

LESSON 5

Introduction to HI/DI Teaming Strategies

Placement in Curriculum Map: Upper level interpreting course.

Topics of Discussion: This lesson is an exploration of teaming strategies used in interpreted situations.

Materials Needed

NCIEC Deaf Interpreter Curriculum: Module 6 “Deaf/Hearing & Deaf/Deaf Interpreter Teams”

VRSII DIA in ITPs Mock Model Videos for HI/DI Teams

Student Learning Objectives:

1. Students will learn the value of pre- and post-conferencing while working in HI/DI teams.
2. Students will be able to identify role and responsibilities of interpreters working in a HI/DI team.
3. Students will be able to describe how to prepare for collaboration among team members.

Readings:

Prior to class have NCIEC Deaf Interpreter Institute Module 6, Unit 3 “Pre-Conference Analysis Worksheet” ready for student use.

Explanation

The teaming strategies employed between the Deaf and hearing interpreters

Requirements:

Be prepared to show the Model interpretations from the DIA Curriculum Kit as a way to demonstrate the logistics of HI/DI teams.

Assignment Details

During this lesson:

- 1) Ask the students to brainstorm how HI/DI teams differ from HI/HI teams.
- 2) Have students list the questions they have regarding HI/DI teams. What information do they feel needs to be shared in a pre-conference between a HI and a DI?

- 3) Use the “Pre-conference Analysis Worksheet” to identify the list of topics to be discussed during pre-conferencing. Ask the students to role play these conversations to become comfortable discussing these matters.
- 4) Ask students to consider the way in which feeding may occur in a HI/DI team when working ASL to English, as well as English to ASL.
- 5) Role play situations with the students considering the different placement models of HI/DI teamed settings. Where should the HI sit/stand? The DI? The consumers?
- 6) Allow the students some time to practice setting up the logistics for a HI/DI teamed situation. Ask the students to consider the reasoning behind placement decisions.

Questions to Consider

1. How would you like a DI to feed you for a more effective ASL to English interpretation?
2. What are the possible linguistic models your DI team may prefer? Can you match the language needs of the DI in order to provide an effective team while working English to ASL?
3. How might the arrangement of “players” in a HI/DI interpreted situation change? What are important factors in making the decisions about placement?
4. What information needs to be discussed during a pre-conference before working as a HI/DI team? How does that differ from an HI/HI team?
5. Is post-conferencing important in teaming? Why or why not? What information should be discussed during post-conferencing?