

# DACUM Research Chart for ASL-English Interpreter

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# DACUM Research Chart for ASL-English Interpreter

Duties	Tasks			
<b>A</b> <b>Engage with Community</b>	A-1 Participate in Deaf community events	A-2 Participate in interpreter community events	A-3 Provide discretionary pro-bono services	A-4 Volunteer at Deaf community events
<b>B</b> <b>Conduct Assignment Preparation</b>	B-1 Determine job requirements (e.g., teaming, duration, topic)	B-2 Confirm personal suitability for assignment (e.g., skill level, conflict of interest)	B-3 Negotiate assignment terms and conditions	B-4 Obtain assignment logistical information (e.g., date, time, location, attire)
<b>C</b> <b>Interpret between ASL and English</b>	B-11 Confer with the deaf consumers	B-12 Select mode of communication (e.g., ASL, English, close vision)		
	C-1 Determine semantic content of source message	C-2 Form a mental representation of source message	C-3 Produce equivalent target message	C-4 Process consumer feedback
<b>D</b> <b>Conduct Post-Assignment Activities</b>	C-11 Display equivalent affect	C-12 Implement error correction	C-13 Monitor interpreting product	C-14 Match consumer register (e.g., formal, casual, intimate)
<b>E</b> <b>Pursue Professional Development</b>	D-1 Debrief with consumers	D-2 Debrief with interpreting team	D-3 Identify areas for improvement	D-4 Submit assignment paperwork (e.g., invoice, timesheets, feedback forms)
<b>F</b> <b>Demonstrate Business Competencies</b>	E-1 Obtain interpreting credentials	E-2 Participate in structured training (e.g., language, interpreting)	E-3 Attend professional conferences	E-4 Maintain organizational memberships (e.g., interpreting, community)
	F-1 Maintain business contacts	F-2 Maintain financial records	F-3 Develop contract terms/conditions	F-4 Maintain confidential assignment files

A-5 Volunteer at interpreter events	A-6 Advocate for interpreter profession	A-7 Attend multicultural events			
B-5 Determine work site requirements (e.g., background check, drug test)	B-6 Complete applicable work site requirements	B-7 Conduct assignment research (e.g., copies of materials, independent research)	B-8 Collaborate with interpreting team	B-9 Conduct on-site evaluation (e.g., interpreter placement, AV)	B-10 Confer with the hearing consumers
C-5 Adjust communication mode	C-6 Convey environmental information (e.g., visual, acoustic)	C-7 Assess power dynamics (e.g., audism, privilege)	C-8 Mediate cultural differences (between Deaf and hearing)	C-9 Interact with interpreter team	C-10 Manage consumer turn-taking
D-5 Debrief with the hiring entity	D-6 Conduct post assignment research	D-7 Destroy confidential consumer materials			
E-5 Participate in multicultural activities	E-6 Monitor professional trends (e.g., read journals, blogs, vlogs)	E-7 Research current events (e.g., pop culture, news, politics)	E-8 Obtain colleagues feedback (e.g., peer to peer, case conf.)	E-9 Maintain mentoring relationships (e.g., Deaf, interpreter)	E-10 Conduct independent study (e.g., magazines, books, Internet)
F-5 Develop substitute protocol	F-6 Obtain liability insurance				

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## General Knowledge and Skills

Advanced English language proficiency  
Analytical skills  
Audiology Technology  
Awareness of personal strengths & weaknesses  
Closure skills - ability to fill in the gap  
Cognitive flexibility  
Computer skills  
Communication skills  
Conflict resolution skills  
Cultural competence  
Cultural sensitivity  
Customer Service  
Deaf history  
Demand Control Schema  
Diverse linguistic groups  
Ergonomics  
Fluency in ASL and English  
Identify affect and register  
Interpersonal skills  
Knowledge of Federal, State & Local laws and regulations  
Knowledge of NAD-RID Code of Professional Conduct  
Liberal Arts education  
Long-term memory  
Mediation skills  
Multi-tasking skills  
Negotiation skills  
Observation skills  
Physical and mental stress reduction techniques  
Pop culture  
Power dynamics  
Prediction skills  
Privilege  
Problem-solving skills  
Reading Comprehension  
Serial processing ability  
Simultaneous processing ability  
Strong short-term memory  
Time management skills  
Trends in the field  
Working knowledge of video phone technology

## Worker Behaviors

Accountable  
Active Listener  
Adaptable  
Assertive  
Committed  
Confident  
Cooperative  
Critical thinker  
Dependable  
Disciplined  
Empathetic  
Ethical  
Flexible  
Focused  
Goal-oriented  
Good judgment  
Good personal hygiene  
Hard worker  
Humble  
Impartial  
Integrity  
Introspective  
Loyal  
Maintains confidentiality  
Motivated  
Neutral  
Nurturing/supportive  
Open-minded  
Organized  
Patient  
Positive attitude  
Professional  
Punctual  
Respectful  
Responsible  
Self-aware  
Self-care  
Self-control  
Supportive  
Tactful  
Team player  
Thick skinned  
Trustworthy  
Uses self-control

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## **Tools, Equipment, Supplies and Materials**

Telephone  
Computer/Internet  
Video Phone  
Flashlight  
Music stand  
Riser  
Reference materials  
Pen/paper  
Interpreter attire  
FM system  
Transportation  
Interpreter bag  
Microphone  
Video camera  
Calendar

## **Credentials**

Certificate of Interpretation (CI)  
Certificate of Transliteration (CT)  
Certified Deaf Interpreter (CDI)  
Doctoral Degree (Ph.D.)  
Educational Interpreter Performance Assessment (EIPA)  
Educational Certification K-12 (Ed: K-12)  
Master of Arts Degree (M.A.)  
National Interpreter Certification (NIC)  
Registry of Interpreters for the Deaf (RID)  
Specialist Certificate: Legal (SC:L)  
Virginia Quality Assurance Screening (VQAS)

## **Professional Organizations**

AADB – American Association of the Deaf-Blind  
ASLTA – American Sign Language Teachers Association  
IDC – Intertribal Deaf Council  
NAD – National Association of the Deaf  
NADC – National Asian Deaf Congress  
NAOBI – National Alliance of Black Interpreters  
NBDA – National Black Deaf Advocates  
RAD – Rainbow Alliance of the Deaf  
VAD – Virginia Association of the Deaf  
VADB – Virginia Association of Deaf-Blind  
VRID – Virginia Registry of Interpreters for the Deaf

## **Acronyms**

ASL – American Sign Language  
CPC – Code of Professional Conduct  
FM – Frequency Modulation  
IDP – Interpreters with Deaf Parents

## **Future Trends and Concerns**

Audism  
Burn out  
Cochlear implants  
Deaf heart  
Demand-control schema  
IDP and Deaf representation in field  
Lack of Certified Deaf Interpreters  
Lack of diversity in profession  
Lack of multicultural knowledge/awareness  
Licensure  
Mainstreaming  
Not qualified  
Power and privilege  
Pro Bono  
Repetitive motion injuries  
Schools for Deaf  
Social justice  
Transference  
Trilingual interpreters  
Unionization  
Vicarious trauma  
Video Relay Services  
Video Remote Interpreting