


Interpreting in VR Settings Webinar Series




Interpreting for Assessment and Evaluation Processes

Presented by:
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Who are We?



Pauline Annarino, M.S., NAD V, GPA **Cheryl D. Davis, Ph.D.**

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Consortium Members

QUALITY • COLLABORATION • EDUCATION • PARTNERSHIP • EXCELLENCE



www.interpreteeducation.org

- National Center**
Northeastern University
- CATIE CENTER**
St. Catherine University
- GURIEC**
Gallaudet University
- MARIE CENTER**
University of Northern Colorado
- NURIEC**
Northeastern University
- WRIEC**
Western Oregon University and El Camino College

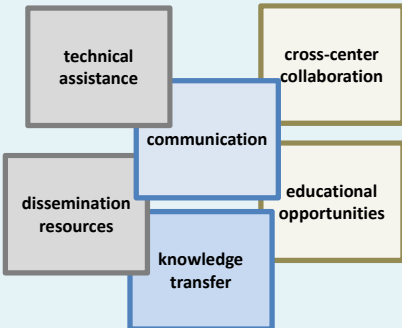
www.interpreteeducation.org

Funded by the U.S. Department of Education, IDEA, 2004-2009 and 2010-2014.
Training of Interpreters for Individuals Who are Deaf and Individuals Who are Deaf Blind

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Consortium Mission

To connect and collaborate with diverse stakeholders in order to create excellence in interpreting




- technical assistance
- cross-center collaboration
- communication
- dissemination resources
- knowledge transfer
- educational opportunities

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Outcomes

- ❑ The meaning of assessment and why VR relies on it
- ❑ the standard assessments used by VR...
- ❑ ...and the challenges facing the interpreter and ways to address these challenges.

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Our Heroine: Gloria


- Jr in HS
- Deaf since age 4
- Uses ASL
- Tested well in IL
- Showed weaknesses in employment-related skills

How confident can we be in these results?



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Assessment




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Assessment

- Eligibility
- Medical
- Psychiatric
- Personality
- Aptitude/Achievement
- Vocational Interests
- Entrance Exams
- Licensure/certification
- Job Interview



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Assessment




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Assessment

All of what we do in rehabilitation depends upon our abilities to make appropriate, reliable, and valid assessments of those variables that facilitate the rehabilitation process.


These assessments serve as the basis for all professional service activity. --Frey



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Assessment


- Compensation
- Eligibility
- Establish goals
- Set up treatment strategies
- Evaluate success
- Facilitate program evaluation
- Contribute to body of knowledge
- Develop policy
- Demonstrate accountability



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Assessment


- Health
- Intelligence
- Vocational skills
- Mental health
- Critical thinking
- Career interests



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Assessment


- Interpersonal skills
- Critical thinking
- Confidence
- Communication
- Level of support needed
- Signs of stress



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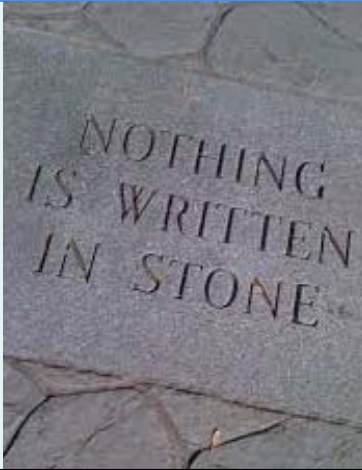
Elements of Measurement

- Reliability
- Validity
- Bias
- Norms
- Standardization
- Assumptions



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What's in a score?




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What's in a score?

Reliability

- If a test or study is repeated the results should be similar.




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What's in a score?

Validity

- Does the test measure what it says it measures?




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What's in a score?

Bias

- Unknown or unacknowledged error created during the design, measurement, sampling, procedure, or choice of problem studied




tigger.uic.edu/~lwbenn/jacswcourses/socw360/week14.htm

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What's in a score?

Norms

- Scores that provide a frame of reference for interpreting the results for an individual

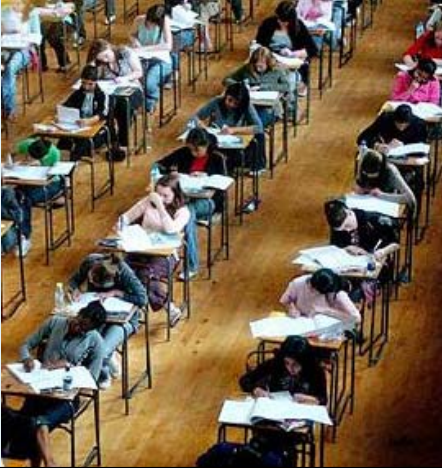


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What's in a score?

Standardization

- Rules for test administration
- To compare results, must give the test the same way and under the same conditions




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What's in a score?

Assumptions

- Tester is skilled
- Error will be present
- Acculturation of norm group is comparable
- Test takers are fluent in the language of the test





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What's in a score?

Weight:
10-20 lbs.

Time:
20 min./lb.





Transition Competence Battery for Deaf Adolescents and Young Adults

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What's in Gloria's score?

TCB

- Content developed by Deaf professionals
- Includes Deaf students' life experiences (e.g., using an interpreter at a job interview)
- Standardized and normed on Deaf population

Brand X

- Content developed without consideration of deafness
- No info on Deaf students' life experiences and may include questions about sounds (e.g., alarms)
- Standardized and normed on hearing population

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What's in Gloria's score?

TCB

- Test in Sign Language
- All testees see exactly the same item
- Item responses private
- Testers generally familiar with Deaf culture
- Can compare score with national norm

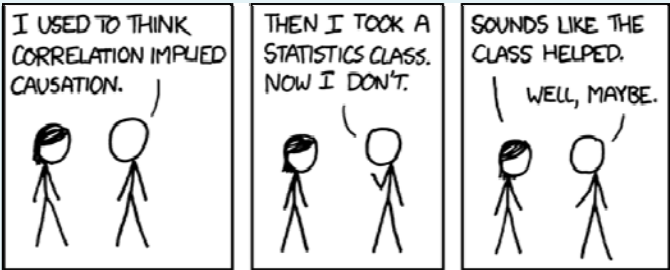
Brand X

- Test in English and/or with Interpreter
- The wording of the item depends on the interpretation
- Social desirability may be present
- Tester may be completely unaware of Deaf culture
- Cannot compare with national norm

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Take Away



I USED TO THINK CORRELATION IMPLIED CAUSATION.

THEN I TOOK A STATISTICS CLASS. NOW I DON'T.

SOUNDS LIKE THE CLASS HELPED.


WELL, MAYBE.

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Interpreter Qualifications




Ability to interpret in an unlimited range of settings, for a diverse range of individuals with a complex and differing communication styles, agendas and expectations, often occurring simultaneously.



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Interpreter Qualifications



Understanding Impact of Deafness on Assessment Outcomes

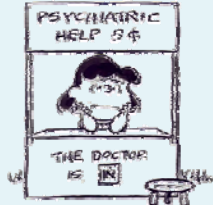

- Impact of deafness on psychological and cognitive assessments
- How English language proficiency skews test results
- What it means to hearing-normed vs deaf-normed
- AND
- Knowing what do about it!

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QUALIFIED Interpreter Qualifications

Understanding the Test Giver

- Able to determine a Test Giver's knowledge of deafness
- Able to educate/inform a Test Giver of the impact of interpretation on test outcomes
- Able to work collaboratively as part of the team with the Test Giver

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QUALIFIED Interpreter Qualifications



Understanding One's Own Interpreting Ability

- Able to recognize effective communication is not happening and what to do about it
- Able to differentiate sign language from Iterations based on lack of exposure to language vs neurological disorder vs mental illness
- know how to interpret based on these conditions

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QUALIFIED Interpreter Qualifications




Understanding One's Own Psycho-Socio Health and Personal Norms

- Know psycho-socio triggers
- Know outer limits of psycho-socio comfort zone
- know when your psycho-socio world view will negatively impact your ability to do your best job

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Today's Stakeholder Group

Deaf Individuals with More Dysfluent language



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Underlying Reasons for Dysfluency



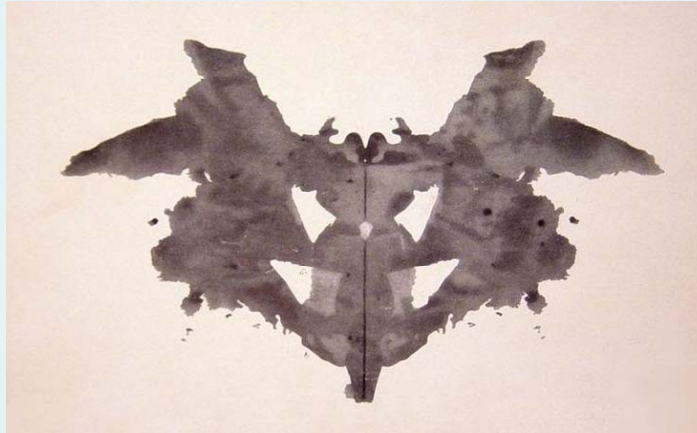
Mental Illness

Neurological Disorders

Lack of Exposure

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Assessment Tools



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Assessment Tools

Pencil and Paper Tests




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Pencil and Paper Tests

Challenges


- Linguistic Structures
- Negative Stems
- Mental Competency
- Body Awareness
- Medical Check
- Cultural Inferences



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Interpreting Personality Tests



**The Minnesota
Multiphasic
Personality Inventory
(MMPI)**

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T/F Questions

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MMPI Sample Questions

- My father was a good man
- I am very seldom troubled by constipation
- My sex life is satisfactory
- At times I have very much wanted to leave home
- At times I have fits of laughing & crying that I cannot control
- I am troubled by attacks of nausea and vomiting
- No one seems to understand me
- I would like to be a singer
- I feel that it is certainly best to keep my mouth shut when I'm in trouble
- Evil spirits possess me at times

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MMPI Sample Questions

- I am bothered by acid stomach several times a week
- At times I feel like swearing
- I have nightmares every few nights
- I have had very peculiar and strange experiences
- I have a cough most of the time
- I have never been in trouble because of my sex behavior
- At times I feel like smashing things
- My sleep is fitful and disturbed
- My judgment is better than it ever was
- When I am with people I am bothered by hearing very queer things
- My soul sometimes leaves my body

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MMPI Sample Questions


- I have a good appetite.
- I wake up fresh & rested most morning.
- I am easily awakened by noise.
- I like to read newspaper articles on crime.
- My hands and feet are usually warm enough.
- There seems to be a lump in my throat much of the time.
- I enjoy detective or mystery stories.
- I have diarrhea once a month or more.
- Once in a while I think of things too bad to talk about.
- I am sure I get a raw deal from life.

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How Would You Interpret This?

I am sure I get a raw deal from life.



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Interpreting IQ Tests
















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Interpreting IQ Tests


IQ


•Select the figure that is missing from the collection below:














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Interpreting IQ Tests

IQ


•Choose the odd one out.

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How Would You Interpret This?

- If Sally sells more tickets than Betty and Betty sells more tickets than Jodie, who sells the most if we compare Sally and Jodie?



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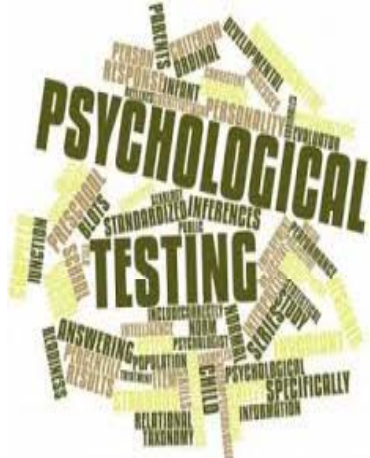
Take Away



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Psychological Testing




Glickman and Crump

Sign language Dysfluency in Some Deaf Persons: Implications for Interpreters and Clinicians Working in Mental Health Settings.

In *Deaf Mental Health Care* 2013

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Our Go-To Place



Utilizing 1st Person and Coherent Sentences

"I....."


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Expanding Interpreting Techniques

According to Glickman, Crump and others:

- third person
- description
- consecutive
- glossing
- deaf/hearing teams
- pre/post sessions

Value-Added Techniques




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Expanding Interpreting Techniques

Third Person

~ As language becomes more dysfluent the use of third-person may be helpful for all

Value-Added Techniques




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Expanding Interpreting Techniques

Descriptive Interpretation

~ varies from "third person" in that the interpreter is commenting on the language, as well as the paralinguistics

Value-Added Techniques




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Expanding Interpreting Techniques

Consecutive Interpretation

~ begins after speaker has spoken or signed a sentence or paragraph. Interpreters may take notes....(RID SPP).

Value-Added Techniques




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Expanding Interpreting Techniques

Deaf/Hearing Teams

~ The art and science of working collectively to create an accurate and understandable interpretation

Value-Added Techniques



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A Look at John through the Eyes of the Interpreter

John

- is deaf
- grew up with deaf siblings
- attended a state residential school for the deaf.
- Approximately two years ago, suffered a traumatic brain injury
- After two years of rehabilitation ready to return to the workforce.
- Now engaging in a battery of vocational and psychological assessments.
- It has been noted by some that his language skills are not what they used to be. In fact, he signs very slowly.

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John through the Eyes of the Interpreter

Interviewer: Hi John, it's good to meet you.
 John: Meet-you-good-too.
 Interviewer: Did you need to travel far?
 John: Travel-far- yes-travel-far.
 Interviewer: So, today we will give you a series of tests to determine your employment future. Your counselor did tell you, right?
 John: Tests-yes-employment-yes, future-yes
 Interviewer: Can you tell me what kind of work you've done in the past?
 John: Work-yes, past-yes
 Interviewer: Can you be specific?
 John: Specific-yes, can-yes
 Interviewer: Tell me then.
 John: Tell-what?
 Interviewer: Work history.
 John: Oh- yes-work-history-past-seven years g-r-a-p-t-i-s


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When it's Just Not Working

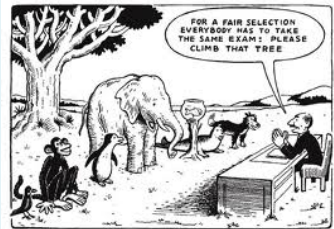
What to do when it's not you but rather ...

...the clinician



Or simply...

...the environment



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Take Away




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Take Away

- Obtain as much prior information as you can before entering the assignment
- Know the clinician's experience
- Have a very accurate assessment of your skills
- Be prepared to alter a first person approach
- Believe in the power of pre/post sessions and execute

Just a warning.

I'm pretty close to talking in the third person.



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Training Opportunities

- **NCIEC Professional Development Series**
- Module 5: Interpreting for VR Clients—Skills
- Module offered October 20 – December 19th
- 4 CEUs
- Contact: Carrie @ carolyn.white@unco.edu

- **pepnet 2 QuickClass**
 - Interpreting in the VR Setting
 - Fall 2014
 - Offered for 3 CEUs
 - www.pepnet.org.
 - www.pepnet.org/quickclasses

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Still Need To Know?

Additional Questions and Answers

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Funding

The Consortium Centers are funded by grants from the U.S. Department of Education, Rehabilitation Services Administration, Training of Interpreters Program CFDA 84.160A and 84.160B.



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Where to Find Us



www.interpretereducation.org
www.unco.edu/marie/



Join our mailing list



Resources/References

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