

ODYSSEY

interpreting

REACHING OUT TO TEACH DEAF CHILDREN

theory
and practice

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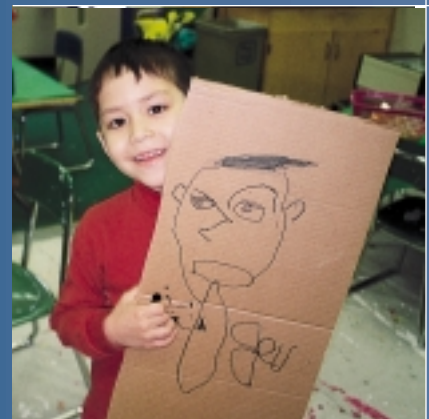
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Interpreting in Public Schools Enterprise of Hope

In a high school classroom, a teacher brings life to the rich language in Shakespeare's *Romeo and Juliet*. The teacher makes transparent an otherwise opaque text by switching back and forth between the print of the Elizabethan text and colloquial—even teenage—American English. As a result, the students, all from homes where English is a second language, laugh at the romantic leanings of Romeo and nod at the late night encounter on a balcony.



In a corner, a young girl sits upright and attentive. Like the rest of the class, she is engaged in the historic and beautiful manuscript. Like the rest of the class, she absorbs it both through the printed page and the personal identifications cited by the teacher. Still she rarely looks at her teacher or her classmates. Instead her eyes are fastened on her sign language interpreter, a woman

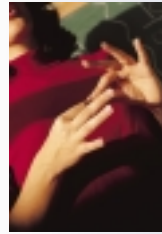
whose hands, face, and body reflect the animation, excitement, and humor as well as the content of the teacher's words.

With most of the nation's deaf students in public school classrooms, the above scenario is far from unique—at least when the deaf students are in a class with a highly skilled teacher and equally skilled interpreter. For this reason, a group of excellent teachers, researchers, interpreters, parents, and students help us explore the critical topic of educational interpreting in this issue of *Odyssey*. Among our distinguished contributors are: Elizabeth Winston and Brenda Schick, University of Colorado-Boulder, Kevin Williams, Boys Town National Research Hospital, Thomas Kluwin, Gallaudet University, David Stewart, Michigan State University, Claire Ramsey, University of Lincoln, and T. Alan Hurwitz, National Technical Institute for the Deaf. We also want to extend special appreciation to Cheryl Lee and Susan Schwartz from Montgomery County Public Schools, in Rockville, Maryland, for their work in this issue and for making it possible to talk with students, David Bird and Cara Miller, and their parents, Charlotte Cook and Joan Miller.

Cara, speaking of her struggle to understand and accept herself as a hard of hearing individual within an environment where the overwhelming majority of her classmates hear, remembers years in which she “tried very hard” and “with enormous hope” to fit in socially. This hope and the academic achievement that opens the road to successful citizenship for deaf teens requires supportive teachers, schools, parents, and society—and knowledgeable and skilled interpreters.

Jane K. Fernandes, Ph.D., *Provost*
Gallaudet University

On the cover: With most of the nation's deaf and hard of hearing students in public schools, interpreters have become a critical educational experience. Photo by John Consoli.



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Odyssey is published three times a year by the Laurent Clerc National Deaf Education Center, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695. Standard mail postage is paid at Washington, D.C. *Odyssey* is distributed free of charge to members of the Laurent Clerc National Deaf Education Center mailing list. To join the list, contact 800-526-9105 or 202-651-5340 (V/TTY); Fax: 202-651-5708. Web site: <http://clerccenter.gallaudet.edu>.

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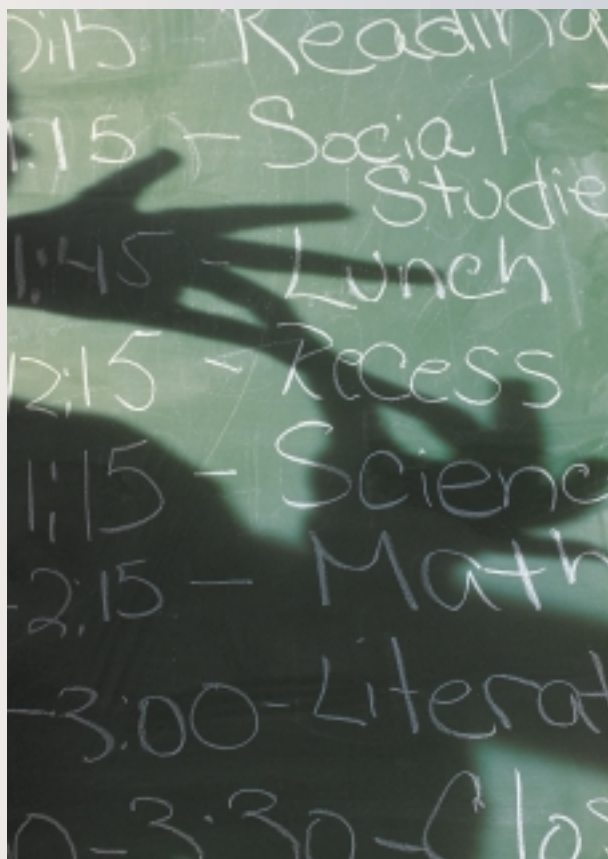
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LAURENT CLERC
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1:15 - Social
Studies

1:45 - Lunch

12:15 - Recess

1:15 - Science

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3:00 - Literature

visual inaccessibility

the elephant (blocking the view) in interpreted education

By Elizabeth A. Winston

Providing an education through interpreting has been promoted as one solution in the education of deaf children. However, there are many barriers to accessibility in an interpreted education, including inadequate interpreting, students who do not have sufficient skills in English or American Sign Language to benefit from interpreting, and goals in academics and social relations that cannot be achieved via interpreting. In addition, interpreter training programs are still not adequately serving the educational interpreting community and do not often include courses and training about educational interpreting. Deaf students still enter the school system with woefully inadequate language skills. Yet many people continue to believe that an interpreted education is somehow equal to a direct education, that socialization through an interpreter is normal, and that interpreters are adequate language models for deaf children (Johnson, 1999; Johnson & Cohen, 1994; Jones, 1993; Ramsey, 1994; Schick, Williams, & Bolster, 1999).

The educational barriers are mighty, but in the classroom they can be minimized. Teachers, interpreters, and parents can make a difference. We can work together so that the visual accessibility of each classroom is analyzed when we make a decision about the appropriateness of a student's placement (Winston, 1994, 1990). Further, when a mainstream classroom is chosen as the instructional environment, we can work to analyze the events in the interpreted classroom to assure that it remains as accessible to the deaf child as possible.

Interpreting Visual Access

Unfortunately, many believe that once the interpreter is in front of the classroom, access for the deaf student is automatic. In this myth, people believe that interpreting alone makes the transactions in the classroom accessible. Teachers continue to teach, pretending or assuming that the deaf student is accessing everything that the hearing students are accessing. But effective access, and with it successful interpreted education, does in fact require a great deal of additional adapting.

Photography By John T. Consoli

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Interpreting should not be seen as the solution to classroom access; it should be seen simply as an educational tool. Deaf students, teachers, and others must be able to use this tool effectively for deaf students to learn. It is important to clarify that this concept of “tool” applies to interpreting and the interpreting process—not to interpreters. Interpreters are not tools—even though they are sometimes treated like owned objects by students and teachers. They are essential to the successful implementation of the educational tool of interpreting.

The other key is the classroom teacher. Interpreting provides a means for the teacher to accomplish the goal of teaching the deaf students in his or her classroom. Unfortunately, in many mainstreamed classrooms, teachers give up their responsibility for deaf students, believing that the interpreter is taking over and doing the job. And, often, deaf students give up on learning from the teacher, expecting the interpreter to teach instead. But when we remember that interpreting is a tool, we see that this should not be the case and we are forced to consider other profound implications.

We are forced to remember that deaf children are still deaf. We must accept that their educational needs remain those of deaf students and not of hearing students.

We understand that, as deaf students, they need to have visual accessibility. All activities must be visually accessible to deaf students in order for them to have the same opportunity to learn as their hearing peers.

We accept that interpreting cannot provide visual accessibility to all educational activities. Perhaps it is this last item that is the most difficult to understand and accept.

The Uninterpretable Lessons

Most people do not immediately understand how some situations cannot be interpreted. In fact, uninterpretable activities occur routinely. They occur every time lessons and information are presented simultaneously to the eyes and ears.

During these simultaneous auditory/visual presentations, we readily understand and even anticipate that deaf students glean access to the auditory information through the interpreting. What we less readily understand is that the same interpreting that provides accessibility to the auditory information blocks accessibility to the visual information (Winston, 1994). Presentations or lessons that have simultaneous auditory and visual components are ordinary events in classes where most of the children hear. Here are a few of the many hundreds of activities that occur every day:

- Students watch educational videos, including those great PBS shows on wildlife, where animals go about their lives while

a narrator explains their actions, and renditions of the plays of Shakespeare, with rich language and extraordinarily dense dialogue.

- The teacher writes a problem or lesson on the board while verbally issuing instructions on how to do it.
- The teacher or students demonstrate an experiment while describing it.
- The teacher instructs students to look at a handout, diagram, or picture while explaining what it means.

Such presentations are not only natural, but for most students they constitute effective teaching. The teacher is encouraging student learning by appealing to their senses, especially those of sight, sound, and touch.

Most hearing students can integrate auditory and visual information simultaneously most of the time. But the situation is vastly different for deaf students. In all of the routine events described above, deaf students cannot attend to

the central learning event because it is visual and proceeding simultaneously with the signing of the interpreter. The eyes can only receive one set of stimuli at a time, and they are fastened on the signing. Lost are the scenery and action of the movie, the content of the writing as it unfolds across the blackboard, the specifics of a diagram on the paper that is in the deaf student's hands. Intent on watching the interpreter, deaf students cannot receive the other visual content of the lesson. In cases such as these, interpreting actually creates a barrier to the deaf student's visual access. Offered as a tool to facilitate the absorption of information in the classroom, interpreting blocks it.

Determining Visual Accessibility The Interpreter's Role

Interpreters are too often in part responsible for the myth that we are the solution to adapting the classroom for a deaf child. We walk into a setting and say to the teacher, “You just go ahead and talk and I will sign what you say. And when the deaf student signs, I will say whatever she signs.” This encourages the teachers to believe no other accommodations are needed and it perpetuates the difficulties of providing access for deaf students in the educational system (Roy, 2000; Wadensjo, 1998). Some interpreters demand complete and full attention to their own interpreting. In extreme cases, they refuse to wait until the deaf student has time to look before interpreting or they fail to indicate where the visual attention of the other students is.

On the other hand, sometimes interpreters try to ameliorate conditions for the deaf child without telling anyone they are doing so. This puts interpreters in the position of enabling a troubled system to continue. From the perspective of outsiders, it looks like the deaf child is being provided access to

The educational
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information and is effectively incorporated into a hearing classroom; in fact, the interpreter is teaching, tutoring, and deciding what information is and is not important to the student. This strategy takes away the teacher's control of the classroom and detracts from the education of the deaf student.

One major professional duty of educational interpreters is to educate the teacher and students about the uninterpretability of certain situations. If teachers are aware of the inaccessibility, they can choose to adapt the classroom in ways that would facilitate visual accessibility. A determination about a classroom's interpretability and visual accessibility is not a reflection of the skill of the teacher or the interpreter. The best teachers and the most exciting classrooms may prove to be totally incompatible with interpreting and visual accessibility. When this occurs, interpreter skills are irrelevant—the child will not have complete access to the information emanating from the classroom.

The expertise of interpreters lies in evaluating whether the style of the teacher and the lesson are compatible with interpreting and to what degree teacher and lesson allow the deaf student visual access. When an activity requires a hearing student to use both ears and eyes at the same time, the interpreter has the professional duty of telling the teacher that the activity is not compatible with interpreting.

Once interpreters have helped teachers analyze their classroom activities or lesson plan for visual accessibility, the interpreter can join the teacher and other professionals in making decisions about modifying or changing the activities to make them compatible. In some cases, this may mean choosing a different classroom for the mainstreaming placement. In other cases, it may mean modifying an activity so that it permits visual access. In still other cases, the activities might remain the same and the interpreter would modify the interpreting to support the goal of the activity or lesson. It is only possible to do this, however, if the interpreter knows what the educational goal is. Once the interpreter knows the goal, he or she must analyze the interpreting modifications and inform the teacher and the student about the parts of the teaching that the student must by necessity miss as interpreting focuses around the educational goal.

Effective Interpreted Education

It's Up to Us

Most deaf adults know how interpreting situations are supposed to work and have a chance to manage them, either by stopping the interaction or by asking for a different type of input. Children accept what adults tell them. It is up to the professionals around them to use the interpreting tool wisely and effectively.

While there are many barriers to providing the visual accessibility necessary for an adequate interpreted education, it is possible to facilitate visual accessibility within the classroom itself. To do this, it is necessary for the interpreters and professionals to analyze the lessons, activities, and goals of the

hearing classroom and adapt them to the visual needs of deaf students. Teachers, parents, and students need to weigh the advantages and disadvantages, the gains and losses of choosing an interpreted education. And once it is chosen, they need to continually assess the accessibility of the student's educational program. With appropriate classroom adaptation, an interpreted education can be effective. Without it, even the most accomplished deaf student, with the best language and academic preparation and the most skilled interpreter, will be denied access to a large portion of the learning experience.

The inaccessibility and uninterpretability of many classroom activities is an enormous problem. The deaf students cannot avoid it, and neither should we.

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interpreting for children

HOW IT'S DIFFERENT

By Brenda Schick

Brenda Schick, Ph.D., is an associate professor at the University of Colorado at Boulder where she studies the development of sign language and cognition in children who are deaf. She is the co-director of the Teaching Interpreting for Educators and Mentors program, a national project to provide on-line courses for interpreting educators and mentors at the University of Colorado–Boulder. She welcomes comments about this article:
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Children are not miniature adults. From the time they are born until they reach adulthood, children proceed through many stages of profound developmental changes. Education recognizes this in the way that states handle certification for teaching. Elementary and secondary school teachers pass separate tests and receive different certifications. This makes sense. Not many people would believe that just because a person teaches a college-level class, he or she would automatically be able to teach a first-grade class.

But many times this is the belief held in the world of interpreting. While we don't really know much about how interpreting for children is different, we know that we should expect differences. And we should expect different differences as children develop throughout the school years.

Prosody and Children

It's Not Only What You Say But How You Say It

If a hearing person listens to a teacher speaking without seeing any children, that person can probably figure out roughly the age of the teacher's audience. There are lots of clues to this in the teacher's voice, including the vocabulary a teacher chooses and the register of her or his voice. The teacher might be encouraging one child and disciplining another, or might just be lecturing, providing information without extensive personal interaction with the students. When the teacher wants to emphasize something, you might hear her or him make an important word longer, as in, "You remember when we talked about *reptiiiiiles*?" When the teacher encourages a child to accomplish a difficult task, you might hear his or her voice get softer.

Photography by John T. Consoli



Teachers don't talk to young children as they would to adults. And like parents, they don't talk with young children as they would with older children. Teachers, parents, and other adults make accommodations in their speech and language for children. You can see this in the signing of deaf adults as well. When they talk with young children, the signing of deaf adults becomes slower and they use more facial expression. They may repeat a sign more often. Deaf teachers with deaf students do the same.

Researchers describe these differences as Child Directed Speech, which means simply speech directed at a child. We used to think that these variations in how we talk were silly and not very important to language learning. But more recently many researchers have come to believe that Child Directed Speech may help children learn language.

The MEANingful Role of Prosody

One of the major differences between how we speak to adults and how we speak to children is how we use prosody. *Prosody* is the term used to describe changes in pitch, loudness, duration of a sound, and repetition in spoken languages, and facial expression and changes in how signs are made in signed languages. Some researchers feel that prosody may be one of the first parts of language that a very young child understands and that it helps children figure out what language means. Important from the earliest stages of language learning, it continues to be an important aspect of how meaning is communicated. In other words, you construct meaning in a message from both what you say and how you say it. This may be especially true with children.

If we watch a classroom for young children, we will see a teacher using prosody for many different purposes. First, teachers use it to communicate



An interpreter reflects not only the content of the teacher's message, but what the teacher's voice shows she thinks is important about the content.

Teachers, parents, and other adults make accommodations in their speech and language for children. You can see this in the signing of deaf adults as well.

their own emotions and the emotional content of their message. Encouragement, doubt, discipline, and urgency are all communicated to young children through prosody. "Put down the pencil, NOW," a teacher might say, and a student knows to obey quickly.

Second, a teacher uses prosody to organize language into units that are easier to perceive. If one speaks or signs the sentence, "If it snows this weekend, we can go skiing," one's voice or facial expression creates two visual envelopes—one envelope for the first group of words, "if it snows this weekend," and a different envelope for the second group of words, "we can go skiing." These envelopes communicate a great deal of information about the grammar of the language.

Third, prosody communicates a great deal of information about which words are important in a spoken or signed communication, and indicates what the teacher really expects students to know.

A great deal of other information is communicated through prosody, including what teachers think is important, their rules for classroom behavior, what they think about their students' work, and their reactions to students' actions and comments. For example, when a teacher says, "Do you think throwing a pencil is a good idea?" it is through the sarcasm dripping in the teacher's voice that she or he is really communicating. Without this sarcasm—communicated through prosody—the child would think that the teacher was asking a question instead of correcting him or her for breaking rules for classroom behavior.

When we evaluate educational interpreters, we must make sure that we include the interpreter's ability to represent the complex changes in prosody that are typical in any classroom for young children.

Understanding Leads to Language Growth

When children are learning a language, it is common to see mistakes in their speech, in their grammar, and in their ability to express themselves clearly. Children are still learning a great deal about language as they go through school. For example, children might explain something they saw during a field trip without providing the listener with enough background information to understand what they are talking about. The adult must ask questions to elicit and understand the full story. A child may also discuss a concept learned in class, omitting key information. For all children, school is not a time to learn just information but also to learn how to express themselves clearly and in an organized manner.

Not all adults are adept at understanding children, whether they are hearing or deaf. In interpreting for deaf children, this lack of understanding when it occurs can be a problem. Many deaf children learn sign language throughout their early elementary years, and they may still be developing aspects of spoken and signed language that their hearing peers usually have long since mastered. This at once may make their signing more difficult to understand, and at the same time, make having an interpreter who can understand them more critical. As young language learners, they need feedback about the completeness of their message. Questions from a teacher or an interpreter provide valuable information about what was missing in the child's original message. But if the interpreter is not able to understand the child because of the interpreter's own receptive sign language skills, the child may get confusing input about the clarity of her or his communication. If the teacher and other children don't understand the child's message because of the interpreter's skills, the child may get responses or questions that don't make sense. As this situation continues, the child may reduce the complexity of



what she or he is trying to say in order to accommodate the interpreter. The child may attempt to communicate ideas more simplistically for the interpreter's benefit. Even worse, the child may eventually give up and avoid communication.

All of these scenarios can easily impact a child's language development. For children who are delayed compared with their peers, this only adds to their confusion about how language and communication work.

This is especially important because of the critical role of language in education. Throughout the school years, children are building their language skills. While it may appear that hearing children have mastered all of their language skills by the time they enter first grade, they are still learning a great deal about how to use language in complex ways. This is one of the goals of education: to help children learn to use language. But while they are learning to use language more completely, children are also using language to learn. Language is one of the primary ways through which we learn new information and build our thinking skills (Nelson, 1996). Research shows that delays in using language are associated with delays in some fundamental thinking skills (Schick, Hoffmeister, de Villiers, and de Villiers, 2000).

Because of the critical role of a child's use of language in learning, many teachers use a more collaborative learning process in the classroom. In this approach, children work with each other in groups, where they learn from each other as well as their educational materials. A child's ability to participate in these groups is dependent on the

interpreter's ability to understand the child completely. The interpreter's ability to clearly interpret the child's message is critical to the child's development of language and thinking skills. This is true with all children, hearing and deaf, who use interpreters, whether or not they are developing language skills in a typical manner.

Requiring an interpreter to be qualified to work with adults in order to work with children is much like requiring an elementary school teacher to be qualified to teach a college class in order to teach kindergarten. Interpreting for children is not easier—it is just very different.

Interpreting for Children

Despite the lack of research on how interpreting may be different for young children, we do know that there are important developmental changes in language skills throughout the school years that will affect interpreting. Assuming that a model that works for adults should be applied to children ignores the profound developmental differences between adults and children. Just as there are differences in how well adults work with children, there are differences in how well interpreters work with children. Any model of evaluation or assessment must consider the very different needs a child has compared with adults.

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the educational interpreter performance assessment

evaluating interpreters who work with CHILDREN

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By Brenda Schick and Kevin Williams

Photos courtesy of Kevin Williams

Imagine a situation where a school district hires a new teacher for an elementary school classroom. But the teacher is from Japan, has no teaching credentials, no college degree in education, and just started learning to speak English one year ago. Not many parents would accept this individual as their child's teacher, regardless of the teacher's good intentions. It is a given that teachers must be trained and must be able to communicate easily with their students in order to provide an appropriate educational environment.

However, this scenario happens much of the time with educational interpreters. Surveys have shown that the majority of interpreters who work in the public school

system have received little or no formal training (Moore, Kluwin, and Mertens, 1985; Jones, Clark, and Stoltz, 1997). In addition, most interpreters working with children have had no evaluation of their interpreting skills, either before hiring or afterwards. Schick, Williams, and Bolster (1999), in a study that evaluated the skill levels of educational interpreters, found that the majority could not meet even minimal standards of quality.

Even with a highly skilled interpreter, complete access is virtually impossible (see Winston, page 5). But given the reality of the levels of training and the lack of evaluation, it is clear that deaf children receive a version of the

classroom much different from that of their hearing peers. As stated by the Commission on Education of the Deaf in its report to Congress (1988), the law requires that "deaf students be integrated into regular classroom settings to the maximum extent possible, but if quality interpreting services are not provided, that goal becomes a mockery" (p. 103).





Above: The EIPA staff evaluating an interpreter.

The situation is slowly changing. More and more states are interested in ensuring the quality of educational interpreters and more parents are requiring some form of evaluation

to ensure that their child has access to the classroom. Kansas, Colorado, and Wisconsin are among several states that require some form of minimal standards for educational interpreters.

However, even when a school district or a state board of education decides to establish minimal standards, in the past it has been difficult to find an evaluation tool that was designed for educational interpreters. Interpreting for children is different than interpreting for adults, and that should be considered in evaluation. In addition, as Woodward and Allen (1988) showed, American Sign Language is rarely used in public school programs, although that is also slowly changing. This means that tools designed to evaluate interpreters who work with adults may not reflect what the interpreter is required to do on a daily basis nor what is stated on the child's Individualized Education Program.

We designed the Educational Interpreter Performance Assessment (EIPA) to evaluate the skills of educational interpreters with deaf children in a classroom setting. The EIPA

covers sign language and several sign language systems and is designed to evaluate interpreters working at either elementary or secondary level. If the interpreter chooses to be evaluated for the elementary level, he or she watches a variety of classroom settings ranging from kindergarten to sixth grade on a videotape. Prior to evaluation, the interpreters are provided with lesson plans that give them background information and key vocabulary, much like they would receive from a typical classroom teacher. For the sign-to-voice portion of the evaluation, interpreters watch actual children signing and voice what they are saying. There are similar videotapes of students in secondary school classes.

The videotapes attempt to replicate the demands of the classrooms by representing the situations and interpreting scenarios that educational interpreters actually face in their day-to-day work. Within these tapes there are a variety of register shifts. There are opportunities to see whether the meaning of the teacher's message is clearly interpreted, such as when the teacher emphasizes a new concept, warns about what will be on a test, or expresses outrage at a social injustice. The EIPA also accommodates the variety of signed communication systems, including Sign Supported Speech and English signing.

The EIPA Reflects the Classroom

Detailed information from the school program is obtained to determine what language or system is used—American Sign Language, Signed English, Pidgin Signed English—and what modifications to the selected system can be made by the interpreter. This information is collected by questions that purposefully ask how grammatical structures and sign vocabulary should be signed, how idioms should be conveyed, and to what extent inflectional morphemes should be signed. Because many interpreters and professionals are not always aware of how much they deviate from a system or language, this information cannot be obtained by simply asking a school program what they use in the classroom (Woodward and Allen, 1988). Given this, interpreters are evaluated on exactly what they are asked to do in the classroom and not some idealized system or language.

Rating the Videotaped Sample

After the sample is collected, evaluators trained in the EIPA view the videotape and rate the sample. Evaluators rate specific language behaviors in four different areas related to the interpreter's ability to produce grammar, prosody, sign vocabulary, fingerspelling, and other behaviors critical to competent interpreting. During training, evaluators learn to look for evidence to substantiate and detail what the interpreter did to earn a particular score. Skills are scored using a Likert scale, No skills (0), Beginner (1), Advanced Beginner (2), Intermediate (3), Advanced Intermediate (4), and Advanced (5).

Each videotape sample is evaluated by a team of three trained evaluators, with at least one team member proficient in the specific sign system used by the school system and one team member proficient in American Sign Language. We have found that deaf individuals often provide information about signing that hearing judges can miss, such as sign prosody and effective use of eye contact. Because of this, a deaf individual is on every team regardless of the target language.



Left: Interpreters demonstrate their expressive skills in presenting information in a third grade classroom.

The EIPA Provides Diagnostic Feedback

Like all professionals, educational interpreters need feedback on their skills. The EIPA provides a summary of the interpreter's strengths as well as details concerning goals for professional growth. The interpreter can use this information to work with a mentor on target skill areas or to choose specific workshops to build skills. School districts may use the summary reports to assess interpreters on a school-wide basis in order to plan in-service training.



Above: Interpreters demonstrate how they would voice for a high school student.

Professional Certification

It was not so long ago that certification for interpreters who worked with adults was unusual. As the profession has matured, certification has become an expectancy and a requirement in many settings. With educational interpreters, we are just beginning to define minimal standards of competency. These standards are necessary, as interpreters in educational settings are the critical bridge between the educational program and the deaf child.

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interpreting in schools

a look at research

By Thomas N. Kluwin and David A. Stewart

Several years ago, Thomas Kluwin and David Stewart investigated a number of issues that have been a part of the dialogue in the field of interpreting (Stewart and Kluwin, 1996). After an extensive literature review, they identified several issues and suggested some parameters around which interpreting may be evaluated. For more information, the authors suggest that interested readers see Schein, 1990; Schein, Mallory, and Greaves, 1991; Stedt, 1992; Seal, 1998; and Stewart, Schein, and Cartwright, 1998.

In 1996, we found that the research in the area of educational interpreting, limited but available, called for an urgent movement to improve the professionalism of educational interpreters. Several issues stood out, including:

- the confusion of job descriptions and expectations for educational interpreters,
- the existence of substandard performances,
- the lack of interpreting certification,
- the unavailability of opportunities for improving interpreters' skills, and
- the existence of poor pay and working conditions for educational interpreters.

In addition, we uncovered a serious missing link in the research. There was no empirical evidence that directly indicated how well deaf students understood their interpreters. Still, perhaps the most alarming finding of our review was the lack of a clear definition of what good interpreting should be.

We were able, however, to identify a number of issues that research could address. These include:

- What constitutes an intelligible interpreted message?
- How would interpreters best produce a comprehensible message, in speech and in signs?
- What are the prerequisites for a deaf child's comprehension of an interpreted message?
- What are the physical adjustments and preparations needed in the classroom for effective interpreting?

Photography By John T. Consoli

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An Intelligible Message

When one takes into account factors that have a direct bearing on the intelligibility of a message, it becomes obvious that interpreting is not simply a matter of changing from one language to another or from one mode to another. In determining the intelligibility of a message, one must also look at, for example, the goal of the interpretation and the degree of accurateness between the original and the interpreted message.

No research directly addressed intelligibility of an interpreted message. However, Schein and his associates, after extensive interviews with students, teachers, and school administrators, suggested that there were clear differences between the interpreted message and the teacher's intended message, and that fidelity of interpretation was a function of the grade level of the deaf student. The older the deaf student, the more complete the message that the interpreters delivered (Schein, 1990; Schein, Mallory, and Greaves, 1991).

A Comprehensible Message

An interpreted message that is merely intelligible is not by definition comprehensible. For comprehension, we need also to look at the manner of delivery. Several criteria for a comprehensible message include

Type of Signing. Interpreters can use American Sign Language, an English-based sign system (e.g., Signing Exact English or Signed English), or any type of signing that falls under the rubric of contact signing or Sign Supported Speech. Hatfield, Caccamise, and Siple (1978) reported that among students at the National Technical Institute for the Deaf, there was no difference between the comprehension of information presented in American Sign Language or Signed English. This finding replicated the finding of Caccamise and Blaisdell (1977) and was replicated in turn by Cokely (1990). For skilled signers, the type of signing appears to



Schein and his associates suggested that there were clear differences between the interpreted message and the teacher's intended message, and that the older the deaf student, the more complete the message that the interpreters delivered.

be unimportant for comprehension of message.

However, this begs two critical concerns. First, how important is the type of signing used in interpreting for less skilled signers? And what is the best type of signing for elementary- and secondary-aged deaf students? Second, what is the motivational impact of not using the preferred type of signing? Research is needed to tease out factors related to these questions.

Physical position. We found guidelines and recommendations for the physical position of the interpreter as well as observational studies in schools

about how interpreters positioned themselves, but no empirical evidence that supported one location over another.

Lag time. Cokely (1986) briefly looked at lag time as a critical issue not only in interpreting a teacher's presentation but in interpreting the give and take of communication. He found that a brief lag time helped an interpreter convey accurate messages but after about two seconds of lag time, there was an inverse relationship between the length of lag time and the accuracy of the interpreted message measure. In other words, the farther behind the speaker the interpreter was, the more errors the interpreter made. Yet the nature of interpreting calls for some lag time. In classrooms this is a fairly serious concern since changes in classroom discourse, such as turn taking shifts, take place within a fraction of a second (Rowe, 1974).

Pacing or timing. In a class that is well paced, students absorb more of the material. But how does pacing, which is established by the teacher, affect the ability of an interpreter to convey the teacher's messages? Although there is no research available, various authors have made recommendations (e.g., Seal, 1998; Stewart et al., 1998).

Comprehension of Interpretation

Essential Prerequisites

Our literature review suggested that a student's age, additional visual impairments, and level of prior knowledge have an impact on the process of comprehension.

While age appears to be a self-explanatory construct, there is no specific research that establishes cut-off ages for children's ability to process certain kinds of interpreted messages. We do not know, for example, at what age a child can tell the difference between the interpreter and the person giving the information. We found guidelines, rules, and recommendations, but none were supported by any rationale or empirical evidence.



Educational Interpreting Today

Not Much Has Changed

A recent search of the ERIC database showed that in the five years since we last looked at the state of the art in educational interpreting, very little has changed. Our empirical understanding of the many issues related to educational interpreting is still sparse, which is surprising given that about three-quarters of all deaf and hard of hearing children are educated in public schools. Fewer than a dozen articles turned up, and only two recent research studies: Jones, Clark, and Stoltz (1997) and Shaw and Jamieson (1997).

Shaw and Jamieson (1997), looking at a single child interacting with a single interpreter in an elementary school classroom for three hours, reported that the deaf student interacted predominantly with the interpreter. This finding echoes results of the classroom interaction studies done during the 1980s that also found that a deaf child in mainstream classes interacted more with the teacher than with peers. Shaw and Jamieson looked at the quality of the communication in the classroom and found that most of it involved discussions surrounding academic topics. Jones, Clark, and Stoltz surveyed 222 educational sign language interpreters in three states and reported basically the same findings as other surveys of the status of educational interpreting, i.e., interpreters have been poorly trained and lack certification.

Discussion continues because we have learned little about effective educational interpreting practices since mainstreaming began its climb to prominence in the 1970s.

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beneath the surface

THEORETICAL FRAMEWORKS SHED LIGHT ON
EDUCATIONAL INTERPRETING

By Claire Ramsey

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An earlier version of this paper was delivered as a plenary session at the National Educational Interpreting Conference in Kansas City, Mo., in August 2000.

When I became a sign language interpreter in the 1970s, I was inspired by the political ideals of access and inclusion. But in my daily life as an educational interpreter, I sometimes felt as if I wasn't doing a good enough job. As I interpreted situations between hearing teachers and deaf children, I was helplessly aware of the high stakes, complexity, and fragmentation of the communication. Sometimes I felt as if, for reasons I did not understand, communication fell apart in my hands.

Since that time, I have left interpreting. I have studied education and the social and cultural relations among deaf students, hearing students, teachers, and society, and published some of my observations (Ramsey, 1997). I have found that other fields inform the experience of educational interpreting. These fields are sociolinguistics, the study of language as it is used in social and cultural groups for a variety of purposes including education (Cazden et al., 1972), and cultural-historical psychology, which examines human development with special attention to culture. These fields provide insight that is helpful not only in day-to-day interactions but also in understanding the context in which interpreting takes place.

Photography by John T. Consoli

Left: Interpreting—An activity that occurs within a broad and complex context.



From Cultural-Historical Psychology

The Child in the Classroom

When a deaf child walks into a public school classroom, biological factors (i.e., the deaf child's physical lack of hearing) and environmental features (i.e., the classroom majority's intact hearing and use of spoken language) combine to create a specific cultural-historical context. The organization of schooling in the United States rests on several critical assumptions: that spoken language acquisition begins at birth, that transmission of culture proceeds from parent to child, and that students enter school with language and cultural knowledge sufficient to participate in activities designed to promote development of basic literacy and numeracy skills.

Even the most naïve observer knows that children who are born deaf have infancies that are quite different from those of hearing children. Whether you take an audiological, medical,

psycholinguistic, or cultural approach, the underlying fact is that deaf infants do not have sufficient hearing to acquire spoken English in the typical way. Although age of diagnosis is likely to drop as universal newborn screening spreads, it is still disturbingly late for most of the children in our programs today. Padden and Ramsey (1996) found that the average age of hearing loss detection was 1 year old in a sample of 83 fifth- and seventh-grade residential deaf students; the average age at first educational contact was 2.34 years old. In a sample of 52 fourth- and seventh-grade public school deaf students, the average age was 2.2 years old and first educational contact was at 3.1 years old.

Lack of hearing coupled with late diagnosis creates a developmental linguistic emergency. In our species, acquisition of language begins at birth; indeed, late first language acquisition is so atypical that it is virtually impossible to find except in the case of deaf children in hearing families (Mayberry,

1993). In all cultural contexts, development unfolds to ensure that language is almost completely mastered within five or six years. But the circumstances of deaf children's development, with the exception of those few deaf children who have deaf parents, do not match the broader design. Through no fault of their own, most deaf children still get a late start at language acquisition, and this has consequences for all areas of their lives. It especially threatens their schooling.

It is a mistake to think that deaf babies do not get culturally designed support in their hearing families. They do. But they simply cannot take advantage of it to use their inborn language capacity.

Vygotsky's framework (1978) helps explain why the assumptions of mainstream classrooms are problematic for deaf children. Unlike many American psychologists who see thinking, language, and problem solving as primarily individual abilities, Vygotsky said that higher cognitive functions, like language and thinking, have social origins. Based on this, he made the strong claim that learning drives development and that we can only learn through our access to interactions with others.

Vygotsky speculated about what he called the "Zone of Proximal Development" (ZPD), a metaphorical space where interactions that promote learning take place. In this space, the learner and the teacher meet. Their interaction is mostly carried out through specific kinds of language—conversation, questioning, coaching, or language play. The teacher leads the learner towards development.

The characteristics of the "teacher" or more experienced person in the ZPD are important because teachers have a powerful role. They must have an idea of the way the task unfolds. They must identify what the student does and does not know and predict what the student will be able to do next. Most importantly, teachers must ensure that

the forms of language that they use are accessible and comprehensible to the learner as they monitor the learner's engagement with the language and the task. The last constitutes intersubjectivity, or joint shared attention, which also occurs in the space between a teacher and a learner. When a mother and infant play with a ball, the mother uses language, gesture, eye gaze, and the ball itself to establish intersubjectivity with the baby and to keep the baby's attention on the game. Although the baby cannot use adult language to confirm the mother's attention, her participation—looking at the ball, reaching for it, laughing—does so. Only when intersubjectivity is established can participants in interactions share understanding.

The language processes that establish intersubjectivity are not random or invented on the spot. Rather, they evolved over time as cultural strategies. In teaching, establishing and maintaining joint attention is key. Without sharing joint attention with the student, the teacher's language is broadcast through the ZPD, but it does not reach the receiver. Thus the teacher's language, while real to the teacher, is not accessed by the student and does not serve the developmental and instructional purposes intended.

At some point in their work, most educational interpreters have noticed the behavior of deaf students, observing, "The students didn't always look at me during instruction." or "The students sometimes looked at me but they didn't participate with hearing classmates."

In my interpreter training program in the 1970s, we discussed the fact that deaf people may not watch interpreters. We felt that deaf people, like hearing people, could make choices about paying attention to communication. Correctly, I think, it was considered disrespectful and bad practice to treat inattentive deaf people like children, to demand their attention, or worse, to make a fuss or report their inattentiveness to the hearing participants.

Yet when the deaf person is indeed a child, and the interpreter is a member of the team responsible for the child's learning, inattentiveness is a different matter. No one who uses interpreters, deaf children included, naturally understands how to work with them; every participant needs to be taught the conventions of using interpreters. For deaf children who use interpreters, this instruction occurs early and often. Still, even students who seem to understand their own role with regard to interpreters sometimes fail to watch. And even those who watch are often reluctant to use the interpreter to participate with hearing peers and teachers. For hardworking interpreters and for teachers who depend on student participation to evaluate learning, it is puzzling and disturbing when deaf students do not fulfill their role. To hearing teachers and fellow students, the deaf students look less than competent.

Foster's research (1989) suggests that deaf students using interpreters can easily become marginalized participants

in a classroom. Often they sit together, physically apart from hearing students, to better view the interpreter. In addition, it is impossible to keep pace with the rapid give and take of spoken English discourse, especially during discussions, because of the necessary interpreter processing time. Perhaps more importantly, language itself, the academic variety of English, is not always accessible to them.

In this context, deaf students must struggle to find their own identities as genuine peers of the hearing students who have the advantage of direct and immediate access to the teacher. For some, this identity remains out of reach, discouraging participation in class and making integrated settings uncomfortable.

From Sociolinguistics

The Child's Educational Footing La Bue's research (1998) is especially revealing. La Bue analyzed interpreted discourse in a ninth-grade English class, in a large middle through high school public school program (54 deaf and hard of hearing students, 25 staff), where half of the students attended integrated English courses with interpreters. Her research was designed to examine the extent of deaf students' access to literacy instruction in the interpreted classes. While she compared the teacher's utterances with the interpreter's rendition, she went beyond looking for equivalence at the level of vocabulary and meaning and carefully examined the teachers' discourse markers, their functions, and the ways they were interpreted.

The term *footing*





describes the elements of discourse that help the audience know its position and responsibilities. In the classroom, changes in footing are rapid and frequent. Student access to and comprehension of footing shifts are critical, since they are key to understanding the structure and content of instructional activities. Importantly, some footing shifts tell students that the teacher has shifted responsibility for discourse to them. When these shifts are expressed, the students are obligated to carry out the interaction. When a teacher invites participation, students must bid for turns and answer according to teacher expectations or run the risk of being judged inattentive or incompetent.

La Bue's analysis of the teacher's discourse identified the teacher's routine footing markers. The teacher engaged

student participation by referring to shared knowledge ("y'know") and by linking propositions ("I mean" and "so"). Next, she analyzed the interpreter's signed rendition, looking for equivalent markers. She found that the interpreter did not convey these markers to the deaf students. The teacher's footing shift was not interpreted, and the deaf students did not receive the invitation to participate; they had no access to the language markers that shifted responsibility from teacher to student. La Bue suggests that deaf students with interpreters can unintentionally see their role reduced to that of near-bystanders in their own classrooms. They are able to "tune in" some content without participating. But it is as if the discourse conventions that

invite participation have not been directed to them at all.

La Bue's work accounts for the experiences that many educational interpreters face when deaf students fail to participate, even when directly called on by the teacher. Language interaction, especially in classrooms, is dense, rich, and in accordance with our cultural expectations. To fully participate, students need full access to the complete message. Most hearing students enter the classroom already communicatively competent or they have the access they need to rapidly gain the competence necessary to take on the student role. In contrast, many deaf students do not enter school with the specialized communicative competence needed for taking on the student role, and through interpreters, they may not have access to the language interactions from which they could acquire that competence.

Other Challenges

Lack of Training

Challenged by ongoing linguistic and cultural issues, the deaf child entering the interpreted classroom faces three other significant challenges. The first is the lack of preparation and the resulting limited skill of most educational interpreters. There are few training opportunities for those who want to specialize in educational interpreting (Dahl and Wilcox, 1990). More disturbing, it is likely that the skills of a high proportion of classroom interpreters are so basic and undeveloped that they can convey only some information, while producing errors at the levels of vocabulary, grammar, and discourse (Schick, Williams, & Bolster, 1999). Few administrators have the personnel to evaluate interpreting ability. Interpreters are rarely evaluated prior to hiring, few hold any kind of interpreting certification (Jones, Clark, and Stoltz, 1997), and many are never evaluated. American parents expect their children's teachers to have academic and practical training. Only in emergency circumstances would they allow an

unqualified person to teach their children. Yet educational interpreters, who are arguably at least as important as teachers to the deaf children in the classroom, are routinely accepted without any kind of professional preparation.

The second intervening issue is the preparation of general education teachers to work with deaf children. Most teachers have no experience working with deaf children, and almost no knowledge about their complex and varied developmental histories and resulting highly individualized special educational needs (see Scruggs and Mastropieri, 1996, for a telling report of general education teacher attitudes toward inclusion). Like the general public, they tend to believe that having an interpreter in the classroom is all that is necessary to include deaf students. In my experience, general education teachers are surprised when they learn that their deaf students are weak readers and that their English vocabularies are small and concrete (Marschark, 1997).

Yet even assuming that the information is provided and that teachers comprehend it, it is very difficult for hearing speakers of English in teaching roles to alter their patterns

of communication so that interpreters can do their work and deaf students can join the classroom speech community. Every competent educational interpreter has asked teachers to slow down and explained processing time, including the fact that the interpretation may be three to five sentences behind the speaker. Nevertheless, in practice, control of habitual patterns of speaking is rarely possible or long lasting, since these patterns are almost completely unconscious. I hold a degree in sign language interpreting and another in sign language linguistics, yet sometimes I am unable to control the pacing of my instructional speech for interpreters.

La Bue's research (1998) describes a teacher who is more than willing to have deaf students in his class. However, he does not know that his engagement strategies and invitations to participate are not being interpreted to them and does not realize that the deaf students have almost no opportunities to display their knowledge or to ask questions during class. Rather, like so many other general education teachers, he accounts for their classroom behavior by resorting to his underlying knowledge about high school students, believing them to be unsophisticated, and in the case of one

deaf student, more immature than the hearing students. His judgments are not only incorrect, they are potentially damaging in the high-stakes context of high school education.

Third, as Winston (1992) points out, a certain amount of classroom interaction is not interpretable. Winston's research focuses on the organization of instruction and the way it determines the tasks that deaf students must undertake in order to have access and to participate. Her primary comment is that instructional organization assumes that students can both hear the teacher and see what is going on. Winston found that lectures are interpretable, but notes that in the lower grades, question and answer structures are the most common instructional formats. Even the best interpreter cannot eliminate the disadvantage that deaf students face; the deaf child will not have the same learning experience as hearing children.

The View from Below the Surface

Since educational interpreting now plays a substantial role in the education of deaf children, we must research these urgent topics suggested to us by



sociolinguists and cultural psychologists. Sociolinguists have provided us with a framework to consider and within which to define the context(s) of interpreting. Although interpreters and teachers understand that processing time is necessary, we know very little about English-speaking teacher and student tolerance for the delays necessitated by interpreter processing time during instructional discourse. This must be examined in light of knowledge about the pacing of instructional discourse in non-interpreted settings, where the pause between a teacher's question and student response averages less than one second (Rowe, 1986).

In our current state of knowledge, we know nothing about the ways an interpreter affects the establishment and maintenance of joint shared attention in teaching interactions. The teacher-interpreter-deaf student triad must be examined carefully to determine whether intersubjectivity is possible through an interpreter, and, if so, how participants manage it. Further, it is urgent that cultural expectations of deaf people not be extended to deaf students without careful reflection. Most of the current population of deaf students had atypical early language development. It is very likely that their ability to engage with the language and possibly the content of schooling, especially through interpreting, has been compromised to some degree by delayed first language acquisition. Making unwarranted assumptions about their communicative competence and placing an interpreter in their classrooms will not compensate for their language learning needs.

In my state, Nebraska, and in many others, high standards for educational interpreter skill and knowledge have been written into law or are under consideration. As we work to improve the interpreting services offered to deaf students, we have a parallel obligation. We must continue to question the effectiveness of even the most competent interpreting as a medium of instruction.

While judicious provision of highly skilled educational interpreters can contribute to civil rights goals, interpreting should never be seen as a perfect conduit or a complete

replacement for teaching. Deaf students deserve access to genuine opportunities for learning, and it is not yet clear that these opportunities can be brought about through educational interpreters.

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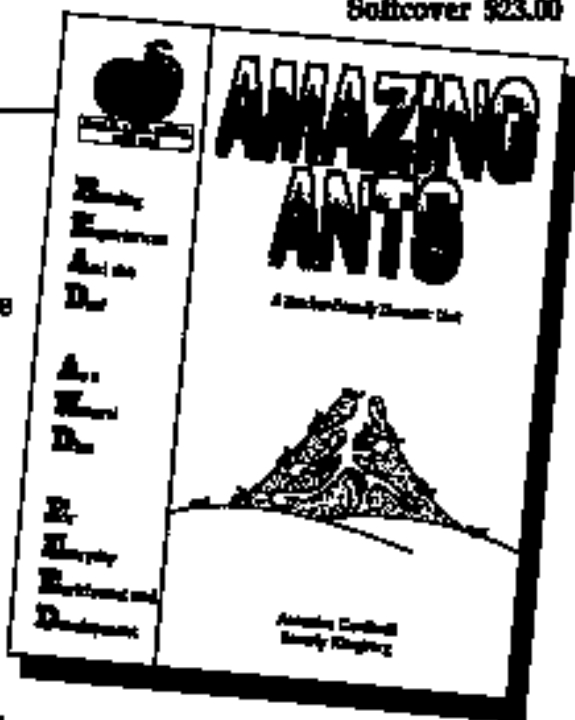
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Patrick Pillai works with interpreters in rural Alaska. He links students to professional development programs and coordinates their attendance in university courses. "These folks, usually recruited in the village, are faced with the challenge of modeling a language while learning it and working with students who have limited vocabulary," says Pillai. "As a result they function more as interpreters/tutors; it is difficult balancing these roles."

Pillai obtained a master's degree in Deaf Education from Smith College and a Ph.D. from Gallaudet University. He taught at the V. N. Naik School for the Deaf in Durban, South Africa. Today, Pillai works for the Special Education Service Agency in Anchorage.

A native of South Africa whose roots go back to the southern region of India, Pillai came to Alaska after a friend interviewed for the position, told him about the danger of polar bears in the north, and turned down the job. He welcomes comments about this article: ppillai@sesa.org

deaf education specialist teaches—and learns— in Alaskan outback

FIRST PERSON

By Patrick Pillai

Walking into a school in a remote village along the Bering Strait, I noticed the keen look of an Enupiat preschooler. His wide eyes followed my every move. Suddenly his question exploded in signs and voice:

"What happened to you?"

I laughed. As a dark-skinned South African working as an education specialist in remote villages of Alaska, I recognize that look a mile away. I explained that I was his new teacher.

"By morning, you, too, will have this complexion," I told him.

With a quick look at his hands, he left the room.

The next day at lunch, he thrust his hands in front of my face.

"You lied!" he exclaimed.

That was the beginning of a friendship, warmed with every visit to Brevig Mission, a village of approximately 285 people.

The work of an education specialist here is as varied as the beautiful terrain. Professional training and skills merge with common sense and flexibility. Each village is listened to and its uniqueness appreciated. Tradition and old ways mingle with the modern in an interesting blend of acceptance and investigation. There are indigenous dances, exposure to art, invitations to meals, and when I am really lucky, a chance to experience a native sauna by adding water to hot coals. Trying to follow a city schedule in a village is like wearing a tuxedo to a potluck.



Patrick Pillai, liaison to the Alaskan outback. Photo courtesy of Patrick Pillai.

Liaison with rural professionals commences well before arrival. Introduction is usually by way of telephone calls, faxes, e-mails, or videoconferences. My visit usually serves two purposes. First, there is a specific job to be done. I handle meetings on the Individualized Education Program, curriculum and program modifications, and educational testing and diagnosis. The media popularizes the use of American Sign Language, Total Communication, and oral approaches. Often the use of a language or philosophy must be explained to parents so that they can effectively select the best choice for their child. A child with mild hearing loss requires a different program from a profoundly deaf child. Educational philosophies, methodologies, budget constraints, personalities, and advocacy groups are all considered as we determine what the best education is for each individual child.

In addition, and more importantly, I have supplemented my regular duties by addressing students in different grades on a variety of subjects, as a resource to teachers and students.

My fondest memory occurred when I was introduced to students in a school on an island of the Aleutian chain.

“Which country do you think this gentleman comes from?” the teacher queried.

The eager responses of Norway, Denmark, and Sweden made me wonder why my Scandinavian features were never recognized in South Africa!

“What is your name?” the children ask. I show them that it’s “P” signed at the left shoulder. And they rarely forget it. Sometimes as I make my way through the streets with them swirling about me, I feel like I’ve become the Pied Piper of the village.

I came to Alaska partly for adventure. Four years later, I am still here, held by its beauty and by its people—and by a job where I know that I can make a difference to deaf children.

T. Alan Hurwitz, Ed.D., Dean, National Technical Institute for the Deaf (NTID) at the Rochester Institute of Technology, was co-chair of the National Task Force on Educational Interpreting and is a former president of the National Association of the Deaf. As the deaf son of deaf parents and the father of a hard of hearing son and a deaf daughter, he is also a many-faceted and much-experienced consumer of interpreting services. He received his B.S. degree in Electrical Engineering from Washington University at St. Louis and a M.S. degree in Electrical Engineering from St. Louis University. He worked as an electronics engineer and computer programmer for McDonnell Douglas Corporation for five years before he joined the NTID faculty in 1970. He earned his doctoral degree at the University of Rochester in 1980.

educational interpreting

a personal history

By T. Alan Hurwitz

We have seen tremendous growth and change in the interpreting profession over the last 40 to 50 years. In the early 1950s, only hearing family members and concerned individuals interpreted. Then they provided what I would call consecutive interpreting in a condensed form rather than simultaneous interpreting in a verbatim form. I remember a young lady who had no previous contact with deaf people until she fell in love with a deaf man at an ice skating park and soon afterwards married him. She became skilled in American Sign Language and could understand many deaf people. We respected her a great deal because she treated us as equals, was always proud of deaf people, and stayed in the background. We viewed her as a friend who could facilitate communication, and we often asked her to “interpret” for us.

In 1956, when I entered a public junior high school in my hometown in Sioux City, Iowa, no one ever thought of providing an interpreter or any sort of support services for me. I either made it through or I didn’t. My first few weeks were difficult and my first semester was horrid. When I became depressed, my mother asked me if I wanted to go to the state residential school. I didn’t want to go there. My former classmates—from the Central Institute for the Deaf in St. Louis, Missouri—were all in regular schools in their hometowns. I think this made me more determined than ever to persevere. Most of my public school classmates were kind but a few ridiculed me. So much was new and I was not able to read the lips of my teachers—who spoke fast, walked all over the room, and sometimes talked while writing on the chalkboard. I did not learn very much in class. I met with teachers after class to find out about homework assignments. At night, I went to the public library to look for additional information. In this way, I tried to keep up with my classmates.



How I made it through high school and college is still a mystery to me.

In the 1960s, we saw an emergence of individual interpreters who were either children of deaf parents or who received informal training and worked as volunteers. In 1965, a formal discussion at Ball State University in Muncie, Indiana, led to the establishment of the national Registry of Interpreters for the Deaf under the auspices of the National Association of the Deaf.

In the 1970s, we, the nation's deaf individuals, finally became consumers of professionally trained, certified, and paid interpreters. It was in 1970, when I joined the staff of the National Technical Institute for the Deaf (NTID) in Rochester, New York, that I was first exposed to a professional interpreter. The occasion was an NTID staff meeting. For the first time in my life I received word-for-word messages from the speakers. I recall my amazement. I had goose bumps.

In 1975, the first law mandating free appropriate education for children with disabilities—the predecessor of the Individuals with Disabilities Education Act—passed. Partly in response to this legislation, new interpreter training programs were set up nationally, and the struggle to ensure the quality of interpreting in the nation's schools began. In the beginning, quality and respect were a problem. There were reports of interpreters being assigned clerical duties and supervising

T. Alan Hurwitz (top, right), now a grandfather, with his son Bernard, daughter Stephanie, wife Vickie, and father, Harold, now deceased. Seated are Stacy, Bernard's wife, and in her lap the newest Hurwitz, Susan. Photo courtesy of T. Alan Hurwitz.

lunchrooms. There were reports of relatives who had just learned how to fingerspell or developed some basic signs being drafted as interpreters in classrooms.

The first time I formally used an interpreter in a classroom was when I started my doctoral studies at the University of Rochester. I remember that I was overwhelmed at the amount of information I was receiving. It took me a long time to learn how to effectively use the interpreter. Once I got the hang of it, it was great. It was great to understand the teacher, and my classmates, and to be an active participant in the class.

I decided to look at interpreter voicing for my dissertation. I was not surprised, but I was bothered to find that the highly skilled certified interpreter who performed the best in my study still missed 21 percent of a presentation in what we used to call Pidgin Signed English and 32 percent of a presentation in American Sign Language. That was in 1979. Since then, I believe that the standards for quality interpreting have significantly improved.

Like so many things that we struggled for in the sixties and seventies, interpreting is among the services that my own children, who are grown and one of whom has a child (which makes me a proud grandfather), almost take for granted. There are still problems, but from my perspective, I can see that we've come a long way.

working together

DEAF STUDENTS TALK
ABOUT GROWING UP
WITH INTERPRETERS

Enormous hope: Students Cara Miller and David Bird with family services coordinator Sue Schwartz (back row) and interpreter Suzin Blitz (front left), with David's mother, Charlotte Cook (center), and Cara's mother, Joan Miller (right), talk about the experience of public school.

As we developed an issue on educational interpreting, one perspective out of the many competing perspectives seemed especially important to provide—the one of the students. What is it like to be a young person separated from the majority of students in access to language—the currency of learning and of friendship? What is it like for our students who rely on interpreters in public schools?

Sue Schwartz, Ph.D., *Odyssey* board member and family services coordinator in Montgomery County Public Schools, arranged an interview with two students, David Bird and Cara Miller. David and Cara are what the late educator Larry Stewart used to call “exceptional students, off the chart in ability, with beat the band parents,” and they attend a program that all describe as excellent.

We met after school in Rockville Senior High, in Rockville, Maryland, where 24 deaf and hard of hearing students go to school with 1,196 hearing students. Students and their parents choose from Oral, Cued Speech, and Total Communication programming options. Dr. Schwartz, David and Cara, and their mothers, Charlotte Cook and Joan Miller, were present. Sign interpreter Suzin Blitz facilitated communication. A Cued Speech interpreter was scheduled to help with interpretation, but left when her services were not needed. The interviewer, who was hearing, conversed easily with both students using Sign Supported Speech.

All parties involved had the opportunity to review this article before publication.

ODYSSEY: TELL US A LITTLE BIT ABOUT YOURSELVES.

David: I am 16 years old, a junior, fully mainstreamed. My favorite class is history ...and I'd like to major in history in college. I work, too. I have an after-school job at Safeway, a large grocery chain... pushing carts, stacking shelves...that kind of thing.

Cara: I am 16, a senior, also fully mainstreamed. My favorite subject would definitely be English. I've also enjoyed experience working with Deaf Access, a community theater group. My expected college major? There are so many options—maybe something that combines writing and computer graphics ... theater and art.

ODYSSEY: AND WHEN YOU DESCRIBE YOURSELF BY HEARING LOSS, YOU SAY?

David: I am Deaf.

Cara: I consider myself hard of hearing.

ODYSSEY: CAN YOU TELL US A LITTLE ABOUT YOUR EDUCATIONAL EXPERIENCE? WERE YOU ALWAYS MAINSTREAMED?

David: Yes. In third grade, I was in a resource room. Now all of my classes are with hearing students.

Cara: My experience was similar. I grew up in the mainstream.



ODYSSEY: HOW DO YOU FIND THE MAINSTREAMING EXPERIENCE?

Cara: Pretty unique. When I was young I didn't like it. I wouldn't look at the interpreter. I preferred to speechread the actual speaker. I have fair residual hearing, so when I sat up front I felt comfortable listening to teachers' voices. I was not comfortable being singled out, and the interpreter did make me look noticeably different. In seventh grade, I went to a private school. This was a learning experience, a test of self. I came away with the knowledge that I do need

an interpreter. The interpreters here in Rockville are fantastic. I love them.

ODYSSEY: DID YOU EVER HAVE A COURSE IN HOW TO USE AN INTERPRETER?

David and Cara shake their heads.

Cara: You grow up with it.

David: The interpreter was always there.

ODYSSEY: WAS IT TOUGH TO GET USED TO USING AN INTERPRETER?

Cara: I felt a lot of self-resistance. I had identity issues. Being deaf was too embarrassing. It singled me out. I was

the one with the adult always signing there.

Mrs. Cook: David was the same way. He would purposely look away.

Mrs. Miller: It's peer pressure—hopefully in college there will be more celebration of diversity.

Cara: I tried to be more hearing than I was. I felt I was a burden on the class.

Mrs. Cook: When David was little, I was afraid to let him go to school. I was always up there. His dad said, 'If you're going to be there, you might as well make some money. Get a job.' So I did. I



“I use the interpreter to understand the verbal dialogue around me...”

—Cara Miller

went to work in the school. As David grew older, I wanted him in the classes with other deaf kids. These were excellent classes—smaller classes, better than the other classes.

David: In my deaf class, I could ask the teacher questions.

Mrs. Cook: The mainstream teachers were wonderful, but the masses were not a good thing.

ODYSSEY: YOU FELT THAT YOUR CHILD WAS NOT WELCOMED?

Mrs. Cook: The hearing students never welcomed him. He was never invited to a party. He was never part of a group. In fourth grade at back-to-school night, I stood up and tried to ask the other parents for help. Nothing changed.

Mrs. Miller: You are a brave soul to say that.

Cara: We did not fit in socially. But we were still trying very hard, and there was enormous hope.

ODYSSEY: WHAT ABOUT COMMUNICATION?

Cara: Speech was so important to me. I shunned sign language because it made me different...and then when I was little...

David, Mrs. Cook, Mrs. Miller fill in with speech and broad gesture: Phonic ear.

Cara: It just sits there and broadcasts your difference.

Mrs. Miller: To be so constantly isolated

from the hearing kids socially...(to Cara) Tell about the boy on the bus.

Cara: Well, it was a real struggle. To be deaf was not a good thing. To use sign language was not a good thing. Deaf was everything I didn't like.

Mrs. Miller: The boy on the bus...

Cara: And then in middle school there was this boy who sat behind me on the bus. He talked about me behind my back.

ODYSSEY: WHAT DID HE SAY?

Cara: Oh, he would say things to make fun of my hearing aids ... like 'What are you a machine? Do you have to gas up every day?' Then one day he hit me on the back of the head with his notebook. I fell off the seat. My hearing aids and glasses went flying.

David: My mom says that being deaf is supposed to make me a stronger person, but I haven't seen that happen yet.

Mrs. Cook: You are strong!

David: I don't remember being picked on.

Mrs. Cook: Because you were tall—a big boy. Being deaf is like being black in many ways. It results in separation, a ghetto, like with black people and Jews. David would cry about it. But my attitude was 'That's your life.' Look at history. It shows there is much to endure that is wrong and hard.

ODYSSEY: IN THIS PROGRAM THAT OFFERS SO MANY OPTIONS, WHAT KIND OF INTERPRETER DO YOU PREFER?

David: I prefer a Cued Speech interpreter. I want to know the actual words that are being used by the teacher.

Cara: Cues let you get each word. Sign language is conceptual. Sometimes I don't want different concepts. I use Sign Supported Speech really. I use the interpreter to understand the verbal dialogue around me and to supplement with signs when I need it.

David: I like sign language. I use it to communicate with deaf people.

Mrs. Cook: He can understand whole



“I am lucky to have great parents who accept me for who I am.”

—David Bird

words just by seeing cues. We sign, too. I tell other parents that they should sign with their children. I see a lot of parents who can't accept their child's deafness. It's a big issue. Still, David is a master cuer, and the interpreters here have been wonderful—always supportive.

Mrs. Miller: The whole program is superb.

Mrs. Cook: Occasionally we have to educate some of the teachers—forcibly. All of the parents know each other. We've been together since parent-infant programs. We've known each other through Cued Speech, sign language, private schools, and now high school. We have a problem, we get on the phone and call all the other moms.

ODYSSEY: WHAT'S AN EXAMPLE OF A PROBLEM?

Mrs. Cook: Some of the teachers were not showing films with captions. They said

the interpreter could interpret the film. At least once a teacher had a captioned film and didn't show the captions because no one turned them on. Can you imagine? That happened here!

ODYSSEY: DO THE HEARING AND DEAF KIDS SOCIALIZE OUTSIDE OF THE CLASSROOM?

Mrs. Miller: One of David's deaf friends has all hearing friends. We think it's because he plays golf.

David: All of my best friends are deaf or hard of hearing.

ODYSSEY: DO YOU EVER THINK OF AN INTERPRETER AS YOUR FRIEND?

David: No. They are more like the teachers' assistants.

Cara: I see my interpreters in a dual role—as teachers and friends, mentors really. They're in the classroom with me full time. They see when I'm frustrated.

They give me such support. We work together as a team.

ODYSSEY: WHAT IS THE MOST IMPORTANT THING THAT YOUR PARENTS TAUGHT YOU?

David: That being deaf is not an excuse. My mother's black, but that's not an excuse not to be nice to people. She's always nice to people. I am lucky to have great parents who accept me for who I am.

Mrs. Cook: I grew up in the 1960s. I believe in standing up.

ODYSSEY: DO YOU THINK THAT THERE IS A DIFFERENCE BETWEEN THE INJUSTICE THAT DEAF STUDENTS—AND ALL DEAF PEOPLE—FACE NOW AND THE INJUSTICE OF THE 1960s?

David: It is different. Now we have laws that protect us. There is the ADA. I think I'm lucky.

"This book is terrific! I plan to use it in my graduate courses and with my patients who have hearing loss."

—Susan V. Rezen, Ph.D., CCC-A
Full Professor, Worcester State College

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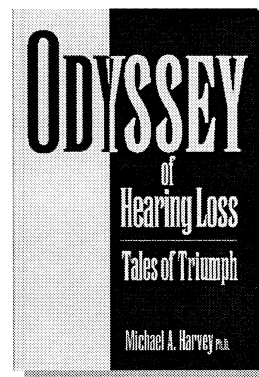
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Ellen A. Kuester, M.A., has been a teacher of elementary deaf children in Corpus Christi for three years.

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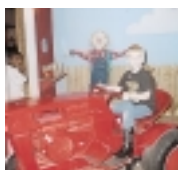
think creatively

INCORPORATE THE ARTS IN EVERY CLASS



By Gabriel A. Martin, Ellen A. Kuester, and Terry J. John-Martin

Photos courtesy of Gabriel A. Martin



Art brings history to life—whether based on the history of Mexico or the American family farm.

Integrating the arts as a primary component rather than a supportive component in the classroom can provide rich lessons and enhance the opportunity for students to internalize concepts. Teachers of deaf and hard of hearing students often utilize the arts for drawing, use of colors, and role playing in the classroom. Still, the use of art and artistic principles should be more deeply incorporated. The College Entrance Examination Board reports that “art students continue to outperform their non-art peers on the Scholastic Assessment Test (SAT).” In 1995, those who studied the arts for four or more years scored 59 points higher on the verbal and 44 points higher on the math portion than students with no coursework or experience in the arts (The College Board, *Profile of SAT and Achievement Test Takers*, <http://www.collegeboard.org>).

Arts in the Curriculum

Curricular focus changes as regularly as the seasons. Educational gurus have periodically redirected curricula from a “back to the basics” to a “back to the arts” format. These changes reveal that when arts are eliminated, they constantly reappear in the curriculum. Recently the arts have been downplayed in public school curriculum. The time has come to change this. The place to start is in the classroom.

Eisner (1992), using arts education to comment on analytic Western tradition, states four significant contributions that incorporating arts education can give to students. “First, not all problems have single correct answers. Second, the form of a thing is part of its content. Third, having fixed objectives and pursuing clear-cut methods for achieving them are not always the most rational ways of dealing with the world. Finally, the arts perform a function of critical importance hinging on a distinction between expression and discovery” (Eisner, 1992, p. 54–57).

Eisner’s first point reflects life situations as needing multiple response options and creative solutions. Teaching students to use imagination is vital to their success. The various art disciplines encourage, if not require, diversity of thinking.

Eisner’s second point considers form and content. Western tradition detaches form and content and teaches each separately. Form relates primarily to the shape something assumes and content primarily to its meaning. The arts reveal their interconnection not only in theory but also in the real world. Third, the world is rationalized by attempting to affix objectives, methods, and evaluation, and students are often taught to imitate this pattern. An arts curriculum with its expectations of flexibility and duality presents participants with patterns that are more realistic.

Finally, the opportunities for personal discovery and expression provided by the arts must be experienced. Arts arrive through various materials and media and provide students with the opportunity to express their own unique feelings and imagination (Eisner, 1992).

The inclusion of the visual and performing arts into curricula should not be solely for enrichment purposes, but also as a valuable tool for reinforcing comprehension and enhancing achievement regardless of the academic subject. "A good performing arts program can help students develop critical thinking and social skills" (McCarty, 1993a, p. 12). Students of all levels benefit from the variety of educational techniques that the arts make available to the teacher.

A Successful Program

McCarty (1993b) gives three key essential elements to a successful arts program: quality, consistency, and emphasis on process instead of product. Quality is the most important element in any education program. An arts program must have high standards, highly committed personnel, and proper administration. Consistency is also important. Students need to feel cohesion to follow through on appropriate long-range goals. Lastly, the program must be a complete program, not a one-time happening. Events should build on past experiences.

The arts are a natural part of our lives if we allow it. One could say that in life, we paint, color, rehearse, set stages, write scripts and other works, and even perform every single day.

How to Incorporate the Arts into the Classroom

Awareness of the arts should be a part of preparing lesson plans. Often teachers use artistic talents without realizing it. Awareness and expansion of these talents may prove essential in sharpening teaching strategies. Artistic goals are pursued whenever a teacher introduces a presentation through a multimedia or

multisensory approach. Anything that the teacher makes for this purpose involves creativity and thus involves the arts. Every teacher who has created a lesson activity by doing any more than reading a text and following it verbatim has used the creative process—the arts process—in teaching.

For teachers who feel less creative, many books are available to enhance lessons. These books include suggestions for developing lessons with visual impact. Classroom computers and computer-assisted instruction programs can also prove creative. Variety is the key to keeping students' attention.

Evaluation is the final step in the teaching process. As with activities and materials, a teacher can expand how the evaluation is done and use it to make the intervention more creative and thus more effective by using artistic principles.

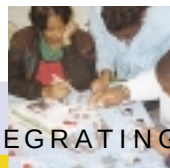
Arts for Integrated Learning

The arts help us realize that teaching subjects in isolation, with no overlap of content, is unrealistic. Life does not present a math problem separate from a language situation or separate from historical knowledge. All knowledge is linked and used together. Allowing the students to discover answers for themselves aids in their overall thinking and problem-solving abilities. The arts enhance our teaching ideals and help us improve the quality of education for our students.

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I love you—The famous handsign is stylized and incorporated into student artwork, as friends look on supportively.



INTEGRATING ART

try

1. Travel Brochures

Design travel brochures to incorporate objectives of lesson plans. For example, if the plan is to teach students about European immigration to the colonies, lecture, provide visual aids, and supply students with historical facts. Then present the classroom activity of designing a travel brochure. In this activity, students integrate the facts as they present them for others. Parchment, calligraphy, and drawings become the learning tools. Computer skills might also be developed.

2. Photography

Use a camera to capture patterns, angles, and story problems in mathematics. Science fair models are wide open for students to learn to make presentable graphs, with appropriate lettering and visual appeal. Ask students to take photos and use them to construct a diorama from their reading assignments.

3. Dancing

Search the Internet or go to the library to learn about dances from other cultures. Deaf students, especially, thrive on visual and kinesthetic input.

Elsa Shrader, M.Ed., and Kathy Young, M.Ed., teach children with special needs at Northview Primary School, Findlay City Schools, Ohio. They welcome comments about this article: FNBD3@aol.com.

developing a literacy-rich environment for preschool children WITH SPECIAL NEEDS

By Elsa Shrader and Kathy Young

Give preschoolers with special needs an environment that is rich in the written word and they'll grow more willing to experiment with literature and other print forms. To create this kind of environment, we introduced curriculum changes in a preschool class where children with special needs learn alongside their more typically developing peers. These changes affect group lessons, play spaces, and the relationship between home and school.

We are half-day teachers at Northview Primary School in Findlay, Ohio. With support from a full-time assistant, we teach nine children with special needs who attend our class four full days each week. Four of these children have moderate to profound hearing losses; the other five have speech and language delays, autism, or attention deficit hyperactivity disorder. Four children who have no disabilities attend the afternoon session three days a week.

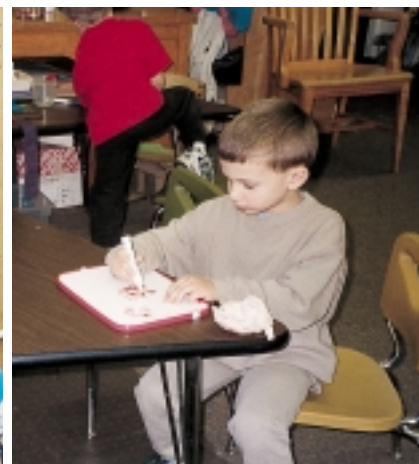
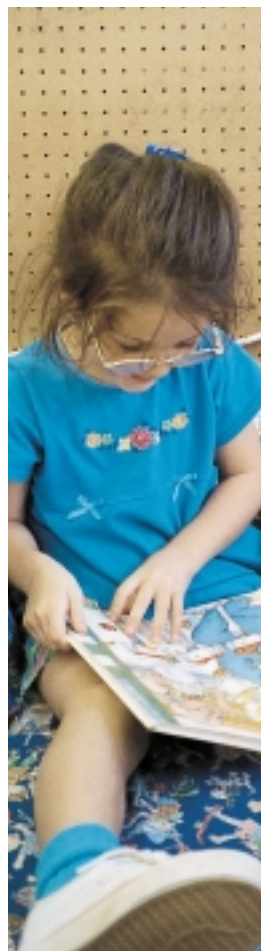
Our class is a Total Communication environment; the children use Signing Exact English (SEE 2) and speech simultaneously. The hearing children learn to use signs for colors, numbers, and other common words such as *please*, *play*, *stop*, *wait*, and *cookie*. They attempt to communicate using one-word signs with classmates who are hearing impaired. These children are often successful, although sometimes they rely on the adult in the classroom to interpret. The hearing children's parents happily relate that their children proudly demonstrate their signing skills at home.

Family News: It's Worth Reading

As part of our effort to use the home-to-school link to strengthen literacy, we make "news booklets" for the children. They gather their news by sitting down with their parents in the evening to draw a picture and write a simple sentence about something they did at home that night. We begin each day by sharing these news booklets in

Far right top: Children work and play together in a preschool class that emphasizes literacy development.

Photos courtesy of Elsa Shrader and Kathy Young.



small groups. One morning, a five-year-old with a profound hearing loss arrived in the classroom bursting with excitement. He repeated over and over, signing and using speech, “Star, new car, black!” He pulled out his news booklet, and there inside was a picture of him and his mother with her new black car, which had a star ornament on it. The picture and sentence provided by his mother opened a channel for expanding this preschooler’s language as he enthusiastically gave his news to the class.

The news from home is not always so exciting; often parents write about routine events such as meals. The teachers can expand on this with questions like: Do you like [that meal]? Was it hot or cold? Where do you cook it? The children are proud of the booklets and eagerly share their daily news with their peers. We have very little difficulty getting parents to write at least one sentence in their child’s booklet because the children so obviously derive a lot of meaning from the activity. We assemble the class news from these booklets in a “newspaper” that goes home with the children each evening, along with signs for any new vocabulary.

Family Members Read at School

We also cultivate ties between home and school by inviting family members to class as guest readers. Parents, grandparents, and siblings bring their favorite storybooks to the classroom one afternoon each week. The teacher is available to interpret for children with hearing impairments. Guests bring anything

from Sesame Street lift-the-flap books to Clifford stories to fairytales. One mother took a particularly creative approach to the readings. As she read Raffi’s *Shake Your Sillies Out*, she distributed bean-filled plastic eggs for the children to shake at appropriate moments.

Children with hearing impairments respond enthusiastically to vividly illustrated books that use simple sentences to describe the action. They are especially receptive to readers who bring lift-the-flap books, use stuffed animals to help convey a story, or supplement their reading with other hands-on techniques. Lengthy books such as fairy tales do not command attention as effectively as shorter books with lively illustrations. But regardless of the content, the children love to have their family members come to school to read. As the year progresses, even the most “stage-shy” parents grow more comfortable as guest readers.

Opportunities Throughout the Classroom: Play Centers

Children should find reading and writing opportunities not only in a book center or writing center but everywhere in the classroom. In the housekeeping area, the children use cookbooks and recipe cards along with the pots and pans. They create grocery lists and recipes using note cards and paper pads. Many children are at the scribbling stage; others attempt to write letters and numbers. For instance, while pretending to feed a baby, they might say, “Oh, no, milk finished. Go store.”

They pretend to write *milk* on the grocery list, and off they go with their shopping cart. The children are showing us that the possibilities for reading and writing opportunities in their daily play are endless.

Drawing Upon Children's Everyday Environment: "Word for Wednesday"

Children's everyday environment, and not just the books they enjoy, can give them satisfying reading experiences. Every January, we begin a group activity called "Word for Wednesday." Each child brings in a word he or she has recognized on a sign, card, or package. The children tell their words and we post them on a special board. Often children choose the name of a favorite food, such as Cheerios. Other favorites include the names of chain discount stores like K-Mart and popular franchise restaurants like McDonald's. When the board is full, we put the words in categories and create a book to use in the kitchen area in their home kitchens.

Building Literacy Throughout the Day

Activities occur throughout the day that enable the children to build their literacy skills. These begin the moment they enter the classroom, when they "sign in" by writing or printing their first names on dry-erase boards, chalkboards, or paper, and continue to the end of the school day, when we discuss the day's activities together and choose one special activity to write about on a "daily calendar card." These cards are bound together each month and placed in the reading center. The children love reading these books about themselves.

We infuse the school day with literacy opportunities in several other ways. The children express themselves in journals in which they draw a picture accompanied by a sentence they have dictated to one of their teachers. Some children eventually begin writing letters, or even their names, beside the drawings. Taking this exercise a step further, the children and we assemble booklets that they share with their families. We also have a writing center, where the children experience drawing and writing with crayons, pencils, markers, and chalk. We find that the center creates opportunities for beneficial interactions between students of differing abilities. For instance, one afternoon a child who could hear and had no disabilities was making hearts. She asked a boy with a language delay if she could teach him how to draw hearts. Throughout center time that day, at least four children came over to draw hearts and put their signatures beside them. This preschooler taught her classmates in different ways—by demonstration, by dotting an outline for another child to follow, or by having the children do tracings of a heart she had drawn earlier.

Overcoming Obstacles to Home Reading: Parents' Workshop

Although we have learned that combining classroom activities with home activities makes stronger readers out of students

with special needs, it has also become clear that preschoolers with hearing impairments and language delays would show greater interest in books and reading if they were read to more at home. Yet research shows that hearing children are exposed to books and print much more than children who are deaf or hard of hearing (Clay, Limbrink, & and McNaughton, 1992).

Part of the problem is that parents of children with hearing impairments or speech and language delays often run into stumbling blocks when trying to read to their children at home. Parents are not sure how to position the book, or how to maintain eye contact with the child and read at the same time, or where to sit so that the child can see the book and the signs simultaneously. The most serious obstacle is parents' limited sign vocabulary and general lack of fluency. Hearing parents of young deaf and hard of hearing children usually learn sign language right along with their children. Consequently, a parent's sign vocabulary is often at the same level as the child's.

We helped parents remove some of these obstacles by offering a workshop titled "Share a Good Book." Through presentations, discussions, and a video, parents learned techniques for developing literacy at home. We also provided a book display illustrating the many kinds of "read-to-me" storybooks for young children.

When the workshop ended, each family received a children's book and resource packet to reinforce reading practices at home. One packet revolved around Jez Alborough's story, *Where's My Teddy?* Along with the book and a bear bookmark, the packet included simple fine-motor activities such as lacing and decorating a paper-plate bear and math readiness activities such as counting and patterning paper bears in three different colors. The parents enthusiastically took notes and asked if another workshop would be offered.

Since the workshop, the parents have been keeping lists of the books they are reading to their children at home. Every week, the lists are faithfully turned in by most of the parents. We take this as a sign that they are indeed reading at home with their children.

Conclusion

Each child's life should be rich with the joys of reading and writing. Early childhood special educators who fill the classroom with opportunities to search for meaning in both oral and written language go a long way toward enabling their students to claim the riches of literacy. We believe that if these educators can provide a literacy-rich environment in the classroom and extend reading activities into the home, students will be able to claim these riches in full.

References

Clay, M. M., Limbrink, E. A., & McNaughton, S. (1992). Time engaged in reading: A critical factor in reading achievement. *American Annals of the Deaf*, 137, 309–314.

green eggs and letter people

JOYS AND FRUSTRATIONS OF INTERPRETING IN PUBLIC SCHOOLS

By Leslie Darling

I arrived at the camp where the elementary class would spend a day and a night just before sing time began. “Hi, Miss Darling!” the young person for whom I would interpret greeted me. “I’m glad that you are here.”

The student watched me closely to follow the words, singing and signing along. I felt fortunate to be part of such a wholesome experience, to be needed and appreciated.

In the position that I have recently accepted, interpreters attend Individualized Education Program meetings, parent-teacher conferences, and all professional development days. Discussing concerns with regular resource teachers, speech pathologists, and audiologists makes me feel fortunate again. I enjoy being part of the educational team.

I have worked with kids that, with the aid of an FM system, are able to hear most of what the teacher says. I am alert for side comments from peers that they would otherwise miss. It is joyous to see the student understanding and appropriately

responding to the classroom conversation.

There are frustrations, too. As much as I love the work of Dr. Seuss, *Green Eggs and Ham* is tough to interpret for deaf kids! So are educational videos that are not captioned—and they come up at every grade level. “The Letter People” was a yearlong phonics-based video program integrated into the kindergarten reading curriculum. Music is a challenge when the teacher wants to sing one song while the students sing another in chorus. Then there is the challenge for the students of correcting papers at the speed of light.

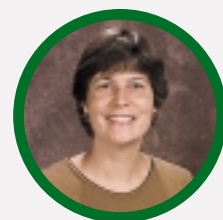
The worst experience, though, is watching students struggle and fail because their placement is not

appropriate to their level of reading and writing.

But sometimes when I do not see the possibility of a positive outcome, it does emerge. While I felt uncomfortable about the placement of deaf students in music classes, the students did enjoy it and came away with a concept of chorus. When I explained the difficulty of interpreting an oral exam, a written copy was made available to the student. At the high school, notetakers for deaf students were recruited from the National Honor Society and a teacher gave a deaf student the written copy of the test being corrected. At the sophomore level, a student who was failing reading has since come up two grade levels. In general, more captioned material is becoming available, and more teachers are using the Captioned Media Program (<http://www.cfv.org>).

The use of interpreters by deaf students is becoming widespread, accepted, and understood in the mainstream classroom. For this reason, my work is both rewarding and challenging.

Leslie Darling has a degree in Educational Interpreting from Lansing Community College, in Lansing, Mich. She has the State Quality Assurance Level II (QAII), recommended by the Michigan Special Education Administrative Rules for educational work. QAII interpreters test at a minimum of 74 percent accuracy on expressive and receptive skills for interpreting and transliterating. She welcomes comments about this article:
Leslie_Darling@hotmail.com.



Don't Let Deaf Students Drift Through the Mainstream



Too often classroom teachers have lower expectations for deaf students... They readily make concessions for a deaf child that they would never make for a hearing child. The biggest problem for interpreters is the perception that we are mother, teacher, and babysitter all wrapped into one.

Heather Fultz, Brenda Jensen, Trena Wright, and Julie Mitchell.



Fultz, Jensen, Wright, and Mitchell, four interpreters who interpret for students in public school programs through Idaho School for the Deaf and the Blind, in Gooding, Idaho, gave this response to the questions: "What do interpreters think teachers need to know?" and "What is the biggest problem for interpreters in public schools?" These questions were issued by the Laurent Clerc National Deaf Education Center through literacy coordinator and listserv participant David Schleper last October.

Asked to give examples of what they mean, Fultz sent the following memory:

Silvia was handing in her work late again. A hearing student would never get away with it and we both knew it. But Silvia was deaf—late work was old hat for her. She looked at me, amused, knowing that the teacher would accept her late assignment. After all, the stringent rules emphasized at the beginning of the year had not applied to her thus far. Why should they begin to apply now? Homework handed in, Silvia returned to her seat just in time to see a dissatisfied glance from the teacher shot in my direction.

As I left class, I found myself unable to separate from the criticism implicit in the teacher's glance. Once again, I endured the subtle implication that I, as an interpreter, was responsible for a student's neglecting to follow through. I've tried so hard to educate the teachers. It is not my responsibility to keep students on task, as I've explained many times. Still I am looked at as if it were lax supervision on my part that caused late work.

I wonder why my continued attempts to educate teachers fall short of the mark. After all the prep work, personal conversations, and developing and sharing of printed materials, this scenario is still quite common. I head for the next class, determined not to let the one glance impact the remainder of my day. As I enter the class, I am ready to absorb myself in the interpreting task at hand.

Roles in Educational Interpreting

Compiled by Emily Turner

Emily Turner, a staff interpreter at Idaho State University and president of the Idaho Registry of Interpreters for the Deaf, developed the following as a handout. Interpreters share it with teachers and students at the beginning of the year in the hope of clarifying roles for working together in the classroom.



Role of the Interpreter

- Interpret what is being said and voice what is being signed.
- Position yourself so the student can see both you and the speaker (or screen) and the interpreter simultaneously.
- Ask the teacher or speaker for clarification should information be misunderstood.
- Prepare for interpreting assignments by talking with the teacher and by studying the content area, lesson plans, and outlines.
- Keep all interpreting assignment-related information strictly confidential within the members of the educational team.
- Render the message faithfully, always conveying the content of the message and the spirit of the speaker.
- Arrive promptly for interpreting assignments.
- Strive to acquire further knowledge and skills through participation in workshops and professional meetings.
- Be aware of school policies and procedures.
- Report any concerns related to the student to the appropriate supervisor.
- Serve as a liaison and provide information to the student, teacher, and other staff regarding ways to most benefit from interpreting services.

Role of the Student

- Be on time for class.
- Bring all supplies needed for class.
- Come to class prepared.
- Participate in class and pay



attention to the teacher through the interpreter.

- Work with the interpreter and the teacher on the best seating arrangements, keeping in mind visual communication needs.
- Discuss any problems understanding the interpreter with the interpreter, then with the teacher or the interpreter coordinator if necessary.
- Avoid conversation with the interpreter while he or she is interpreting information.
- Inform the interpreter and the interpreter coordinator when an interpreter is needed for a special event.
- Ask for a notetaker and/or a tutor when needed.
- Ask the interpreter for clarification of unfamiliar signs.
- Provide the interpreter with the assignment or speeches that require voicing. Materials should be rehearsed with the interpreter at least two days before class presentation. Materials not previously viewed will not be voiced.

Role of the Teacher

- Assume responsibility and make educational decisions concerning the deaf or hard of hearing student.
- Discipline the deaf or hard of hearing student in the same manner as for other students in the class.
- Ensure that the deaf or hard of hearing student has appropriate seating, taking into consideration visual communication needs.
- Answer questions and help the deaf or hard of hearing student in the same manner as for other students in the class.
- Expect participation from the deaf or hard of hearing student in the same manner as from other students in the class.
- Inform the interpreter in advance of movies, audiotapes, special presentations, dates, times, and content of special assemblies and class trips.
- Furnish the interpreter with lesson plans, textbooks, and other relevant instructional materials. Review them with the interpreter as needed.
- Keep personal conversations with the interpreter minimal.
- Understand that signed communication cannot be done at the same speed as spoken communication. Control the speed of speech, especially when reading printed material out loud.



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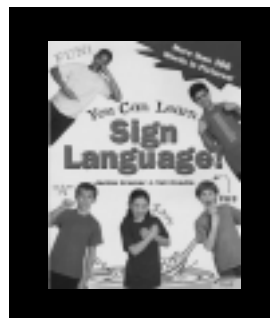
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Find everything from books on deaf culture to learning sign language. Be sure to browse the novelty section for fun gift ideas!



ODY301



Left: The KDES kindergarten students with second graders from a nearby public school gather around in their "My Little Forest" costumes. Seated on the floor with the students is Marsha Freeman, preschool team movement specialist (center, front), who coordinated their performance and at the back is KDES kindergarten teacher Steve Benson.

KDES Kindergartners Celebrate the Forest Through Dance and Song

This fall, as part of a children's program to help celebrate the 100th anniversary of the Society of American Foresters, ten kindergarten students from the Kendall Demonstration Elementary School (KDES) signed and danced an original song, "My Little Forest." Along with four other schools from the metropolitan D.C. area, the KDES students gave an inspirational performance to an enthusiastic audience of patients and staff at the National Children's Medical Center.

Marcia Freeman, the preschool performing arts teacher/researcher, choreographed the performance with assistance from kindergarten teachers and staff Steve Benson, Brenda Perrodin, and Jum Reilly, as well as visual arts teacher Phil Bogdan. Part of the students' preparation for this performance involved a trip to Rosemary Hills Primary School in Silver Spring, Md.,

where a second-grade chorus provided the vocals for "My Little Forest." Their chorus director, Helene Epstein, collaborated with Freeman in making this song an educational and enjoyable experience for both groups.



Below: Faton Greene and Katie Millios, KDES kindergartners, in the leaf costumes they designed and made for their sign and dance performance at the National Children's Medical Center in Washington, D.C. The students danced as trees, leaves, and the autumn wind.

This performance was the culmination of six weeks of rehearsal at school. Parents were also asked to help their children practice the signs at home. In their dance, the students portrayed trees, leaves, and the wind in costumes that they had created. In keeping with the preschool's approach and the Clerc Center's emphasis on literacy, this program took the children through a shared experience that will be documented through their own writing and artwork.

MSSD Interns Learn Skills On the Job

By Susan M. Flanigan

The Model Secondary School for the Deaf (MSSD) has launched a new on-the-job internship initiative for students. The MSSD internship program began under the leadership of Marilyn Galloway, transition coordinator at the Laurent Clerc National Deaf Education Center. Together with the transition team, Galloway found internships for every sophomore, junior, and senior at MSSD.

Under the program, students report weekly to their internship placements. Sophomores work within the Clerc Center; juniors work on the Gallaudet University campus; and seniors report to off-site companies and organizations in the Washington metropolitan area. The goal: to give all students employment and training opportunities that enable them to develop the skills and attitudes needed to function successfully in the workplace and in society.

In preparation, transition counselors guided students in writing effective resumes, filling out job applications, and developing interview skills. Last fall, students began their work. For 30 weeks through two semesters, they will continue to go to a variety of office settings from government, to business, to nonprofit organizations.

"We are confident that the students are learning new responsibilities about timeliness and how to perform in a competitive environment as a direct result of this program," said Allen Talbert, work experience specialist.



Students Review Sign Language Book Earn Free Copies

Students in grades 1 and 2 at the Kendall Demonstration Elementary School and their teacher, Barbara Kaufman, recently reviewed the new book, *You Can Learn Sign Language*, and earned complimentary copies for their own use from the publisher. The students' review is featured in the September/October issue of *World Around You* magazine, the magazine for deaf and hard of hearing teens published by the Laurent Clerc National Deaf Education Center.

The students gave the book a thumbs-up.

"The signs are clear," said student De Jon McCutcheon. Tai Faust thought the children in the book looked friendly. The students focused carefully on the presentation of the signs and on the sign choice. Mikey DeVito noted that the handshape for the letter K "looked a little funny." Lark McNamara said that the sign for pizza was different from the one that she and her friends use. But as a whole, the students said they enjoyed the book—and that they would share it with their friends.

KidsWorld Deaf Net Posts First Offerings

KidsWorld Deaf Net, a virtual library, communication network, and discussion forum, sponsored by the Clerc Center with the support of the AT&T Foundation, has posted its first in a series of papers.

In "How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students," advocate Celeste Johnson discusses this landmark legislation and its effect on today's children.

In "A Good Start: Suggestions for Visual Conversations with Deaf and Hard of Hearing Babies and Toddlers," researcher Patricia Spencer describes interactions that parents use to ensure their children learn language naturally and on time.

Educator Vicki Wolfe helps professionals understand the concerns of parents as they make placements for their children in "A Look at Rural Families Weighing Educational Options: Identifying Factors that Influence Parents as They Make Educational Placement Decisions for Their Children Who are Deaf."

In addition, KidsWorld Deaf Net will soon provide live chats with authors. "Our goal is to establish a national communication forum," said Margaret Hallau, director.

Left: Chris Kiskinis-Warmack holds up the book that he and his class reviewed for *World Around You*.



Miss Deaf America Visits Clerc Center

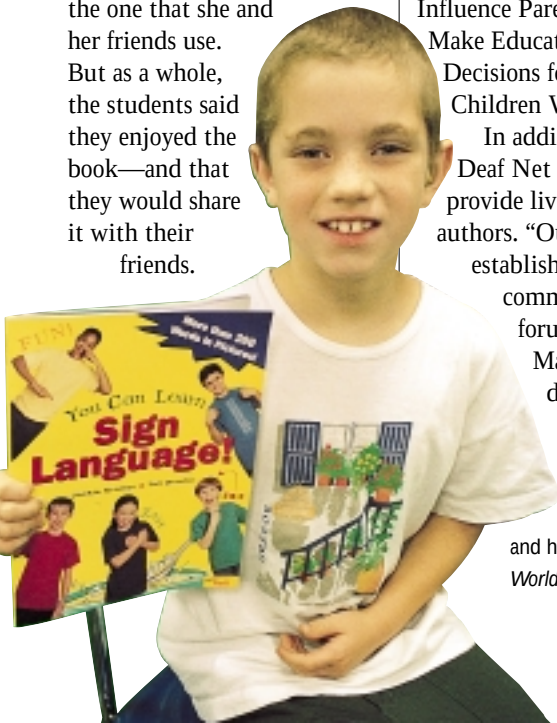
to Share Her Literacy Message

The new Miss Deaf America, Lauren Teurel, a graduate of California State University-Northridge and the Model Secondary School for the Deaf, toured the Laurent Clerc National Deaf Education Center demonstration schools as one of her first official visits. During her tour, Teurel shared with students her message of the importance of reading, and told the story of how she became Miss Deaf America.

Teurel is the 17th Miss Deaf America and the first African American to win the crown. She vied with contestants from 21 other states in a seven-day competition that ended on the last night of the National Association of the Deaf convention in Norfolk, Virginia. The contestants performed in several different events, including talent, evening gown, and issue presentation. As part of her presentation and to emphasize the importance of families reading together, Teurel performed a read aloud of the story, *The Giving Tree*.

While visiting students at Kendall Demonstration Elementary School, Teurel held discussions and performed read-alouds with students. Students from Team 3/4/5 asked her why she wanted to become Miss Deaf America. Teurel replied that she wanted to develop her skills as a speaker and to spread the word that families benefit greatly from reading together with their children. They also asked her where her crown was. She smiled and said that the six-pound crown was too heavy to wear for touring. She encouraged the girls in the audience to work hard so that maybe someday they, too, could compete for the Miss Deaf America title.

In the evening, Teurel visited with students at the Model Secondary School for the Deaf, giving an informal presentation and holding a question and answer session. She discussed her own path to success and offered encouragement to the students in pursuing their dreams. Her reign as Miss Deaf America will last from 2000 to 2002.



Book & Video Reviews

Cheryl Lee, CSC, is coordinator of *Interpreting Services for Montgomery County Public Schools in Montgomery County, Md.* She holds a *Comprehensive Skills Certificate from the Registry of Interpreters for the Deaf.*

Right on the Money

Innovative Practices for Teaching Sign Language Interpreters

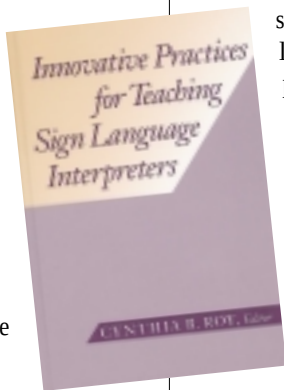
By Cynthia B. Roy, Editor

Review by Cheryl Lee

I found this text to be an excellent resource for interpreter trainers and coordinators of interpreters in public schools. It shows why the concept that interpreters are passive conduits of information, who do nothing except transliterate verbatim, is fallacious.

Educational interpreters work with a wide range of students with varying communication needs. By training interpreters in discourse mapping, cultural awareness, translation techniques, processing of incoming information, and time management, we can facilitate interpreters' effectiveness—no matter what the students' communication needs.

As I read this book, I couldn't help but think that it is time to go back to the drawing board when we are designing programs for training interpreters. Cynthia



Roy is correct that we should do this by bringing together not only innovators in the field of deaf education and interpreting, but also cognitive psychologists, neuroscientists, child

development specialists, and linguists. These professionals can help us decide what interpreting in the classroom means and how to teach it.

Each year, we seem to get more and more students with special needs.

At the same time,

we put these children into regular education classes and ask educational interpreters to handle the situation—in effect, to perform miracles. I know of no interpreter training programs that teach how to deal with students with learning differences. If our interpreters were lucky enough to be exposed to what is delineated in this book, they would be better equipped. They would be better able to enter the world of educational interpreting and to provide a wide range of services to match the students' needs. This book is right on the money in helping us know how to structure training for our educational interpreters.

Transactions of Influence

Sign Language Interpreting: Deconstructing the Myth of Neutrality

By Melanie Metzger

Review by Cheryl Lee

Sign language interpreters are constantly aware of the need to remain neutral while interpreting and translating messages. This text reminds us how interpreters influence the discourse and interaction between the deaf consumer and the hearing individuals involved. Melanie Metzger reminds us that as interpreters we must strive to remain neutral and also how very difficult it is to achieve neutrality during the interpreting process. While I agree with this book and support most of its philosophies, I found it extremely difficult to read. It would have been nice if the same information were available in a simpler way that would have been user-friendly.

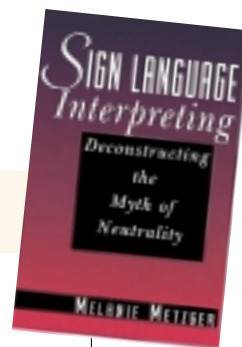
Helpful for Setting Up Programs

Sign Language Interpreters in the Public Schools

Videotape By SignMedia

Review by Cheryl Lee

These videotapes, developed and produced in 1990, discuss the special issues and problems that administrators,



teachers, and interpreters face with educational interpreters. The tapes

provide insight from all persons involved and offer a wide range of solutions.

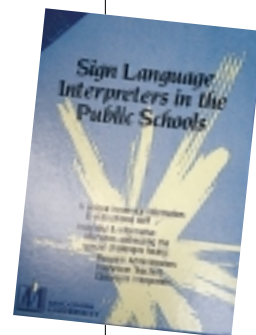
The administrator tape addresses an interpreter's job descriptions, supervision and evaluation of interpreters, compliance with Public Law 94-142 in meeting students' differing communicative needs, an interpreter's ethical standards, expectations, and dilemmas, and recruitment of competent interpreters.

The teacher tape addresses many misconceptions regarding the interpreter's role and function. The tape also discusses the teacher's fear of teaching with another adult in the classroom, the interpreter as a member of the educational team, physical and environmental considerations, and classroom communication issues.

The interpreter tape addresses ethical standards, expectations, and dilemmas. It also discusses working with teachers who are reluctant to have an interpreter in their class, an interpreter's role and function, skill development and enhancement, professional growth and development, and on the job

supervision and evaluation.

This kit makes planning in-service orientations much easier and ensures consistency.





Cheryl Lee (right), coordinator of Interpreting Services for Montgomery County Public Schools in Montgomery County, Md., and interpreter Alexis Moore confer on classroom issues

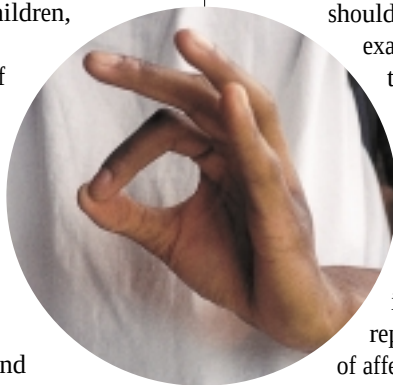
How Can I Evaluate My Child's Interpreter?

By Cheryl Lee

How do I know if my child has a good interpreter, when I myself have very little knowledge of sign language or Cued Speech?

Of course we always encourage parents to learn sign language. This enriches a child's experience in the home immeasurably. The child feels more personal connection to his or her parents, experiences continued exposure to language, and receives more linguistic input. There are things, however, that parents who do not know sign language can look for in evaluating their child's interpreters. When they visit their child's classroom, these parents should pay special attention to the following:

The placement of the interpreter. Is the interpreter in the same line of sight as the teacher? Is the interpreter in the same line of sight as the media or other visual material? Children, like all consumers of interpreting services, should not be forced to look back and forth between the interpreter and other visual information. No one can absorb two sets of visual material simultaneously. A good interpreter is in discussion with the teacher about the content of the classroom and will stand in the most effective place for presenting the material.



The affect the interpreter demonstrates and its relationship to the affect of the teacher. Our affect is the mood we show when we communicate. Our affect shows what we think about what we are trying to communicate. The affect of

the interpreter and teacher should match. For example, if the teacher's affect is stern, the interpreter's affect should be stern, too. The interpreter's representation of affect is important because teachers use affect—mood or tone—to show students what they think about the content of the lesson. Deaf children need access to the teacher's affect for complete access to the lesson itself.

The responsiveness of the student. Is the student connected to the work of the classroom? Does he or she respond when called on? Is he or she able to participate in class discussion? Of course, sometimes you can have an excellent interpreter and teacher, but the student remains disconnected. This happens. Still, student indicators are important and should be considered.

The seeming fluency of the interpreter signs or cues. Is the interpreter proficient? When the interpreter voices for the student, is the translation smooth?

The breadth of what the interpreter interprets. Does the interpreter report on classroom conversations and environmental sounds? Interpreters must decide quickly if and when it is important to report on sounds—environmental sounds and interjections of other students—that others hear and sometimes automatically respond to and sometimes automatically screen out. Skilled interpreters constantly make decisions about what to interpret in the classroom and work with their students as a team.

Literacy Training Program and Workshops

OPPORTUNITIES SPONSORED BY GALLAUDET UNIVERSITY
LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

TRAINING PROGRAM

The Shared Reading Project: Keys to Success

This five-day training program is designed to prepare site coordinators to establish a Shared Reading Project in their own schools or programs. Of special interest to educators, administrators, and parent leaders, this workshop is based on the highly acclaimed program that matches deaf tutors with families and arranges regular visits to family homes where tutors teach parents and caregivers effective strategies for reading books with their children.

This training program teaches participants to:

- Use 15 research-based principles for reading to deaf and hard of hearing children
- Recruit, hire, and train deaf adults to be tutors
- Teach families how to participate in shared reading
- Work effectively with parents, caregivers, educators, and tutors
- Plan for and manage Shared Reading Project budgets, personnel, and evaluations.

April 23-27, 2001 Mid-Atlantic Region

June 18-22, 2001 Midwest Region

July 30–August 3, 2001 . . Western Region



WORKSHOP

Reading to Deaf Children: Learning from Deaf Adults

This effective workshop teaches techniques known as “the 15 Principles for Reading to Deaf and Hard of Hearing Children.” These principles were developed through research that identified the successful strategies that deaf adults use when reading to deaf and hard of hearing children. Highly interactive, the workshop is available in a three-hour or six-hour format. Participants learn to recognize and apply the 15 principles, practice the principles, and gain new skills that can be immediately applied with their own children in the home or classroom. This workshop is of special interest to parents, caregivers, and educators. It is available on request from the Clerc Center and offered regionally.

March 8, 2001 Mid-Atlantic Region

March 31, 2001 Western Region

April 6, 2001 Midwest Region

November 2, 2001 Southeast Region

WORKSHOPS

TRAINING PROGRAM TO DEBUT

Read It Again and Again

"I want to read it again!" our children exclaim.

This urge to "read it again and again—and again" is part of the natural process of building skills in understanding narrative, an essential step that young children go through as they prepare to learn to read. The Clerc Center offers a workshop that teaches participants how to successfully read the same book to children over successive days, incorporating a wide array of learning activities. These activities deepen children's understanding of text and provide opportunities to improve their reading and writing skills.

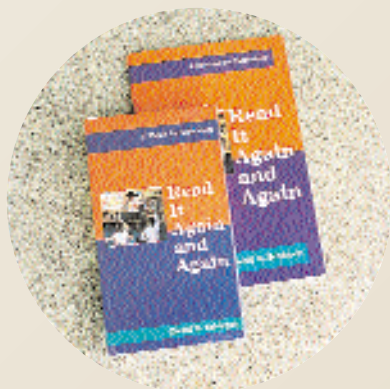
Of special interest to classroom teachers and administrators, this workshop is the latest to be offered by the Clerc Center. It debuts in the spring of 2001.

March 9, 2001 Mid-Atlantic Region

April 1, 2001 Western Region

April 7, 2001 Midwest Region

November 3, 2001 Southeast Region



Video and printed manual for teachers and parents are sold separately and may be ordered directly from the Clerc Center.

For more information

CONTACT EITHER THE CLERC CENTER, AT THE ADDRESS BELOW, OR THE GALLAUDET UNIVERSITY REGIONAL CENTERS, AT THE ADDRESSES THAT FOLLOW.

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Upcoming Conferences and Exhibits

March 9-11, 2001

IMPACT/Cal-Ed Conference, Riverside, Calif. To be held at the Riverside Convention Center. Contact: Zibby Bayarsky or Shelly Gravatt, California School for the Deaf-Riverside, 3044 Horace Street, Riverside, CA 92506; (909) 782-6501 T, (909) 782-6510 V, (909) 782-4915 F.

May 24-28, 2001

Immersion, Innovation, Intent: ADARA (Professionals Networking for Excellence in Service Delivery with Individuals who are Deaf or Hard of Hearing) 2001, Monterey, Calif. Contact: Frank Lester, Conference Chair, 2001 Monterey ADARA, P.O. Box 421606, San Francisco, CA 94142-1606; (510) 794-2522 T, (510) 794-2407 F; cadara2001@aol.com.

June 11-15, 2001

Intermountain Special Studies Institute VIII, Pocatello, Idaho. To be held at Idaho State University. Contact: Dr. Barry Griffing, Idaho State University, grifbarr@isu.edu.

July, 2001

3rd International Conference on Higher Education and Disability, Innsbruck, Austria. Contact: Gayle Gagliano, Conference Director, or Naomi Moore, Conference Coordinator, University of New Orleans, Box 1051, New Orleans, LA 70148; (504) 280-5700 V, (504) 280-5707 F; ggagliano@uno.edu.

July 29-August 5, 2001

19th Summer World Games for the Deaf, Rome, Italy. Contact: USA Deaf Sports Federation, 3607 Washington Blvd., Ste. Suite #4, Ogden, UT 84402-1737; (803) 393-7916 T, (803) 393-2263 F; deafsports@juno.com; www.usadsf.org.

2002

46th Biennial National Association of the Deaf (NAD) Conference, Washington, D.C. Contact: Anita B. Farb, NAD Headquarters, (301) 587-1789 T, (301) 587-1788 V, (301) 587-1791 F; nadinfo@nad.org.

July 8-13, 2002

Deaf Way II, Washington, D.C. Contact: GUKCC 3117, Gallaudet University, 800

Florida Avenue, NE, Washington, DC 20002-3695; (202) 651-6112 T, (202) 651-6064 V, (202) 651-6113 F; info@deafway.org; www.deafway.org.

July 29-August 4, 2002

National Convention of the American Association of the Deaf-Blind, Columbus, Ohio. Contact: (301) 588-6545 T, (301) 588-8705 F; aadb@erols.com.

2004

7th International Congress of Hard of Hearing People, Helsinki, Finland. Contact: International Federation of Hard of Hearing People (IFHOH); shaw@compuserve.com.

COMING UP!

The next issue of *Odyssey* will focus on:

Transition

As every parent and educator knows, transition from school to work can be fraught with unexpected problems that range from those of logistics, to those of programs, to those of emotions. In our next issue, *Odyssey* takes a look at transition, including a new program at the Clerc Center, in which high school students spend one day a week on a job.

Odyssey Call for Manuscripts 2001–2002

Odyssey welcomes manuscripts on all aspects of the education and development of deaf and hard of hearing children. Articles are especially encouraged related to deaf and hard of hearing students who live in rural areas; children whose families use a language other than English in their homes; children who are achieving below age or grade level; children who are members of ethnic, racial, or cultural groups; and children who have disabilities.

The following themes will be explored in our upcoming issues:

Summer 2001

Transition

Transition from school to work or postsecondary education is critical in the lives of every child, and articles on this subject are always welcome. Authors for this issue are already selected.



Fall 2001

Family Involvement

In a world of change, encouraging the involvement of the family is the only way

to ensure that students maintain an ongoing sense of themselves and their self-worth. We invite authors to address questions such as these: What are some of the programs and activities that schools have set up that have been successful in involving parents in their children's educational development? How are parents and caregivers involved in the planning and design of these programs? What are some successful strategies? How are parents of adolescents and teenagers encouraged to remain in contact with the school system?

Winter 2002

Reggio Emilia & Early Childhood Education

This approach for early childhood education focuses on learning through child-driven projects and the use of symbolic representation



especially through the visual arts. The Clerc Center is exploring this approach among deaf and hard of hearing children. We invite authors to explore and address questions such as these: What are the important issues in early language development among deaf children? What are some successful approaches experienced in the classroom? Have you involved children who are developing literacy skills in child-driven projects and seen their language, cognitive, and social growth?

Spring 2002

Literacy in the Workplace

Ever important, these topics will be explored from a variety of interlocking perspectives. We invite authors to explore their own questions and to address questions

such as these: What are some successful transition strategies for deaf and hard of hearing students?

What is the effect of literacy? How can community resources be mobilized to involve students? How can deaf and hard of hearing students be prepared to cope successfully in changing work environments? How does successful transition necessitate a different approach to technology in the

classroom? Deaf and hard of hearing individuals are encouraged to submit first person articles on their own transitional experiences.

Fall 2002

Hard of Hearing Kids



Too often overlooked, hard of hearing children are identified later than deaf children and face delays in

learning language and experience misunderstanding. We invite authors to explore their own questions and to address questions such as these: What are some successful strategies for the home and class in developing literacy skills with hard of hearing students? How can sign language be incorporated in speech classes? Hard of hearing individuals are encouraged to submit first person articles on their own transitional experiences.



Gallaudet University Hosts **DEAFWAY II** July 8 -13, 2002

An international conference and festival
reflecting the past and imagining the future

Conference and Cultural Arts Proposals

- Deadline for submissions of proposals

April 15, 2001

Registration

- Regular \$400
Early Registration
until September 30, 2001 **\$300**
- Youth and Seniors \$225
Early Registration
until September 30, 2001 **\$175**
- Persons from
developing countries \$150



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NEW DIRECTIONS IN DEAF EDUCATION

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