University of Northern Colorado

American Sign Language – English Interpretation Program

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Course Overview

Purpose

This course focuses on translating your learning about language and communication to direct application to a deaf child in the classroom. It is a course that provides you with tools and techniques for assessing a child’s classroom environment and communication capabilities, and using that information to improve your interpretation of classroom discourse.

Impact

Interpreters have an ethical duty to convey information in the language most readily accessible to the individuals relying on their work. In the case of deaf children, this duty can be particularly challenging. Often, deaf children have only limited communication with family and peers and enter public school with significant gaps in their language. These gaps in language are not easily remedied and such children frequently continue to fall behind their peers. This reality has significant implications for interpreters. It is essential that interpreters working in the K-12 setting understand the nature of classroom communication and the child’s ability to function within it, including the language used by deaf children, how to sufficiently assess language so that the interpretation can match the needs of the deaf child, and how to inform those who are responsible for the individualized education program (IEP) of observations about language use derived from interpreting. This course is intended to address these essential elements of interpreting and provide guidance in creating truly effective interpreting in the classroom.

Objectives

By the end of this course, you will be able to:

- Analyze the physical classroom environment and visual accessibility of an interpreted classroom.
- Analyze the child’s communication-related functioning abilities (ability of child to manage demands of classroom, participate in classroom activities, use an interpreter, recognize what he/she doesn’t understand, and ask for help).
- Accurately observe and record specific information about interpretability of a classroom, the child’s language use, and communication function.
- Analyze non-content communication conveying Theory of Mind related processing.
- Discuss the implications of the interpretability of a specific classroom situation and/or information for a given child.
- Analyze a classroom for effective interpreting.
- Analyze own assessment and interpreting skills with regard to a classroom and specific student who uses sign language/system.
- Demonstrate the ability to formally present observations, analysis, and recommendations regarding interpreted classroom with regard to a given child who uses sign language.
Plagiarism Policy

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Students with Disabilities

Accommodations Statement:
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.
# Required Materials

## Required Textbook:
  
  ISBN: 978-0-195368673

Chapter 1. Cognitive Underpinnings of Learning by Deaf and Hard-of-Hearing Students: Differences, Diversity, and Directions

Chapter 4. Achieving Efficient Learning: Why Understanding Theory of Mind Is Essential for Deaf Children... and Their Teachers

Chapter 9. Visual Attention in Deaf Children and Adults: Implications for Learning Environments

Chapter 11. Development of Deaf and Hard-of-Hearing Students' Executive Function

Chapter 12. Language Comprehension and Learning by Deaf Students

Chapter 13. A Model of Learning within an Interpreted K-12 Educational Setting

Chapter 16. What We Know and What We Don't Know About Cognition and Deaf Learners

## Media:
- Videotape or DVD – The Public School in Action, Tape 8: Middle School, Segments 1 & 3

  **NOTE:** This tape or DVD can be borrowed from the UNC Lending Library:  
  [http://www.unco.edu/library/services/distance.htm](http://www.unco.edu/library/services/distance.htm). Follow the information there to request a copy.

## Form:
Placement and Readiness Checklists (PARC) found in Blackboard class.

## Required Readings (eReserves)
Your earlier courses provided readings about Basic Interpersonal Communication Skills (BICS), Cognitive Academic Linguistic Processing (CALP), and Theory of Mind (ToM). The following articles further explore Theory of Mind and the impact on children missing such access because of deafness. (Their references, and those in the books above, can lead you to other readings pertinent to your research.)


Course Preview

The activities in this course are designed to help you explore and gain experience in your chosen area of interpreting. All of the courses in your emphasis area will be accomplished using a structured guided study approach. You will have a faculty member to advise you during the course.

In K-12 education settings, interpreting is provided as a result of a decision by the educational team that interpreting is necessary for the child’s education. That decision and its specifications are documented on the IEP (Individual Education Program) as a related service. As related service providers, interpreters are required by law to optimize the child’s education. They are part of the educational team.

Assessment of “communication,” and its related factors, allows interpreters working in such settings to ascertain the nature of communication demands that appear throughout the school day. Such an assessment can also be used as a contribution to IEP meetings.

Course Structure

Communication assessment related to a deaf child’s participation in an education setting using an interpreter is a complex topic including multiple aspects. The various aspects provide the overall structure of topics for this course.

Communication assessment must take into account the:

- **Physical environment** of the setting as it affects the process of interpreting audio-visual information.

- **Child’s sign language/system** (and idiosyncrasies); and the interpreter’s own sign language/system competencies and ability to optimize the child’s comprehension of educational material.

- **Child’s basic functioning** related to participating in the classroom interactions, instructional and otherwise including the extent and fashion to which the child uses speech with the teacher and peers, and the interpreter’s function in assisting that communication.

- **Interpreter’s ability** to communicate meaning beyond content that is not accessible visually but reveals the type and quality of teacher and peers’ thought processes, intentions, emotional reactions, decision-making.

- **Interpreter’s strategies** for assuring the teacher’s educational intentions are conveyed in the interpreted work, and non-content meaning that supports cognitive development is made accessible to the child.
Useful communication assessment requires certain skills in addition to the knowledge of sign language, interpreting, and discourse. You have already studied and practiced many of the following skills in previous courses, such as INTR 111 (where you engaged in feature analysis), INTR 113 (discourse analysis), INTR 103 and 204 (feature analysis and application – what makes “good” and effective use of ASL and register variations), and all of the self-assessment you have done included accurate reporting:

- The ability to isolate specifics (such as utterances, aspects of discourse, behavioral indicators) during observation, especially while interpreting
- The ability to document observations in a method allowing meaningful future reference and analysis
- Factual reporting of observations, supported by evidence
- Analysis of what the observed information may mean for increasing the child’s effective participation in the educational environment
- Formal reporting of analysis, in a spoken presentation or in written form, for discussion with other professionals and as input to IEP meetings

In this course the focus on your educational development shifts to applying your learning to the language use and communication functioning of a deaf child. Building on the skills and competencies introduced, practiced, and mastered to a degree in other courses, this course will provide you with the opportunity to use some existing tools (the Demand-Control Schema Observation form) and introduce you to the use of some additional tools (the Placement and Readiness Checklists) that can assist you in documenting, analyzing, and reporting your observations in a professional manner.
Overview of Topics

The topics for this course are:

1. The educational environment

As you discovered in INTR 431, the classroom is a complex environment with many factors that impact a child’s ability to learn. This environment becomes more complex when a deaf child is involved – the physical environment and nature of classroom discourse can make interpreting a difficult and less than effective task. In this course you will move past the simple evaluation of physical/visual accessibility to take a look at how the nuances of non-content related communication affect the child’s understanding of not only lesson content, but the deeper meaning of the content and interactions as related to Theory of Mind.

Note: If you have not taken INTR 431, resources on this topic are provided.

Objectives:
1. Analyze the educational environment to ascertain how non-content information can be effectively communicated.
2. Evaluate the importance of Theory of Mind on the overall educational experience of the deaf/hh student.

2. The language used by the deaf child and others

In INTR 111 (ASL Linguistics), INTR 113 (Discourse Analysis), and INTR 210 (ASL- English Contrastive Analysis) you gained an understanding of what a language is, the characteristics of signed and spoken languages, and the structure and use of ASL and spoken English. You have had numerous opportunities to analyze your own interpreting skills. In this course, you will concentrate specifically on how the entire communication environment in a classroom, including the language used by major players, supports, or does not support, a deaf child functioning in the classroom.

Language is not all there is to communication. One may be able to express, but not be able to communicate because the thought processes, self-concept, social sense, and understanding of others may not be sufficiently developed to yield effective communication. To assess a child’s communication, you must also be able to look at:

- The child’s general communication functioning and how he/she manages the communication demands of the classroom.
- The child’s ability to participate in classroom activities and understand interpreted instructions and material through effective use of the interpreter.
- The degree to which a child can use an interpreter effectively, recognize when he/she does not understand, and negotiate clarification and meaning with the
4. **Objectives:**

   1. Evaluate a child’s general communication functioning and how he/she manages the communication demands of the classroom.
   2. Assess a child’s ability to participate in classroom activities and understand interpreted instructions and material through effective use of the interpreter.
   3. Discuss how the child expansively uses the interpreter – to argue, play, advocate, negotiate, persuade.

3. **The interpreter’s skills**

   The skills courses you have taken have provided you with practice assessing your own interpreting skills and strategies for improvement. You have learned how to recognize demands and implement controls to help deal with the challenges of interpreting. As you have discovered in your K-12 emphasis classes, the classroom provides its own unique challenges. In this course, you will update your language and skill assessments of yourself and extend them to demonstrate:

   **Objectives:**

   1. Evaluate a child’s language use and comprehension.
   2. Assess your ability to match sign communication to the child’s level and modality of language.
   3. Assess your ability to develop strategies to maximize communication support for the child.
   4. Determine your ability to assess effectively the non-content aspects of the communication so that the child gains a deeper level of meaning, rather than just the words that were said, the “content.”

4. **Effective observation, analysis and reporting**

   You have had practice with observing and reporting in many previous classes. The ability to isolate and record specific information, document observations, report factual information related to observations by citing specific examples, analyze what an observation may mean, and formally report information is important both as a professional attribute and as a way for you to develop recommendations and strategies for improving the interpretability of the classroom environment for a deaf child.

   **Objective:**

   1. To develop, organize and report observations in a factual, articulate and professional manner.
5. **Implications for effective interpreting**

   The bottom line for what you take from this class will be your ability to process all of the above information and input and strategize ways that you can make your interpreting in the classroom more effective. The hope is that you will be able to use the learning and tools from this class to continually assess any given classroom situation, and specific deaf child, to provide the most effective interpretation possible.

   **Objective:**
   1. Access, analyze and determine effective interpreting practices in an educational setting.
Grading Scale

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A** = 100 - 91 superior achievement of course objectives
- **B** = 90 - 81 above average achievement of objectives
  
  *(Reminder: you must maintain at least a “B” per class to meet graduation requirements)*
- **C/D** = 80 - 61 below achievement of course objectives
- 60 or below is considered not passing.

Late Assignment Policy

Late assignments will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- **No late work will be accepted in the last three days of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
## Course Roadmap

Even though this is an independent study, you are still required to check in, report progress, and submit assignments, according to the Roadmap.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1/12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Online Introduction:</strong> Post an introduction in Blackboard addressing if you are currently working in the educational setting, a bit about the student(s) you work with, and what your greatest challenge is within the educational setting. If you are not working or have never worked as an educational interpreter, what do you think would be your greatest challenge working in the educational setting?</td>
<td>☐</td>
</tr>
</tbody>
</table>

**NOTE:** The final assignment, Assignment 3, will take **weeks** to arrange, implement, analyze, and finalize. Please review the assignment details and begin negotiating early in the semester for the required observations and consultation.

**Assignment 1:** Throughout this course there are five (5) postings and four (4) Blackboard Collaborate sessions set up to support your work throughout the semester. You must participate in a minimum of five (5) of these activities for the full 10 points. Each post/Collaborate session will be worth a total of 2 points. | ☐ |

### Weeks 1 – 2

**Classroom Accessibility**

The first two weeks concentrate on classroom accessibility, both physical and intellectual, and deaf students’ effective use of interpreters. Additionally, to lay groundwork for your major project (A3) some review of foundational topics is warranted. You will want to review the resource section of this class to support this work.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1/12</strong></td>
<td></td>
</tr>
<tr>
<td>• Post Introduction: Required</td>
<td>☐</td>
</tr>
<tr>
<td>• Read through the entire Study Guide, Road Map, and Assignments</td>
<td>☐</td>
</tr>
<tr>
<td>• Explore course resources and readings</td>
<td>☐</td>
</tr>
<tr>
<td>• Become very familiar with the Placement and Readiness Checklists (PARC) (see Course Resources)</td>
<td>☐</td>
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</tbody>
</table>

**READ:** Marschark, Deaf Cognition: Foundations and Outcomes.
1. **Chapter 1:** Cognitive Underpinnings of Learning by Deaf and Hard-of-Hearing Students: Differences, Diversity, and Directions
2. **Chapter 12:** Language Comprehension and Learning by Deaf Students
3. **Chapter 13:** A Model of Learning Within an Interpreted K-12 Educational Setting | ☐ |

**Collaborate Session 1:** This session is highly recommended as we will discuss the course structure, assignments, and expectations. **Unless otherwise noted all Collaborate sessions for this course will be held at 6:00 MST.** | ☐
### Weeks 3 – 5
#### Communication Assessment

The next three weeks concentrate on reviewing methods and concepts related to assessing communication; Both a student’s language skills and your language and assessment skills. During this time you will be arranging your observations and consultations for assignment 2.

- **Explore** course resources, readings, and materials from prior courses on specific language features (ASL, PSE, MCE, spoken English) and language use (BICS, CALP, ToM).
- **Explore** resources on Theory of Mind and content/non-content opportunities and learning.
- **READ:** Maxwell, Communication Assessments of Individuals With Limited Hearing.
- **READ:** Shaw & Jamison, Patterns of Classroom Discourse in an Integrated Elementary Setting (A2)
- **READ:** Schick, deVilliers, & Hoffmeister, Language and Theory of Mind: A Study of Deaf Children
- **Begin planning and arranging for Assignment 3 observations and consultations.**

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**Assignment 2 part 1 Due**

**Non-content educational information and learning opportunities**

This assignment focuses on developing an idea of the type of non-content communication which occurs in interactions, and which is frequently left out of interpreted work in classrooms.

Submit to course advisor in the assignment tool.

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**POST 1: REQUIRED**

Post a summary of your observation and recording plan for Assignment 3 part 1. What is the grade level/subject matter you will observe? What tools will you use? How do you envision using them?

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**Collaborate Session 2**

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**POST 2**

Post what you perceive to be the optimum classroom environment relative to physical/visual accessibility, instructional accessibility, and the child’s use of the interpreter.
# Weeks 6 – 8
## Non-content Aspects of Communication

### READ:
- **Chapter 4**: Achieving Efficient Learning: Why Understanding Theory of Mind Is Essential for Deaf Children... and Their Teachers
- **Chapter 11**: Development of Deaf and Hard-of-Hearing Students’ Executive Function.

### Assignment 2 part 2 Due
**Child’s communication and interpreter skill**
This assignment focuses on developing an idea of the type of non-content communication left out of interpreted work.
Submit to course advisor in the assignment tool.

### POST 3
Post a summary of what you have observed in the classroom relative to the child’s language use and the interpreter’s language.

# Weeks 9 – 16
## Classroom Observations and Reporting

### READ:
- **Chapter 9**: Visual Attention in Deaf Children and Adults: Implications for Learning Environments
- **Chapter 16**: What We Know and What We Don’t Know About Cognition and Deaf Learners

### Assignment 3: Classroom Assessment and Interpreting Considerations
For this assignment you need to put together all aspects of classroom communication and formally deliver your observations and conclusions in either a formal report or a DVD presentation (supported by completed forms and notes). This assignment will require multiple observations of the same deaf student/interpreter, followed by consultation with an appropriate service provider, so early negotiation of its arrangement is strongly encouraged.

- Arrange for Assignment 3 observations and plan for the tools you will use. Gain permission as required if you plan to tape.

### Assignment 3 Part A DUE.
During a period of 2-3 weeks observe a deaf child in an interpreted classroom, assessing major communication aspects of the environment including.
Submit to course advisor in the assignment tool.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12</td>
<td>Collaborate Session 3</td>
</tr>
<tr>
<td>3/14-22</td>
<td>SPRING BREAK!</td>
</tr>
<tr>
<td>4/1</td>
<td>Collaborate Session 4</td>
</tr>
<tr>
<td>4/6</td>
<td>Assignment 3, Part B DUE This assignment is to help you gain access</td>
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<tr>
<td></td>
<td>to the thinking and intentions behind classroom instruction and</td>
</tr>
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<td></td>
<td>goals for children.</td>
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<td>Submit to course advisor in the assignment tool.</td>
</tr>
<tr>
<td>4/10</td>
<td>POST 4 Post a summary of what you have observed in the classroom</td>
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<tr>
<td></td>
<td>relative to the complexity of the content and the types of non-</td>
</tr>
<tr>
<td></td>
<td>content situations that have arisen, and how the interpreter</td>
</tr>
<tr>
<td></td>
<td>conveyed their meaning(s).</td>
</tr>
<tr>
<td>4/20</td>
<td>Assignment 3, Part C DUE. Develop strategies to strengthen the</td>
</tr>
<tr>
<td></td>
<td>interpreting process for each area of focus area discussed in this</td>
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<td></td>
<td>course.</td>
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<td></td>
<td>Submit to course advisor in the assignment tool.</td>
</tr>
<tr>
<td>4/23</td>
<td>Collaborate Session 5</td>
</tr>
<tr>
<td>5/4</td>
<td>Assignment 3, Part D For this assignment you will create a report</td>
</tr>
<tr>
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<td>that incorporates your research, reading and observations over the</td>
</tr>
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<td></td>
<td>semester.</td>
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<td></td>
<td>Submit to course advisor in the assignment tool.</td>
</tr>
<tr>
<td>5/8</td>
<td>POST 5 Reflect on your learning in this course and discuss what part</td>
</tr>
<tr>
<td></td>
<td>of the learning will be most useful to you as an educational</td>
</tr>
<tr>
<td></td>
<td>interpreter. What information remains that you want to research</td>
</tr>
<tr>
<td></td>
<td>further and why is it of a priority for you? What resources do you</td>
</tr>
<tr>
<td></td>
<td>want to secure and how will they support your continuing education?</td>
</tr>
<tr>
<td>5/8</td>
<td>Fill out course evaluation. End of semester, congratulations!</td>
</tr>
<tr>
<td></td>
<td>Final grades will be posted within 3 days of the end of the semester.</td>
</tr>
</tbody>
</table>

INTR 433: K-12 Communication Assessment
## Assignments

### Assignment Overview

**NOTE:** Be sure to review the Rubrics for each part of the assignment before beginning the work.

<table>
<thead>
<tr>
<th>Part</th>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>Assignment 3 PART A</td>
<td><strong>Part A: Observation, Documentation, Assessment</strong> During a period of 2-3 weeks observe a deaf child in an interpreted classroom, assessing major communication aspects of the environment.</td>
</tr>
<tr>
<td>Part B</td>
<td>Assignment 3 PART B</td>
<td><strong>PART B – Consultation With Service Provider(s)</strong> This assignment is to help you gain access to the thinking and intentions behind classroom instruction and goals for children. For this assignment you will meet with the classroom teacher, and/or teacher of the deaf, and/or speech pathologist (whoever is most appropriate, depending on the child) and based on your classroom observations from part 1 you will discuss the completed PARC check sheet and your observations with this person.</td>
</tr>
<tr>
<td>1</td>
<td>Assignment 2 2 parts</td>
<td><strong>Non-content educational information and learning opportunities</strong> This assignment focuses on developing an idea of the type of non-content communication which occurs in interactions, and which is frequently left out of interpreted work in classrooms. <em>Child’s Communication and Interpreter Skill</em> Typically, assessment involves what signed/spoken content is left out of the interpreted work. This assignment focuses on developing an idea of the type of non-content communication left out of interpreted work.</td>
</tr>
<tr>
<td>1</td>
<td>Assignment 2 Part 1</td>
<td>Analyze the Shaw &amp; Jamison article and from it write up your perception of John’s experience of the described classroom education based on what is stated and implied in the article.</td>
</tr>
<tr>
<td>1</td>
<td>Assignment 2 Part 2</td>
<td>For part 2 of assignment 2 you will view two segments of classroom situations and discuss aspects of content and non-content related communication.</td>
</tr>
<tr>
<td>4</td>
<td>Assignment 3 4 parts</td>
<td>For this assignment you need to put together all aspects of classroom communication and formally deliver your observations and conclusions in either a formal report or a DVD presentation (supported by completed forms and notes). This assignment will require multiple observations of the same deaf student/interpreter, followed by consultation with an appropriate service provider, so early negotiation of its arrangement is strongly encouraged.</td>
</tr>
<tr>
<td>ONGOING</td>
<td>Assignment 1</td>
<td>Online Discussions: Throughout this course there are five (5) postings and four (4) Collaborate sessions set up to support your work throughout the semester. You must participate in a minimum of five (5) of these activities for the full 10 points. Each post/Collaborate session will be worth a total of 2 points.</td>
</tr>
</tbody>
</table>

**Points**

| Assignment 1 | 10 points |
| Assignment 2 2 parts | 30 points TOTAL (see breakdown below) |
| Assignment 2 Part 1 | 10 points |
| Assignment 2 Part 2 | 20 points |
| Assignment 3 4 parts | 60 points TOTAL (see breakdown below) |
| Assignment 3 PART A | 10 points |
| Assignment 3 PART B | 10 points |
Assignment 3

Part C: Develop Strategies for Interpreting

For part C you will review the topics, research and observations that you have worked on over the semester and develop strategies that would strengthen the interpreting process for each area of focus discussed in this course. You will use the student, teacher, classroom, and interpreter discussions and observations to create these strategies. Your final submission should include the issues being discussed, why these are issues and/or challenges and supported with observational examples, what the strategy is to improve the situation and why your presented approaches were selected.

10 points

Assignment 3

Part D: Formal Report

You may choose one of the reporting methods below (option 1 or option 2). Whichever you select, this may be the most formally developed and presented product you have ever created. It will be expected that research will be cited to support your recommendations. Additionally, you will need to submit copies of your observation worksheets, notes from the consultations, and your working notes with your final product.

1. Formal written report - Imagine a school district has contracted with you to report on a comprehensive communication assessment for a specific deaf child. Beyond the standard expectations for formal writing it would include sections explaining each major activity you have undertaken in this course, from a statement of purpose to formal recommendations and thoughts at the end. You will use the observations/interviews, etc. from parts A, B, C. (The length of the report should be no longer than 15 pages in length – excluding reference list).

2. Formal video presentation – The same as above, but presented as if that school district had invited you “up to 45 minutes” at a special meeting. Send the outline or mind-map from which you do your presentation to your Course Advisor, along with the other notes. Citations are required!

30 points

For a full description and rubric for each assignment see the Assignment Description document found in the Course Materials.

100 TOTAL

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment:
- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines for Written Assignments
Course Summary

Conclusion

INTR 433: K-12 Communication Assessment has brought you through a review of interpreting related classroom considerations (i.e. accessibility of environment, spoken language, instruction, and interpreting including non-content communication), applying your learning to assessing the communication context and function of a deaf child, consulting with a teacher or other service provider about the curriculum and instructional intentions, determining the teacher’s goals for the child, and developing strategies for interpretation. Assuming you have accomplished the goals of this course, you are moving on with a significant set of products and experience.

Depending on where you are in the program, this may have been your final course in the K-12 emphasis area, or it may be a springboard for further specialization. Either way, you now have an even more complete look at the communication that goes on in classrooms. It includes the teacher’s instructional intentions for an individual student, and for a classroom of children, including the opportunities for learning that unfold in the natural course of interaction. Making those instructional intentions and interactions fully accessible to deaf children, so they have as rich an educational experience as everyone else in the room, is the purpose of all of your courses. Take all your experiences and continue to apply the tools you have learned throughout your program to any interpreting situation to assess what is really going on related to communication, the demands on the interpreter, and how to best do the work you are there to do.

Key Points

What we hope you will remember from this class:

- Educational interpreters are related service providers who, as members of the educational team, are responsible for optimizing the educational opportunities for the students with whom they work.
- Interpreters have an ethical duty to convey information in the language most readily accessible to the individuals relying on their work.
- Communication analysis is a tool that can assist interpreters in optimizing their interpretations as well as provide information that may be beneficial to the IEP team.
- The ability to document, analyze, and report your observations in a professional manner will enhance your ability to become an actively participating member of the IEP team.

Next Steps

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:
1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;

2) Identify possible evidence items;

3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;

4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it's possible to work on all or part of a Coversheet at this time, why not draft it now?!) and finally,

5) Check in with classmates to see if some collaborative thinking might be worth your investment of time – what did others identify and how are they thinking of using the learning from this course?
Quality Instruction
Preparing
Qualified Interpreters