

ITP 245: EDUCATIONAL INTERPRETING

Course Description

This course focuses on human rights, decision making models, ethical decision making and principles for interpreting in educational settings.

Additional information:

The history of interpreting and the Code of Professional Conduct will be presented with considerations to educational interpreting. Accepted practices in specific situations, such as assemblies and field trips, as well as explanation about how to work with Deaf/hard-of-hearing children with minimal language, are Deaf-Blind, have other disabilities, are at-risk, use mixed-communication styles or who have Cochlear Implants will be addressed. At the completion of this course, students will have been introduced to:

<u>TASK</u>	<u>TOPICS</u>
1	Human Rights/ Ethics/Morals
2	Models for Ethical Decision Making
3	History of Interpreting and review of certification
4	RID Code of Professional conduct as applied to Educational Interpreting
5	Ethical considerations and practices using the Educational Hierarchy of Responsibilities of Deaf/hard-of-hearing children in grades K-6
6	Ethical considerations and practices using the Educational Hierarchy of Responsibilities of Deaf/hard-of-hearing children in grades 7-12
7	Ethical considerations and practices using the Educational Hierarchy of Responsibilities of interpreting for Deaf/hard-of-hearing children with multiple disabilities, or who are deaf-blind.
8	Ethical considerations and practices using the Educational Hierarchy of Responsibilities of interpreting for challenges in educational Settings, including assemblies, field trips, and vocational settings
9	Ethical considerations and practices using the Educational Hierarchy of Responsibilities of interpreting for the Deaf/hard-of-hearing children who have mixed-communication styles or who are at-risk
10	Ethical considerations and practices using the Educational Hierarchy of Responsibilities of interpreting for Deaf/hard-of-hearing children with cochlear implants

1. Compare and contrast the meanings of ethics, morals and human rights.
2. Describe how the Canadian Psychological Association, Stadler and Humphrey/Alcorn models differ in their approaches to conflicting ethical issues.
3. Develop a concrete plan for a personalized model for ethical decision making.
4. Contrast the field of interpreting in 1970 to that in the 2012, especially noting any changes in ethical considerations.
5. Develop portfolio pages regarding current certifications and laws about interpreting.
6. Discuss the importance of the 7 tenets of the RID Code of Professional Conduct and their application for educational interpreting.
7. Describe two problems and present two solutions for each for handling these difficult interpreting situations: parent/teacher/student conference, the deaf-plus student, textbook language and tests, field

trips, assemblies, musical performances, vocational setting, driver's education, student teachers, and resource rooms, the at-risk student, the student with a cochlear-implant and students of mixed communication.

8. Given specific ethical scenarios for grades K-6, identify the appropriate roles of the interpreter, deaf/hard-of-hearing student and classroom teacher.

9. Given specific ethical scenarios for grades 7-12 and working in small groups, identify and justify appropriate roles for the interpreter, deaf student and classroom teacher.

10. Identify specific development and behaviors of deaf/hard-of-hearing children in grades K-6.

11. Compare responsibilities of the interpreter in the self contained classroom, the fully mainstreamed but with itinerant teacher and that of the inclusion with "pull-out" instruction.

12. Describe the varieties of communication techniques for working with deaf-blind students, for students with additional disabilities, and for the student of mixed communication.

ITP 245 COURSE OUTLINE:

1. Task 1: Human Rights/Ethics/Morals

1.1. Introduction to Human Rights

1.1.1 Definition as given through the Universal Declaration of Human Rights

1.1.2 Describe 30 articles of the Universal Declaration of Human Rights

1.2 Introduction to topic of ethics

1.2.1 Definition of ethics

1.2.2 Generate ethics in classroom setting

1.3 Identify definitions of morals

1.3.1 Compare morals, ethics and human rights

1.3.2 Contrast ethics, morals and human rights

2. Task 2: Models for Ethical Decision Making

2.1. Introduction to the Canadian Psychological Association Model

2.1.1 Define the four meta-ethical principles that guide decision making using this model

2.1.2 Describe how to use the model for ethical issues in conflict

2.2 Introduction to the Stadler Model

2.2.1 Define the four meta-ethical principles that guide decision making using this model

2.2.2 Describe how to use the Stadler model for ethical issues in conflict

2.3 Identify the Humphrey and Alcorn Model

2.3.1 Define the six meta-ethical principles that guide decision making using this model

2.3.2 Describe how to use the Humphrey and Alcorn model for ethical issues in conflict

2.4 Develop a personalized model

2.4.1 Identify personal meta-ethical principles

2.4.2 Review, compare and contrast models

2.4.3 Apply critical thinking principles

2.4.4 Apply emotive techniques

2.4.5 Develop a concrete plan for a personalized model for ethical decision making

3. Task 3: History of Interpreting and Certifications

3.1 The history of interpreting for the Deaf

3.1.1 Identify key components of the field of interpreting through its history and development

3.1.2 Characterize how the field changed from prior to 1964 to RID as it is today

3.2 The history of interpreting at present

3.2.1 Characterize how the field is changing

- 3.2.2 Identify areas of concern for interpreting in the future
- 3.3.3 Develop a portfolio page of the history of interpreting including a time-line presentation
- 3.3 Evaluations/Certification issues and interpreting
 - 3.3.1 Identify key components of the evaluation and certification of interpreters
 - 3.3.2 Develop portfolio pages regarding current certification methods

4. Task 4: The RID Code of Professional Conduct as applied to Educational Interpreting

- 4.1 Review RID Code of Professional Conduct
- 4.2 Apply Tenet One: Confidentiality
 - 4.2.1 *Discuss confidentiality in specific settings, especially as related to cultural differences in families and respect for consumers*
 - 4.2.2 Practice confidentiality in sharing information about interpreting sites
- 4.3 Apply Tenet Two: Professional Skills and Knowledge
 - 4.3.1 *Discuss the importance of this tenet in educational interpreting, especially as it relates to awareness of cultural implications and impacts*
 - 4.3.2 Assess the application of this tenet in specific grade levels and scenarios
- 4.4 Describe Tenet Three: Conduct
 - 4.4.1 Discuss professional conduct in specific educational settings
 - 4.4.2 Assess appropriate professional conduct in given interpreting situations
- 4.5 Describe Tenet Four: Respect for Consumers
 - 4.5.1 *Discuss various meanings of respect for consumers dependent upon grade/age/cultural background/language skills*
 - 4.5.2 Put into practice respect for consumers given a variety of scenarios
- 4.6 Describe Tenet Five: Respect for Colleagues, Interns and Students
 - 4.6.1 Discuss various meanings of respect for colleagues, interns and students
 - 4.6.2 Put into practice respect of colleagues, interns and students given a variety of scenarios
- 4.7 Describe Tenet Six: Ethical Business Practices
 - 4.7.1 Discuss various meanings of ethical business practices for educational interpreters
 - 4.7.2 Assess ethical business practices in given interpreting scenarios
- 4.8 Describe Tenet Seven: Professional Development
 - 4.8.1 Determine ways to participate in professional development
 - 4.8.2 Prepare a plan for the first year after graduation to improve skills and knowledge
- 4.9 Create portfolio pages regarding each tenet of the RID Code of Professional Conduct as applied to educational interpreting

5. Task 5: Ethical considerations and practices using the Educational Hierarchy of Responsibilities of Deaf/hard-of-hearing children in grades K-6

- 5.1 Role of interpreter as part of educational team
- 5.2 Role of interpreter during social interactions and in relationships in the work environment
 - 5.2.1 Characterize possible difficulties and solutions in social interactions, taking into account the cultural community in which you work
 - 5.2.2 Describe interpreter responsibilities in
 - 5.2.3.1 Peer relationships
 - 5.2.3.2 Teacher-deaf student relationships
 - 5.2.3.3 Interpreter-deaf student relationships
 - 5.2.3.4 Interpreter-teacher-hearing student relationships
 - 5.2.3.5 Interpreter-deaf student-teacher-hearing student relationships
- 5.3 Role of interpreter in story reading, textbook language and tests

- 5.3.1 Characterize possible scenarios for story reading,
- 5.3.2 Describe possible solutions for interpreting stories which may have differences in moral/ethical content than you are comfortable with
- 5.3.3 Characterize possible considerations of textbook language and tests
- 5.3.4 Describe possible solutions for difficulties
- 5.4 Handling difficult interpreting situations
 - 5.4.1 Placement of interpreter
 - 5.4.2 Parent/teacher/student conference
 - 5.4.3 Deaf-plus student
 - 5.4.4 Parent volunteers
 - 5.4.5 Textbook language and tests
 - 5.4.6 Diverse cultural background of consumers
- 5.5 Create a portfolio page for handling two difficult interpreting situations for each situation: placement, parent/teacher/student conference, deaf-plus student, and parent volunteers.

6. Task 6: Ethical considerations and practices using the Educational Hierarchy of Responsibilities of Deaf/hard-of-hearing children in Grades 7-12

- 6.1 Curriculum differentiation and the interpreter
 - 6.1.1 Work load expectations
 - 6.1.2 Student differences in expectations of interpreter
- 6.2 Role of interpreter in the vocational setting
 - 6.2.1 Characterize possible considerations of vocational settings
 - 6.2.2 Describe possible solutions for difficulties
- 6.3 Expectation of interpreter depending upon scheduling
 - 6.3.1 Characterize possible scenarios for considerations
 - 6.3.2 Describe possible solutions
- 6.4 Challenges to educational interpreter at these grade levels
 - 6.4.1 Characterize possible scenarios for considerations
 - 6.4.2 Describe possible solutions
- 6.5 Teaching consumerism
 - 6.5.1 Identify aspects that are necessary to be an effective consumer, taking into account the cultural/moral/ethical considerations of the consumers
 - 6.5.2 Describe possible solutions for educating deaf student
- 6.6 Handling difficult situations
 - 6.6.1 Driver's Education
 - 6.6.2 Student Teachers
 - 6.6.3 Substitute Teachers
 - 6.6.4 Resource Room
- 6.7 Create a portfolio page with description of the problem and solutions for handling two specific difficult interpreting situations in each of the following:: driver's education, student teachers, substitute teachers and resource room.

7. Task 7: Ethical considerations and practices using the Educational Hierarchy of Responsibilities of Deaf/hard-of-hearing children with multiple disabilities, or who are deaf-blind

- 7.1 Define the varieties of special education settings that might be encountered
 - 7.1.1 Self-contained classroom
 - 7.1.2 Full inclusion with an itinerant teacher of the D/deaf
 - 7.1.3 Inclusion with "pull-out"

- 7.2 Characterize the roles and responsibilities of the interpreter and the deaf student (including behavioral issues, clothing, diapering, health and safety) in
 - 7.2.1 Self-contained classroom
 - 7.2.2 Full inclusion with an itinerant teacher of the D/deaf
 - 7.2.3 Inclusion with “pull-out”
- 7.3 Describe the four possible profiles of the etiology of deaf-blindness
 - 7.3.1 Contrast the language acquisition of each of the four profiles
 - 7.3.2 Compare the statistics of the four profiles
- 7.4 Describe the communication techniques required
 - 7.4.1 One-on-one front-to-front
 - 7.4.2 One-on-one, side-by-side
 - 7.4.3 Tracking
 - 7.4.4 Tactile, Spelling
 - 7.4.5 Print on palm
 - 7.4.6 Tadoma
 - 7.4.7 Relay tactile
- 7.5 Personal appearance and characteristics
 - 7.5.1 Clothing, jewelry and personal hygiene considerations
 - 7.5.2 Proximity considerations
- 7.6 Additional roles and responsibility
 - 7.6.1 Mobility aide
 - 7.6.2 Deaf-blind intervener

8. Task 8: Ethical considerations and practices using the Educational Hierarchy of Responsibilities of interpreting for challenges in educational Settings, including assemblies, field trips, and vocational settings

- 8.1 Identify the types of additional educational environments and learning experiences that occur in a school setting
 - 8.1.1 Assemblies including Musicals, Drama performances that include foreign languages
 - 8.1.2 Field Trips
 - 8.1.3 Emergency and disaster trainings
 - 8.1.4 Principal’s office
 - 8.1.5 Parent-teacher conferences
 - 8.1.6 Children’s Protective Services, Police or other situations involving legal authorities
- 8.2 Identify the types of vocational settings that might be encountered
- 8.3 Describe the general challenges that might be encountered in a vocational setting
 - 8.3.1 Vocabulary of the specific fields
 - 8.3.2 Teaching-by-showing
 - 8.3.3 Comprehension of meaning of vocabulary and how the concepts are related
 - 8.3.4 Use of diagrams, graphs, charts, tables, figures, instruments, machines, tools and computers
 - 8.3.5 Making the auditory and visual information accessible
 - 8.3.6 Transition to the employment site
 - 8.3.7 Health and safety issues

9. Task 9: Ethical considerations and practices using the Educational Hierarchy of Responsibilities of interpreting for the Deaf/hard-of-hearing children who have mixed-communication styles or who are at-risk

- 9.1 Introduction of the types of mixed communication students
 - 9.1.1 Deaf or hard of hearing student whose hearing family uses fingerspelling or home signs
 - 9.1.2 Profoundly deaf student who uses English based signs at school but ASL at home
 - 9.1.3 Hard of hearing student who speaks in certain environments but requires visual interpretation in other environments
 - 9.1.4 Deaf or hard-of-hearing student whose hearing family are not English speakers
- 9.2 Definition and role compensation for interpreters in English as second language (ESL) settings
 - 9.2.1 Teaching written vocabulary
 - 9.2.2 Teaching sign vocabulary
 - 9.2.3 Working directly with the ESL teacher
- 9.3 Define the types of at-risk students
- 9.4 Identify the roles and behaviors that an at-risk student might present
- 9.5 Describe the roles, responsibilities and challenges that might be unique for an interpreter in these situations

10. Task 10: The Educational Interpreter and Students with Cochlear Implants

- 10.1 Considerations of the Cochlear Implant
 - 10.1.1 Age of Implant
 - 10.1.2 Support systems provided in the educational setting
 - 10.1.3 Language effectiveness
- 10.2 Various educational needs of a student with a cochlear implant
 - 10.2.1 To use an interpreter or not
 - 10.2.2 When and how will the interpreter be used
- 10.3 Definition and role compensation for interpreters working with the Cochlear implanted student
 - 10.3.1 Reinforcing spoken vocabulary
 - 10.3.2 Supporting student's cognition of spoken language with sign vocabulary
 - 10.3.3 Working directly with the classroom/itinerant teacher
- 10.4 Given educational scenarios for the student with Cochlear implant, identify the appropriate roles
 - 10.4.1 of the interpreter
 - 10.4.2 of the deaf student
 - 10.4.3 of the classroom teacher
- 10.5 Prepare portfolio pages that describe two possible solutions to four challenges that might be encountered by the interpreter of a student with Cochlear implant