

02/21/2013 A Process Model for Deaf-Blind Interpreting

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Captioner: Carrie O'Brien.

Test. Test. Test. Test.

>>> Welcome to our February webinar. A process model for deaf-blind interpreting. We are excited to see all of you here. A large amount of interest in this webinar. I'm going start off by taking care of some housekeeping items. Captioning and interpreters are provided. The streaming window opens automatically. There is a tab for the audio and video on the far right. Click on the bottom corner and a menu will drop down. Click detach panel and you can resize the video box. If you would like to enlarge the interpreter box. You can do this, too. Clicking on the side of the box and moving it and clicking on the corner of the box and dragging it to a larger size. Windows can be closed or sized to personal viewing environment. If you would like to enlarge the chat box text, click on the side of the box that is on the lower left of the screen and drag it to another part of the screen. Then click on the corn canners of the box to drag it out and make it bigger. To enlarge the text on the upper right hand side of the chat box there are two icons. Click on the second one from the

far right and a drop down menu will appear. Click on enlarge text as many times as you need to. To open the captioning, click on the captioning icon, which is next to the icon with the microphone and the flower on the toolbar. You can move the closed captioning box to another part of the screen and enlarge both the box and the text. If you would like the plain text version of the PowerPoint, go to the main website, Jessie, would you please type the address in the chat box? You would click on the link that Jessie types into the chat box and -- this will take you to the resource links. On the bottom click on the second link that says accessible content. There will be two videos shown tonight. If you would like a text description of the videos go to the same resources link section and click on the third link, which is alternative text for videos for slides 9 and 14. All of these -- directions were sent in the e-mail with your webinar link. If you missed the information, please refer back to the e-mail that was sent to you earlier this evening. Questions for the presenter tonight will be done by the participants typing in the chat function. I will collect all of the questions that you present and then I will live them to the presenter at the end of the presentation during the question and answer time. There will be, do not speak, as participants, do not have that ability. You will have to use the chat box. If you have technical issues please use the chat function and a member of the National Clearinghouse staff will aid you.

Now, with all of that out of the way, it is my honor to present Rhonda

Jacobs. Rhonda I want to thank you, very much for being here tonight. I'll turn it over to you.

>> Okay. Thank you. Hi, everybody. I'm Rhonda. I'm beaming out to you from Maryland, two hours later here. Let's see, advance the slide.

Okay. Here we are in the introductions part. Okay. That's me. I'm here representing the national task force in deaf-blind interpreting. I have been in the field of interpreter for 25 years now and involved with deaf-blind interpreting and knowing and working with and hanging out with deaf-blind people since I was a student in my interpreting program. So, we know who you are and who is out there. Get to know each other a little bit and also practice typing in the chat box.

If you can type into the chat box where you are, where you are located and what you do in the field, if you are an interpreter or educator or anything else. Okay. Go. I'm not seeing anything. Do you have access? Test. Test.

Okay. Students, interpreter educator. VRS free-lance. Educational interpreters. Assistant faculty, community interpreters. Monitors. Okay. Well, good. Welcome, nice to have you here. Now you know where the chat box is and how to use. We're going to be using it a lot, I want to this to be interactive. Hopefully, we can go back and forth a lot. So, keep your fingers on the keypad so we can do this a lot.

Okay. Let's get started here. Okay. Process models. So, this

presentation is about process models. To start out I would like to know how many of you are familiar with process models and which ones? If you can type that into the box. There are a number of them out there. Just want to get a sense if this is something that you're all very familiar with or if it is new to you or what. Okay. All of them. New to me. Familiar with all of them. All three new to me. New. New. New. New to me. Okay.

So, thank you. That gives me a good sense of where people are at. So, um, for pose of you that are familiar with process models, why do we have them and how can they help you when you are interpreting? Harder question.

[Laughter]

Give you a minute here. Oh, I'm sorry. The question was for those of you that are familiar with process models why do we have them? And how can they help you? Does that make sense? Analyze our work. See where breakdowns occur. Okay. Models are the most helpful for those who develop them. All right.

[Laughter]

Processing. Help with processing information. You understand the process that we go through to make equivalent messages. Meaning every person from source language to target language and the details, etc. Models also for how to remember and plan. Rebecca. To have a framework and structure to work from. Well, hi, Paul. Nice to see you here. Okay.

So, that's, that's, you've pretty much all got it down. Thank you.

Yes. How to process between L1 and L2. So, just briefly to summarize all of that. The process model breaks down the process of interpreting into parts that can be analyzed individually. So, when we're on-the-job and we're wanting to craft something a particular way or struggling with something or after we have come off of an assignment and looks back and thinking, ug or that worked all of those reactions we have to our work. Remember it is not only about when breakdowns happened and what didn't work. What worked, too. Looking that dynamics of what is going on in our head. A lot of this is black box stuff. Take a current image here, to take your skull off and look what is going on. They are also helpful when dialoguing about the work with a colleague. It is someone mentioned to give a framework to talk from. It is not just that X happened when we were on an assignment, but where is x in a larger context. What is influencing it. How might I want to work with that particular element.

So, equally when we are analyzing a video of our work. It is helping us to isolate specific parts we're looking at. If form how we can adjust or set up a learning path for ourselves. See the three models that we're drawing from here are -- [listing models]. A number of you are familiar with those and -- let me advance the slide. So, in the --SELESKOVITCH. So, three parts. You take something in, and then you get rid of the words and then generate the idea in the target language. So, sounds simple enough, but there is an entire book behind it. So it is a little bit more advanced than

that.

The next slide, the COLONOMOS contextualizes this more. So the speaker is in the first box here. There is a variety of factors that go into analyzing all of this. So, coming up with the message and analyzing the interpretation, including who the audience is, their context, etc. Then actually producing the interpretation. While all of this is going on, our internal monitor is watching all of this is making connections and adjustments and -- we are taking in feedback also from any variety of sources. Like the person who is receiving the interpretation and our team interpreter, etc. It is all of the little arrows represent, you see going back and forth hear all of this is feeding back on itself, informing the different parts simultaneously. Putting it into two dimensions. Box next to box, next to box. It is by nature artificial, but it gives us a way to look at it. Here is another schematic of our model of what we actually do. First we concentrate, the C part. Then we represent and then we plan. So, that's a really quick rundown of the model.

The COKELY model on the next slide is a model that breaks the parts down this way. First we take something in and then we do preliminary processing. We hold it in short term memory. Then we realize the meaning. We determine how that meaning will be understood by the other person. Then come up with a way to say it and then in the last box we actually say it.

Down below all of these parts are influenced by our linguistic

knowledge, cultural knowledge, contextual knowledge. Physical and psychological factors and then forgetting also. So there is a higher book behind this one also.

But what we're going to do for tonight, okay? So, so far, so good, we're going to extrapolate from all of these and break it down into, I'm calling a working process model. This, the forum that it is in here is -- was done by Ron Coffey, a colleague of mine who passed away while he was a graduate student at Western Maryland College.

In this model we first receive something. Then we analyze who sent the message. Then borrowing from the model we let go of the words. In the middle we get the meaning. Then we analyze who we're going to deliver this meaning to. Then we deliver it. All of the while we are monitoring ourselves and taking in any feedback that is coming our way.

Okay. Now, suppose you're doing all of this in a deaf-blind context. So, what changes? What things might be want to consider? Type into the chat box a few things. When you're doing all of this processing stuff, okay. Environment -- analyzing the receiver. Environmental information. Feedback is different. Yep. The situation. How we deliver. Assigning space. Yep. Facial expressions. Uh-huh. Fatigue factor. Emission. Receiver speed. Sign space. Adding the visual information. All of the above, right. Reception skills. Juggling all of that. Yes. Juggling.

[Laughter]

Sharing info about what is going on in the environment around you.

Their type of vision loss. Good.

Okay. So, we're going -- placement, right. Thanks. So, we're going to look at these all of these different things one at a type. They're all right. So, the situation is -- you're going to be interpreting a video of two people talking. Two deaf-blind talking. So that's -- that's your, your input, two deaf-blind having a conversation on a video. You're interpreting this to a deaf-blind person who is at work in his office. So, first let's look at the video. This is your source material here. Now, if you click -- I think -- you all have to click on this. I'm not sure if I have these icons or if everybody has these icons. Up on the upper left hand portion of where the -- slide is. You should have three boxes. If you click on the third one -- or maybe I just click on that. If you don't have those boxes, I'll just click on that. Okay. Did you all just see the video come up? Okay. Good. So now you have to click on, you'll have to watch it on your own. So, you each have to click on the play button and watch just the first two minutes of it. Let me know when you have seen two minutes worth. Okay? Go for it. Oh, it started playing automatically. That's good. Can't see it? Okay. I'm going to also put the link in the chat box here incase you have difficulty seeing it there, um -- okay. There is the link again in case you need to separately. I'll wait for the signal from you when you have seen the first 2 minutes. Again, if anyone is using a screen reader there is a

version of plain text version on the main web page that Jessie typed in earlier. Yeah. If you need to, instead the video is easier to understand than the interpreter because it is bigger. If you're watching the interpreter you can enlarge the box, click on the side of the box and drag it out. Click on the corners and enlarge it. If it is stuck, it might be buffering. So, you might have to wait a minute for it to start again. Okay.

It looks like folks are done. Good. Okay. So, now if we went back to the initial box, the receive box on the previous slide, what did you take in? What was received? Type in what ever you noticed. You seen it on her arm, not on her hands. Okay. Tactile signing. Yes. Never seen that before. Okay. He was tracking. Right. That's called tracking rather than tactile signing. Uh-huh. He was only using one hand. Want to watch the whole thing. How does she know what he says, I'm curious as to how to get the info from holding her arm. It seems like a light touch. Are they both deaf-blind. Yes. They are both deaf-blind. Uh-huh. Okay. Some other questions for you. Does he have the same vision? They have very similar vision. They have tunnel vision.

So, looking at the next slide. So, this is wow -- it is nice to see the wows. So, when you're looking at, when you're receiving something in the context like this. So, yes. You're getting the visual environment, as some people said. You know, there's the people and where, where are they. Can anyone see the chat responses? We can't hear. Yes. It seems like everybody

is seeing the chat responses. Okay. What did you notice in terms of movements or mannerisms? That might be different. Anything ability, identification? Of who was there. Directionality. Who is speaking to whom? Any information that you saw about, um, taps, right? Facial information that might show affect, mood or subtleties and also just the speaker input, what was she actually saying? What did you notice about her signing? That is going by very quickly here. Slower pace. Okay. It is much bigger. Taps or turn taking. A bit of pro-tactile. Classifiers. Anything about her language that you --

[No audio]

That you noticed that might have been -- for right now. Just take a moment and, maybe -- close your eyes, that will force you to not watch anything. Just let the message wash over you. Just let the movie replay in your mind for just a minute. Okay. That's the release form part. That's when you give yourself enough time to forget the actual signs that might have been used. The actual structure that might have come in to take it in and absorb it.

So in the next box we have the meaning. Usually when we think about meaning we think about this person said X. Okay. What do they mean? How am I going to relay that to the next person. But here it is just that. So, what of this text that you just took in, what is the point? Is it what they are actually saying or what they are doing? Or what the whole situation

looks like? If you had to say what is the meaning of what you just saw, what might that be? Oh -- ah please bring down the camera or raise the interpreter. The interpreter is a little bit low on the screen. Also considered a goal at this stage. To give information. To get back to words and focus on the meaning. Okay. What do you think the meaning is here? Introduction. Body language. Uh-huh. That's there, too. She told us how he inspires her. That there is a wonderful camp experience this week. They hate to leave. To share the story of this experience. Uh-huh. Okay.

All of those things come into play. They are all part of it. Remember that everything is context wale based also and you're interpreting this video for a deaf-blind person who is sitting in an office somewhere far away.

Okay. Now you're going to get to the receiver as -- because the -- meaning is also going to be informed by -- who is receiving? What is the meaning here, just what you took in our pieces related to who it is going to, who is on the other side? So, now you're going to look at the receiver. The person on the receiving end is Eddy Morton, a fully deaf-blind -- man who is the coordinator of the deaf-blind services society of British Columbia volunteer intervention program. So, we're going to watch two minutes of this next slide. Hold on here. Hold on here. Okay. So, this is Eddy Morton. You can push play and watch the first 2 minutes and let me know when you are done. He is totally deaf-blind. Meaning no vision. That is correct. I will copy the link also into the chat box in case you need that. Can't see

the signing? Oh. Can't see the signing of the interpreter.

Okay. It looks like people are about finished up here. So, go into the next box to analyze the receiver. What did you notice about Eddy? Where is he? How was he dressed? What or where can he see, if anything? What would he need to know in order to make the video that you just watched make sense? He was dressed professionally. Uh-huh. Formal and educated. Nice suit. Yep. He needs to know there is a man asking him questions. He needs to know where the hearing person was. Okay. Um, just as a remainder, the situation that we're making up here. So -- pretend you're in Eddy's office which is right near this street that you just saw and you're interpreting the feedback video that you just watched to Eddy. So, what would Eddy need to know to make -- make sense of the feedback video? The purpose of the conversation or the questions. But it is an outdoor noisy environment. Lots of environmental noise. Again, we're not, we're not talking about the, the, the -- we're wanting to -- present the video, the first video to Eddy assuming he's in his office and -- not out on the street. Uh-huh. Who the person is. If it is an interview, and for what. That the speakers are relaxed and causal, comfortable, happy. The first speaker is a woman. The second speaker is a man. We're at a camp. I'm confused, we're interpreter the Roger video to Eddy. Correct. The Roger and cocoa video we're interpreting the Eddy in his office. You need to know what the interviewer and interviewee are outdoors and seated. Right. And both are deaf-blind.

The weather and the climate. It is -- switched positions. They were seated on a log, weren't they. How they are communicating. They are using one hand. Okay. Anything about just where they are? The people in the first video are at Seabeck, which is a camp in Seattle. Eddy is in Vancouver. British Columbia. So, just think geographically might Eddy know where Seabeck is or have been there? The two were wearing. Where is Seabeck? Seabeck is a retreat that is run by the lighthouse for the blind in Seattle -- Seattle. So it is south of him. So, he might have been there. The age of the two people. Right. So, all of the things are things that we want to think about the person on the receiving end to know what they might need to know or want to know to make sense of the message. So, if he's located just a couple of hours north of Seattle, then maybe he's been there. So, that would be an important thing to know about the first video. Okay.

Anything else we might know about him. His language, his personal things that you might know, any interests that he has. All of this can inform the meaning that you take from the source.

Okay. Now we get to the even bigger part. So, now you're going to add form. So, usually when people think about deaf-blind interpreter, they think about the modifications that needs to be made linguistically for the person to understand the language part. Remember all of the parts that we already talked about have already happened now, as part of your interpretation. So, now we're just getting to the final stage of your interpretation, which is

putting on the language part.

This is the part where a fair amount of research has been done. This section of the model is informed by research. It is meant to be the, the model altogether is meant to be a living model. So as more research becomes available it can be added in. So, what is listed here is both the research that was available when this article was first published in 2005, 2005 addition of the journal of interpretation and also where you will see noted the research that either has been done since then or was not included in the original version. So. There is also, also, there is other research out there that's not in here. It is not completely comprehensive, but the goal is any new research that becomes available or that you know of can be added in, in the proper place here.

Okay. So, what we're going to do now is basically a whirlwind tour of linguistics. It will be a lot and go by kind of quickly. This is just an overview. You can go back and refer to what is on the slides. If you would like to go into more depth on all of this and spend time on it you can join in for the four week on-line burning community that is going to be starting this Monday.

Show the first part we're going to look at is the knowledge -- technology. In the area of hand shape. This has worked on by Collins and (Indiscernible). They saw there was not a lot of difference between visual and tactile signing in terms of hand shape, except for the numbers 6, 7, 8,

9, there is a typo here, that should be 8, 9, not 8, 8. Those numbers can be more difficult to -- distinguish tactilely. So, they are held a little bit longer. So, the receiver can feel them.

In terms of location, this is also from the same, the signing space reduced when someone has a restricted visual field like the people you saw in the first video. Also signs that might be normally or in visual ASL made near the periphery of the signing space. Like baby or boot would need to be relocated up higher or possibly fingerspelled. Also, if they noted the space and position of, of, of the signing space is dependent on the relative position of the interlocutors. So, somebody is sitting and somebody is standing you're going to have a small space somewhere between the two. Also, the tactile ASL the signing space is smaller and the body part moves often towards the point of contact, the contact sign, such as the body for eat. The body would move forward a little bit as well as the sign coming up to the mouth.

Also, what Collins noted in '93, that signs can often be moved away from the point of context of the body. For example in the sign not. If you're doing tactile. The sign not might be moved farther down and out so it is not actually touching the chin when you have somebody's hand on your hand.

According to them, the locations of the signs, yes and no. Can be used to show constructive action or role shifting. Their work has been done since the journal was published. What they noticed just in watching a lot of

people communicate using tactile ASL. They noticed there was a lot more use of the terms yes and no. So, they took a bit closer look at this and see when and why and if it was the case people were using yes and no more. They found 12 different ways people were using yes and no and different variations that were used during tactile ASL. Interns of orientation. There were shifts due to phone logical constraints and also tactile constraints and shifts due to both. An example of this would be -- the sign walk. If you're using an inverted V hand shape to walk forward. You can try this now. Put your own hand on your signing hand. So, your receiving hand is on your signing hand to get a feel for it. Make -- the sign walk, walk forward and turn if you're right handed turn to the left. So, if somebody is on your hand, put your hand on your hand and walk forward and then turn left, what happens? Does your whole arm have to shift like that? Like you're seeing the interpreter do right now? A way to make that so the receiver's hand can stay in contact is instead of shifting your arm to walk left, you would twist your hand to the right. So, you're signing sideways. I'll let the interpreter demonstrate that. So you're. So, if your hand were to twist right. So, your palm orientation becomes left, than the person is able to maintain contact with your hand without you having to, without both of you having to twist your whole arm around. To pivot the wrist. Right? Pivot the wrist to the right. Okay.

Similar to what we just said with location. They said that orientation

also can -- would shift to signify role shifting or constructive action and the use of the yes and no. In terms of movement, they noted a shorter movement than the tactile ASL. Because the signing space is smaller. Also Collins noted that a forward movement away from the signer's body could be used today indicate a yes-no question. For example, if the -- statement or question is are you married? That would be signed moving the sign married out. Moving the sign outward as you're signing married. Which takes the place of the raised eyebrow. This was also shown later in 2004 by Collins with the sign finish. So, if it is actually, if you're saying are you finished. If that is made more forward and with a sharper movement and a hold at the end, that is showing that it's a question.

Collins also noted there is a longer and slower movement path for some of the signs. For example, later or sometimes. Sometimes being made larger and slower.

In 1988, showed -- noticed that there are modifications made for two-handed signs such as candle or freshman or listing-on-fingers need to be modified in some way or another, because somebody is receiving one-handed tactile or they are not going to notice when you're seeing, say, listing-on-fingers it comes off as 1, 1, 1, 1. So, something has to be done. 1, 2, 3 or some other way of indicating that a listing is being done.

There is also variations in yes and no, which was shown by them that show affect. Including the size of the movement arc, when you are signing

yes or the speed of articulation, muscle tension and also a greater number of repetitions in signs yes and no.

I'm not able to watch the -- chat box very much right now. So, unfortunately, I'm not able to respond to a lot of these. But Carrie will be taking note of these, I'll respond afterwards.

In 2004 Collins showed there is more variation in prolonged holds and tenseness such as signs like still or strong or none, that would be done more, with more tenseness in the, in the hand movement and -- held for a longer time. Also, an extended location, for example, the sign interesting can be done farther out from the body. Also, redundancy, such as, ah, if you want to say something happened two years ago. Two. So, when you say two years ago, the person might not camp that there are two, the two that's going back. So, the two might be added on the end. So, two years ago. Two.

For morphology, non manual signals are one area that is very salient in the interpretation of visual information into the tactile mode and work both show differences in muscle tension and movement changes. We'll get into more of this in a minute. Frankel showed there is negation being expressed by the signs no and not. Not what I meant. With hand shapes. Make the five hand shapes waving. No. No. That's not what I want. They also showed that yes and no can be used as agreement verbs. Like to say yes or to say no. Also, that no is used as a negative operator to change the polarity of the sentence. So -- I go store. No. No. No.

Collins researched came out in 2004, isolated six fundamental features of adverbial morphemes that are intrinsic to ASL. These being manager degree. Which is often shown with a quick tense movement and a final hold. Just like in the sign strong or tense and hold. As in the sign none. Like we just talked about, signs made away from the chest, an extended distance that include more tenseness and holding like in interesting. Then pushing forward like we already talked about as well. In terms of time, like what we just talked about. Two years ago, two. Additions that we place the topic markers and conditionals such as adding signs like when or until or later with a slower movement that might not otherwise be done.

Duration. There's more tenseness and holding and these can replace conditionals. For example, using the sign still. Or in the sign-up-till-now that might be a larger and more pronounced arc.

Frequency, there can be larger and slower movements as we already mentioned with the sign sometimes and additional repetitions to show frequency or regularity. For example, if you normally want to say this happens every two weeks you might sign every two weeks twice, but if you're wanting to show there is regularity to that, you might have a lip protrusion in your non manual signal that -- um, that, oh, this happens every two weeks with your lip protruding, but if somebody doesn't have access to that non manual signal there might be an additional time it is done. So it might be signed three times. So, every two weeks done three times.

Also, it, um, it -- has worked showed an additional feature of purpose. There can be an additional word put in such as the word for if it might replace eyebrow raise or possessives. Place, position and direction. That could be -- ah, faster and tenser at the end of the sentence. That replaces WH questions. For example, where or sign from, that might replace eye gaze. He summarizes saying that the use of an additional signed word in order to make the context clear and redundancy in the content is a way of reducing ambiguity.

So here's a summary of the features found in tactile ASL adverbials. We just talked about, but if I will run through it again. There is prolonged holds. Specific or extra sign. Tenseness of the hand. Extended location. Longer and slower movements. Redundancy.

Category of syntax calls them showed the addition of WH question signs, and they showed the addition of the question marker sign. At the end of sentences. Steffen noted an increase in subject verb object word order and both Steffen and Collins showed an initial you sign to indicate a question to the receiver. So the sentence started out with you, so the person, because normally this might be done just by looking at a person. When you look at something you know they are asking a questions to them, but if the person doesn't see that you're looking at them to sign you first, to say, by the way, you. I'm going to ask a question to you now.

There is something similar in constructed action of, of, narration of,

of stories and narratives. Also, PETRONIO, Steffen and Frankel noted the head shake that is transferred to the sign not. Steffen and Collins showed non manual markers expressed as manual signs.

They showed yes and no being used more frequently the tactile ASL. That frequency is? Adversely related to visibility. So, to let someone -- less someone sees the more often they will make the signs yes and no. Compared to tactile ASL users to visual ASL both directly one-on-one to a person and to a group of people using visual ASL. When there is a group of people there would be more use of yes and no. Because people sitting around a group don't have, they are often getting things through peripheral vision. So, you will not necessary see the head not as much. There was more addition to yes and no. Comparing that to people receiving tactilely, there was no visual at all. The, there would be a greater number of yes and no and yes and no are often done at the end of sentences to show further confirmation or negation.

Also, yes occurring before a verb or predicate. This was more rare, but it would come up in sentences like, yes. Here. Like. Or -- fingerspelling someone's name. Pointing to that person. Saying yes. Several times. Yes. Have. As mentioned earlier, it is noted indexing used in narratives only when one character was questioning another character in a story but when someone would normally point to a third person they used other methods for that.

For lexical changes, Steffen noted more use of nouns and pronouns and

signs followed by fingerspelling.

Okay. So, those are all of the considerations or at least some of them for modifications to signing. Again, this is just a courtesy overview and note that also in a lot of this research it was done with case studies. So, just conversation between two people or two interpreters working with one deaf-blind person. So, um, so its -- whether or not this can be generalized is something you want to look for. Just to note that's what a lot of the research was, but the Collins research had a larger sample size. So, just by way of background.

So, with all of those modifications for signing, then -- then you actually deliver it. So it is a little bit artificial again. Because it is happening simultaneously. You don't make the sign and delivery. You make the sign and deliver it at the same time. When you are actually producing your interpretation it can be done in a number of modes. Tactile, which can be one or two handed. Close vision, restricted field. Voice-over, tactile fingerspelling. Typing and anything else. There is a misconception when someone thinks deaf-blind interpreter they think tactile, that is not necessarily the case, there are all of these ways and many others that all come under the heading of deaf-blind interpreter. So when you model that's one of the last pieces to think of. Okay. How if I -- am I actually delivering my message to this person.

A very, very big part of delivery, possibly the, the, well, everything

is important, but something to really, really pay attention it is speed and pace and signing space. So, huge considerations for the delivery portion.

Yeah. Your restricted field. Yes.

Okay. So, while all of this is going on, I can remember back in the first slide we had the arrows going in all of the different directions. All of this is happening inside of our head and the final stage coming out of our hands and while all of this is going on, we are monitoring what we're doing. So, we're watching this entire process at work to see where we might need to backup or redo something or where something might have brokerage down.

So, some questions to ask ourselves then might be, am I aware of all of the elements that I'm processing. Like all of the slides I have done so far. Am I consciously aware of doing all of the things? Am I making conscious decisions? Did my process breakdown anywhere? Am I observing signs of comprehension or lack there of the person with whom I'm working?

So that's coming from inside of us, watching ourselves. Now, the feedback part is what we're seeing come back. This is an area where there's been research on tactile signing that reveals interesting methods of back channeling. That being when somebody says, oh, right. Yeah. I see. Wrapping all of that.

They found three categories of this sort of feedback. So, with the person's hand is on the back of your hand, there, there are tapping of different sorts that might be a one finger tap on the back of your hand while

you're signing. Which can signal I understand. Go ahead. Or a four finger tap on the back of your hand, which indicates. Oh, okay. Oh, I see or agreement.

There's also a tactile nod. Where the receiver whose hand is on the back of your hand might raise and lower the signer's hand. Kind of saying, yes, and by raising and lowering it.

Also, squeezing of the hand can be either -- gentle can repeated which can signal yes or I understand. Or if someone misses something a single firm squeeze. Also, in their research they saw yes as a form of feedback also.

Now, just as a side note, there is a lot more happening in terms of back channeling -- that's just -- coming to the floor, like right now as we speak, um and if you take the follow-up on-line learning community, we will get a little bit more into that. What is here is just what was documented in research thus far.

So, here are the references. So, if you want to look any of this up -- it is all there.

So, again, as I mentioned a couple of times if you want to go back through any of this, there was a lot. So if you want to go back through it at a slower pace and digest it and crack it. A four week on-line learning community that starts this Monday and goes through March 22nd and an invitation will be sent out to everybody on the webinar if you want to sign up. I think something already went out about that, Carrie can add any, any

details on that.

There's another resource that I very much want to encourage you to join in if you are educators or interested in becoming educators, that is we have recently established a Google group for deaf-blind interpreting education through the NTFDBI. The national task force on deaf-blind interpreting. That is a discussion group for any topic having to do with deaf-blind interpreting. We've posted some questions to get things going, but anyone can go in and add anything else that they like. If you would like to join this group, please send me an e-mail to -- info@deafblindinterpreting.org. I will add that in here. Just send me an e-mail there and ask to join the Google group on deaf-blind interpreting education. There is a Google group for educators, interpreters or anyone? Yeah. That group is for educators or people, appearing educators or anyone interested in the general topic of deaf-blind interpreting education. We also have a-- at the NTFDBI has an e-mail list, a distribution list. So if you want me to add you to that list, you can send a request to that same address and I can add you onto the general list. We send out -- ah, not very often, when there is training and workshops and conferences and any other -- thing of -- interest for -- um, in terms of learning more about deaf-blind interpreting or anything related. So, that's -- send an e-mail to that list and I can add you into that list.

One other place where you can find a lot of resources, let me see here -- you can go to the NTFDBI website, which is listed here.

Deafblindinterpreter.org. There are quite a number of recourses there. Introducing a curriculum guide that we developed for infusing deaf-blind interpreting into a program. Also a bibliography available from this website and available on-line and as a download in regular print, large print and plain text and that was last updated in 2010. So, anything from the last two years is not on there. That, that bibliography is huge. It has 17 different categories of information. So, there's, there's deaf-blind in general. There is research in theory there's preparation, there's trilingual, in theatrical settings. Communication methods. Sport providers. There is additional info like, like biographies and autobiographies just a huge amount of information. So, definitely like anything that you want pretty much is available there and all of this, this housed at -- DB link, which is the information clearinghouse arm of NC BB, which is the national consortium on deaf-blind. So, a lot of material that's available -- um, is available for -- free through them. Not all of it, but if you want anything from this bibliography, they may not send it to you, but you can check with them and see if they will send us. We are also on facebook, you can like us there. We send out more things than on the distribution list. If you go to NTFDBI. It should pop up on facebook. Or type it out without the hyphen. There are two facebook pages. The one with the hyphen is something that facebook did all by itself, that's not what we actually use, but you'll see the one that actually has color and pictures and people on it. We also are on LinkedIn.

So -- you can join us there, too. Okay.

Good. We've got some time. So, before we go to the Q & A it is pop quiz time. Just to make sure that you were paying attention. Okay. So first question who did the research on yes and no the tactile ASL? Make sure that you have it here. Yes. Karen, very good. Yeah! Good. That was fast. Okay.

Who did the research showing that the signs made in the periphery of the signing space need to be relocated or fingerspelled? Remember the last name? Collins? Collins? Okay. You're both right. It was both in 1988 study.

Okay. Who did the research on adverbial morphemes the tactile ASL? Collins. Right. Correct.

Okay. Now what are some modifications that can be made to adverbs the aid in comprehension? Move forward, prolonged hold. Body shift forward. Repetition. Adding a sign. Hold, redundancy. Repetition. A bigger sign. Repeat and move forward. Question, move forward. Oh, good, you're all paying attention. This is great.

Okay. Next question. What numbers are difficult to understand in tactile ASL and what can be done to make them more understandable. Also who did that research. 6, 7 and 9. Oh, boy you did that fast. Who did the research? Collins? -- yes. You all passed. Okay. Good. You all get your certificate. Yeah!.

All right. Thank you. It is time for questions.

[Laughter]

Yes?

>> Okay. Um, there was some discussion about how to improve their skills with interpreting for deaf-blind. Some peoples to watch videos. Some people said that they should spend time with the deaf-blind community and some said a combination. Would you please address that.

>> Yes. All of the above. Yeah. It's, I mean, vital to get out and meet the people and use the language and just become comfortable with all of the people out there and all of the different communication methods they use. Watching videos can help also, of course, and -- if you do the on-line learning community, we're going to be doing both of those things. So, yes. Everything opportunity that you can avail yourself of, it is all good. Yes. As Barbara said, yes. Also volunteer whenever possible. Yes. Yes. Show up at the local deaf-blind events wherever you live and -- just, be there. Work as, as SSP, sports service provider, volunteer interpreters. It is always needed.

>> Okay. Also -- are there differences in the way you sign with deaf-blind like there is with a deaf person. Just regarding the yes-no questions and the placement.

>> Is there a difference between -- visual and tactile ASL. You're asking for yes and no? Is that the question?

>> Yes.

>> Okay. She's rephrasing here. Hold on a second. Class going on for the next couple of weeks how do we sign -- okay -- back up. Caylee was going to rephrase. I'm going to look down for Caylee's rephrase first. Then I'll go back up to Paul's question. Okay. In ASL there's a difference between people in the way they do things. I guess I don't know how to form this question well. Do deaf-blind people have different ways of negating or affirming things? Um -- just again from or is it universal. Just again from the, the, the -- research -- that, of the 12 different uses of yes and no, 10 of them could also be used in visual ASL, 2 of them could not, but there was a greater use of them. So, um, just, an additional, an additional signing of yes to show affirmation and an additional use of no to show negation. I don't know that I can speak to -- other, other differences. Just, that's just go from that one popular research study. Barbara says each has their own way. So yes. Research, research is looking at your once -- a sample size of whatever that size was. So, it's looking at that and taking that and looking at your own community and watching for it. Like does what your notice when you're out there match what the research showed? Or is it different?

Let me back up here a little bit. Okay. If you can hold on putting things in the chat box for a moment so I can read them, because every time -- ah -- every time a new thing, a new -- message comes up it flips down to the bottom. So, I have a second to go back up and read.

Paul is asking, Rhonda can you speak to the difference of interpreter versus copy signing. Wouldn't you say that copy signed from a sign message sending to the deaf-blind receiving. I'm not so sure hearing interpreter does this much or well, because we're used to working from voice to sign. That's what I see a lot. So -- I'm not sure how to answer that more -- expanding more. Other than yes. I notice it a lot. I would like to see more processing happen often. Sometimes copy signing is perfectly fine if what you're getting from the original includes everything that you need. Often when you are simply copying from the original source, those modifications need to happen are not necessarily happening. The part where and the process model where you drop form is not being dropped. So, the, so -- in a sense, the message then is not fully being processed. It is just being, like you said, it is being shadowed. So I would encourage all interpreters deaf or hearing to -- be aware of what they're doing and in terms of am I really processing this message. Meaning am I taking it in, letting go of the original and recreating it for this particular individual.

Um, looking back here. David says, I have the opportunity to interpret with, oops -- I lost it here. Interpret with a deaf-blind field for 30 years. Client is specific. I'm able to modify to help their processes. I'm a lefty and had to shift to the right hand. That is a good point and came up with the research also, not in the research, but something else that came out. Just a good tip if you're not already ambidextrous. If you can learn

to sign with both hands that can be very helpful. Especially with what is happening now with pro-tactile, we will go into pro-tactile stuff more on the on-line learning community, but if you're talking with two people on each side of you, it requires signing with both hands.

Has there been much research on sight interpreting from text for deaf-blind. I don't know of research.

When it comes to fingerspelling. What is the proper way, on the front or back of your hand. David said birdcage. That's one possible with the person's hand is on the front of your hand. Sometimes it is on the side. The, the -- when you're talking with somebody they will -- adjust to you. So, um, ah, just kind of go with the flow and the person will do what they need to do. Barbara, yes. Each deaf-blind person has their own preference. Right. Carrie, are there more questions that you have some?

>> Yes, I have a couple more.

>> Okay.

>> Conversing with the deaf-blind is (Indiscernible) then interpreting, but there are issues with the modifications and interpreting the information without falling behind. That was a discussion. Could you address that?

>> Whoops. I'm sorry. There. Are issued with what? I missed a piece of that in the middle.

>> When they converse with deaf-blind everything works out with the

modifications. However, when they are using the modifications in interpreting, then keeping up with the information being presented is a problem, and they fall behind. There was a discussion between several participants can you address how they might be able to keep up in interpreting with the information and not fall behind as they use the modifications?]

>> Well, now -- this goes back to the -- portion of the process model. Carrie, can you turn your microphone off? Okay. This goes back to the portion of the process model of the meaning part where you are analyzing for assailance. There is a lot happening. You know, there's the actual message of what someone said, you want to get the message across and all of the other stuff happening and how much do you put in, in the given time you have. That's when you have to be an editor and analyze what is most important here. Is it what the person said? Or is it that somebody is just trying to be friendly. Or is that this person is angry. So, there's a lot of picking and choosing to -- to decide what to convey to this person. What is that person interested in? What is the person's goal in being in that situation? What might they want to know here? Why are they here? All of that. That's where the process model that is presented here comes in handy of giving you a way to like just isolate this part. Like. Okay. There is too much coming in for me to get it all out. I'm behind. There is a lot of stuff happening here. So, rather than say, ah, what do I do here, go down, which box is

creating the struggle for you. How can I isolate which little section is presenting the problem. Then, okay. And then giving you questions under that box of -- how can I make this work? You know, of, of figuring out what is most important or figuring out just giving you some, some questions to frame what you might want to do in that situation. I don't know, does that help?

More to consider in deaf-blind than regular interpreting. Yes. Okay. Carrie, other questions?

>> I have one more that was presented by David.

[No audio]

>> Oh, for some reason that did not come through on audio. I saw the interpreter interpreting. She got it, but I didn't get it and other people were saying there was no audio. If you can repeat that, Carrie, please.

[No audio]

>> When David asked when they signal, I understand is a brief perception check appropriate at that time?

[No audio]

>> I want to make sure that I'm understanding correctly. With the person breathes and takes a pause is that a good time to ask -- if they are following? Is that what you're asking?

[No audio]

>> David had asked a question. So, I'm hoping that he will jump in and

clarify what he was asking.

[No audio]

>> David, I don't think the participants have access to a mic -- so you have to type it. If technological advancements like a deaf-blind communicator will be helpful to deaf-blind or a hindrance. It seems like it can only be a help. That's just my outside perspective. David is clarifying here. Okay. So, David is clarifying. If you know your client you get the subtle clues that they understand. If not, they may say I understand, but do they really? How can you check to make sure? Um, those things are so very individual. Um I don't know that I can give a blanket answer for that other than, it is, depends on the relationship between yourself and the person and the trust and reading their signals and having clear and open communication. Um, again, it is hard to give an outside answer for something like that without being there.

Barbara answers when they answer questions to the point, when they part in the discussion. Yes. The time is close to up. Cathy wants to watch the two video examples again. We'll be watching at least one of them on the follow-up discussion and the links are in the PowerPoint. So you can watch them yourself in the PowerPoint. They are in the chat box you can click on them there to pull them up. Or if you look at the PowerPoint they will be on there. Will the PowerPoint be on the center website. It is on the -- website and I will copy it for you here, hold on. Okay. If you go to that

website and go to the bottom, where it says resource links the PowerPoint is down there.

Okay. Carrie, anything else?

>> No. That was all of our questions. So I think I'll wrap it up. Is that all right with you?

>> Yep. Go ahead.

>> Okay. First of all, I want to thank Rhonda again for coming and providing us with a wealth of new knowledge and information, it was just fascinating. I would also like to thank more interpreter Kirk and Darlene and our captionist, Carrie O'Brien. National Clearinghouse, we would not be here today if it was not for Jessie and her team. If remainders CEUs can be requested by completing the CEU request form and the satisfaction survey is completed. The survey will open up once you closeout of the webinar software. Submit the survey, you will see the screen where you can click on the form to request CEUs, the form must be filled out to receive CEUs. If the form does not automatically open go to the web page for the webinar provided to the e-mail sent to you today with the link to access the webinar tonight. The link to the survey is at the bottom of the page. A group sign-in sheet was attached to the e-mail that was sent to you. If you watched in a group of individuals, please have everyone sign in. Then submit the form.

CEUs will be awarded via the sign-in sheet or the survey. Please

encourage everyone to complete the survey. As Rhonda mentioned several times the listserv will begin on Monday. It provides an opportunity to explore this topic more in-depth. There was information on the e-mail sent you today. Also look for the e-mail sent tomorrow. That's about all that I have. Thank you so much for coming. We hope that you will come for our next webinar. Which will also be on deaf-blind, but I don't have the details yet. So, please keep an eye on your e-mail box I will be sending e-mails for that soon. Thank you very much.

>> Thank you, everybody.

[Event concluded]

Ending time-6:29.