>> Okay. Here we go. Thanks, everyone. I'm so sorry for the delays this evening. I regret that we had to go through all of that. But we're connected now. So this is the ninth and final in a series of 10 webinars that are addressing aspects of interpreting in the vocational rehabilitation setting. And this evening's webinar is focused on the topic of skills development and it builds on some of the concepts that we introduced in some of the other VR webinars that were a part of this series. This webinar is sponsored by the national consortium of interpreter education centers, the NCIEC, and it is hosted by the Marie Center at the University of Northern Colorado. Next slide, Carrie.

>> We are now on the slide that says "consortium mission."

>> There should be one before that, that shows the map.
[Background noise]

>> We were on that one before. I will go back to that one. We are now on the one with the map.

>> There are six centers that comprise the NCIEC, five regional center, one national center. This slide shows the location of each one of those centers and the states that are served by the respective center. Now you can go to the consortium mission.

>> Okay, it's up.

>> The mission is to increase the quantity and quality of interpreters worldwide and to achieve that mission, we collaborate with serious stakeholders like interpreter programs, interpreter-teachers, consumers, government agencies such as the -- [silence]

[Background noises]

>> Natalie Casey, would you please mute your mic. I believe we have lost our presenter. Hold on just a moment, and I will get back to you.
Anna, are you there?
[Silence]

>> I'm back, Carrie, can you hear me?

>> I can hear you. The last thing you were talking about

was the consortium mission.

>> So we also, the regional centers cross-collaborate on projects that have a national impact. And one of those projects relate to interpreting in vocational rehabilitation settings. A part of this project, we have developed a series of five professional development modules that are offered online through the Marie Center, and you can learn more about these modules by visiting the NCIEC or Marie website. And the NCIEC website is on one of the last slides in this presentation. So next slide.

>> We are now on the slide that says "outcomes."

>> So the outcomes for this webinar are to explore our motivations and commitment to deepening our skill sets as interpreters. And this is an important outcome, because knowing what you can do to improve is really of little benefit if you are not seriously committed to doing the work that's required to create the improvement. We all live in a society that promotes faster, easier, or the least amount of effort mentality. And meaningful skills development as an interpreter simply doesn't come in that package, as we all well know. It takes a long time and a lot of commitment on our part.

So then we're also going to explore some of the NCIEC resources for working in the VR setting that can contribute to your skills development. And we'll talk about specific strategies that you can use in conjunction with those resources. And let me state that although we're talking about interpreting in VR settings, the strategies that we discuss really could work with any setting in which you're trying to enhance your skills. In fact, much of the work of VR interpreters involve skill sets that are common to community interpreters, for example, working in employment settings or job-related training. It's not limited to VR clients. You might work with any number of deaf individuals who are going to school or in a training program or interviewing for jobs or gaining on-the-job training that are not part of the VR system. They're not VR clients, they're just part of the general public. So what we focus on tonight is likely to be applicable to a variety of settings. Next slide.

>> We are now on the slide that says "defining skills."

>> So let's start by defining what I mean by skills development. A skill is a learned ability to carry out a task in a way that is effective. To do something in a competent manner within a time frame that is considered appropriate, and with the required energy or stamina. So for example, I was in a situation recently where someone was attempting to do consecutive interpreting. She was finally able to do it, but it took a very long period of time because she did not yet have sufficient memory to support the task, and she wasn't able to retrieve signs quickly enough to make the message coherent and fluent. She had to keep interrupting the speaker and asking for a few words in a phrase to be repeated. So she will need much more practice before she has learned the ability to generate

consecutive interpreting in a manner that is consistent with both our field's expectations and consumer expectation.

The skills can fall into two categories, domain general and domain specific. Domain general skills are those that we all need to possess and master regardless of what setting we are in. So for example, we all need to be able to manage the cognitive task associated with interpreting. This means that we have sufficient memory and processing skills, we have sufficient bilingual competence, and we have sufficient subject matter expertise to handle the assignments that we take. Another example of a domain general skill is that of team interpreting, regardless, again, of the settings that we work in, we all need the ability to work with either another hearing or a deaf interpreter to create a collaborative product. So this means that we need to know how to work together effectively, how to feed and support a team interpreter, how to accept support from a team interpreter, how to prepare consumers for working with a team, among other skills. A third example -- and you know, we could go on and on. There are many examples of the domain general skills -- is the ability to do both consecutive and simultaneous interpreting with a reliable degree of accuracy and equivalency. And this is a skill that is central to or at the heart of being an interpreter, generating clear, accurate, reliable work over time, repeatedly. That's when we know that we have acquired a skill. Next slide.

>> We are now on domain specific skills.

>> Conversely, domain specific skills are those skills that are specific to a particular setting, a particular population or a particular function. So for example, if someone is working at -- working as a VRS interpreter, there are skills associated with the technology and role perspective that an interpreter must possess. For example, how to operate the equipment simultaneously while communicating and interpreting in ASL, or how to brand calls and function as an extension of customer service on behalf of the VRS company. Or how to negotiate for meaning in a two-dimensional, versus a face-to-face environment. Or, if you are working in a legal setting, domain-specific skills would include your knowledge of legal terminology, legal discourse, and how to communicate it in both ASL and English. It would mean that you have the skills necessary to interface with the Court, and to follow its protocol. This would involve acquiring skills in talking and presenting yourself and your work to the Court in a specific way. And in terms of VR, we can go back and read the comments of Dr. Glenn Anderson what did one of our webinars, he talked about the specific competencies of VR interpreters, and he talked about the ability of the VR interpreters to work with a wide range of deaf individuals, many of whom are immigrants, they came from other countries and they only have a limited knowledge, if any knowledge, of ASL. Or we might have to know how to work with deaf individuals who are

deaf, plus. Meaning that they have a handicap in addition to
being deaf. Such as blindness or cerebral palsy. Or maybe some
other type of limitation. And of course, this may mean that you
will and should be working with deaf interpreters so that those
skills, you know, could be further enhanced and those deaf
individuals that have unique needs could be best served. And of
course, if you are working in the VR setting, you need to also
understand the terminology and discourse that's specific to
rehabilitation, vocational rehabilitation, to this world of
work. And the protocol that is associated with VR and how to
discuss that information in both ASL and English. So as we talk
about skill development this evening, you can be thinking both
about the skills that are domain general and those that are
domain specific. Next slide.
     >> We are now on the slide that says "defining skill
development."
     >> Okay. And so at the hard of skills development is
intentional engagement. And I would suggest that in addition to
intentional engagement, there is a commitment to engage
regularly and consistency for some period of time. That old
adage that practice makes perfect is very accurate. And mastery
of new skills really cannot happen on the job. They must be
practiced outside of the actual work situation. When you are
not under pressure to perform or you're not in danger of stating
harm with the consumer with whom you are working. Then as you
near mastery, you can begin application on the job. So in terms
of skill development, it's a process where we intentionally
engage for a committed period of time to regular practice, and
we do this for the purpose of deepening our skills in order to
add value to our work and to improve the experiences of
consumers. And those last two pieces are really important.
Investing in ourselves by adding the value of greater competence
increases our marketability and our job choice. That makes us
more mobile and potentially makes interpreting a more profitable
venture for us. Likewise, the more competent we become, the
better the experience deaf people have as a result of our
interpretation. And that can lead to greater job satisfaction.
I know for me, there is nothing like the high that I get from
interpreting and doing a job well and knowing that the deaf
consumer involved was able to achieve their goal as a result of
the interpreting that I contributed. Next slide.
     >> We are now on the 7-20-10 rule slide.
     >> Yes, the 7-20-10 rule. As the slide states, there is
research out of Berkeley that suggests that 70% of your skills
development should come from action learning, which means direct
engagement. Why do you think that is? I would suggest that it
is because until you can apply a new skill directly to your own
context, you don't really own it. You might know about a skill,
you might recognize it in use, but until you can apply it
directly, it is not yours. So you have to be engaged in the

type of learning that allows you to apply direct [audio skipping]
gain mentoring or supervisory view so you know will whether your application is effective or whether it needs further tweaking. And one of the handouts, one of the readings that we attached to the webinar link is one on giving and receiving feedback. A discussion about the work. And I would encourage all of you, outside of this webinar, if you have not already read that handout, to do so, so you can get a sense of how you can talk about the work in a way that is productive and meaningful and provide guidance, rather than opinion or judgment to the person that you're discussing the work with. So again, 70% should be direct engagement. The research goes on to say that only 20% should come from observing others. Now, I know, for myself, over the years, I have benefitted greatly from watching other, more competent interpreters working. They've helped me to conceptualize what good interpreting is supposed to look like, and they helped set the bar for what I needed or wanted to achieve. And by watching them apply the skills in action, I got a glimpse into how the skill might be applied. And that enriched my own practice. The remaining 10% is considered passive learning activities. Like this webinar, where you listen, and someone else does all the talking. [Audio skipping]

And although they are somewhere helpful, they will not necessarily help you achieve the same degree of growth or development as direct engagement. So this is the 70-20-10 rule. And I'm curious how you fare in applying this rule to your own professional activities in the recent years. A colleague and I were just talking recently about CEUs. He acknowledged that he's gotten most of his CEUs in the past couple of cycles through passive learning events, like conferences where you know, he would attentive -- attend a workshop and a presenter would lecture or a webcast or webinar where he sat and listened versus doing. He thought that he had been given lots of food for thought, but he didn't really know if he could quantify any specific growth or new skills that he had acquired. So his experience is one that would be counter to what researchers are suggesting in this 70-20-10 -- [background noise]
So keep this 70-20-10 rule in mind as you think about your choices for professional development. Okay. Next slide.
        >> Now we're on the one that says action, what steps will result in forward motion?
        >> Yes. So this is a model that describes the conditions that support sustainable change. The questions that accompany each of the model's components, which are inclination, motivation and action allow us to determine whether the conditions are right for change, and to understand how we might influence these conditions. So when you think about inclination, think about these kinds of questions. Do I know

what I want to change, what I want to improve? Am I likely to
change? Am I inclined -- just knowing myself -- am I really
inclined, or not, to make this change? How does the need for
this change align with my life and my preferences? And why
might this change be easy or difficult for me? And in terms of
motivation, think about some of these questions. What are my
goals? In my life experience so far, what have been the things
that really motivate me to make a change? And if I change, what
optimum -- optimal [chuckling] results do I expect, and what
minimal results do I expect? And then the last aspect -- or the
last condition is that of action. So ask yourself these kinds
of questions. What steps will result in forward movement? What
will encourage me to act? How do I move from the thinking about
it or the reflecting about it, to the action stage? And what do
I need to keep moving me forward or moving me ahead? Next
slide.
        >> We're on "4 kinds of motivation" slide.
        >> Yes. So again, here's another graphic, and here we can
see a display of intrinsic and extrinsic motivation. So what's
the difference between intrinsic and extrinsic? Why do we do
the things that we do? What is it that drives our behavior?
You know, psychologists have proposed a number of different ways
of thinking about motivation. And this is one of those ways,
which is looking at whether our motivation comes from the
outside, which is extrinsic, or the inside, intrinsic, the
inside of the individual. Extrinsic motivation occurs when we
are motivated to perform a behavior or engage in an activity in
order to earn a reward or to avoid a punishment. For example,
someone tells you in order to keep your job, you have to take
this certification exam and pass. So that might be an extrinsic
motivator to give everything you have got to studying and
preparing to take the certification exam. Other examples might
be that you seek out high visibility interpreting jobs, because
you value the individual recognition that comes with that kind
of job. Or you take a job you are not really qualified for,
because you want the money that you will earn. So the money is
the motivator. Or you compete for some community-based position
because you want to have a sense of winning. And it's about
competition. So in each of these examples, the behavior is
motivated by a desire to gain something, you know, external or a
reward or to avoid a negative consequence or negative outcome.
Conversely, intrinsic motivation involves engaging in a behavior
because it is personally rewarding. Centrally performing an
activity for his own sake rather than for the desire of some
external reward. For example, you might participate in
interpreting because you find the work truly enjoyable or
fulfilling. Or you work in a specific setting because you find
it exceptionally interesting and it piques your interest, and
that's a huge motivator. Or you find being an interpreter is an
opportunity to pursue or contribute to your value of greater

good in social justice. Again, in each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for his own sake. A number of studies have demonstrated that offering excessive external rewards, particularly to people who already are you know, internally highly motivated wind up being a demotivator. It can lead to an overjustification effect. And we certainly have seen that when there have been some programs that the NCIEC has offered where we wanted to pilot curriculum and we would offer a financial incentive for people to take the course and to complete an evaluation so people would sign up for the course, yet they wouldn't finish the course. Of course, they didn't finish the course means they didn't get the funding. So that is an example of trying to extent an extrinsic motivator, but that motivator still wasn't sufficient. Would more money have done it? Likely not. Sometimes even when -- let's say these webinars that are offered, without charge, and CEUs that are offered without charge do not necessarily indicate that people will take the information and run with it, although, they might say that these things, it keeps them from growing, is the cost of professional development. So sometimes extrinsic motivators can be helpful in helping people that otherwise would not have been able to take advantage of a training or an activity. And other times, it can wind up being either a nonmotivator or it can reduce motivation. So acceptable reward -- so excessive rewards may be problematic, but when used appropriately extrinsic motivators can be a useful tool. Take some time for yourself to think about what type of motivation do you most frequently respond to. And what examples do you have that reinforce your perspective? An activity -- the next slide, please.

     >> We are on "why exercise" slide.
     >> Yes. The why exercise is an activity that you can go through that can help clarify for you what's important and what it is that really motivates you your engagement with interpreting. Because the why exercise helps you to identify values that are important to you as a practitioner, important to you as a person, as a human being. And values are the qualities considered to be the most important guiding principle that help you set priorities in your career. They typically are highly personal and define what is purposeful and meaningful to you. And though your values may change in response to different stages in your career, they're generally thought to be enduring. And they provide a compass for setting goals and making decisions. In a career context, where changes can occur rapidly and decisions about opportunities in a current work role can present themselves unexpectedly, you know, you can get that call anytime of the day [chuckling] about taking an assignment that is about something you have never done before. And so it is critical to pause and reflect on the values that are most

essential to you, so that can guide your decision about what
jobs you're going to take and how you are going to commit
yourself to improving your skills so that you are more
employable and can take on more jobs. So again, this exercise
can be useful tool in clarifying values related to job
satisfaction. You can just jot down answers to these questions,
and then perhaps you could share them with an interpreter
colleague or a mentor. Someone that is familiar with your
current work. It's a great way of reaffirming your values.
Talking them through with someone else. And what the priorities
are for you in terms of this work we do as interpreters. So in
terms of the why exercise then some of the questions to answer
are: What would you miss if you left interpreting? If you left
interpreting today, walked away from it, what would you miss?
And then once you've answered that, you answer why, why would
you miss it? That will help you tease out some of your values.
And then think about, what was your boast interpreting job ever.
And then again, ask yourself why. That will help you -- what
will rise to the surface will give you insight into what's
really important to you. When was a time that you felt really
energized as an interpreter? And then again, why? And then,
what value would you not compromise? You would just never
compromise it, no matter what, in a job that you took as an
interpreter. And why?
Okay. Next slide.
     >> We are on the "self-assessment career values."
     >> I think it should say "career values." I may have
misspelled, I'm so sorry. It should say career values slide.
Knowing how your values are aligned in your work are critical
for career satisfaction and motivation. And a helpful framework
for think about career values has been developed by Nova,
n-o-v-a, which is a workforce development organization. And in
their values-driven work assessment exercise, career values are
clustered into four domains, intrinsic values, work environment
values, work content values, and work relationship values. So
the intrinsic values are what motivate you to truly love your
work, day after day. So these values might include giving to
the community, independence, variety, you have to determine what
those things are for yourself. In terms of work environment
values, what working conditions provide an optimum environment
in which you can do your best work? And so those environment's
values might include things like learning or that the
environment staff pays. Or that the structure is clear and it's
routine. That's one of the things that I love about legal
interpreting. I love the structure, and that you can pretty
much always anticipate what's going to happen. The facts of
each case will change, but the system, and the structure of the
system is repetitive. So once you learn it, and you learn it
well, then it's easy to anticipate the types of things that can
come up, so that's one of the work environment values that I

have when it comes to legal interpreting. In terms of work
content value, what makes interpreting most satisfying and
engaging to you and values in this area could include problem
solving, public service, creativity, those are ones that come up
for me when I think about work content. You know, I think of
all of the great problem solving you get to do as an interpreter
and the opportunity to be involved in public service, and that
you can be very creative in the language choices that you make.
And then the last one, again, the work relationship values.
What are characteristics of interaction with others as an
interpreter that are most important to you? So that could
include transparency in communication, diversity, teamwork,
trust, competition. So these are all things to continue to
think about so that you can get to the core of what's important
to you so you can more accurately anticipate and address your
motivation aspect.
        >> I think I will skip the next couple of slides, if you
could take me to the NCIEC home page slide. The next slides,
really, they're just examples of -- you know, continued values
to look at and they have to do with looking at that work content
versus technical skills and looking at transferrable skills.
What skills can you focus on learning that you can transfer to
any setting. And also thinking about your personal growth
skills, that in addition to specific interpreting skills you may
acquire, are there some personal skills, some self-management
skills that you need to work on, such as needing to be more
flexible, or more diplomatic, or more results-oriented or more
resourceful. It is just a way to continue thinking about all
the skill sets that you need to work on. And leadership skills
are certainly important, regardless if you're in a supervisory
or managerial role or not, because we all benefit from feeling
more competent in our ability to take charge of tasks and to
take the lead in solving problems when it's necessary. So
that's what those next couple of slides are about. And I
believe that Carrie, do you now have me up on the NCIEC home
page slide?
        >> Yes, I do.
        >> Okay. I'm just going to pause for a second to drink
some water here. Okay. So on this NCIEC help page slide, our
address will be provided to you at the end of the slides. But
the NCIEC website, if you're able to open another window on your
computer, while we're going through this, the NCIEC website is
interpreter education -- the two words run together,
interpretereducation.org. On the website, you will see the menu
bar that stretches horizontally across the top. And there is a
tab that says specialization. And when you drop that down, that
menu down, you will see a tab for vocational rehabilitation.
And when you click on that, you will go to the next page. Will
you go to the next slide?
        >> Okay. We're on the NCIEC VR page.

>> Yes. So we're on the VR home page. And so what you'll see here are -- under the word "vocational rehabilitation" that appears in brown, you will see three tabs. And the third tab takes you to a whole bunch of resources. So if you'll go to the next slide.

>> We're on the next slide. It shows the VR DVD pack.

>> Yes. This is a web page that shows you some of the VR resources. I have scrolled down on this page. But there really are many, this entire page links you to hot links of resources that you can download. So there's a document on the competencies of legal interpreters, there's a literature review that you can read, which is all about literature that has been published, regarding interpreting in the vocational rehabilitation setting, or literature that is germane to interpreting in the VR setting. Those are all downloadable. We have the results of focus groups published there, and those are downloadable documents. And we have -- I had mentioned earlier about the five modules that UNC developed and offered for a professional development series, and those five modules and the related materials for those modules are posted on this website. And you can download those. That would include the study guide and the PowerPoints and the pre and posttests and all the resources for each of the five modules. Again, those are available to be downloaded, to be utilized, to be copied and duplicated. All of the materials, the products, they're developed by the NCIEC are developed with federal money and so they're in the public domain. And that means that you can copy them because they're open source. But what you can't do is sell them. You can't sell them. You can give them away, but you can't sell them. And you can't remove the NCIEC branding. In other words, you couldn't try to represent the material as your own. But you can certainly duplicate it and give it away as it is. And you can use the material to conduct training yourself, if you wanted to. And you can certainly use it for your own purposes and to share it with your colleagues. And there is a link on this same page that will take you to a glossary of VR terms. And we're going to talk about those a little bit later. We'll talk more specifically about those. But there is also, on this page, you will see this picture of the cover of the package, a DVD package, and there is a link on that page where you can click on it and you can request to be sent to you a six-pack DVD. And if you don't already have this six-pack DVD of VR scenarios, I would strongly encourage you to get it. And I'm going to be talking about a serious of -- a couple of activities that you can engage in to help strengthen your interpreting skills in VR settings using that DVD six pack, and then also that VR glossary of terms. Next slide.

>> We are on "text analysis activities" slide.

>> Okay. [Coughing]
So one of the DVDs that's in that six pack is one that is

entitled "stories from life experiences." I love that DVD
because it -- it has about 13 deaf immigrants coming from all
different countries around the world who now live here in
America who talk about their experience. And in doing so, you
know, talking about their experience of coming here to America
and trying to learn the language here, you have an opportunity
to see variations, really significant variations in the way
these individuals communicate. And you have the opportunity to
get exposed to some of the types of VR clients that Dr. Glenn
Anderson was talking about in his presentation. As well, on
that same DVD, there are eight additional stories where deaf
people are just talking about their life and work experiences.
All of these texts are relatively short. You know, they're no
more than a few minutes in length, but they're very, very rich.
And a strategy that you can use for working with these texts is
to engage in text analysis. And a method for doing that is
detailed in the article that we provided you with as part of
this evening's webinar resources. And it is the one that's
titled "the meeting of text." And in the meaning of text, it
describes a 10-step process for text analysis. The 10-step
process has three main goals. It allows practitioners to
isolate and practice individual steps in the cognitive process
of interpreting. And it also deepens understanding of meaning
in the source and target language. And then it provides
opportunities for interpreters to expand their memory and to
rehearse the steps in the connective process, prior to actually
engaging in a complete interpretation. So it's a great
strategy. Over time, when you use the 10 steps regularly, for a
period of six to eight months, you will find yourself thinking
differently during your moments of interpreting. You will start
listening to messages differently to get to deeper levels of
meaning more quickly. And you'll find you are able to hold on
to more information. Because you're listening to information
differently. So really working with this process enhances your
ability to chunk and find relationships between pieces of
information. There are multiple ways to use these -- these 10
steps, but the most expectative is when you use it with
monologues or dialogues versus interactive text. Because when
you focus on a monologue, which is what all of these particulars
from the stories of life experiences DVD are, they're all
monologues, then you, you know, you can use it more effectively.
Again, what that DVD offers is diverse individuals in a wide
range of experience, a wide range of language variation, the
text is short, like I said, about three to five minutes in
length. So they're ideal for this 10-step process. Now, one of
the steps in the process is called the mapping process, where
you map what you understood in the source message, and then a
little bit later, you map again into how you think you would
structure it for the target language. So if you're working from
ASL, your first map is trying to map the message by main ideas,

thinking more in ASL, and then when you go to map it into English, you might be thinking in a more linear fashion. And so a second article that we provided to you explains options for how to do this step. This is a more challenging step for individuals, it's this mapping step. So mapping is really -- it's a great, great resource, because it helps you figure out relationships between pieces of information. It helps you find the inherent logic and organization of a text. And it gives you an opportunity to map it out in a visual way prior to actually interpreting it. And I would say, of all the 10 steps, it's the mapping process that I have maintained most consistently as an interpreter. I know as a team interpreter, my team members and I often use a map to communicate with each other when we're turn taking. So whoever is the observing interpreter begins the map, and details the main ideas that have come up and -- I mean, the main ideas that have come up and associates the details with the main ideas. And then in the margins, we can write notes to each other to indicate if something was left out or something was not clear, so that when the next interpreter goes up and begins interpreting, and if they include something that the other interpreter thought they had already conveyed, they'll understand why they're doing that because of the notes in the margin. And it's -- for me, mapping has really helped me to think and listen more visually. To cluster information, as I listen to it, that I peg the main idea with one, you know, really significant word that helps me to recall other pieces of information about it. And so again, as I said if you do this regularly, over a period of time, for six or eight months, you'll find that you start thinking differently. And when I say "regularly for a period of six to eight months it's, I don't mean once a month. You will need to do this several times a week, every week. Devote two, three, four hours to this task every single week for six to eight months. Because it is not something you will gain full benefit from if you don't put the work into it. But once you let yourself become really sufficiently familiar with the process, it will really change the way you listen, and the way you think.

   Another step in the process that is done twice is the retelling. You retell the text once. If you watch it in ASL, then you think about it, you get it mapped, and then you retell it in ASL, and you try to restructure it yourself. So you are trying on the information yourself. So it gives you a great opportunity to almost like shadow what has been signed, and to incorporate signs that you might not otherwise have used. And then later in the process, you will -- you will retell it again. But the second time you retell it, it's the rehearsal before you interpret it, so you will retell it in your own words. Then when it comes to the step to actually interpret it, you have the opportunity to interpret it and watch it simultaneously. And then you can try to integrate all the other pieces together.

Another step in the 10-step process that is very challenging to people is the step where you have to create an abstract. And an abstract of the text is when you can come up essentially, like the moral to the text. The underlying point to the text. Some people just try to give it a title. That's not an abstract. An abstract is like a metaphor, you can create a proverb or, you know, you can say it in a way they let you get to the root of the meaning, and it's a great -- when you can get to that, you can break form and you can really get to an abstract for the text, you have identified its essence, and that's a great tool for recall, when you get ready to interpret it. So, again, working with that DVD and that 10-step article is giving you a great strategy for isolating all of the skills in the process and in the interpreting process, letting you work with them individually, and then at the end, integrating them all again. Okay. Next slide.
        >> We are on [audio skipping]
>> okay. So interpretation practice. Again, in this DVD pack, there are a number of DVDs that are interactive text where a VR counselor, for example, or a VR evaluator is working with a deaf client. And they -- there is a student view where you as a student of interpreting, and those even that work full-time are students of interpretation. And you could videotape yourself using a photo booth or whatever other web cam option you might have on your computer. You can videotape yourself interpreting the text. And then you can engage in a self-assessment. And your approach to the self-assessment can happen in a number of different ways. Marty Taylor had a wonderful text on interpreting from English to ASL and from ASL to English where each book identifies the major features, and the airtights that are featured with the major feature languages. And you can look at your work and see where your work had deviations and you can relate it to the airtights that Taylor talks about, and you could look at the correction, what is the appropriate principle that she -- the appropriate way to do it? And then you can try reinterpreting it, incorporating those corrections. There's an article on the UNC do it center website that is under the tab that is called "product and resources," and it talks about the development of interpreting skills at a distance, and it details how you might use Taylor's text to do a self-assessment. So that resource is available to you. Be it might be you are familiar with dean and Pollard's analysis of yourself. You could see what schema came up, what demands you employed and what other controls you might have used. You might have looked at the consequences of the controls that you did use. And whatever approach you use to look at your work and analyze your work, it should be systematic. You should have a structure you follow. Discussing it with someone, either another colleague or peer or mentor, that is advisable. They can give you feedback. In fact, finding a colleague who will work on skill development

with you and then you guys can exchange your work with one
another could be a great benefit to both of you. So you reach
for yourself, and then you exchange your work, you each assess
one another's work and then you come back and talk about it.
You talk about the observations of your own work as well. You
can repeat that entire process with all of the DVDs, all of the
other five DVDs that are in that six pack. Next slide.
        >> We're on "contrastive analysis."
        >> The other piece, the same DVDs, I said they have a
student view, but they also have an interpreter and
interpretation. About half the time, the interpretation is done
by the deaf interpretation, sometimes they're working alone,
which you will just find magical. And sometimes the deaf
interpreter is working with a hearing colleague. And then
sometimes it's hearing interpreters working alone or working in
teams. So if you have found yourself interpreting, you can look
at your work in relationship to the interpreters and see where
there are similarities or differences, and you can give
consideration to that, and you can see what did they do that you
would really like to do, and then you can view them a few times
until you feel comfortable in understanding how they're doing
what they're doing. And you can go back and reinterpret what
you've already done, trying to incorporate some of the
strategies that you saw them employ. Then you can repeat that
as often as you need to. Okay. Next slide.
        >> We're on the "interpreting in VR series NCIEC web page."
        >> We're back on the NCIEC website. From that one page, I
told you -- of the resources, I told you, you could link to the
vocational rehabilitation glossary. And there are -- I think
there is about 150 terms. That are available in this glossary.
Next slide. And what you will get when you click on the term is
you will get the formal definition for that term, and then you
will see a video link that you can click on, and a deaf person
is talking about that term in ASL. So next slide.
        >> "Vocabulary development."
        >> So as you are doing the text analysis with the DVDs and
you come across a term you're not familiar with, you can go to
the glossary and look up what it means, and you can also look up
the way it is signed as a way to enhance your own knowledge of
VR terminology. You can watch the ASL signer and you can shadow
their signing. Or after you have watched them, you can try
signing it yourself, convey the meaning in your own sign. And
then you can try to create a narrative using those signs. Then
again, film yourself. And then exchange your work with someone
else. Then as you are watching the DVDs, you can create a
journal of the terms that come up, and you can investigate them
in the glossary or through making contact with deaf people.
These are some of the ways that you can use some of the VR
terminology -- I mean, the VR resources to improve your
knowledge of VR terminology and to improve your interpreting

skills. Next slide. Okay. In terms of our take away messages.
Sustainable improvement in your skills will require a personal
commitment and some intrinsic motivation. So continue to
reflect on some of the questions that we raised this evening so
that you can identify your core values and get a better sense of
what really motivates you. So that you can make the commitment
of time and energy and duration that is going to be needed to
really create sustainable skill development. Resources are
available to you without cost not only in the involve R setting,
but if you go back to the NCIEC website, we talk about the VR
resources tonight. But if you go back to that website and you
go under any of those links, you will find all kinds of other
resources, all of them free to be downloaded and to be accessed.
And for example, another project that the Marie Center leads is
on legal interpreting, and we are in the process of creating a
350-term ASL glossary, legal term, ASL glossary, that will be
done some time this summer and linked on that same website. And
so engaging in an examination of the why you are involved in
interpreting and the values that underscore your involvement can
really heighten your motivation. We spoke about the nova and
their organization and I put the website on there if you want to
go to it, on the next slide, and learn more about some of those
questions and topics that we were exploring tonight. And I
don't think that we have time on the next slide for questions
and answer, but I will be happy, if you want to send Carrie
e-mails with your questions, or if you have already posted
questions, she can send them to me. And I'll make sure that I
get those answered, and we'll get those answers posted back to
you guys. On the next couple of slides, you will see that the
NCIEC is funded from grants from the U.S. Department of
Education Rehabilitation Services Administration, and like I
said earlier, we're here to try to improve the quality and
quantity of interpreters. And the next slide, that tells you
how you can connect with us. Those on the NCIEC website at
interpretingeducation.org. And at our Marie website. You can
join our mailing list and get mailings for all of what's going
on within the NCIEC. And we appreciate you joining us tonight.
We ran -- we will probably run a little late, because Carrie has
some things to say to you. We got started late. Again, our
sincere apologies. We appreciate your time. And I look forward
to answering your questions at a later time. Carrie, back to
you.
      >> Thank you very much, Anna. And thank you for your
patience through all of our technical issues, and thank you to
everyone else who helped us out by muting your microphones.
That really helped make this webinar work. Also, we would like
to thank our interpreters Kirk and Darlene and our captionist,
Terry. There is a survey for the evaluation has been put into
the chat box. The survey will also be sent in an e-mail later
tonight. It is on the link, and then after the evaluation

questions, and then on the closing page, there will be two
links, one to request a certificate, the other to request CEUs.
If you have any questions or you need a link, you are welcome to
e-mail me. If you are watching this webinar in a group, I sent
out an e-mail earlier this evening with an attached form. That
will need all the names of the people in your group. However,
if it is possible for people in your group to fill out the
evaluation survey, that would greatly help us. And I'm not
going to keep you any longer. This is our last webinar, that we
have planned at this time. But all of our webinars are recorded
and are on the Marie website for you to access. So you're
welcome to go there, and see any other ones that we have
previously done. Again, thank you very much, and e-mail me at
Carolyn.Woodruff@UNCO.edu. Have a great evening.