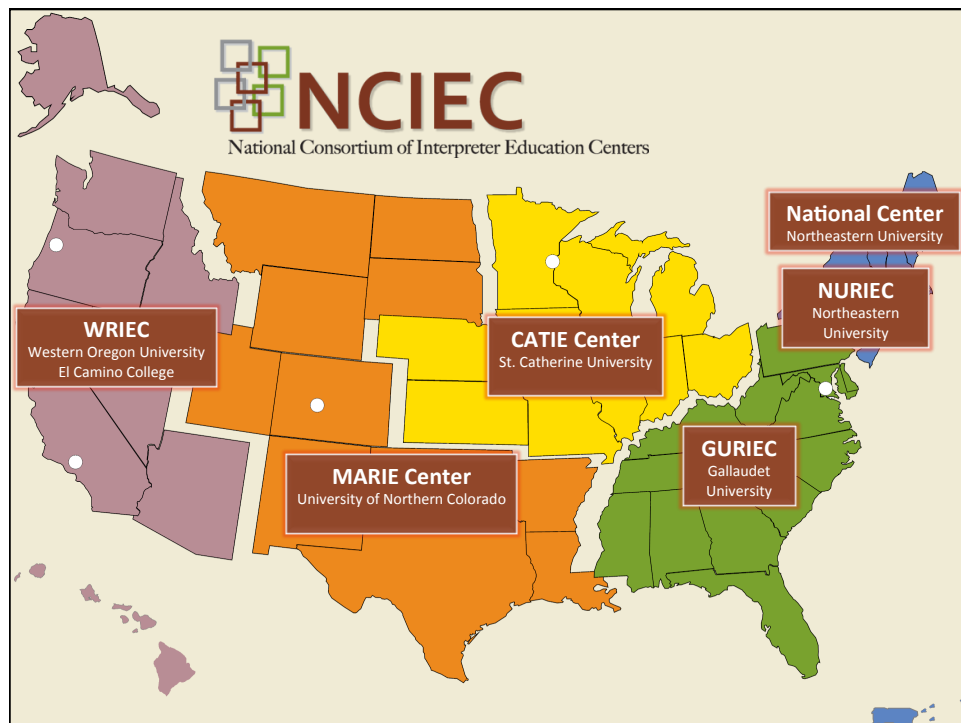


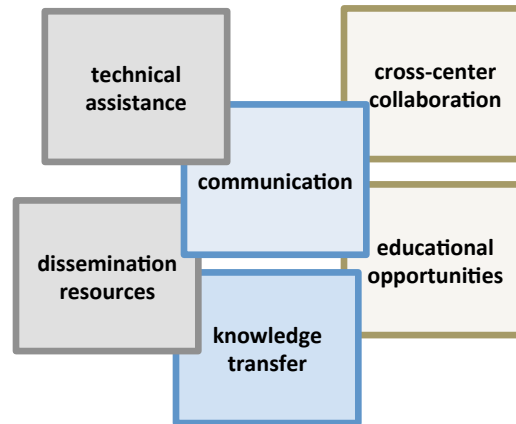
Skills Development for VR Interpreters: Models and Resources

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UNC MARIE CENTER Director



Consortium Mission

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



Outcomes

- Explore ways in which the NCIEC resources related to interpreting in VR settings can be applied to specific skills development activities
- Provide possible strategies for engaging in skills development activities

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Defining SKILLS

- A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy or both.
- The abilities one possesses.
- Skills can be domain-general and domain-specific. Examples of domain-general include task management, the ability to work in a team, consecutive/simultaneous competence.

5

Domain Specific Skills

- Revisiting the webinar given by Dr. Glenn Anderson, VR interpreters need skills related to...
 - Working with a unique and specific population within the Deaf Community
 - Ability to discuss the terms and concepts associated with the VR domain in a way that is consistent with ASL semantics
 - Ability to collaborate with Deaf Interpreters

6

Defining Skill Development

- The intentional engagement in a series of activities designed to enhance the ability to do some aspect of interpreting in a more competent manner for the purpose of adding value to our work and to the experience of consumers.

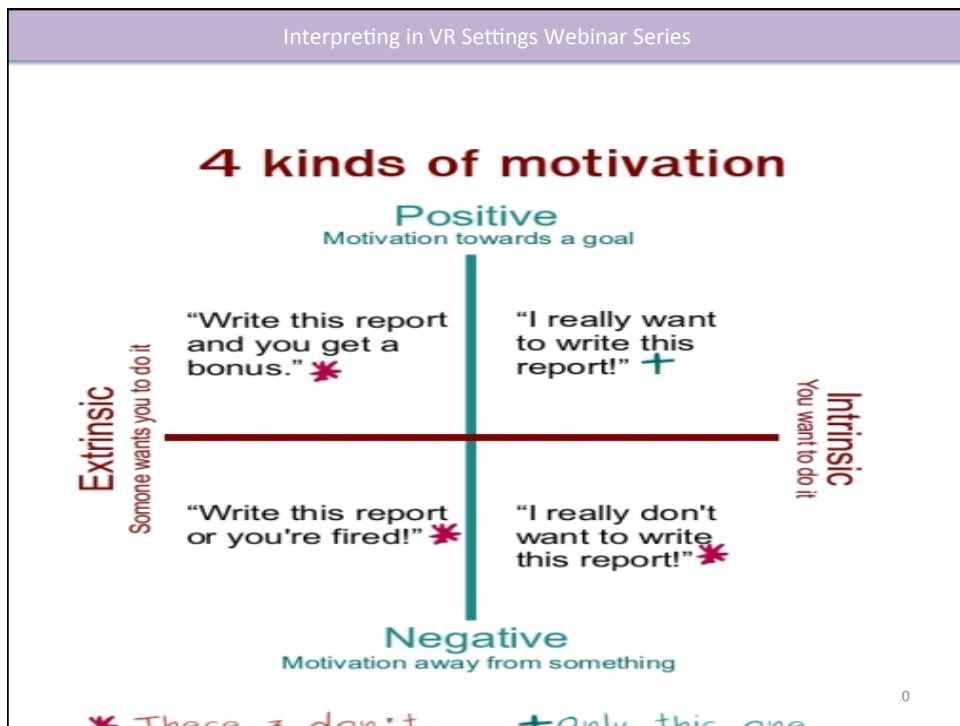
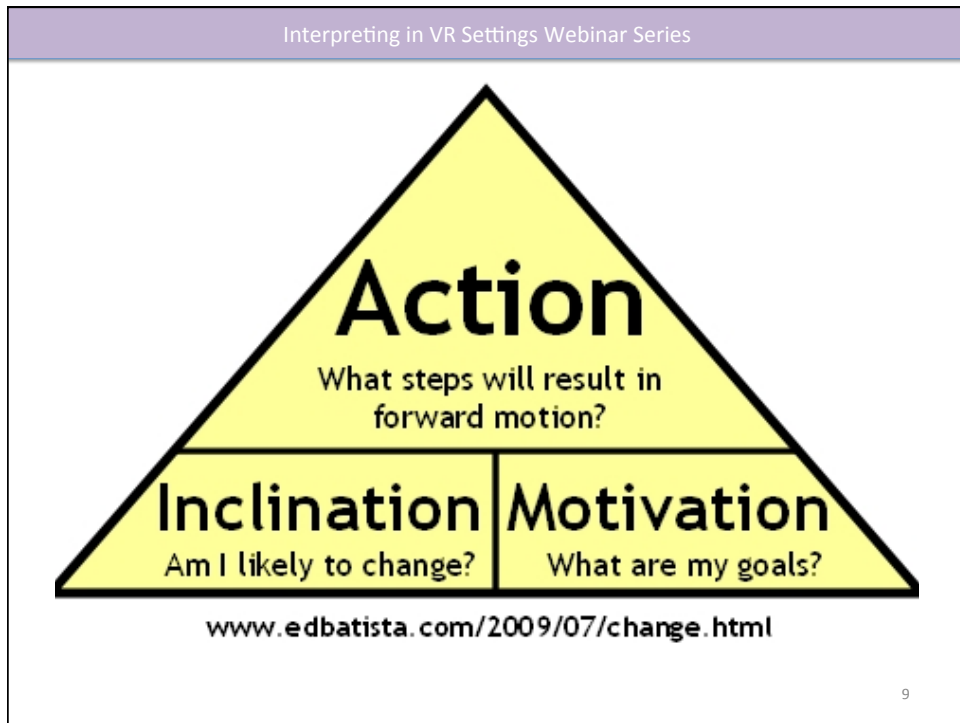
7

The 70-20-10 Rule

- Research suggests that 70% of skill development should come from action learning (direct engagement), 20% from observation of others (modeling, mentoring), and only 10% from passive learning (webinars, podcasts, lectures) Referred to as the 70-20-10 rule.

– University of California Berkeley, Human Resources

8



“Why” Exercise

- *What would you miss most if you left interpreting? Why?*
- *What was your "best job ever?" Why?*
- *When was a time you felt really energized in your work as an interpreter? Why?*
- *What value would you not compromise in a job? Why?*

11

Self-Assessment Career Values

- ***Intrinsic Values:*** What motivates me to truly love my work day after day? Among a list of these values are Achievement, Giving to Community, Status, Independence, and Power.
- ***Work Environment Values:*** What working conditions provide an optimum environment in which I can do my best work? Work Environment Values include Learning, Benefits, Fast-Paced, Comfortable Income, Structure and many more.
- ***Work Content Values:*** What makes my work activities most satisfying and engaging to me? Values in this area are values such as Problem Solving, Organizing, Public Contact, Detailed, and Creative.
- ***Work Relationship Values:*** What characteristics of interaction with others in my workplace are the most important to me? Work Relationship Values include Open Communication, Diversity, Leadership, Teamwork, Competition, and Trust.

12

Skills As Learned Behaviors and Abilities

- **Content/Technical Skills**--*What technical skills can you develop as an interpreter that would enhance your ability to work in VR settings and/or help you expand your repertoire of necessary skills as a practitioner?*
- **Competencies/Transferable Skills**--*What competencies or transferable skills can you develop that would enhance your ability to work in VR settings and/or help you expand your repertoire of necessary skills as a practitioner?*

13

Skills As Learned Behaviors and Abilities

- **Self-Management/Personal Growth Skills**—*What areas of self-management or personal growth would enhance your ability to work in VR settings or contribute to your general practice?*
- **Leadership Skills**—*What leadership skills do you need to develop? How might these skills enhance your ability to work in a VR setting or contribute to your general practice?*

14

Interpreting in VR Settings Webinar Series



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New Opportunities for Healthcare Interpreters

Two new healthcare interpreting initiatives have been added to the NCIEC's collaborative plate for 2014-2015.

- Brian Dettmer, *The Household Physicians* (DETAIL), Altered Book image courtesy of the artist

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15

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Vocational Rehabilitation

Introduction
About the VR Interpreter
Consortium's Work and Resources on VR Interpreting

For the 2010-2015 cycle, NCIEC has set as one of its priorities the development and delivery of training modules to prepare interpreters to interpret in vocational rehabilitation settings. Further, the National Interpreter Education Center (NIEC) will be facilitating the development of a VR engagement program (including internships) between select interpreter education programs and local VR offices. To this end, the NCIEC is working with stakeholders on a variety of activities.

Learning content for eight (8) modules, including forty-eight (49) units of learning, has been specified, and a scope and sequence of training for



16

Interpreting in VR Settings Webinar Series

NURIEC. (2012). An ASL Glossary of VR Terms. Regional Interpreter Education Center at Northeastern University.

These videos are ASL explanations of terms that are commonly used within the vocational rehabilitation process. They are not designed to give you the way to sign a specific term. They are not an attempt at developing consistent translations for the same term. Rather, they are designed to give you some options for ways of understanding and talking about the concepts in ASL.

Interpreting in Vocational Rehabilitation Study Guides

The NCIEC developed this series of study guides to provide examples of how the competencies of VR interpreters (NCIEC VR Work Team, 2012) can be translated into curricula. The five units address various aspects of the VR system and provide practitioners with a foundation in the law, regulations, theories, and practices that underpin VR's services to individuals with disabilities. The Study Guides, originally designed for a series of online modules are also being used by a select group of interpreter trainers across the country, include roadmaps of instructional activities, full descriptions of assignments, and rubrics for assessing learning

Interpreting in VR Settings Module 1: VR as a Federally Mandated System Study Guide, Fall 2012

Interpreting in VR Settings Module 2: Roles and Responsibilities, Spring 2014

Interpreting in VR Settings Module 3: Interpreting for Deaf Professionals, Summer 2014

Interpreting in VR Settings Module 4: Interpreting for VR Clients - Knowledge, Spring 2014

Interpreting in VR Settings Module 5: Interpreting for VR Clients - Skills, Fall 2014

Interpreting in VR Settings DVD Series 6-Pack

A set of six DVDs capturing authentic scenarios that occur within the context of Vocational Rehabilitation settings. The six titles include "Stories from Life Experiences," "Deaf Professionals in Action," "A Vocational Evaluation," "Setting a Vocational Goal," "A VR Staff Meeting" and "Support in the Job Search." Each DVD has between 20-60 minutes of text involving VR Deaf, DeafBlind and hard of hearing consumers, Deaf Professionals working in the VR context, and other VR professionals. The texts can be viewed with or without an interpreter and with or without captions.



[Request VR DVD 6-Pack](#)

17

Interpreting in VR Settings Webinar Series

Text Analysis Activities

- **Use *Stories from Life Experiences* DVD**
 - Immigrant Experiences (13 stories)
 - Life and Work Experiences (8 stories)
- **10 Step-Analysis**
 - Short texts
 - Diverse population
 - Improves comprehension
 - Improves ASL use
 - Improves processing skills
 - Improves interpretation skills

18

Interpretation Practice

- Use *VR Staff Meeting DVD*
- Complete 10-step process
- Film yourself engaged in Step 10
- Engage in self-assessment
 - Taylor's texts regarding Major Features
 - Dean & Pollard DC-S analysis
 - Discuss with a colleague/peer/mentor
 - Repeat entire process until you feel confident and/or with each DVD in the series


19

Contrastive Analysis

- Compare your performance with that of the staff interpreters on the DVD
 - Identify similarities
 - Identify differences
 - Shadow desired changes
 - Try again and compare
 - Repeat as often as needed and/or with each DVD in the series


20

Interpreting in VR Settings Webinar Series



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Vocational Rehabilitation Glossary

Please click on the terms below to view their definition in English and explanation in ASL.
Please read this important information on these videos and their intended use.


- + [Abilities](#)
- + [Application Process](#)
- + [Appropriate Modes of Communication](#)
- + [Assessment for Determining Eligibility and Vocational Rehabilitation Needs](#)

21

Interpreting in VR Settings Webinar Series

— [Barriers to Employment](#)

Conditions that create problems which relate to finding and holding a job are: inadequate education level, lack of job skills, architectural barriers, lack of self confidence, poor self concept, and inability to get along with others, etc.



22

Vocabulary Development

- Review terminology in the glossary
- Shadow sign
- Convey the meaning in your own signs
- Create narratives in ASL
- Film yourself
- Engage in self-assessment
- Create journal of terms that come up in the DVDs and investigate meaning and ways to sign in ASL

23

Take Away Messages

Sustainable improvement in your skills requires a personal commitment and intrinsic motivation

Resources exist and are available without cost—not only for interpreting in the VR setting, but other settings as well

Engaging in an examination of the WHY you are involved in interpreting and the VALUES that underscore your involvement can heighten your motivation

References

- <http://www.novaworks.org>

25

Questions and Answers

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

26

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.



Connect with us on



www.interpretereducation.org

www.unco.edu/marie/



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