double arrows between the 'C' on the left to the oval, and between the oval and the 'P' on the right. A down arrow under Concentrating to a box listing: Attending, Analyzing, Access Image (release form). A down arrow under Representing to a box listing: Picture, movie, Abstract image, Kinesthesia, Other senses. A down arrow under Planning to a box listing: Opening/closing, Transitions, Red flags, Delivering. Under all of this, on the left, the words Understanding (Source Message), a right arrow labeled 'equivalence' to the words Constructing (Target Message). Citation at bottom, copyright 1989 (rev. 1997) Betty Colonomos. Box on lower right: For more information, contact: Bilingual Mediation Center 9012A 51st Avenue College Park, MD 20740-1935 E-mail:visitbmc@att.net

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Slide. 7: Cokely – Chart

Alt. Text: Diagram of Cokely Model - boxes across the top, separated by double arrows: Message Reception, Preliminary Processing, Short Term Message Retention, Semantic Intent Realized, Semantic Equivalent Determined, Syntactic Message Formulation, Message Production. Each box is further broken down into component parts, in three hierarchical levels of boxes, with double arrows connecting each to each other.

Slide. 8: Working Process Model

Alt. Text: A simplified version of a process model with seven numbered horizontal boxes with right arrows connecting them: Receive, Analyze (Sender), Release Form, Meaning, Analyze (Receiver), Add Form, Deliver. Below are two boxes separated by double arrows: Monitor and Feedback. There are arrows haphazardly connecting these two boxes to all of the boxes above. Citation below: Sources: Ron Coffey, Western Maryland College; Betty Colonomos, Pedagogical Model of the Interpreting Process; Dennis Cokely, Interpretation: A Sociolinguistic Model.

Slide. 9: In a Deaf-Blind Context: Video of Christine (Coco) Roschaert interviewing Roger Poulin at Seabeck https://www.youtube.com/watch?v=E4kXQE_fPUI

Alt. Text: Christine (Coco) Roschaert interviewing Roger Poulin at Seabeck camp in Seattle, Washington. Title of video: Seabeck DeafBlind Retreat Interview Series: Roger, Mountain Hiker. Setting: Coco and Roger sitting on steps outdoors in nature. Coco is using International Sign, signing to camera, with Roger tracking her signs. Coco: It's a wonderful day at Seabeck DeafBlind camp in Seattle. I've been going to many gatherings of DeafBlind people all over the place and meeting many wonderful people. It's been inspiring to meet so many successful DeafBlind people doing amazing things. Kudos to all of them showing that DeafBlind people can do whatever they put their minds to. I'd like to introduce you to one incredible individual whose heart and mind won't let any barriers stand in his way. As a DeafBlind person, he has of course faced many barriers, but he does what it takes to push through them. I will now be interviewing Roger. (touches Roger on knee) Hi Roger, can you tell the viewers your name, where you are from and what brings you here? And also, what your vision is like. Hello Roger, go ahead. (Coco switches to tracking as Roger signs) Roger: (signing in small space in front of his face) Hello, I'm Roger Poulin (name sign R on moustache) from Maine. I have a sister and brother who also have Usher Syndrome. In my right eye I am completely blind. In my left eye I have a small tunnel I can see through (Coco: oh wow, same as me), but I can see far.

Slide. 10: Receive

1. Speaker Input
2. Visual Information: Environment (people, place, etc.); Movement/mannerisms; Identification; Directionality (who is speaking to whom); Facial Information (affect, mood, subtleties)

Slide. 11: Analyze (Sender) – Saliency: What are the most important aspects of what was just received?

- Slide. 12: Release Form: Release the message from the form, spoken or signed, and access the image*
*Colonomos, p.c. 12/28/02
- Slide. 13: Meaning: What is the point here? Is it what they are saying or what they are doing or what something looks like?
- Slide. 14: Receiver: Eddy Morten – Coordinator of the Deafblind Services Society of British Columbia Volunteer Intervention Program <http://www.youtube.com/watch?v=IwI9V2ciaJ4>
Alt. Text: Eddy Morten – Coordinator of the Deafblind Services Society of British Columbia Volunteer Intervention Program. Eddy and female interpreter standing on city street at night. Eddy dressed in suit and being interviewed. Interpreter wearing black shirt, explaining to Eddy that they are setting up the camera and making sure they can hear. Interviewer (Int): So, Eddy? Eddy: (voiced by interpreter) Yes! Int: Nice to meet you Eddy (inaudible). Eddy: Same to you. Int: Tell me Eddy, what do you do? Eddy: My name is Eddy Morten and I actually work for a DeafBlind Services Society. I run the volunteer intervention program and I was just actually hired last week so it's a new position – *officially* hired last week; I had been (interpreter asks for clarification) volunteering with them... running the program as coordinator for quite some time... There is such a need for intervention services so what I do is I train people about DeafBlind culture and teach them how to guide and intervene with DeafBlind individuals, do some mobility training, um, just to make sure that it's, you know it's safe and how to guide people through different obstacles. I talk to the DeafBlind person and find a match for them and make sure that everyone has a personality match and an ability match and then they're off and running. And you know the DeafBlind individuals need to be out more, they're isolated right now, and they need to be out in the community more but independently it can often be unsafe for them, the vision is challenged, they're not able to see. They're not able to go out and do the everyday basic things - shopping, go to the bank, do their basic needs, so the intervener will often pick them up or meet them at locations, do their errands and then drop them off.
- Slide. 15: Analyze (Receiver):
1. What does this person need to know to make this make sense? (Eg. Who is talking to whom); Is the context/visual info./topic known?)
 2. What/where can this person see, if anything?
 3. Receiver's background: language; personal; interests
- Slide. 16: Add Form - Phonology:
- a) handshape: # signs 6, 7, 8, 8 held slightly longer (C&P, 1998)*
 - b) location:
 1. Reduced space for restricted visual field;
 2. space and position dependent on relative position of interlocutors (C&P, 1998);
 3. signing space smaller in TASL (C&P, 1998)
- *(C&P = Collins and Petronio)
- Slide. 17:
4. body part moves toward point of contact for contact signs (C&P, 1998)
 5. signs may be moved away from contact with the body (Collins, 1993)

6. YES, #NO can show constructed action (P&D, 2006)*

c) orientation (C&P, 1998):

1. shifts due to phonological constraints of preceding and following signs;
2. shifts due to tactile constraints – maintaining contact with the receiver;
3. shifts due to both, phonological and tactile

Slide. 18: 4. YES, #NO in constructed action (P&D, 2006)*

d) movement :

1. shorter movement path (C&P, 1998); 1

2. longer and slower movement (Collins, 2004)**

e) two-handed signs (Petronio, 1988):

1. modifications for signs such as FRESHMAN, LISTING-ON-FINGERS

f) variations in YES, #NO to show affect, including size of movement arc, speed of articulation, muscle tension, greater # of repetitions (P&D, 2006)*

*Petronio & Dively, not in JOI

**Collins, not in JOI

Slide. 19: g) prolonged hold (Collins, 2004)**

h) tenseness (Collins, 2004)**

i) extended location (Collins, 2004)**

j) redundancy (Collins, 2004)**

**Collins, not in JOI

Slide. 20: Morphology

a) NMS (adj. and adv.):

1. modified by muscle tension and movement changes (C&P, 1998);

2. adverbial morphemes (Collins, 2004, next slide)

b) negation expressed at #NO, NOT or 5hs (“not what I mean”) (Frankel, 2002)

c) agreement verbs YES, #NO (P&D, 2006)*

d) #NO as a negative operator, changing polarity of sentence (P&D, 2006)*

*not in JOI

Slide. 21: Adverbial Morphemes in TASL*

1. Manner/Degree – quick, tense mvmt w/final hold, eg. STRONG; tense, hold, eg. NONE; away from chest, extended distance, tense, hold, eg. INTERESTING; tense, hold, pushing forward to indicate a question, eg. FINISH

2. Time – repetition, eg. 2-year-past TWO; additions replacing topic markers, conditionals, eg. WHEN, UNTIL, LATER (slower mvmt)

Slide. 22: 1. Duration – tense, hold, replaces conditional, eg. STILL; larger arc, more pronounced, eg. UP-TILL-NOW

2. Frequency – larger, slower, eg. SOMETIMES; additional repetition showing frequency, regularity, replaces lip protrusion, eg. EVERY-TWO-WEEKS (3x)

3. Purpose – additional word replaces eyebrow raise, possessive, eg. FOR

4. Place/Position/Direction – fast, tense, at end of sentence, replaces wh-q, eg. WHERE; replaces eyegaze, eg. FROM

“...use of an additional signed word in order to make the context clear...redundancy in the content as a way of reducing ambiguity.” (p. 66)

*Collins, 2004, not in JOI; data from dialogue of two Tactile ASL interlocutors

Slide. 23: Summary of features found in TASL adverbials

1. Prolonged Hold
 2. Specific or Extra Sign
 3. Tenseness of the Hand
 4. Extended Location
 5. Longer and Slower Movement
 6. Redundancy
- (Collins, 2004, p. 67)

Slide. 24: Syntax

- a) Wh-q – addition of overt wh-sign (C&P, 1998; Collins, 2004 (not in JOI))
- b) Y/N-q – addition of QUESTION sign (C&P, 1998)
- c) SVO (Steffen, 1998)
- d) initial YOU to indicate a question to the receiver (Steffen, 1998; C&P, 1998)
- e) headshake marked with sign NOT (Petronio, 1988; Steffen, 1998; Frankel, 2002)
- f) NMM expressed as manual signs (eg. VERY) (Steffen, 1998; Collins, 2004 (not in JOI))

Slide. 25: g) YES, #NO used more frequently in Tactile ASL; freq. inversely related to visibility (P&D, 2006)*

h) YES, #NO at sentence ends as further confirmation or negation (P&D, 2006)*

i) YES occurring before a verb or predicate (P&D, 2006)*

j) indexing used for questions in narrative only, where one character questioning another character; other methods used for third person reference (Quinto-Pozos, 2002)**

*Petronio & Dively, not in JOI; data from dialogue of two Tactile ASL interlocutors

**Quinto-Pozos, not in JOI; data from narratives of two subjects educated with Signed English who learned ASL later in life

Slide. 26: Lexical changes (Steffen, 1998)

- a) more use of nouns than pronouns
- b) signs followed by fingerspelling

Slide. 27: Deliver –Mode: tactile (one- or two-handed); close vision; restricted field; voice-over; tactile fingerspelling; typing; other

Slide. 28: Speed and pace; Signing space

- Slide. 29: Monitor: Am I aware of all the elements I am processing?; Am I making conscious decisions?; Did my process break down anywhere?; Am I observing signs of comprehension of lack thereof from the person with whom I am working?
- Slide. 30: Feedback
1. Tapping*: a) one finger = I understand; four fingers = OK; oh, I see; I agree
 2. Tactile Nod* a) receiver raising and lowering signer's hand
 2. Squeezing* a) gentle, repeated = Yes; I understand; b) single, firm = I missed something
- *(C&P, 1998)
- Slide. 31: YES (P&D, 2006, not in JOI)
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Slide. 36: Continuing Education

1. Online Learning Community – to continue with more in-depth learning and discussion on this topic, February 25-March 22, 2013. CATIE/MARIE Centers through NCRTM listserv
2. NTFDBI GoogleGroup on Deaf-Blind Interpreting Education. To join, send request to: info@deafblindinterpreting.org
3. For announcements of training opportunities and conferences, e-mail above address to be added to mailing list.

Slide. 37: Additional Resources

1. For more resources, visit the NTFDBI website: www.deafblindinterpreting.org
2. LIKE us on Facebook: National Task Force on Deaf Blind Interpreting
3. Join the NTFDBI group on LinkedIn

Slide. 38: Thank you!