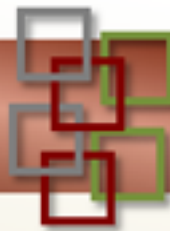




# NCIEC

**National Consortium of Interpreter Education Centers**



# Emerging Trends in Interpreting and Implications for Interpreter Education

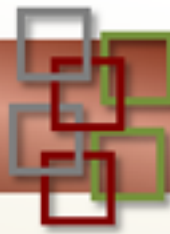
Cathy Cogen & Dennis Cokely  
National Interpreter Education Center

RID Conference – August 8, 2015

# Envisioning the Future



# Envisioning the Future



- trends & challenges
- issues in interpreter education
- a call to action



# Interviews



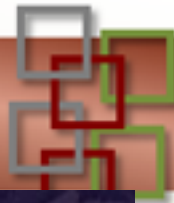


# Interviews

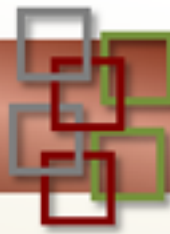


- Who will interpreters be working with over the next 10-15 years?
- How will interpreting services need to change?
- What changes are needed in interpreter education to prepare interpreters for tomorrow?

# Focus Groups



# Focus Groups



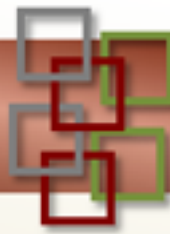
- Have you seen an increase in... within the population you serve, and if so, how has it affected service provision?
- What new skills and knowledge must interpreters have to effectively serve .....?
- What changes in interpreter education will be needed to prepare interpreter practitioners to work with this population in the future?



# Survey



# Survey Key Questions

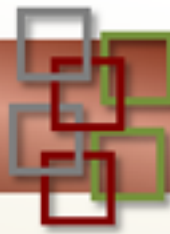


In your provision of services during the last 5 years, do you observe the number of Deaf, Hard of Hearing, or DeafBlind individuals from a racial or ethnic minority group:

- Substantially increased
- Increased
- Remained the same
- Decreased
- Substantially decreased
- Not sure/Don't know



# Survey Key Questions



How difficult is it to find interpreters whose capabilities match the communication needs of Deaf, Hard of Hearing or DeafBlind individuals who are from racial/ethnic minority groups?

- Very difficult
- Difficult
- Somewhat difficult
- Somewhat easy
- Easy
- Very easy
- Not sure/Don't know

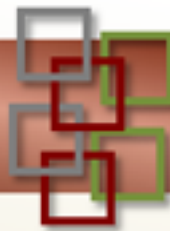


# Consensus Around These Issues



- demands from continuing demographics shifts
- needs of Deaf+ individuals
- impact of mainstreaming
- representation of Deaf professionals & leaders
- impact of CI industry
- impact of VRS/VRI





## Community

- **increasingly diverse & linguistically complex**
- **limited information & self-advocacy skills**



**Community**

- **increasingly diverse & linguistically complex**
- **limited information & self-advocacy skills**

**Workforce**

- **needs greater diversity**
- **needs more advanced language fluency**
- **needs alternative communication strategies**



## Community

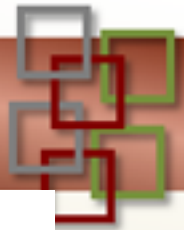
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## Workforce

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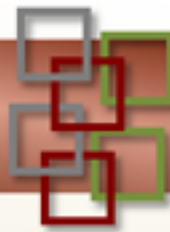
## Preparation

- **diminished involvement with Deaf Community**
- **lack of agreed upon requirements**
- **need to identify effective practices**
- **inadequate recruitment & support**





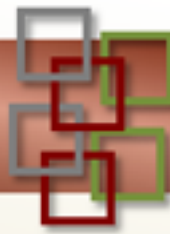
# Minorities, Immigrants, & Refugees



- 1 in 6 in general population is Hispanic/Latino (US Census 2010)
- Asian immigration surpassed Hispanic (2012)
- African-American population increase 12%
- by 2020, whites under age 18 are the minority
- by 2035, non-Hispanic whites outnumbered



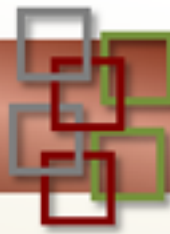
# Minorities, Immigrants, & Refugees



- limited ASL & English proficiency
- non-English spoken languages
- other signed languages
- diverse cultures, customs, & experiences
- lacking accessible information & resources
- potential to be at risk

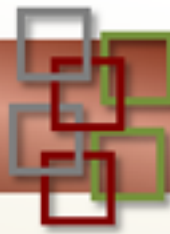


# Realities & Challenges



- 87% of RID members are female
- 88% of RID members are white
- general lack of shared background or language

# Realities & Challenges



- shortage of interpreters who are *of* the community
- limited number of trilingual interpreters
- lack of scholarship/stipend funding
- inadequate recruitment efforts





# Deaf +



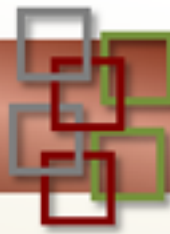
# Deaf +



- 50% of parents say deaf child has additional disability (SEELS, 2006)
- 69% of Trends Survey respondents report increase in Deaf+ individuals
- aging d/Deaf people at risk

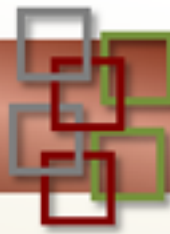


# Deaf +



- complex and unfamiliar communication needs
- dysfluent or idiosyncratic sign and gesture
- limited ASL and English proficiency

# Realities & Challenges



- unique & specialized interpreting strategies
- 86% of Trends respondents report difficult to meet needs
- #2 training priority for interpreters who work with children









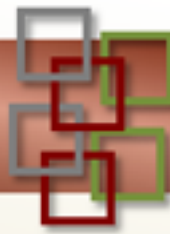
# Interpreted K-12 Education



- 87% of deaf children mainstreamed (ED 2006)
- inadequate state & federal guidelines
- poor pay & low hiring requirements
- IEP grads: first interpreting job very often in K-12



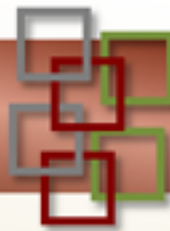
# Realities & Challenges



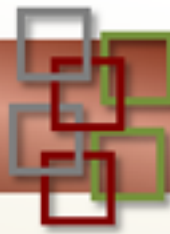
underqualified interpreters contribute to:

- limited language competence
- idiosyncratic signing
- poor academic and social outcomes
- specialized interpreting needs in the future

# Deaf Professionals



# Deaf Professionals

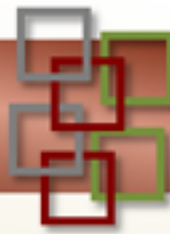


- d/Deaf people in advanced study & specialized professions
- specialized terms & discourse
- use of technology has increased complexity
- interpreters enhance or detract from others' perception of d/Deaf person





# Realities & Challenges



- limited proficiency in English & ASL
- limited number of interpreters with advanced degrees
- limited experience in academic & professional milieus



# Cochlear Implants



# Cochlear Implants



- cochlear implant use increases annually
- 77% of Trends Survey respondents reported observing an increase
- not well understood that CI technology does not produce normal hearing and success rates vary widely



# Cochlear Implants



1995

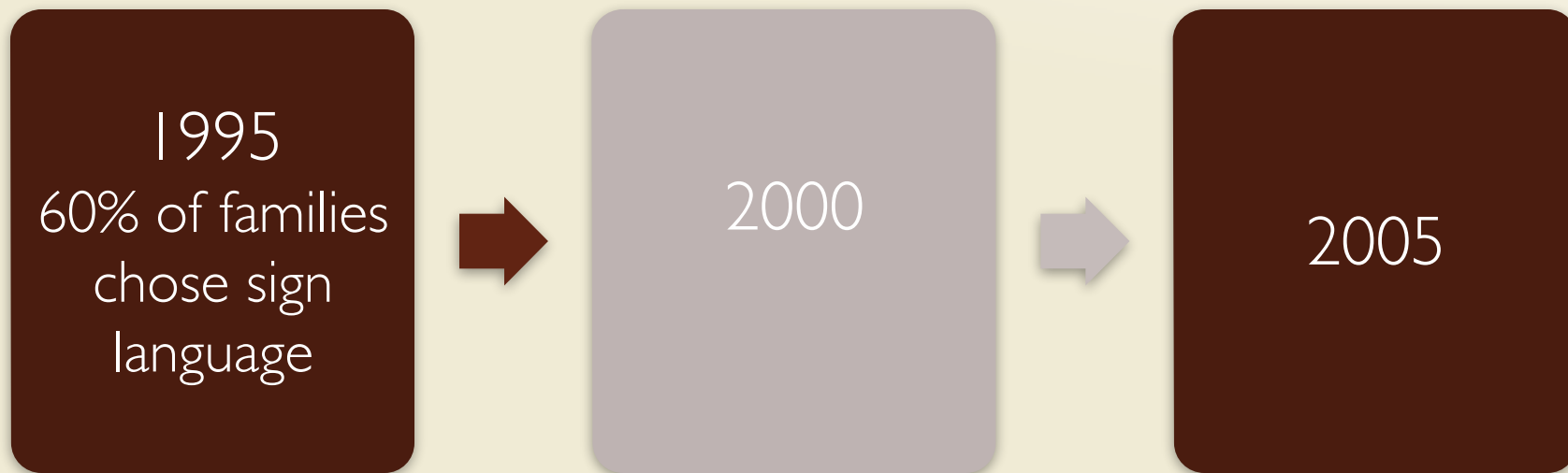


2000

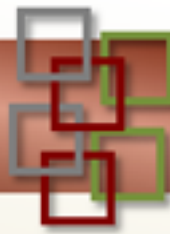


2005

# Cochlear Implants

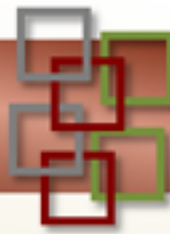


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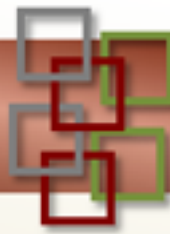




# Cochlear Implants



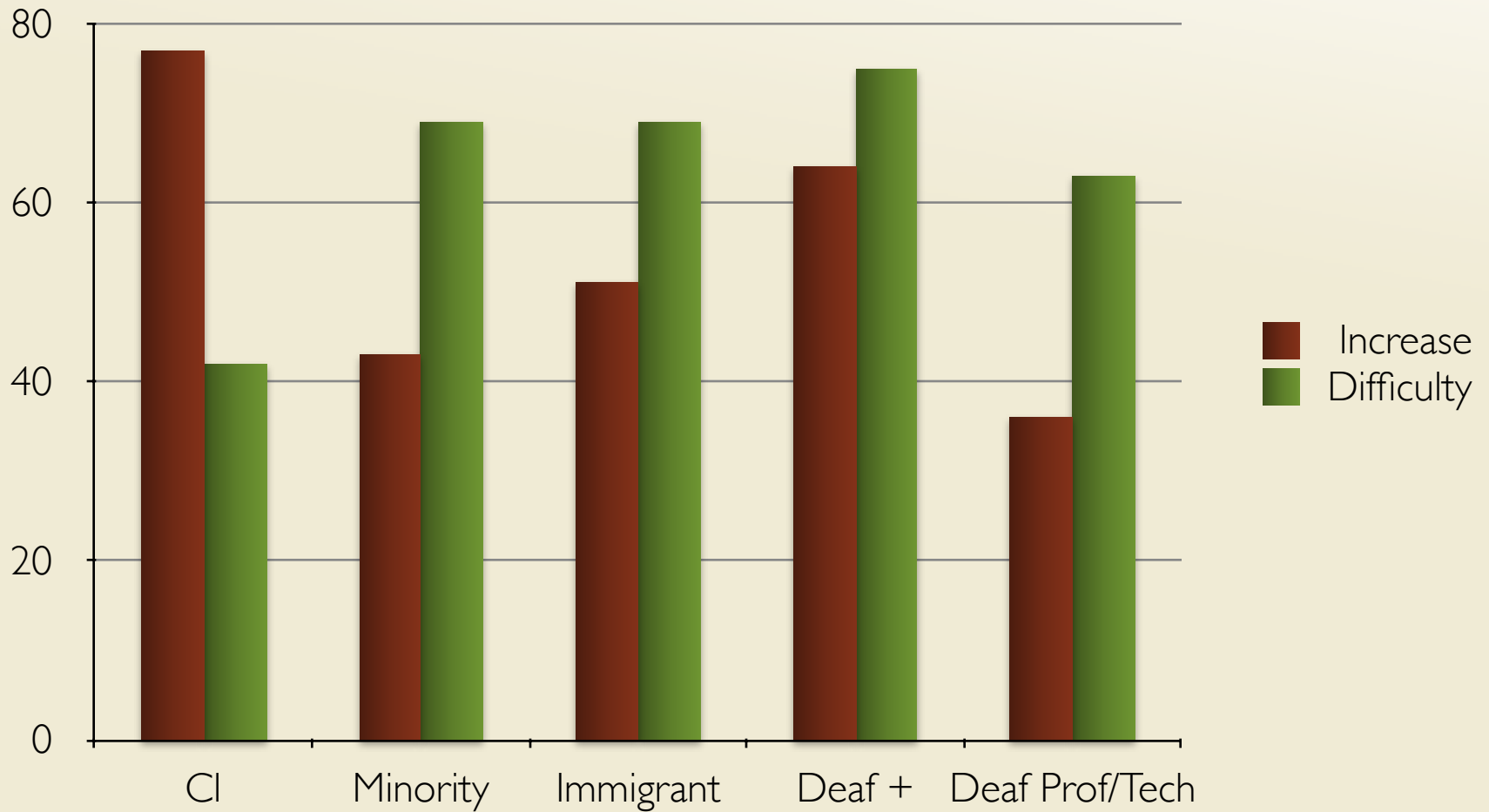
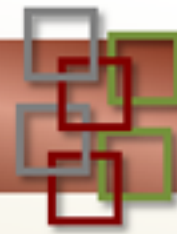
# Realities & Challenges



- at risk for language deprivation
- at risk for idiosyncratic sign language
- insufficient information for families



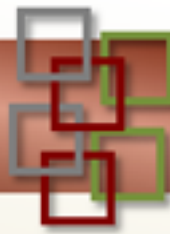
# Summary of Community Trends



# Summary of Workforce Needs



# Summary of Workforce Needs



- advanced ASL & English proficiency
- strategies for idiosyncratic/dysfluent language
- comfort & expertise with wide range of d/Deaf people of all ages and abilities
- increased ethnic & linguistic diversity; knowledge of other signed languages





## Most Important Professional Development Needs In Rank Order 2014 Practitioner Survey

Most Important	Second Most Important	Third Most Important
Working with individuals whose language is dysfluent or idiosyncratic	Working with individuals whose language is dysfluent or idiosyncratic	Working with individuals who are deaf+
Working in deaf interpreter/hearing interpreter teams	Working with individuals who are deaf+	Working with individuals whose language is dysfluent or idiosyncratic
Working with individuals who are deaf+	Working in deaf interpreter/hearing interpreter teams	Working in deaf interpreter/hearing interpreter teams
Working with children	Working with immigrants/refugees	Working with immigrants/refugees

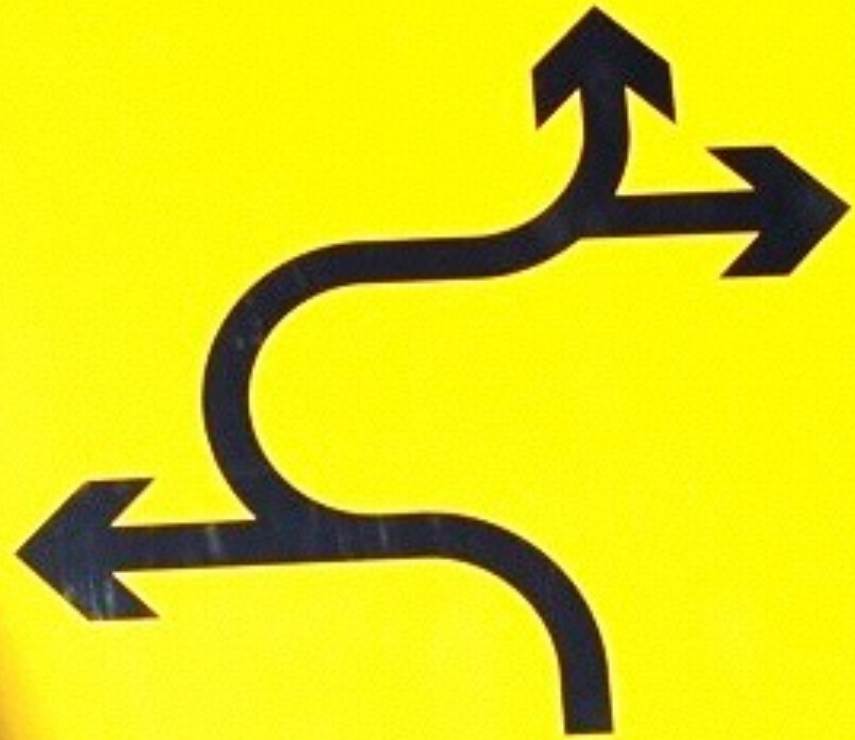
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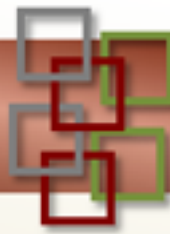
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**New road layout ahead**

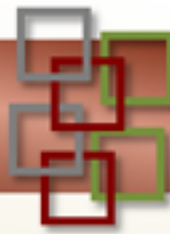
# Interpreting Education



- revisit ASL instruction
- increase involvement with d/Deaf & Deaf-Blind communities
- create suitable opportunities for heritage signers
- recruit & support students
- study job types & associated risks
- provide structured pathways



# Interpreting Education



- identify effective practices
- develop DI practitioners
- teach collaboration with DI's & trilingual interpreters
- include DI's as interpreting educators
- promote information, policies, & practices that advantage d/Deaf people



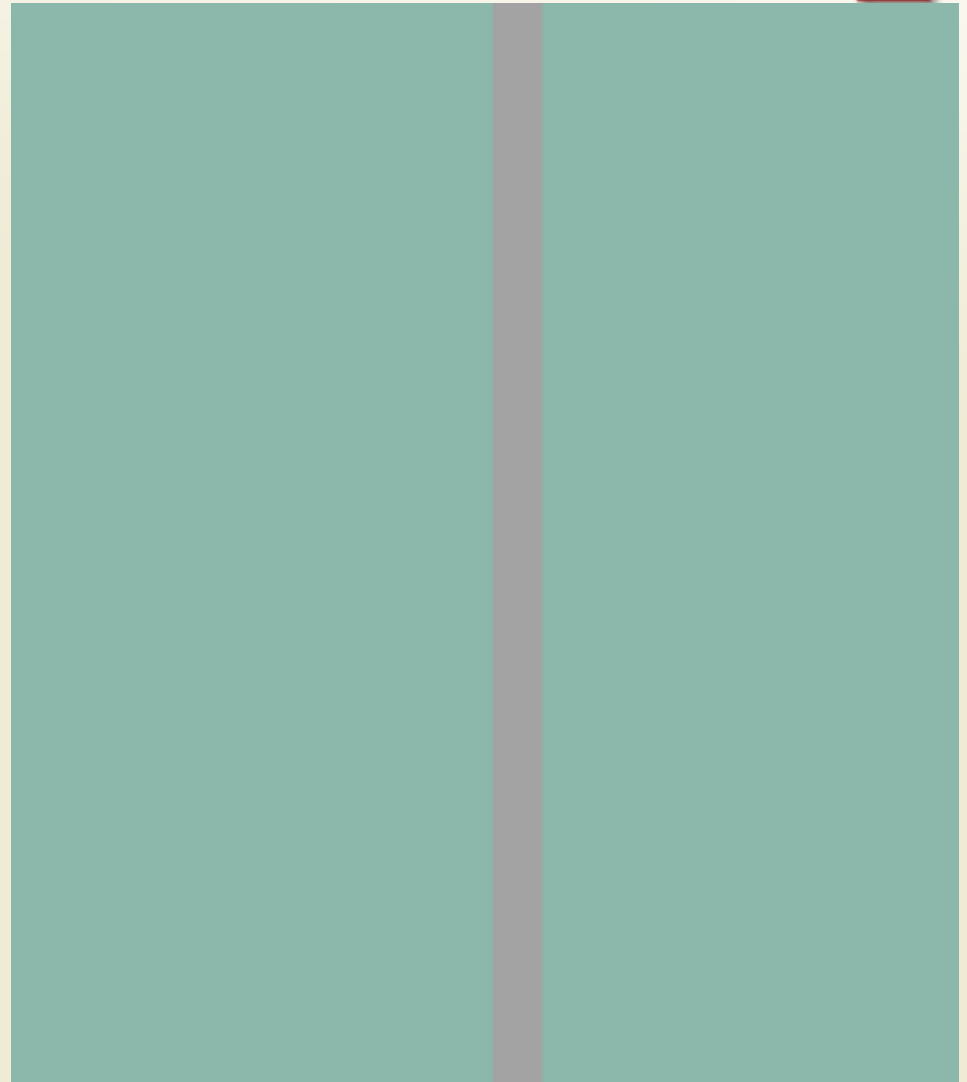
# The Time is Now...



# What can we do?



- individual, professional growth
- organizational, community actions
- policy, system-level change



# What will you do?



# Connect with NCIEC on



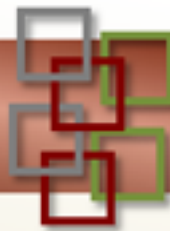
[www.interpretereducation.org](http://www.interpretereducation.org)



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CFDA 84.160A and 84.160B.

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