

# **Deaf and Hearing Interpreter Teaming: Feeding Fundamentals**

With Teresa Edwards &  
Swanhilda Lily

Thank you for joining us for the webinar “Deaf and Hearing interpreter teaming: Feeding Fundamentals.” We look forward to learning with you. We anticipate that participants are experienced interpreters with varying knowledge and skill. We have prepared this packet of resources to prepare you for the webinar.

Please come using a laptop/computer (Chromebook, iPad or phone will not allow for full participation in the webinar.

Please spend an hour using the articles and videos to prepare your mind to discuss each topic and participate in the described activities (items listed in order of priority).

## **Table of Contents**

<b><u>BE PREPARED TO INTERPRET .....</u></b>	<b><u>2</u></b>
<b><u>EVALUATE AND BE PREPARED TO SHARE YOUR NEEDS AS AN INTERPRETER.....</u></b>	<b><u>3</u></b>
<b><u>SWIFT TRUST.....</u></b>	<b><u>6</u></b>
<b><u>PRE AND POST CONFERENCING.....</u></b>	<b><u>7</u></b>
<b><u>INTERPRETING PROCESSING MODEL.....</u></b>	<b><u>8</u></b>

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## **Be prepared to interpret**

Here you will find two videos. These will be the videos you use for practicing with a team interpreter. Please take the time to watch them and become familiar with the content.

- ASL to English Source for interpretation (This will also be your consumer for the English source video)  
<https://vimeo.com/389379433/4c5396b40f>
- English to ASL Source for interpretation with captioning  
<https://www.youtube.com/watch?v=bV4Y4X7k2hQ&feature=youtu.be>

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## **Evaluate and be prepared to share your needs as an Interpreter**

Sample questions taken from Team Interpreting: Best Practices by Debra Russell to aide you in evaluating your needs as an interpreter.

1. Can you describe your interpreting process and style, including your:
  - interpreting model (how do you see interpreting –for example do you see interpreting as a meaning-based task, or as a task where lexical transcoding reveals the source message? If working with a Deaf interpreter, do they prefer to receive the source language in ASL or in more English-like structure?)
  - model of teaming (what strategies do you use to sustain active involvement in the interpreting when in the support role vs. the active role? What is your vision of ideal team support?)
  - processing time (do you like to wait for a complete thought? Do you typically start too soon and want your team interpreter to cue you to hold back?)
  - interpreting strengths and what you may need help with
  - audience assessment (language preferences, pre-knowledge of consumers)
    - how and when to offer feeds that are effective for you (words, chunks, phrases, sentences) and whether to feed in ASL or English
  - dominant ear or eye issues that affect positioning
  - what decision-making process you use when determining whether or not to use a feed
  - preferences for physical touch and distance
2. What signals will you use for the assignment? Who will slow down or stop the speaker/signer, and how, if necessary? How will we signal the deaf consumer to let them know we have switched voice interpreters? Who will check with consumers about whether the signals are suitable for them? What signals will each interpreter use to request a feed?

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3. When will turn-taking occur? How will we switch? How will we signal each other if we want the team member to take over prior to the agreed-upon time frame? If working within larger teams (e.g.: multiple services - LSQ/ASL/International Sign), can the switches be coordinated to reduce the visual distraction? What signal will work well in the setting? Who will be responsible for timekeeping?
4. Who will begin interpreting and who will begin monitoring the work, and why?
5. Feedback: Do you want encouragement during the assignment? Do you want feedback during the interpretation? Is there something that you are working that you would like me to note during the interpretation? Will it distract you if I take notes? When monitoring the interpretation for completeness and accuracy, what features do you tend to look for, and why? (I will come back to this area in order to share some new data about the kinds of notes used between interpreters)
6. What preparation work needs to occur with consumers? Will the preparation tasks be shared or taken on by one interpreter? Who will ask for the preparation?

One trend I am seeing in my work is that interpreter coordinators are using Dropbox as a tool where presenters can deposit presentations, articles, and papers, in order to make the material accessible to the interpreters. These tools are very useful in that the materials are always available to the team if they have internet access, the materials do not have to be downloaded to one's computer or printed, and if WIFI is available while interpreting, interpreters can be viewing the presentation via their iPad. The preparation materials can be so helpful in helping us work through accents, complicated content, and lead us to other sources that can aid us in understanding the material.

One of the other challenges that I see on teams is that some interpreters take the preparation seriously and review the material in advance and others choose not to do so. These decisions impact the team dynamics and the overall quality of the work. While coordinating the large team at ICED, we had very positive feedback from consumers who said it was obvious when the interpreters had chosen to prepare and that shaped how they viewed the team. The same consumers indicated that they could also tell when

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interpreters were not well prepared and that also influenced their perceptions about the professionalism of those individual interpreters.

Finally, a tip from a cherished colleague: View the YouTube clips, not just the PowerPoint presentation!

7. What strategies will be used to deal with conflict? When will we debrief after the assignment?
8. Other issues: clothing/travel/parking/safe walks/meal breaks, etc.

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## Swift Trust

- Swift trust is a form of impersonal trust developed in temporary teams with a clear purpose
- Swift trust develops rapidly when the action is more forceful
- Swift trust does not just happen
  - Aligned activity- develop a system of trust
  - Power positions create a much less trusting environment
- Constrained environment
  - Time-limited, or preparation is limited
  - Resources are limited
- Non-person focus
  - Professional role focus
  - treating team as professionals leads to trust in professional capabilities
  - Assignment/process focus
  - Focusing on the work not personal issues. Focusing on **the work** that caused the problem is more productive and supports trust

Article Links related to Swift Trust:

- [http://changingminds.org/explanations/trust/swift\\_trust.htm](http://changingminds.org/explanations/trust/swift_trust.htm)
- <https://hbr.org/2012/10/how-to-build-trust-in-virtual>
- <https://www.facultyfocus.com/articles/online-education/what-is-swift-trust-and-why-do-i-want-it-in-my-classes/>

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## **Pre and Post Conferencing**

Sample questions taken from Team Interpreting: Best Practices by Debra Russell to aide you in pre- and post-conference preparation. While we prepare as teams, we also want to think about how we prepare with the consumers we will work with in a given assignment.

1. Does the person(s) you are meeting with know how to use interpreting services? If not, who will explain how to work effectively with the interpreters?
2. How will introductions be made? Is there a need to explain the use of simultaneous/consecutive interpreting within the assignment? If we plan to use notes with each other, how should this be explained to consumers? How will the notes be disposed of post-assignment?
3. What is the purpose/goal of the interpreted interaction? For conference work, what are the central messages the consumers hope to leave with the audience? If using audiovisuals, how will lighting be handled? Specific questions that arise from the preparation the team has done with the presenter's materials?
4. How should the interpreters signal you when we need to interrupt you, need time to complete the interpretation, or need to switch interpreters?

Here are two samples of pre-conferences:

<https://vimeo.com/316548530/84f36cb601>

<https://vimeo.com/316531548/214747beec>

Here is a sample of a Post-conference:

<https://vimeo.com/316541639/ca086ef82c>

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## Interpreting Processing Model

### Cokely Processing Model

Jimmy Beldon explains about the Cokely model and how understanding it can be beneficial for deaf interpreters: <https://grad2cert.org/level/novice/page/4/>

