



*Entry-to-Practice
Competencies*

for ASL/English Interpreters



Introduction

The aim of this document is to delineate the major skills, fields of knowledge and attributes that underlie competent professional interpreting practice. These competency standards are a statement of what the community can expect from an entry-level professional interpreter. The standards articulated in this document are a formal description of what normally occurs in the workplace of entry-level interpreters working autonomously in low-risk, routine situations, without the benefit of direct supervision by a nationally certified interpreter.

Identifying a set of professional, competency-based standards provides the field and marketplace with a set of explicit statements of what entry-level interpreters need to successfully practice. Having a clear set of standards helps to minimize misunderstandings both inside and outside the profession. As well, competency-based standards offer a sound basis for decisions about entry into and progression within the profession (T

Vision

These competency-based standards are driven by a vision of what is required for competent interpreting practice and grounded in the day-to-day experience of practitioners. The vision is to elevate the standards of competent practice for entry into the interpreting profession. When translated into an appropriate scope and sequence of instruction, it is envisioned that these competencies can be mastered within a bachelor's program or equivalent and that graduates who have successfully mastered these competencies will be ready to pass a national interpreting exam.

The standards fall within five domains. The five domains reflect the view that entry-level interpreters must possess a variety of linguistic, interactional, technical, academic, affective, and creative competencies, as well as personal and

Domain 2: Human Relations Competencies

This cluster of interpersonal competencies fosters effective communication and productive collaboration with colleagues, consumers, and employers.

- 2.1 Demonstrate collegiality by showing respect and courtesy to colleagues, consumers and employers, and taking responsibility for one's work.
- 2.2 Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.
- 2.3 Demonstrate respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.
- 2.4 Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies both while conversing and while interpreting.
Example: In groups comprised of D/deaf people exclusively and groups of D/deaf and hearing people, apply appropriate strategies for introductions, turn-taking, and follow-up.
- 2.5 Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards during all phases of assignments and implement changes where appropriate and feasible.
- 2.6 Demonstrate an understanding of professional boundaries by following generally accepted practices as defined by the code of ethical conduct.

Domain 4: Interpreting Skills Competencies

This cluster of technical competencies are related to effective ASL-English interpretation of a range of subject matter in a variety of settings.

- 4.1 Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English.
Example: In low-risk settings with moderately technical, moderately paced monolog, the individual manages personal filters and intra-personal, environmental, logistical and situational factors by adhering to appropriate norms, rituals, and protocol.
- 4.2 Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.
- 4.3 Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.
- 4.4 Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk inte

Glossary

Assistive Listening Devices (ALDs): Amplification instruments that are designed to be helpful in specific, but not all listening situations. For instance, there are ALDs that amplify the TV, that amplify the telephone, that amplify in theaters, that amplify in places of worship, and that amplify public speakers. <http://www.earaces.com/ald.htm>

Audism: 1. Prejudice or discrimination based on the sense of hearing; especially discrimination against D/deaf and hard-of-hearing individuals. 2. Behavior, conditions, or attitudes that foster stereotypes of individual or social roles based on hearing loss (Lane, 1993). <http://www.thetactilemind.com>

Bilingual Competence: A bilingual person is, in its broadest definition, anyone with communicative skills in two languages, be it active or passive. In a narrow definition, the term bilingual competence is often reserved for those speakers with native or native-like proficiency in two languages. <http://www.wordiq.com/definition/Bilingual>

Code of Ethics (Code of Ethical Conduct): A written system of standards of ethical conduct. Because of the nature of the relationship between interpreters and consumers in a communication interaction, a high standard of ethics is needed to ensure that the interpreter conveys the message with accuracy, equivalency and impartiality. As well, the interpreter must maintain the confidentiality of communication interactions.

Collegiality: The relationship between colleagues. Colleagues are those explicitly united in a common purpose and respecting each other's abilities to work toward that purpose. Thus, the word collegiality connotes respect for each other's commitment to the common purpose and the ability to work toward it in an open and cooperative manner. <http://www.wordiq.com/definition/collegiality>

Cultural Competence: The ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, and religions in a manner that recognizes, affirms, and values the worth

Examples might be accepting an interpreting job that involves abortion when the interpreter's beliefs are against abortions, or when personal or emotional factors interfere with the practitioners' ability to deliver an equivalent, accurate interpretation.

Simultaneous Interpretation: Conveys a message into another language at virtually the same moment in time as it is expressed in the first language (Seleskovitch, 1978).

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Conference of Interpreter Trainers-Members-Only Online Discussion Board, April, 2004: 78 registrants

Colorado RID Convention, April, 2004: 28 students from 3 IPPs

National Alliance of Black Interpreters (NAOBI) Conference, June, 2004: 12 interpreters

Deaf Studies Conference, June, 2004: 13 participants

National Association of the Deaf Convention, July, 2004:
36 consumers, practitioners, interpreter educators and students representing a diverse national geographic distribution

RID Region IV Conference, July, 2004: 37 students and interpreter educators representing 7 IPPs

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