Acknowledgements

Gratitude is extended to the authors, researchers, interpreter educators, and interpreter practitioners whose life work has contributed to this project and to our understanding of educational interpreting. Gratitude is also extended to the multitude of Deaf and hard-of-hearing students and mainstream educational teams for their contributions to a deeper understanding of the work of interpreters and interpreter educators.

Finally, thank you to the Expert Group members who reviewed the initial draft of this document, and to the countless others who have offered suggestions, resources and ideas for improvement along the way. Special thanks is extended to Leilani Johnson for her vision and dedication to improving interpreter education, to Susan Brown for being such an incredible, willing resource bank and for her passion for educational interpreting, and to Marty Taylor for her ability to pull this all together in a meaningful and useful manner. You have been a tremendous team of individuals to work with!

Section 1

Introduction

12 settings, as well as the work of those developing curriculum. The ultimate goal is to inform current and future patterns of practice regarding the work and education of those who interpret in K-12 settings.

1.3 Project Development

This document was created as a part of the University of Northern Colorado Distance

1.4 Ranking System

Each annotation incorporated in this document is a summary of the article or book's salient points as it pertains to training interpreters to work in the K-12 setting. The annotations are ranked in terms of their relevance / importance in the training of interpreters preparing to work in the K-12 settings. The ranking system used is as follows:

Critical (C)   indicates information that could contribute to a turning point in patterns of practice that impact the work of and the training needs of educational interpreters

Essential (E)   contains useful considerations for the work and training needs of educational interpreters

Relevant (R)   related to but not of high importance when considering factors such as lack of peer review, or content examines ideas and recommendations that have already been implemented

1.5 Topic Areas

The 125 annotations incorporated in this document are categorized into 7 main topics areas:

1. **Interpreting in K-12 Educational and Instructional Settings: The Fundamentals** - this topic area explores general issues pertaining specifically to the work of educational interpreters.
    Total entries: 13
        (C) - Critical: 4
        (E) – Essential: 4
        (R) – Relevant: 5

2. **Educational Interpreter Role and Responsibilities** – this topic area highlights information and perspectives on the role and the responsibilities of the educational interpreter. Much of the information in this section comes from those who have, or are currently, working in this arena.
    Total entries: 15
        (C) - Critical: 1
        (E) – Essential: 5
        (R) – Relevant: 9

3. **Educational Interpreter Standards and Legislation** – this topic area provides an overall look at Federal legislation and examples of state standards pertaining to educational interpreting.
    Total entries: 21
        (C) - Critical: 2
        (E) – Essential:

4. **Educational Interpreting Professional and Ethical Considerations**

broadly comprehensive in nature and the issues outlined provide a template for specific topic areas to consider for preparing interpreters to work in educational environments.

Registry of Interpreters for the Deaf Educational Interpreter Committee. (2009). *Educational interpreting tool kit.* Retrieved from http://rid.org/UserFiles/File/pdfs/About_RI

Business and ethics considerations are presented, and a chapter is devoted to considerations unique to educational interpreting.

Winston, E. A. (Ed.). (2004). *Educational interpreting: How it can succeed.* Washington, DC: Gallaudet University Press.

(C) This book is a compilation of perspectives and research on interpreting in educational settings. Part I of the book focuses on the perspectives of Deaf and hard-of-hearing students. Chapters in this section detail the impressions and experiences of Deaf students, the need for Deaf students to have adequate language before they can benefit from an interpreted education, and the English and second language skills of educational interpreters. Signing Exact English (SEE) II is examined for its viability as educational interpreters' target language and a tool to increase student literacy, and the relationship between language and cognitive development is explored. Part II delves into interpreting, beginning with a look at the support that interpreters receive from school systems, their training and qualifications and their ability to provide communication access to the classroom. Demographics, interpreter competencies and educational interpreter roles and responsibilities are also examined. Part III of this text provides suggestions for improving deaf education including; standardization of educational interpreting through identification of its purpose, development of standards of practice and required skill and knowledge sets, development of assessment factors and supervision of educational interpreters and finally, recognition that interpreters are not the only contributing factor to successful, or unsuccessful, student outcomes. Contributors to this book include former educational interpreters, teachers of deaf students, interpreter trainers and Deaf and hard-of-hearing students in interpreted educational settings.

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Topic Area 2.2
Educational Interpreter Roles and Responsibilities

Total entries: 15

(C) – Critical: 1

(E) – Essential: 5

(R)   Relevant: 9

Lawson, H. R. (2012). Inclusion of a deaf student: Collaborating with educators. *RID VIEWS, 29*(2), 40-41.

(R) This article highlights the role and responsibility of the educational interpreter in an

benefits of this technology. Three primary areas of interpreter support are noted: 1) provide information to the educational team about the child's ability to access information 2) ensure student access to language, partly through the reduction of environmental barriers to sound 3) support the attainment of listening and speaking goals.

Kilpatrick, J. E., Jr. (2008). *Students who are deaf/hard of hearing with interpreters in the foreign language classroom.* Unpublished doctoral dissertation, University of Kansas, Lawrence.

(E) This dissertation reports on a case study that investigates the experiences of three deaf students, an educational interpreter and a foreign language instructor and offers suggestions from each for supporting deaf / hard-of-hearing students in the foreign language classroom. While intended to support foreign language teachers it also serves as a resource for educational interpreters and for the growing number of deaf / hard-of-hearing students who are interested in taking a foreign language. The author outlines the role of the educational interpreter in the foreign language classroom, discusses adaptations that need to be made on the part of the instructor and the interpreter, and explores the nature of the experience for interpreters, educators and Deaf and hard-of-hearing students.

Brumberg, R., & Coon, J. (2007). Whose student? *RID VIEWS, 24*(12), 8, 21.

(R) This article highlights the concept of ownership of student welfare and provides insight into how educational interpreters might clearly articulate their role to those in the school environment.

Free, A. (2007). Deaf students in the foreign language classroom: Collaboration to make it work. *RID VIEWS, 24*(7), 1, 22-23.

(R) This article examines one successful case of a deaf student participating in foreign language studies with the use of an interpreter in the classroom, and utilizing a collaborative approach. While this case is based in a post-secondary setting, the ideas presented are transferrable to foreign language studies in secondary settings and provide insight into additional accommodations that may be made when supporting deaf /

Frasu, A. (2003). Empowering the young Deaf community. Retrieved from
    http://www.deaflinx.com/PDF/Empowering_the_Young_Deaf_Community.pdf

(R) This article was originally published in the March 2003 Issue of the RID VIEWS. It
discusses the role of the educational interpreter, and the conditions under which the
interpreter can empower deaf / hard-of-hearing students. The article delineates two
hypothetical situational outcomes in a classroom where the interpreter functions as a tutor,
and where the interpreter takes on no additional responsibilities. The author also presents
results of an informal survey of deaf community stakeholder views on empowering students
to articulate their needs in the classroom.

Antia, S. D., & Kreimeyer, K. H. (2001). The role of interpreters in inclusive classrooms.
    American Annals of the Deaf, 146(4), 355-365.

(R) This article explores the findings of a qualitative three year case study conducted with
interpreters in inclusive classrooms. The results highlight a variety and range of roles and
responsibilities, and a difference in perception of those roles and responsibilities among
different members of the educational team. These are then examined through the lens of the
ethical guidelines offered by the Registry of Interpreters for the D

Topic Area 2.3
Educational Interpreter Standards and Legislation

Total entries: 21

    (C) – Critical: 2

    (E) – Essential: 13

    (R) Relevant: 6

Registry of Interpreters for the Deaf Professional Standards Committee. (2010). *An overview of K-12 educational interpreting*. Retrieved from http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/K-12_Ed_SPP.pdf

(E) This standard practice paper is offered by the Registry of Interpreters for the Deaf (RID) to delineate standards of practice within the K-12 arena. It outlines legislation mandating K-12 interpreting services, general qualifications for practitioners, the role and responsibilities of educational interpreters (including those not directly related to interpreting), information pertaining to ethical conduct, and supervision of interpreters in this setting.

Schultz, T. (2009). RID has a place at the table: A summary of the state leaders' summit on deaf education. *RID VIEWS, 26*(3) 14-15.

(R) This article highlights the results of the Registry of Interpreters for the Deaf's (RID) first invitation to participate in the State Leaders Summit on Deaf Education. RID representatives gained insights into the educational system and federal and state mandates which were to help inform RID programming so that the organization may more appropriately support interpreters in educational settings.

Brodie, P. (2007). Educational interpreting committee: Charting a course of action. *RID VIEWS, 24*(5), 20.

(R) This article is an update from the then newly formed Registry of Interpreters for the Deaf (RID) Educational Interpreter Committee. Of interest in this article is the role of the Educational Interpreter Performance Assessment (EIPA) as the standard measurement tool for interpreters in K-12 settings, and the relationship between RID and interpreters in K-12 settings.

Cawthon, S. W. (2007b). Hidden benefits and unintended consequences of *No Child Left Behind* policies for students who are deaf or hard of hearing. *American Educational Research Journal, 44*(3), 460-492.

(E) This article presents results of a study driven by two primary research questions centered on No Child Left Behind (NCLB) assessments and accountability, and their impact on deaf and hard-of-hearing students and the variety of educational structures that support them. State of residence and educational setting are accounted for as factors related to the impact of policy. A discussion of hidden benefits and unintended consequences is presented.

Corwin, C. (2007). A perspective regarding educational interpreters. *RID VIEWS, 24*(1), 1,18.

(R) This article highlights a landmark decision regarding acceptance of educational interpreters who score a 4.0 or above on the Educational Interpreter Performance

Assessment (EIPA)

U.S. Department of Education (2002). No Child Left Behind Act Pub. L. 107–110, Statute 1425. Retrieved from http://www2.ed.gov/policy/elsec/leg/esea02/107-

http://www.ksde.org/LinkClick.aspx?fileticket=6HHE1wCDeCY%3D&tabid=364&mid=105 30

> **(R)** This document was designed for those involved in the education, development and hiring of educational interpreters. It outlines laws and regulations, Kansas state requirements and policies, and standards and ethical considerations (adapted for interpreters in K-12 settings from the former iteration of the RID Code of Ethics) pertaining to educational interpreting. Of special note are sections outlining the roles and responsibilities of school administrators, educational interpreters, teachers, and students. The document concludes with a resource section highlighting interpreter training programs, sign language classes and additional resources for educational interpreters.

Deaf and Hard of Hearing Board of Interpreter Standards. (2002). *Indiana guidelines for educational interpreters.* Retrieved from http://www.in.gov/fssa/files/guidebook.pdf

> **(R)** This document attempts to standardize the role and responsibilities of educational interpreters in the state of Indiana by offering guidelines for the provision of educational interpreting services. These guidelines include a description of the interpreters' role in educational settings, responsibilities of the educational interpreter across grade levels, and skill and educational requirements for interpreters. It concludes with a sample job description, and the state administrative code pertaining to interpreting standards.

Nebraska Department of Education. (2002). *Guidelines for educational interpreters.* Retrieved from www.education.ne.gov/sped/technicalassist/InterpretersGuideline.pdf

> **(E)** This document is a comprehensive set of guidelines to assist school districts, educational interpreters, parents and other members of the educational team in the state of Nebraska to provide appropriate educational interpreting services to deaf and hard-of-hearing students. It covers a broad range of topics including the role of the educational interpreter as a member of the educational team, ethical conduct, recruiting and employment considerations and professional development, supervision and evaluation. Of special note are the sections on interpreting for Deaf adults within the educational context, mentoring and internships, responsibilities of educational interpreters beyond interpreting in the classroom, and the relationships between educational interpreter and teachers, parents and administrators.

Websites of interest

http://www.ada.gov/

> U.S. Department of Justice Americans with Disabilities Act home page.

http://www.ccie-accreditation.org/index.html

> Commission on Collegiate Interpreter Education (CCIE) - the accreditation board for interpreter education programs – home page. The CCIE was founded in 2006 to promote professionalism in the field of sign language interpreter education through the process of accreditation.

http://www.boystownhospital.org/hearingservices/childhoodDeafness/Pages/EducationalInterpreter.aspx

Information pertaining to the Educational Interpreter Performance Assessment (EIPA).

http://www.unco.edu/doit/resources/EduInterpStateRegs.html

University of Northern Colorado - Distance Opportunities for Interpreter Training Center listing of Educational Interpreting State Regulations, by state.

http://www.unco.edu/doit/Resources/Updated%20StateInterpQual%204-05.pdf

Laws and regulations related to educational interpreting compiled by the Distance Opportunities for Interpreter Training Center.

http://www.streetleverage.com/2012/05/educational-interpreters-buck-the-low-wage-no-credentiD 7>BDC q0.00000912 0 612 792 reW*nBT/F2 12 Tf1 0 0 1 90.024 584912tfq0.00000912Sd710 Indu

Topic Area 2.4
Educational Interpreting Professional and Ethical Considerations

Total entries: 9

    (C) – Critical: 2

    (E) – Essential: 6

    (R)   Relevant: 1

Schwenke,T. (2010). Sign language interpreters and burnout. *Journal of Interpretation,* 31-54.

(C) This article explores the results of a 2009 study of 177 interpreters that assessed occupational strain and burnout in the field of sign language interpreting. Drawing on the work of Dean and Pollard, the Demand Control-Schema (DC-S) model is used as a framework for this study and subsequent analysis. Decision latitude was found to be the strongest variable; results indicate that interpreters who perceive greater control within their work context may be at lower risk for burnout. Application of DC-S principles may foster greater understanding among students and working professionals, enhance decision latitude, and protect against burnout.

Cartwright, B.E. (2009). *Encounters with reality: 1,001 interpreter scenarios*

Harvey, M. (2002). Shielding rl-11(f f6(rvom he) pe-2(erils f)e5(gmpah)-1, M.)w: Th-10(e)6( )c-5(a4(s)e-2( )f

post-secondary environments, findings have implications for K-12 settings specifically in terms of the use of video-based instructional material and remote interpreting. Of additional note is indication that the challenge of learning via mediated or interpreted education does not rest solely on the student or interpreter's communication skills. Alternative rationale for this challenge is presented and implications for K-12 environments noted.

Schick, B. (2005). *Student competencies regarding interpreters*. Retrieved from http://www.interpreterstapestry.org/zdocuments/Student_competencies_Schick_05.pdf

(E) This document is a template developed to identify how a Deaf / hard-of-hearing student accesses information in the educational environment, and to provide information to the instructional team regarding how best to support the development of student competencies in

themselves. Although not explicitly stated, educational interpreters can impact many of these factors including but not limited to self-determination, extra-curricular activities, friendships and social skills, self-advocacy skills, collaboration and communication with general education teachers, and high expectations. A closer examination of these factors and the effect of the interpreter role on these factors can contribute to the development of a list of potential interpreter attributes, skills and attitudes that may impact student outcomes.

Seal, B. C., Wynne, D. & MacDonald, G. (2002). Deaf students, teachers, and interpreters in chemistry lab. *Journal of Chemical Education, 79*(2), 239-

managing this component of an interpretation. While the K-12 environment is not specifically called out in this article it highlights an important part of discourse that occurs in the educational context.

Quinto-Pozos, D., & Reynolds, W. (2012). ASL discourse strategies: Chaining and connecting – explaining across audiences. *Sign Language Studies*, *12*(2), 211-235.

(R) This article examines the use of two contextualization strategies in ASL discourse: chaining and connecting-explaining, and examines potential differences in utilizing these features based on the characteristics of audience members and formality of the setting. Results of the authors' work indicate that fully bilingual ASL-English signers do tailor their ASL to the audience; one strategy for doing so is through the employment of contextualization strategies. The frequency of application of these strategies was measured in the communication of two test participants in a variety of settings. One of the features highlighted is less common in child directed communication, but more elaborate. The authors posit that the discourse strategies outlined in this research, when used with children, encourage comprehension, build links to real-world phenomena, and even provide connections to English vocabulary. This information can be used to inform curriculum for educational interpreters.

Witter-Merithew, A. & Nicodemus, B. (2012). Toward the international development of interpreter specialization: An examination of two case studies. *Journal of Interpretation, 20*(1), 55-76.

(C) This article highlights the development of two areas of interpreter specialization; educational and legal. It examines two ways in which areas of specialization currently come into existence in the field; via self-designation or via specific training or credentialing. The article also addresses several questions about the emergence of specializations including what factors (internal and external) play a role in their development, what conditions impact the autonomous decision-making ability of specialized practitioners, and what outcomes and consequences surface as a result of their development. The authors then present two case studies for comparison – interpreting in the public school setting, and interpreting in the legal setting. Each setting is examined in regards to legislative mandates requiring service provision, efforts to establish national standards in the area of specialization, the preparation and training of specialists, assessment and certification, and decision-making autonomy of these specialists. The article concludes with an examination of the unintended consequences of specialization and makes a case in support of the intentional development of such specializations. This article informs the conscious development of, and contains insight into, further developing the educational interpreting specialization.

Bontempo, K., & Napier, J. (2011). Evaluating emotional stability as a predictor of interpreter competence and aptitude for interpreting. *Interpreting, 13*(1), 85-105.

(C) This article addresses a topic rarely researched in the field; psychological constructs for evaluating the interpreting process and interpreters themselves. Authors propose that variance in interpreter performance can be attributed to personality as well as cognitive ability. Of special interest are which traits play the most important role and to what degree these traits impact learning. The most significant finding of this study of 110 interpreters in Australia is that emotional stability is identified as a predictor of interpreter's self-perceived

Moody, B. (2011). What is a faithful interpretation? *Journal of Interpretation*, *21*(1), article 4. Available at: http://digitalcommons.unf.edu/joi/vol21/iss1/4

(E) This article examines the concept of "faithfulness" in sign language interpreting. Topics used as a wide angle lens to explore this concept include the history of interpreting, and research on the role and function of interpreting in both signed and spoken languages. Additional topics that narrow the discussion include models of interpreting, the professionalization of the field of sign language interpreting, and the role of faithfulness in our work. Faithfulness is presented less in terms of linguistic fidelity, and more in terms of one's ability to switch between free and literal interpretation. Specific information applied to communication approaches and faithfulness to the message in educational interpreting is mentioned although the lion's share of the article focuses on interpreting in broader contexts. Even so, the content is widely applicable. The article concludes with a section on the challenges of measuring fidelity.

Stauffer, L. K. (2011). ASL students' ability to self assess ASL competency. *Journal of Interpretation*, *21*(1), 80-95.

(R)

Humphreys, L. (2007).   (3rd ed.). Boise,
    ID: Sign Language Interpreting Media.

(R) This book is a six part workbook containing resources and information related to the practical and logistical aspects of sign language interpreting. It includes an introduction to the field of interpreting, how to get started in the field, a description of the kind of work available in the field and ideal interpreter attributes for each venue. This book also hosts professional discussion on various topics of interest to the field and information on additional resources.

Dean, R., & Pollard, R. (2006). From best practice to best practice process: Shifting ethical thinking and teaching. In E. M. Maroney (Ed.), *A New Chapter in Interpreter Education: Accreditation, Research, & Technology*: *Proceedings of the 16th National Convention of Conference of Interpreter Trainers* (pp. 119-131). Duluth, MN: CIT.

(E) This paper describes the need for a shift in teaching ethical decision making from a rule-based or deontological approach to a more teleological or goal-based approach – the Demand-Control Schema (DC-S). This schema supports framing critical reasoning skills in the context of a structured decision-making process that lends itself to the development of a best practice process which can then be taught and replicated in a variety of situations.

Napier, J., McKee, R., & Goswell, D. (2006). *Sign language interpreting: Theory & practice in Australia & New Zealand.* Sydney, Australia: The Federation Press.

(R) This book was designed primarily for entry-level interpreters, with a secondary intended audience consisting of experienced interpreters, interpreter trainers and potential researchers. The context for the information presented is Australia and New Zealand, however, a global perspective on the work of interpreting can inform new ideas about these topics more locally. The book covers information pertaining to; the interpreting process, necessary language skills and knowledge, interpreter competenc

This

Burch, D. D. (2005). Essential language/system competencies for sign language interpreters in pre-college educational settings. *Journal of Interpretation,* 25-47.

(E) This article reports the results of a survey designed to compile baseline data for four competencies identified and recommended from within the field as essential language/system competencies for entry level interpreters in K-12 settings. This baseline data serves as a starting point for revising or developing curricula for interpreters preparing to enter this setting and/or to support those currently working in K-12 settings.

Janzen, T. J. (Ed.). (2005). *Topics in signed language interpreting: Theory and practice* (Vol. 63). Philadelphia, PA: John Benjamins.

(E) This book is compiled of chapters based on many fundamental aspects of the theoretical and practical components of sign language interpreting. While the perspective of contributors to this volume is primarily Canadian, authors outside of Canada have contributed which mak0 GU9 0 M8buted which

identifying omission potential. Strategies for moving from theory to practice, or making interpreting come alive in the classroom, are offered. Teaching turn-taking and turn-yielding in interpreted interaction, an examination of "false friends" or contextually incorrect facial expressions, their impact on interpreting, and a section on telephone interpreting wrap up this volume.

Witter-Merithew, A., & Johnson, L. J. (2005). *Toward competent practice: Conversations with stakeholders.* Alexandria, VA: RID Press.

(C) This text outlines sign language interpreter entry to practice competencies compiled as a result of conversations with stakeholders. The results of work done via the initial national roundtable, Authority Opinion Group, Model Building Team and Expert Work Group – each of which was comprised of experts in the field - are highlighted within. Conversations with deaf consumers, interpreting students, interpreter educators, interpreter practitioners, employers and policy-makers are shared. Recommendations for improving interpreter preparation programs and curriculum are offered and entry-to-practice competencies in five domains outlined.

Franklin, K., Grbic, N., & Shaw, S. (2004). Applying language skills to interpretation. Student perspectives from signed and spoken language programs. *International Journal of Research & Practice in Interpreting, 6*(1), 69-100.

(E) This article focuses on the transition of interpreting students from acquiring a second language to preparing to apply this language learning to interpreting; from theory to practice. Two Interpreter Education Programs (IEPs) are reviewed; one that prepares spoken language interpreters, the other sign language interpreters. The article suggests the possibility of shifting from teaching a specific set of skills to creating a holistic, learner-centered approach to education which includes psychological and sociological factors. This article then focuses on student perceptions of readiness in moving from theory to practice. Data collected via interviews and focus groups is categorized into six constructs: 1) Personality Characteristics 2) Academic Skills 3) Professional Expectations 4) Support Systems 5) Faculty Relationships 6) Program/Curriculum. The results of data collected inform several suggestions for changes at the systemic level, including curriculum revision, aimed at improving student morale and outcomes.

Jamieson, J. R., & Storey, B. C. (2004). Sign language vocabulary development practices and internet use among educational interpreters. *Journal of Deaf Studies and Deaf Education*, *9*(1), 53-67.

(R) This article presents the results of a study done in British Columbia, Canada, of personal and professional characteristics of, and the professional development needs and resources available to educational interpreters, with a focus on sign vocabulary development practices. One primary focus of the study was to understand the extent to which the internet was used as a resource to expand the interpreter's vocabulary related to classroom content. While the study is dated, (the internet has changed dramatically since 2004) this article does present a few key findings; people who reported graduating from a program were more likely to maintain current membership in professional interpreter associations, and the amount of preparation time interpreters were given was based on how their positions were categorized. It also points out that human resources such as colleagues and deaf adults were preferred significantly more than nonhuman resources (books, videotapes, CD-ROMs, Internet) as an

Dean, R., & Pollard, R. (2002). *Benefits of teaching via the Demand-Control Schema for interpreting work.* Unpublished manuscript.

(E) This article outlines the benefits of incorporating the Demand-Control Schema (DC-S) in interpreter education. Benefits outlined include; providing structure and reasoning to replace the "it depends" model of decision making, promoting more effective learning of specialized practice/content areas through the application of Environmental, Interpersonal, Paralinguistic and Intrapersonal (EIPI) demand categories, and fostering opportunities for interpreters/students to learn from any setting (even without deaf consumers). The authors also suggest that incorporating this schema into interpreter education will improve student morale and reduce attrition from Interpreter Training Programs (ITPs) and the interpreting field, foster improved self-monitoring of assignment choices, and open practical and realistic dialogue about the work of interpreting and its implications. Authors further stress that these non-language, non-cultural factors are a fundamental aspect of interpreting and therefore must be a central element of professional training.

Napier, J. (2002). Linguistic coping strategies of interpreters: An exploration. *Journal of Interpretation,* 63-91.

(E) This article defines the concept of "coping strategies" generally and within the context of interpreting and discusses the points during an interpretation at which such strategies may be employed. Examples of coping strategies related to discourse are outlined; a case is made for conscious and unconscious omissions to be considered a linguistic coping strategy.

Quinto-Pozos, D. (2002). Interpreting for foreign language courses: The case of Spanish. *Journal of Interpretation,* 93-110.

(E) This article is a non-research based compilation of issues and challenges related to interpreting in foreign language classes at the secondary and post-secondary levels. The author offers suggestions for meeting these challenges, strategies for appropriate mouthing and fingerspelling, and places special emphasis on presenting strategies for interpreting

Roy, C. B. (2000). *Interpreting as a discourse process.* New York, NY: Oxford University Press.

(C) This book is grounded in the application of current understanding of discourse theory and perspectives on the role of the interpreter to a 1989 study based on an interpreted event involving a deaf and a hearing participant. Definitions and linguistic approaches to discourse, and the evolution of studies in translation, interpretation and turn-taking as a part of

rapid influx of deaf / hard-of-hearing students into mainstream classrooms, and the inability of the interpreting field

Topic Area 2.7

Deaf and Hard-of-hearing Student, and Educational Interpreter Demographics

Total entries: 6

(C) – Critical: 3

(E) – Essential: 1

(R) Relevant: 2

Registry of Interpreters for the Deaf. (2011). *2011 annual report to the members*. Retrieved from http://www.rid.org/userfiles/File/pdfs/About_RID/RIDFY2011AnnualReport.pdf

(R) This annual report outlines certification, membership and testing statistics including information on the numbers of members, who have an Educational Interpreter Performance Assessment (EIPA) score of 4.0 or above, awarded the Ed: K-12 certificate.

Hale, K. J. (2010). Educational interpreters' salaries: Correlations with demographic and employment characteristics. *Journal of Interpretation,* 1-30.

(C) This article presents findings from a study that examined salaries of 56 educational interpreters in the state of Kentucky during the 2007-2008 academic year and analyzes this data in relation to community interpreters' earning potential. While comparable salaries exist, findings reveal compensation disparity between these two groups based on credentials and years of experience. This article also explores literature on recruitment and retention of educational interpreters.

California State University Northridge, Center on Deafness. (2007). Research on interpreter shortages in K-12 schools. *RID VIEWS, 24*(7), 8, 34-35.

(C) This article summarizes statistical research on interpreter shortages in K-12 settings in the 2005-2006 academic year. Salient points include the difficulty in accurately measuring shortages beginning with defining a "request" in this setting. Areas of K-12 education where interpretation services are lacking are noted, and perceptions and frustrations of school administrators and interpreters are spelled out. The most pertinent of these is the perception that interpreter training programs fail to prepare interpreters to; distinguish between community and educational interpreting, and expose interpreters to a variety of communication methodologies.

Mitchell, R. E., & Karchmer, M. A. (2006). Demographics of deaf education: More students in more places. *American Annals of the Deaf, 151*(2), 95-104.

(R) This article presents national demographic information pertaining to the distribution of deaf and hard of hearing students throughout a variety of educational settings. The article suggests that more students are being educated in neighborhood schools and are more dispersed than in the past. While the data presented is from 2006, should the trends outlined in this article continue there may be implications for interpreter training on two fronts; potentially increasing the number of interpreting services needed, and presenting greater challenges for researchers to identify trends in service to this population via large and generalizable studies.

Section 3

References & Websites

3.1 Print References

Antia, S. D., Jones, P. B., Kreimeyer, K. H., & Reed, S. (2009). Academic status and progress of deaf and hard-of-hearing students in general educational classrooms. *Journal of Deaf Studies and Deaf Education,14*(3), 293-311.

Antia, S. D., & Kreimeyer, K. H. (2001). The role of interpreters in inclusive classrooms. *American Annals of the Deaf, 146*(4), 355-365.

Antia, S. D., Kreimeyer, K. H., & Reed, S. (2008). Academic status of deaf and hard-of-hearing students in public schools: Student, home, and service facilitators and detractors. *Journal of Deaf Studies and Deaf Education,13*(4), 485-502.

Barker, B. L., & Huff, C. (2009). *The interpreted education: A guide for educational teams.* Retrieved from http://www.ped.state.nm.us/SEB/technical/The%20Interpreted%20Education.pdf

Bentley-Sassaman, J. (2009). The experiential learning theory and interpreter education. *International Journal of Interpreter Education,1,* 62-67.

Bolster, L. A. (2005). *Time-compressed professionalization: The experience of public school sign language interpreters in mountain-plains states.* Unpublished doctoral dissertation, Virginia Polytechnic and State University, Falls Church.

Bontempo, K., & Napier, J. (2011). Evaluating emotional stability as a predictor of interpreter competence and aptitude for interpreting. *Interpreting,13*(1), 85-105.

Brodie, P. (2007). Educational interpreting committee: Charting a course of action. *RID VIEWS, 24*(5), 20.

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