­

DeafBlind Interpreting:
Needs Assessment Key Findings and Domains and Competency Statements

2018

DeafBlind Interpreting National Training and Resource Center

Regional Resource Center on Deafness

**Western Oregon University

# Copyright and Funding Information

© 2018 DeafBlind Interpreting National Training and Resource Center

 Regional Resource Center on Deafness

 Western Oregon University

The DeafBlind Interpreting National Training and Resource Center is funded (2017 - 2021) by the US Department of Education, Rehabilitation Services Administration, CFDA #184.160D, Training of Interpreters Who Are Deaf and Individuals Who Are DeafBlind.

****

*DeafBlind Interpreting: Toward Effective Practice* is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 License. [www.creativecommons.org/licenses/by-nc-nd/3.0/](http://www.creativecommons.org/licenses/by-nc-nd/3.0/). Permission is granted to copy and disseminate this document for educational purposes, provided the DeafBlind Interpreting National Resource Training and Resource Center is credited as the source and referenced appropriately on any such copies.

*Federal Disclaimer: The contents of this document were developed under a grant from the Department of Education. However, the content does not necessarily represent the policy of the Department of Education, and does not necessarily assume endorsement by the Federal government.*

# Overview

The materials presented here on interpreting with DeafBlind people are intended for interpreters and interpreter educators, as well as for DeafBlind people seeking resources on advocacy and working with interpreters. There is also information useful to researchers, interpreter coordinators, vocational rehabilitation specialists, and others seeking to increase their knowledge in this area.

This document is available in electronic format on the DBI website at [www.dbinterpreting.org](http://www.dbinterpreting.org). It can also be found in the DBI digital repository online at <http://digitalcommons.wou.edu/dbi>, and in the NCDB Library.

DeafBlind Interpreting National Training and Resource Center

Western Oregon University

345 North Monmouth Ave. Monmouth, OR 97361

dbi@wou.edu

# About DBI


In 2017, Western Oregon University’s Regional Resource Center on Deafness (RRCD) was awarded five-year federal funding to establish a national center on DeafBlind interpreting.

With a strong commitment to evidence-based practice, the DeafBlind Interpreting National Training and Resource Center (DBI) was established. The goal of the Center is *to enhance communication access for persons who are DeafBlind by increasing the number of interpreters able to effectively interpret utilizing tactile communication and other strategies.*

The Center’s corpus of work falls within two broad-based activities: (1) conduction of a training program and (2) provision of a resource center and repository for service providers, including interpreters, who seek information to better serve their constituents.

DBI is located on the Western Oregon University campus in Monmouth, 25 miles west of the Oregon School for the Deaf in the capital of Salem. For over 50 years, Western has been awarded funding to support pre-professionals in fields such as interpreter training, Deaf and hard of hearing education, and rehabilitation counseling. Grant awards from the Rehabilitation Services Administration (RSA) and the Office of Special Education Programs (OSEP) continue to support innovative educational programs and emerging research and practice in these fields.

**DBI Vision**

DBI envisions a world that celebrates the life and culture of DeafBlind persons, a world where DeafBlind people have influence and control over their destiny and dreams.

**DBI Mission**

The mission of DBI is to honor the diversity and range of communication preferences of DeafBlind individuals, or those who have a combination of vision and hearing loss, by increasing the range and number of culturally-competent and qualified interpreters and mentors.

# Acknowledgements

This document is part of a larger publication. A great many stakeholders contributed to *DeafBlind Interpreting: Toward Effective Practice,* both in content and preparation. They represent DeafBlind professionals and consumers, working Deaf and hearing interpreters, interpreter educators, vocational rehabilitation professionals, advocacy agency personnel, and others with a connection to DeafBlind individuals.

DBI gratefully acknowledges all who took the time for thoughtful engagement in the project’s interviews, focus groups, and surveys. Without their active participation, this report would not have been possible. In particular, we would like to acknowledge the following individuals:

* The project’s primary consultants for their insights, commitment and guidance in the project’s development and implementation**:**
	+ Jelica Nuccio
	+ aj granda
* 2017-2021 Core Team Members for their role as project advisors:
	+ Jelica Nuccio
	+ aj granda
	+ Roberto Cabrera
	+ Jason Herbers
	+ Rebecca Cowan-Story
	+ Terra Edwards
* *Needs Assessment* designers, implementers, and synthesizers, for their direction and contributions to the gathering and analyzing of data:
	+ Needs Assessment Development Team: CM Hall, Heather Holmes, Cheryl Davis
	+ Annotated Bibliography: The National Task Force on DeafBlind Interpreting with collaboration from The National Center on Deaf-Blindness
	+ Survey Design: CM Hall, Heather Holmes (DBI)
	Evaluation Consultants: Sybille Guy & Patrick Aldrich of The Research Institute - Center on Research, Evaluation & Analysis
	+ Focus Groups and Interview Facilitators: CM Hall & Heather Holmes (DBI), Roberto Cabrera, Ian Guzman Aranda, and Chad A. Ludwig
* Expert Reviewers who vetted the competencies for helping ensure the validity and integrity of the Domains and Competencies yielded by the data:
	+ Rhonda Jacobs
	+ Karen Petronio
	+ Steven Collins
	+ Roberto Cabrera
	+ Rebecca Cowan-Story
	+ Terra Edwards
	+ Shelley Engstrom-Kestel
* Preparers of the publication for providing backbone to the Needs Assessment report:
	+ Editors: CM Hall, Heather Holmes
	+ Report Author: Pauline Annarino
	+ Technology and Online Designer: Elayne Kuletz
	+ Graphic and Layout Designer: Elayne Kuletz & Heather Holmes
	+ Grants and Contracts Technician: Konnie Sayers
	+ Federal Reviewer: Kristen Rhinehart-Fernandez
	+ Copy Editor: Melanie Thornton

# Table of Contents

[Copyright and Funding Information 2](#_Toc510464876)

[Overview 3](#_Toc510464877)

[About DBI 4](#_Toc510464878)

[Acknowledgements 5](#_Toc510464879)

[Table of Contents 7](#_Toc510464880)

[Key Findings of the DBI Needs Assessment 8](#_Toc510464881)

[Key Findings 9](#_Toc510464882)

[Summary 11](#_Toc510464883)

[Domains and Competencies 12](#_Toc510464884)

[Generalist Competencies 13](#_Toc510464885)

[DeafBlind Specialist Domains and Competencies 15](#_Toc510464886)

[Vetting of Domains and Competencies 20](#_Toc510464887)

[References 22](#_Toc510464888)

# Key Findings of the DBI Needs Assessment

The comprehensive *Needs Assessment*, conducted by DBI staff in 2017, revealed both standard and promising practices and identified a number of key competencies considered foundational to effective interpreting in this specialization. These competencies spanned the domains of language, culture, interpreting skill, and professionalism. Regardless of their place in the list below, all findings should be considered important when designing curricula.

Four major *Needs Assessment* activities and tools informed the key findings. They were:

1. An Annotated Bibliography
2. Focus Groups representing DeafBlind, interpreting and VR stakeholders
3. Survey data from 1,364 stakeholders
4. Interviews of 41 experts

The information gleaned from the data was rich in content and consistent in outcomes. Please refer to these supporting data documents as you peruse the following Key Findings.

## Key Findings

* By far, the most important competency a DeafBlind interpreter can possess is respect for and ability to promote a DeafBlind person’s autonomy and self-determination.
* A DeafBlind interpreter must be comfortable with touch. This has become the cultural precept and standard for working with this community.
* An appreciation for the diversity within the DeafBlind community and its culture, as well as how touch is viewed in various cultures is essential. This appreciation is most often acquired when the interpreter is involved in the DeafBlind community.
* As this setting, with its many moving parts, is most always fluid, interpreters must have strong interpersonal intelligence and possess the soft skills of flexibility, adaptability, and ease in adjustment.
* Honoring the communication methodology preferences of the DeafBlind consumer is mandatory. Not everyone uses TASL or PTASL. As such, a competent DeafBlind interpreter allows people to communicate in the way that is most comfortable for them.
* A successful DeafBlind interpreter will have a working knowledge of the wide range of communication modalities used by individuals who are DeafBlind.
* ASL and Tactile ASL (TASL) are the most commonly used communication modalities employed by approximately four of five DeafBlind interpreters. In contrast, while protactile ASL (PTASL) is on the rise as the preferred interpreting strategy by DeafBlind individuals, only three in ten interpreters responding currently use it. However, nine in ten respondents showed an interest in receiving PTASL training. There is a movement toward PTASL in both the DeafBlind and interpreting communities.
* It is important for a DeafBlind interpreter to be able to scan an environment and relay related information in a manner that is impartial and void of personal opinion or conjecture.
* One cannot overstate the importance of physical and mental stamina in this genre of interpreting.
* Competent DeafBlind interpreters are also experienced ASL interpreters. New/novice interpreters should not make DeafBlind interpreting their entrance to the interpreting field.
* Interpreter referral agencies are often challenged to elicit adequate information regarding DeafBlind interpreting assignments. DeafBlind interpreters should have the ability to assess all aspects of an assignment and be able to successfully mitigate any factors that will impede a successful communication experience, including excusing oneself from the assignment.
* Most DeafBlind interpreters work in community-based settings. Accordingly, education/training should focus on this setting.
* Teamwork is vital to successfully interpreting for DeafBlind people. Knowledge of teaming strategies, and respect for the interpreter/consumer team and the interpreter/interpreter team is fundamental.
* Understanding assistive technology is important because it supports communication facilitation.
* Many of the settings in which DeafBlind interpreters work originate in vocational rehabilitation. A competent interpreter will have a working knowledge of these settings and related terminology.

In addition:

* Interpreters who do not work as DeafBlind interpreters cite lack of opportunity and lack of requisite training as impediments.
* The most natural way to facilitate language development is through hands-on, experiential and applied learning with qualified DeafBlind instructors.
* There are few instructors nationwide providing DeafBlind-related trainings. More instructors, particularly those who are themselves DeafBlind, are needed at both the preservice and post-service level. In tandem, there is a need to prepare trainers/educators to provide effective DeafBlind interpreting instruction at both the pre- and post-service level.

## Summary

The findings of the multi-pronged *Needs Assessment* reinforce many of the current competencies noted in the literature. There were, though, overriding themes that clustered above the others. One was the disparity between what were deemed essential competencies and the application of them in actual interpreting settings. Another was the strong need for interpreters to recognize the importance of autonomy and self-determination and to know how to manage the various interpreting strategies that promote these values. Lastly was the need to be touch-centric and adaptable.

While the findings reflect both standard and promising practice, and have merit for any DeafBlind interpreting curriculum, one promising practice that encapsulates all of the key findings into its approach is protactile (PTASL). As a philosophy, the protactile movement promulgates the “DeafBlind Way,” a tenet rooted in the principle “…of, by, for, and with Deaf people,” or in this case, DeafBlind people. It values touch in the same way Deaf people value vision, ASL and the Deaf Community. It recognizes that today’s long-standing, visually-designed communication systems limit access and generate greater passivity on the part of the DeafBlind communication receiver. Simply stated, it charges that: 1) touch is central to a DeafBlind person’s way of life and should take a pivotal role in communication; 2) a great more information can and should be transmitted than is currently occurring; and that 3) those who best know how to do this are DeafBlind people.

As an attitude, it challenges DeafBlind individuals to actively own their communication access and the environment around it, rather than waiting for it to come to them, and charges the interpreter to allow this to happen. One DeafBlind woman shared her feelings about protactile: “When I use PTASL, I feel more aware of my environment, of my communicating partner, of myself as a Deafblind person and feel my Deafblind community is more in sync.”

As a method, PTASL streams a full range of communication and environmental information in real time, minimizing awkward lag times and turn-taking constraints. Information is relayed through tactile-generated language that is augmented by touch cues that describe the nonverbal/visual messages being conveyed by all persons in and around the communication event, as well as the status of the environment. Lastly, it incorporates a mantra of “ABC - Always Be in Contact.” PTASL is best summed up by this DeafBlind participant:

Protactile communication is immediate. Turn-taking is seamless. There are no awkward time lags or frustrating constraints. Information is received when it is produced, and there is a constant stream of information coming from the person you are talking to—like now, how Jelica is touching my knee and giving me constant feedback. It’s fantastic!

Given the movement toward PTASL, and its recognition as an emerging language, the PTASL philosophy and structure will underpin the curriculum guide created by the DBI project.

# Domains and Competencies

Educators appreciate the importance of accurately understanding the competencies needed to carry out a professional task before they start the process of curriculum design. Accurate competencies are derived when evidence-based inquiry is applied to their development, and stakeholders and experts participate in all aspects of their establishment.

The overarching goal of the *DBI Needs Assessment* is to, through the use of evidence-based inquiry protocols, establish industry-recognized standards of competence for practitioners who interpret for DeafBlind individuals. The information gleaned from the four *Needs Assessment* tools suggests that the following slate of domains and competencies be used when creating curriculum in this specialization. They have been vetted by a panel of experts in the field, which is described more fully at the close of this section.

## Generalist Competencies

Today’s working interpreters comprise a mosaic of Deaf and hearing interpreters situated on a continuum of competency ranging from novice to master. While evidence-based domains and competencies have not been established for this specialization, they have been generated for the generalist interpreter. A *generalist interpreter* is defined as a “practitioner who has more than superficial knowledge and competence to accurately and reliably interpret a wide range of low-risk communication interactions” (Witter-Merithew, Johnson, & Taylor, 2004, p. 10). Generalist domains and competencies were established in 2005, and published in *Entry-to-Practice Competencies for ASL-English Interpreters* (Wittier-Merithew & Johnson, 2005).

A key finding of the *Needs Assessment* was the need for any interpreter working in DeafBlind settings to possess a strong foundation of the following generalist competencies defined in *Entry-to-Practice Competencies for ASL-English Interpreters:*

| **Domain** | **Description** |
| --- | --- |
| Theory and Knowledge:  | Academic foundation and world knowledge essential to effective interpretation |
| Human Relations:  | Interpersonal competencies fostering effective communication and productive collaboration with colleagues, consumers, and employers |
| Language Skills: | Required levels of fluency in languages in which the interpreter works |
| Interpreting Skills: | Effective interpretation of a range of subject matter in a variety of settings |
| Professionalism: | Professional standards and practices |

## DeafBlind Specialist Domains and Competencies

The *Needs Assessment* further revealed that tactile interpreting demands a complex set of skills that go beyond language transmission. In addition to possessing a new vernacular, and the skills to interpret in multiple modalities, tactile interpreters engage in tasks that are co-occurring. An effective interpreter looks beyond the communicator to the social and physical environment and imparts the external dynamic while simultaneously conveying the overt language message. They must know how to guide a DeafBlind person and incorporate ergonomic strategies to alleviate the physical demands placed on the interpreter. They must understand and know how to maximize the power of touch.

The following domains and competencies extend beyond those of the generalist interpreter. The domains recognized as most important for practitioners to possess when interpreting for DeafBlind individuals include the following:

| **Domain** | **Description** |
| --- | --- |
| Culture and Community | The beliefs and norms of the DeafBlind community and its regional and modality-specific nuances, including the values of respect, autonomy and self-determination |
| Theory and Knowledge | Academic and world views on the myriad elements that affect the life experiences of DeafBlind individuals |
| Linguistic Parameters and Tactile Communication Modalities | Working knowledge of PTASL and recognition of its differentiation from visual ASL, awareness of other communication modalities such as haptics and Print-on-Palm |
| Consumer Assessment | Critical assessment skills that allow for the successful determination of the communication and environmental preferences of the consumer  |
| Interpreting Practice | The act of interpreting communication exchanges between all parties engaged in the communication, including the external environmental dynamic |
| Professionalism | Possession of the professional ethics, respect for professional development, and knowledge of business acumen  |

Within each domain is a slate of competencies deemed essential to effective communication. Drawn from the *Needs Assessment* findings, the competencies encompass the knowledge, attitudes, behaviors, and skills (KABS) recognized as most important by stakeholders. DBI does not presuppose that the slate is comprehensive or final. As in every field, as the needs of a target population evolve and change, so do the knowledge and skills needed to effectively respond to the change.

### Competencies by Domains

Interpreters working with DeafBlind persons demonstrate the following professional competencies:

#### Domain 1: Culture and Community

**Competency**: *Engaging in a reflective process to ensure practices promote the existence of a multi-faceted, autonomous, rich DeafBlind community, complete with a unique culture and community norms, and demonstrate respect for diversity*

**Primary KABS Addressed**: Development of *Attitudes* and *Behaviors*

A qualified interpreter demonstrates, among others:

1. Belief in an “…of, by, for, and with the DeafBlind” PTASL philosophy that allows DeafBlind people to define their communication and their culture
2. Understanding of the history and significance of oppression experienced by the DeafBlind community, and how power dynamics influence all aspects of a communication exchange
3. Recognition of the importance of touch-centric, as opposed to visually-centric, interpreting
4. Understanding of how relaying the physical and visual environment allows the DeafBlind individual to maintain autonomy, make decisions and control current and future environments
5. Recognition of the relationship between the "touch" norms of various cultures and the DeafBlind individual's communication preferences
6. Appreciation of the diversity in the DeafBlind community and promotion of their capabilities
7. Understanding the interpreter role and historical models and evolution in interpreting practice, from helper >> conduit >> communication facilitator >> bilingual/bicultural >> advocate >> ally and >> accomplice. An understanding of boundaries, what it is appropriate and when a behavior oversteps boundaries and overreaches on a DeafBlind person’s autonomy.

#### Domain 2: Theory and Knowledge

**Competency**: *Understanding of the theory and foundational knowledge that guides/drives decision-making and interpreting choices in interpreting practice*

**Primary KABS Acquisition**: Acquisition of *Knowledge*

A qualified interpreter demonstrates, among others, knowledge of the:

1. Various communication needs of DeafBlind people who rely on vision to see signs, such as those who use tracking or have close-vision, restricted vision, blurred vision or a combination
2. Various tactile interpreting communication methods utilized by DeafBlind people, including but not limited to protactile ASL or the visual, gestural, tactual, and/or aural/oral mode that matches the DeafBlind individual
3. Physical and mental demands placed on interpreters in this specialization setting and how to minimize them
4. Most prevalent community-based interpreting settings, such as vocational rehabilitation, health care, education and conferences
5. Legal and ethical mandates that govern and guide communication access for Deaf and DeafBlind individuals
6. “Touch” norms of various cultures, as well as gender roles and other culture-specific nuances
7. How different types of vision and hearing loss impact a DeafBlind individual’s communication choices

#### Domain 3: Linguistic Parameters and Tactile Communication Modalities

**Competency:** *A working knowledge and fluency in the tactual languages and other communication modalities most often used by people who are DeafBlind*

**Primary KABS Acquisition:** Development of *Behaviors* and *Skills*

A qualified interpreter demonstrates, among others, the ability to:

1. Express native or native-like competency in English, ASL, or other relevant visual or spoken languages
2. Engage in effective communication with a wide variety of DeafBlind people who use a variety of communication methods and modalities, including, but not limited to PTASL.
3. Using the preferred modality of the DeafBlind individual (either tactile, visual or a combination), assess and convey relevant non-linguistic information such as room descriptions, graphics, written texts, participants expressions, actions, etc.
4. Employ other communication touch tools such as haptics or Print-on-Palm
5. Use digital technology-based communication tools as a means of communication

#### Domain 4: Consumer Assessment

**Competency:** *The ability to, in concert with the DeafBlind consumer, determine the communication, physical, and environmental tools to be employed for the interpreting service to be provided*

**Primary KABS Acquisition:** Application of *Skills*

A qualified interpreter demonstrates, among others, the ability to:

1. Ask key questions of referral personnel regarding an assignment and the consumer to determine if the interpreter is best suited for the assignment
2. Identify the DeafBlind individual’s communication modality preference
3. Obtain from the DeafBlind individual their physical space and touch preferences
4. Establish feedback strategies to be employed throughout the assignment
5. Exhibit respect and sensitivity toward DeafBlind individuals with additional disabilities or with limited English language when engaging in consumer assessment protocols and procedures
6. Determine if the interpreter possesses the skills to meet the communication and environmental preferences of the DeafBlind individual, and appropriately excuse oneself from the assignment when necessary

#### Domain 5: Interpreting Practice

**Competency:** *In addition to understanding the basic tenets and possessing the skills that underpin the task of interpreting, the capability to apply the specialization skills associated with DeafBlind interpreting*

**Primary KABS Acquisition:**Application of *Skills*

A qualified interpreter demonstrates, among others, the ability to:

|  |
| --- |
| 1. Prepare for an interpreting assignment
2. Express native or native-like competency in English, ASL, or other relevant language
3. Apply various tactile modalities (e.g., ASL tracking, Print-on-Palm, etc.)
4. Apply effective techniques and strategies when conveying language tactilely (e.g., touch signals, turn-taking, back-channeling, three-way conversations, environmental cues, etc.)
5. Appropriately use expansion techniques
6. Control the communication flow so that effective understanding between parties can occur
7. Apply the most equivalent register to the communication being conveyed
8. Guide in the physical configuration of the interpreting environment to enhance participant understanding, while maximizing the interpreter’s ability to take in the non-language messages occurring in the environment
9. Effectively and with respect, foster a collaborative team interpreting environment that includes the DeafBlind person, as well as the Deaf and/or hearing members of the interpreting team, with conscientiousness and recognition of the potential power dynamics within the team (e.g., perceived roles, cultural disparities, discrimination, oppression, audism, vidism, distantism, etc.)
 |

#### Domain 6: Professionalism

**Competency:** *Internalization of and desire to promote a professional culture that reinforces professional growth and development*

**Primary KABS Acquisition:**Development of *Attitudes and Behaviors*

A qualified interpreter demonstrates, among others:

1. Participation in professional organizations that support or advocate for DeafBlind individuals
2. Keeping abreast of current trends in interpretation, linguistics, cultural studies, and research, including professional journals associated with vocational rehabilitation and DeafBlind topics
3. Pursuance of educational and interpreting credentials
4. Application of American cultural values to business norms, such as punctuality and conciseness in communications

# Vetting of Domains and Competencies

*Domains and Competencies* were reviewed in early 2018 by nine experts in the field. The group represented educators, practitioners, and vocational rehabilitation counselors for DeafBlind people. Of this group, three identified as DeafBlind, one as Deaf, and four as hearing.

Experts were asked to respond to the following slate of statements for each Domain/Competency, rating each set on a scale of 1 to 5, with a rating of five indicating “strongly agree” and a rating of 1 indicating “strongly disagree”.

1. The broad-based Competency is essential.
2. The primary KABS (knowledge, attitudes, behaviors, and skills) being addressed are correct.
3. The Demonstration of Competency statements are the most important ones an interpreter should possess.
4. The Demonstration of Competency statements are correctly placed in this domain.
5. The competency statements are clearly articulated.
6. Overall, this Domain section reflects a real-world need.

Respondents were also asked to share any change, thoughts, or explanations to their responses. Almost all comments made suggested minor alterations to grammar and word choice.

Based on a combined 324 responses from nine individuals, the overall rating of the relevance of the *Domains and Competencies* was 4.6, reflecting a group consensus of between “agree” and “strongly agree” as relevant to the act of DeafBlind interpreting. Ratings by Domain/Competency were as follows:

| **Domain** | **Competency** | **Average Score** |
| --- | --- | --- |
| Culture & Community | Engaging in a reflective process to ensure practices promote the existence of a multi-faceted, autonomous, rich DeafBlind community, complete with a unique culture and community norms, and demonstrate respect for diversity | 4.7 |
| Theory & Knowledge | Understanding of the theory and foundational knowledge that guides/drives decision-making and interpreting choices in interpreting practice  | 4.5 |
| Linguistic Parameters & Tactile Communication Modalities | A working knowledge and fluency in the tactual languages and other communication modalities most often used by individuals who are DeafBlind | 4.4 |
| Consumer Assessment | The ability to, in concert with the DeafBlind consumer, determine the communication, physical, and environmental tools to be employed for the interpreting service to be provided | 4.5 |
| Interpreting Practice | In addition to understanding the basic tenets and possessing the skills that underpin the task of interpreting, the capability to apply the specialization skills associated with DeafBlind interpreting | 4.5 |
| Professionalism | Internalization of and desire to promote a professional culture that reinforces professional growth and development | 4.7 |
| All Domains | All Competencies | 4.6 |

The *Domains and Competencies* identified in this *Needs Assessment* were based on the feedback of more than 1,200 stakeholders who have an impact on the lives of DeafBlind people, and were vetted by nine content experts. We hope that educators and trainers assign this slate of *Domains and Competencies* as foundational to their teaching content and practices, and that these *Domains and Competencies* spur dialogue that leads to the expression of philosophical ideas and new and bold approaches to interpreting for DeafBlind people.

# References

Witter-Merithew, A., Johnson, L. & Taylor, M. (2005). *Entry-to-practice competencies for ASL/English interpreters*. Greeley, CO: Distance Opportunities for Interpreter Training Centers.Retrieved from: <http://www.unco.edu/cebs/asl-interpreting/pdf/asl-english-interpretation/entry-to-practice-competencies.pdf>