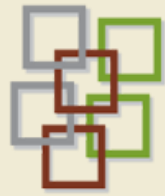# Skills, Knowledge, and Attributes of Interpreters Working in VR Settings
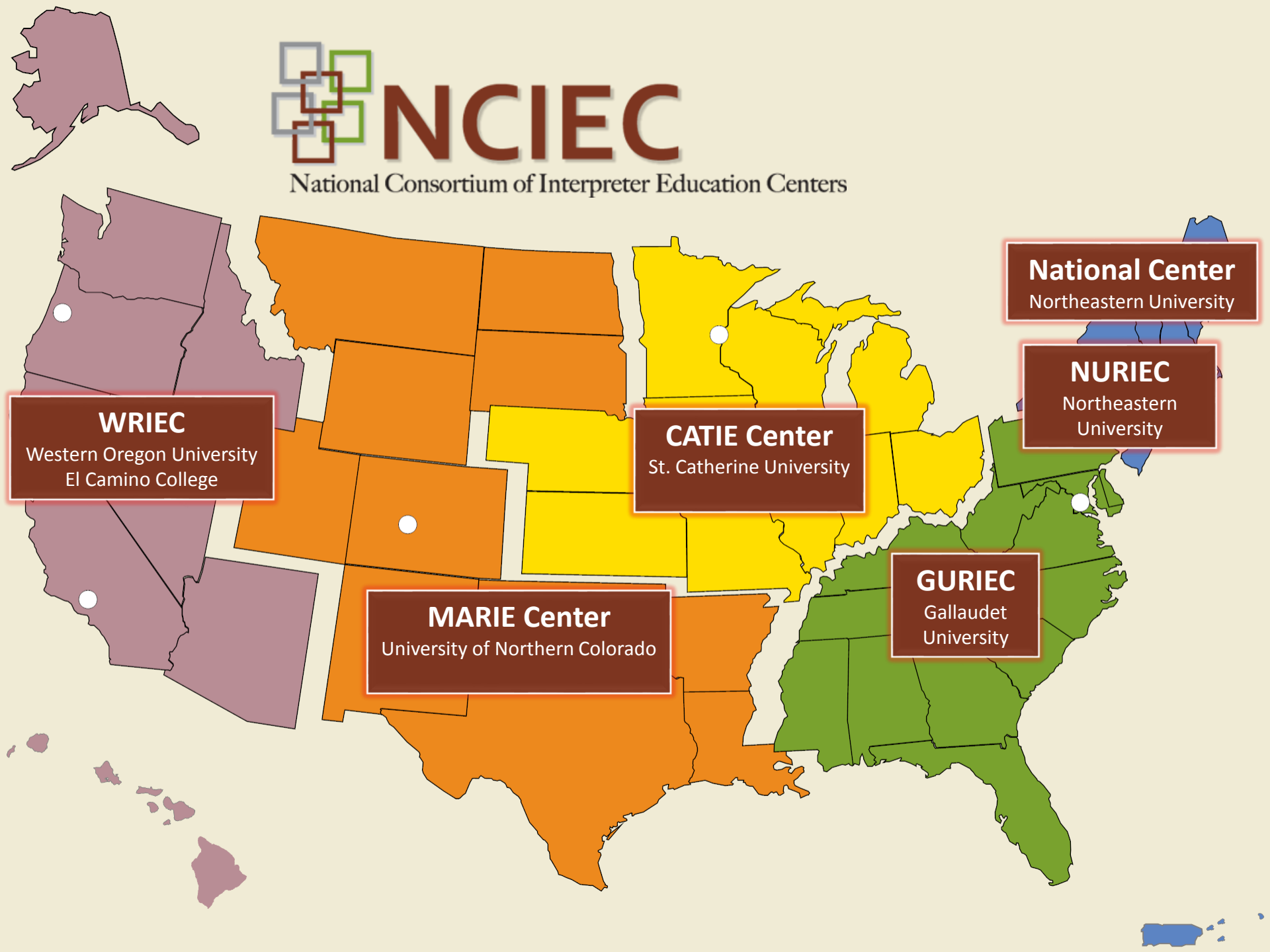
Glenn B. Anderson

University of Arkansas at Little Rock

Interpreter Education Program

NCIEC
National Consortium of Interpreter Education Centers

National Center
Northeastern University

NURIEC
Northeastern University
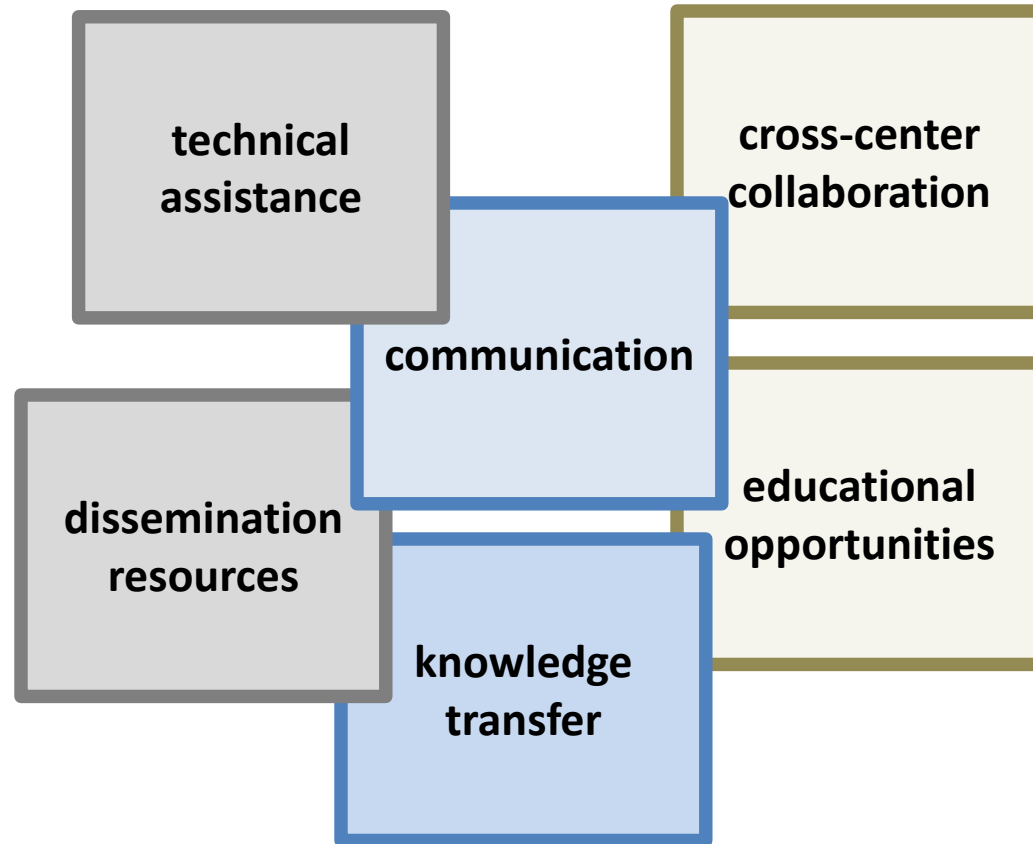
WRIEC
Western Oregon University
El Camino College

CATIE Center
St. Catherine University

GURIEC
Gallaudet University

MARIE Center
University of Northern Colorado

Consortium Mission

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

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

Outcomes

- Participants will be introduced to domains & competencies needed for Interpreters working in VR settings

- Participants will be able to consider resources and strategies for developing the competencies
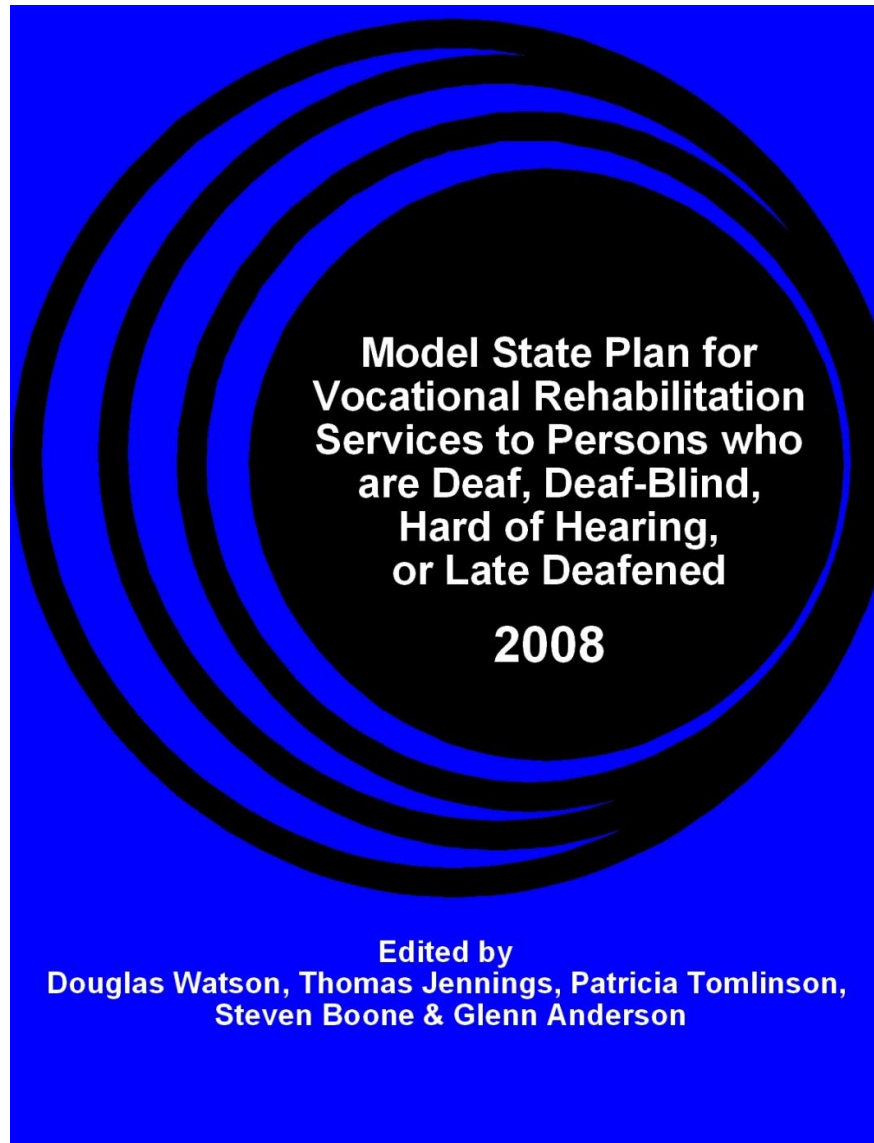
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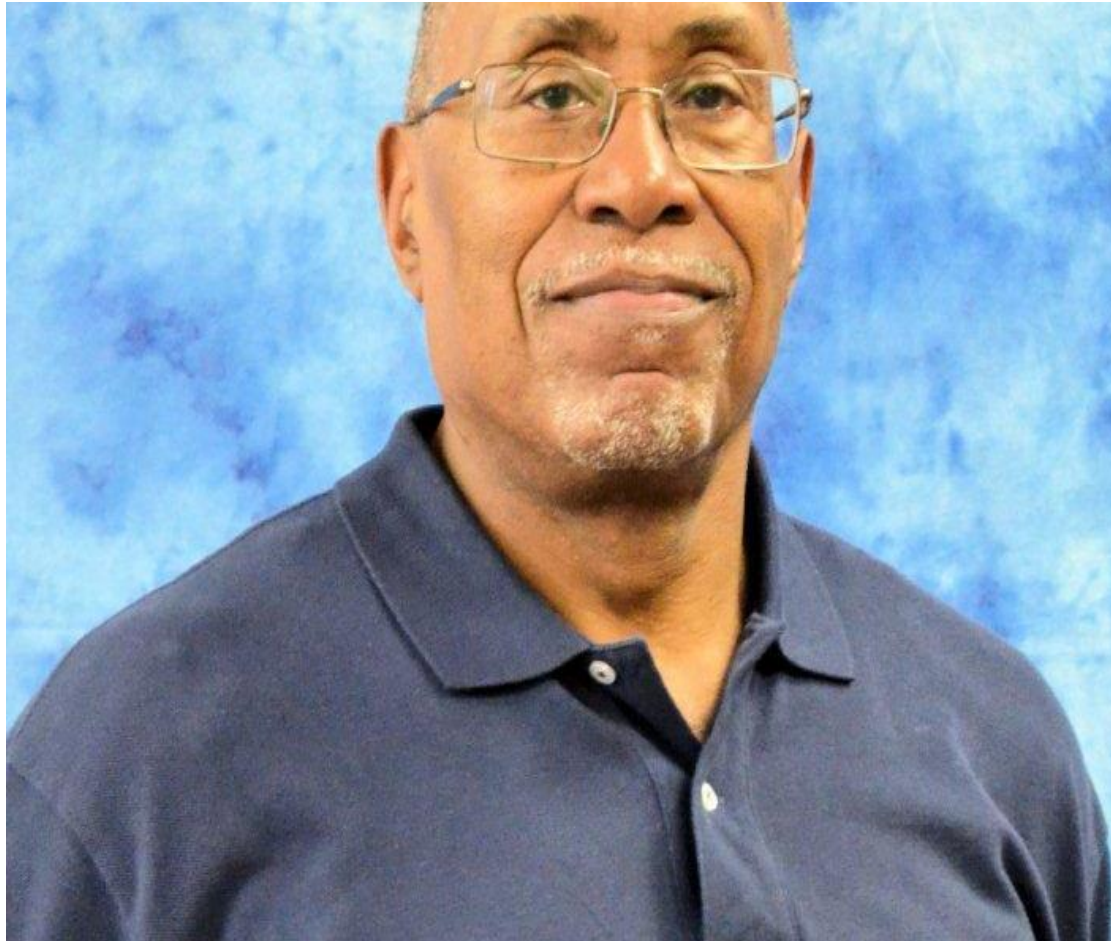
Glenn B. Anderson, Ph.D.

University of Arkansas at Little Rock

BRIEF HISTORICAL PERSPECTIVE: INTERPRETING IN VR SETTINGS

Role of Federal Legislation

- Impact of Vocational Rehabilitation Act of 1965 (P.L. 89-333)

- Rehabilitation Act of 1973 (section 504)

- Role of the Rehabilitation Services Administration

  – National Interpreter Training Consortium (NITC)
  – Regional & national interpreter training programs

Model State Plan for Vocational Rehabilitation Services to Persons who are Deaf, Deaf-Blind, Hard of Hearing, or Late Deafened

2008

Edited by
Douglas Watson, Thomas Jennings, Patricia Tomlinson, Steven Boone & Glenn Anderson

5th Edition: 1973; 1977; 1980; 1990; 2008

Influence of the Model State Plan (MSP)

- Five editions of the MSP since 1973

- Contributions of the MSP

FROM THE FIELD: CHERYL SUGG, INTERPRETER COORDINATOR, ARKANSAS REHAB SERVICES

Current Issues in VR Impacting on Deaf/HoH Consumers

- Long term RCD staff retire
- Decrease in Deafness-related Master's programs
- New staff with RCD skills assigned to mixed caseloads (general/D-HOH)
- New VRCs w/o RCD skills assigned Deaf/HoH consumers

- "One VRC fits all" philosophy more prevalent than in past

- S. Hoover, 2010

CURRENT NCIEC VR INTERPRETING WORK (2010-2015)

Prior NCIEC Work on Specialist Competence: 2005-2010

- Workgroups were established to define specialist competencies in the following areas:

  - Practice in specialized settings: legal, healthcare, & mental health

  - Specialization resulting from unique functions of the interpreter: Deaf Interpreter, VRS or VRI Interpreter

  - Visit the NCIEC or MARIE websites for more Information on products

NCIEC PRIORITY FOR 2010-2015

- Establish and describe standards of competence practice for Interpreters working in VR settings

NCIEC VR Interpreting Specialist Competence Work 2010-2015

Steps for Identifying Specialist Competence

- Collect Expert Opinion
  - Define Competencies of VR Interpreters
  - Define Standard and Best Practices
  - Build consensus with stakeholders
- Review Literature
- Conduct Focus Groups

Expert Think Tank

Competencies Viewed as Most Important

Knowledge

- VR as a system
- Practices & policies of other agencies that interact with VR
- VR policies & procedures
- Range of VR services provided to consumers from intake to employment

Skills

- Interpreting skills to work with a wide range of consumers seeking VR services
- Assessment & interpreting skills to match language & communication needs of diverse consumers

Competencies Viewed as Most Important (Cont.)

Knowledge

- Specialized terminology germane to VR and related human service systems

- Testing & assessment of VR consumers
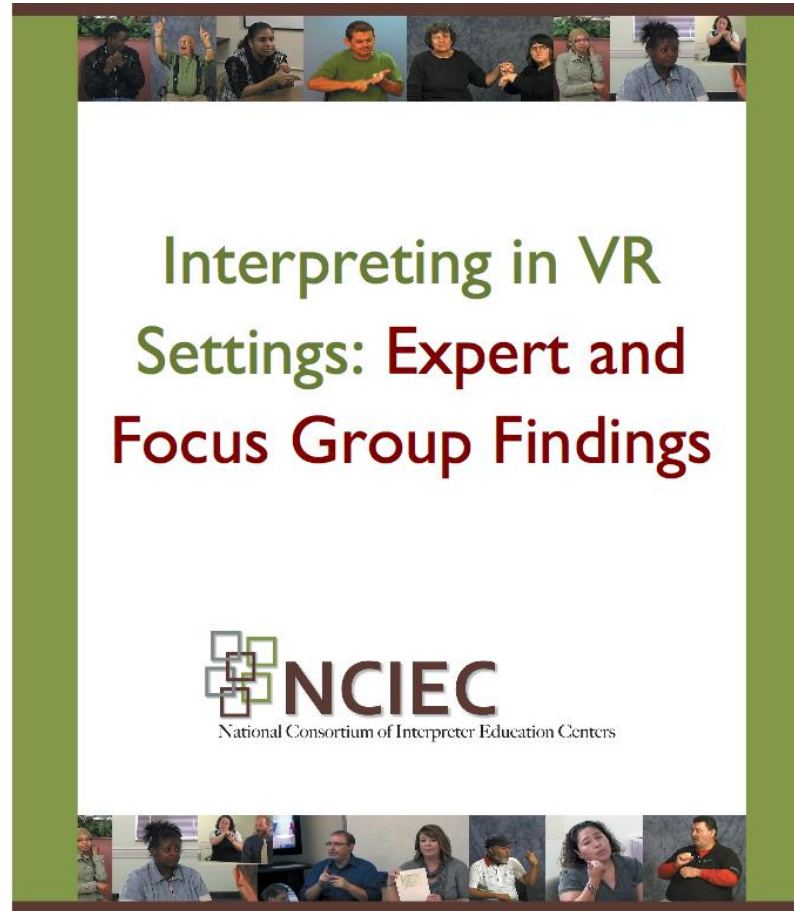
- World of work, job search, & employment practices

Skills

- Interpreting & interpersonal skills to work deaf & hearing professionals in meetings, training, & other professional interactions

FROM THE FIELD: ZANIA MUSTEEN, FORMER INTERPRETER COORDINATOR

NCIEC PROFESSIONAL DEVELOPMENT RESOURCES

Expert and Focus Group Report

NCIEC Resources

Developed by NCIEC Workteam, consultants & VR experts

- **Interpreting in VR Settings: Resource Guide for Teachers & Mentors**
- **Interpreting in VR Settings: Domains & Competencies**
- **Interpreting in VR Settings: Expert & Focus Group Findings**
- **Interpreting in VR Settings: A Literature Review**
- **Interpreting in VR Settings: An Annotated Bibliography**
- **Vocational Rehabilitation Glossary**

Available at NCIEC website: www. interpretereducation.org

VR Interpreting: Domains

Domain

- VR Systems Knowledge

- VR General Knowledge

Brief Description

- Demonstrate broad understanding of VR systems & systems external by relevant to VR

- Demonstrate broad understanding of general knowledge related to VR

VR Interpreting: Domains

Domain

- Language & Multiculturalism

- Communication

Brief Description

- Demonstrate ability to effectively work with diverse range of individuals encountered in VR

- Demonstrates ability to effectively communicate with the diverse range of individuals encountered within VR

VR Interpreting: Domains

Domain

- Interpreting knowledge/skills

- Professionalism

Brief Description

- Demonstrates knowledge & skills critical to effective decision-making & interpreting within VR

- Demonstrates competencies critical to on-going professional development within the VR setting

Take Away Messages

- History of Involvement of VR with Interpreting

- Interpreters: Vital Members of the VR Team

- Availability of resources to facilitate professional development of interpreters working in VR settings

Training Opportunities

- **NCIEC Professional Development Series**
  - Module 4: Interpreting for VR Clients-- Knowledge
    - Registration deadline-June 18, 2014
    - Module offered August 18th to October 10th
    - 3 CEUs

Questions and Answers

Use the chat function to state your question. Carrie will facilitate.

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.

NCIEC

National Consortium of Interpreter Education Centers

Connect with us on

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

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