Protactile Language Interpreting National Education Program

This video montage is approximately 5 minutes long and consists of a series of video clips and still images. It begins with the PLI logo (the words Protactile Language Interpreting National Education Program under three shapes like the movement over the letters PLI in braille).

The first video clip is of Hayley Broadway sitting with a former DBII student, in the middle of the desert. They are using PT language. The video fades and the words “finding connections” appear on the screen.

The second video clip is of Jason (Jaz) Herbers telling a story in PT language to the DBI videographer. The video fades and the words “sharing stories” appear on the screen.

An image of John Lee Clark and CM Hall slowly moves across the screen, and then fades into a video of Jelica Nuccio demonstrating PT language on a mannequin. The mannequin does not have a face, arms, hands, or a lower half of the body. Jelica holds on to the end of a shirt sleeve pretending there in an arm there, and demonstrates PT language. A second clip of Jelica using the same mannequin appears, and in this clip Jelica jokes about there being no hands to use to demonstrate PT language, and points out that the mannequin is doing a good job wearing a mask. The video fades and the words “responding to pivots” appear on the screen.

An image of many DBII participants sit in a circle on the beach, all in contact. Jelica is teaching a lesson about PT language. The image fades to a video of Roberto Cabrera and Rebecca Cowan-Story teaching about the Vocational Rehabilitation process. The video fades and the words “building capacity” appear on the screen.

An image of DBII participants gathered around Jelica and John during a field trip to the textile museum as they practice describing objects in PT. The image fades to a video of Bapin Bhattacharyya demonstrating how to use a braille display device, to read and type a message. The video fades and the words “collaborating with experts” appear on the screen.

An image of DBII participants gathered around in a fishbowl activity, as Jelica explains PT language and linguistics. All participants are smiling. The image fades to a video of Jelica and CM Hall talking about a training for interpreters focused on PT principles. The video fades and the words “impacting interpreter education” appear on the screen.

An image of Roberto and Jelica during a mentor training fades to a video of Jaz, the PT videographer, and a former DBII participant engaged in a role play about PT interpreting and co-presence. The video fades and the words “developing curriculum” appear on the screen.

An image of DBII participants engaged in discussion with John during one of the learning sessions at the DeafBlind Interpreting Institute immersion program. The image fades to a video of Jelica and Vince demonstrating how to show role shifting in PT language. The video fades and the words “demonstrating language” appear on the screen.

An image of DBII participants and mentors around a table with many wearing blindfolds as they build a puzzle. Some people are involved in a conversation and others are focused on the activity. The image fades to a video of John and Jelica discussing recently published PT language research. The video fades and the words “conducting research” appear on the screen.

An image of Jelica working with a PT interpreter during a training for employees at the National Association of the Deaf. The image fades to a video of Hayley demonstrating how to describe objects to Kim Powers, a DeafBlind community member. Kim exclaims how excited she is to learn PT. The video fades and the words “teaching the community” appear on the screen.

Two images of various DBII participants involved in a Keep It Tactile (KIT) Zoom learning session. The image fades to a video of Jaz demonstrating PT linguistics with a former DBII participant and DBI videographer. The video fades and the words “cultivating growth” appear on the screen.

An image of a DBII participant asking Jaz a question during a breakout group session. The image fades to a video of Jelica and John discussing the need for continued advocacy in the DeafBlind community. The video fades and the words “advocating for change” appear on the screen.

An image of Jelica surrounded by many WOU students, in the first ever PT language class offered at the university level. The image fades to a video of Heather, Jelica, and CM filming a video for PLI participants. The video fades and the words “connecting with colleagues” appear on the screen.

An image of Jelica, Halene Anderson, and John discussing video production. The image fades to a video of Jelica and Hal (both wearing masks), answering questions from an online DBII session. Jelica is demonstrating how to use space in PT. The video fades and the words “fielding questions” appear on the screen.

An image of John and several DBII participants standing outside while on a campus tour. The image fades to a video of Jelica working with a PT interpreter as she and all of her students laugh. The video fades and the words “investing in the future” appear on the screen.

An image of DBII participants and Heather Pavey working together to mock-interpret a performance during the DeafBlind Interpreter Institute immersion program. Everyone is laughing. The image fades to Jelica and Heather Holmes concluding the video by affirming, that PLI is here for each person, and that only by working together can we be successful.

The video fades to the PLI logo with the words, “The journey continues” and the URL “[www.protactilelanguageinterpreting.org](http://www.protactilelanguageinterpreting.org)”, followed by “PLI is a grant funded by the US Department of Education Rehabilitation Services Administration, and is a project under the Research and Resource Center with deaf Communities at Western Oregon University. RSA GRANT H160D210002.” The screen fades to black and the video ends.