

LESSON 8

Hearing Interpreter: Advocate & Ally

Placement in Curriculum Map: Interpreter Ethics course

Topics of Discussion: This lesson will address the need for hearing interpreters to advocate and educate consumers towards the use of Deaf interpreters.

Materials Needed:

Are Hearing Interpreters Responsible for Paving the Way for Deaf Interpreters
by Anna Mindess

<https://streetleverage.com/2014/08/are-hearing-interpreters-responsible-to-pave-the-way-for-deaf-interpreters/>

Deaf Interpreters: In the Blind Spot of the Sign Language Interpreting Profession?

By: Jennifer Vold

<https://streetleverage.com/2013/03/deaf-interpreters-in-the-blind-spot-of-the-sign-language-interpreting-profession/#sthash.gq3hhRLJ.dpuf>

Deaf Interpreters: The State of Inclusion

By Nigel Howard

https://streetleverage.com/live_presentations/nigel-howard-deaf-interpreters-the-state-of-inclusion/

Student Learning Objectives:

1. Students will be able to list topics that need to be discussed during pre/post-conferencing while working in a DI/HI team.
2. Students will be able to demonstrate the ability to conduct DI/HI case conferencing.

Readings:

Are Hearing Interpreters Responsible for Paving the Way for Deaf Interpreters by Anna Mindess

<https://streetleverage.com/2014/08/are-hearing-interpreters-responsible-to-pave-the-way-for-deaf-interpreters/>

Deaf Interpreters: In the Blind Spot of the Sign Language Interpreting Profession?

By: Jennifer Vold

<https://streetleverage.com/2013/03/deaf-interpreters-in-the-blind-spot-of-the-sign-language-interpreting-profession/#sthash.gq3hhRLJ.dpuf>

Deaf Interpreters: The State of Inclusion

By Nigel Howard

https://streetleverage.com/live_presentations/nigel-howard-deaf-interpreters-the-state-of-inclusion/

Explanation: Hearing interpreters are frequently put in interpreted situations in which they need to decide to advocate for a Deaf interpreter. This lesson will discuss the role & responsibility for the hearing interpreter in these situations.

Assignment Details:

During this lesson:

- 1) Read/Watch Deaf Interpreters: In the Blind Spot of the Sign Language Interpreting Profession?
- 2) Lead a discussion with your students about this article. Example questions:
 - a. Ms Vold questions, “What does it mean that I hadn’t even noticed the absence of posts about Deaf interpreters for a year and a half? Does it send a message, unintentional but unmistakable, that I do not think about Deaf interpreters often; that they are invisible; that they are unimportant to the field?” What are your thoughts about her questions?
 - b. This article lays out a timeline of Deaf interpreting. What are your impressions of this timeline? How aware of the timeline of Deaf interpreting services are you?
 - c. Do you agree with the author that Deaf interpreters are often considered secondary to the team?
 - d. What are your experiences observing Deaf interpreters?
 - e. How do you feel about these questions? “Does the presence of DIs remove our status in the room as the ‘experts’ on sign language and interpretation in a way that is different than working with another hearing interpreter? Does it challenge a hearing interpreter’s ability to be “in control” of the environment? Does it raise questions about the quality of our work? Does all of this (and thus, the presence of a Deaf interpreter) make some of us nervous?”
- 3) Watch Deaf Interpreters: The State of Inclusion
- 4) Divide the class into small groups to discuss the article.
 - a. A common belief is that hearing interpreters will be viewed as “less skilled” than their Deaf counterparts. How does this make you feel?
 - b. Mr. Howard talks about the misconceptions Deaf consumers hold about Deaf interpreters. Do you agree with his comments? What are your experiences with Deaf consumers and Deaf interpreters? What can you imagine these misconceptions might be?
 - c. Which definitions presented are new to you? Discuss and define each new term among your group.

- 5) Read Are Hearing Interpreters Responsible for Paving the Way for Deaf Interpreters?
- 6) Lead the class in a discussion about this article. Example questions:
 - a. Ms. Mindess presents a timeline of her experiences in working with Deaf interpreters. Does this timeline align with the previous one by Ms. Vold? What similarities do you recognize? Differences?
 - b. One of the true benefits of Deaf interpreters is the idea of “shared experiences.” What are some examples of shared experiences? Do hearing people have “shared experiences”? If so, what are they?
 - c. The author suggests “5 Steps You Can Take.” Are they reasonable? Which ones can you commit to? Which ones do you have opportunity to commit to?

Questions to Consider

1. How much experience has your class had with Deaf interpreters? Do they need more background information before tackling this complex topic? How can you provide them with further background?
2. What opportunities are there in your community to observe Deaf interpreters as work?

Reference

Street Leverage