

Job/Task Analysis for Deaf Interpreter Certification

Conducted on behalf of



By

Caviart

The Caviart Group, LLC

April 28, 2019

CONFIDENTIALITY

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The Caviart Group

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FOREWORD

The Center for the Assessment of Sign Language Interpretation (CASLI) promotes excellence in the delivery of interpreting services among diverse users of signed and spoken languages through professional development, networking, advocacy, and standards.

In 2018, CASLI began the process of assessing and revising the assessment for Deaf interpreter certification. As part of the deliberation process, CASLI undertook the process of conducting a job/task analysis (JTA). CASLI engaged The Caviart Group to conduct this study.

The Deaf Interpreter JTA study was designed to:

- Identify those tasks performed by Deaf Interpreters and the knowledge, skills and abilities (KSAs) that are required to perform those tasks.
- Provide information for an examination specification indicating the content and weighting for future Deaf Interpreter examinations.

DEFINITION OF A JOB/TASK ANALYSIS

The term “job/task analysis” (JTA) refers to a variety of systematic procedures designed to obtain information about the tasks performed on a job and/or the knowledge, skills and abilities and skills necessary to perform those tasks (Arver & Faley, 1988; Gael, 1983). A job/task analysis is the primary mechanism for establishing the job-relatedness of decisions concerning standards for professional certification and for supporting arguments of content validity for examinations constructed from the results of a job/task analysis. The job/task analysis described in this report was designed to be consistent with the AERA/APA/NCME *Standards for Educational and Psychological Testing*; the ANSI/ISO/IEC *International Standard 17024*; the *NCCA Standards for the Accreditation of Certification* and current best practices in testing.

THE JOB/TASK ANALYSIS METHODOLOGY

This study included a number of steps that provided for input from a diverse cross-section of Deaf interpreters.

A diverse panel of experienced practitioners in Deaf interpreting met in a face-to-face meeting. This panel had the primary responsibility developing a draft list of the tasks performed by Deaf Interpreters and the knowledge, skills and abilities believed to be important for competent performance of those tasks.

The panel met face-to-face on March 17 and 18, 2018 at Gallaudet University in Washington, DC. The meeting was facilitated by Clarence “Buck” Chaffee, President of The Caviart Group. During this meeting, the group discussed and came to consensus on the characteristics of a newly certified Deaf interpreter.

The description of the characteristics of such individuals created by the panel is as follows:

DEFINITION OF A NEWLY CERTIFIED DEAF INTERPRETER

Newly certified Deaf interpreters are able to accurately relay messages from ASL and other signed languages (along the continuum of those languages) as well as other forms of visual and tactile communication for Deaf and DeafBlind individuals and hearing people. They are able to interpret the language of Deaf participants in these conversations.

They are also able to make cross-cultural comparisons and assessments and adjust their communication as needed for the culture. They have a mastery of ASL and English and are able to assess the language needs of all parties in a communication.

Certified Deaf Interpreters are able to perform interpreting services alone or in a team with other Deaf or hearing interpreters in a variety of settings that involve vocabulary and subject matter that would normally not require a technical understanding of the subject. They are, however, able to determine their own ability to perform an interpretation which may require specialized knowledge or vocabulary.

MAJOR TASKS

With consideration for the characteristics described above, the committee drafted the following list of major tasks, organized across four phases of an interpreting opportunity that such individuals might undertake:

Pre-commitment activities (i.e., those activities that occur before the interpreter accepts or declines an engagement)

- a. Market to colleagues or consumers*
- b. Create a booking system*
- c. Convey personal skills to potential clients including use of web sites, social media, etc.*
- d. Build professional relationships and networks with the local community*
- e. Honor contractual commitments*
- f. Maintain reputation for trustworthiness*
- g. Establish the business relationship (i.e., rate, invoicing terms, etc.)*
- h. Research the nature of the assignment*
- i. Determine if the event fits the interpreter's skill set*
- j. Identify and assess compatibility of individuals for the interpreting team*
- k. Gather information about the job for clarification*
- l. Verify that no conflicts of interest exist*
- m. Define the scope of work*
- n. Identify appropriate attire for the work setting*
- o. Ensure that you are physically able to perform the task*
- p. Refer work to other colleagues when appropriate*
- q. Confirm location details*
- r. Determine the intent of the assignment*
- s. Follow clients' preference for interpreters*
- t. Assess personal cultural competence for engagement*
- u. Research local community resources*

Pre-encounter activities (i.e., those activities that occur before interpreting begins)

- a. Identify name signs and signs that may be encountered*
- b. Discuss the engagement logistics*
- c. Meet with participants to assess communication style/modalities*
- d. Meet with participants and review the process for the encounter*
- e. Ensure the communication mode of the consumers*
- f. Confirm the intent and level of detail for the interaction*
- g. Gather information about the participants in the interpretation*
- h. Examine physical arrangements for the encounter (environmental factors, sight lines, etc.)*
- i. Explore previous assignments, records, history, etc.*
- j. Perform a safety check and identify personal protective requirements, evacuation points, etc.*
- k. Request case files, historical notes, medical notes etc. for preview*

- l. Preview, translate written material for interpretation*
- m. Preview, translate written material for interpretation*
- n. Develop notes, cues, symbols, language thoughts, etc. for translations and rehearse as needed*
- o. Consider word/signs that will be most appropriate for the assignment*
- p. Be aware of issues about the encounter that might cause personal safety concerns*
- q. Meet with the team to discuss roles, signals etc.*
- r. Determine work plan for the team*
- s. Develop back-up strategies for technical problems*
- t. Identify team roles and leadership hierarchy*

Encounter (i.e., those activities that occur at the location of the interpreted event)

- a. Perform simultaneous interpreting (i.e., when interpreting occurs at the speed of the conversation and within a few seconds of the conversation)*
- b. Perform consecutive interpreting (i.e., when interpreting occurs during the intentional pause at the end of one or more ideas)*
- c. Clarify the needs of the Deaf consumer*
- d. Make sure that the messages are clearly communicated*
- e. Paraphrase as needed*
- f. Mediate turn taking to facilitate the control of the communication*
- g. Repair errors that may occur in the interpreting process*
- h. Ensure that the message is provided with appropriate environmental information*
- i. Ask for clarification from the participants when needed*
- j. Perform sight translation when appropriate*
- k. Translate from ASL to English or vice versa*
- l. Use visual aids as appropriate*
- m. Empower the consumers and providers to provide direct interaction*
- n. Encourage cultural sensitivity between parties in the room*
- o. Provide cultural mediation between the parties as appropriate*
- p. Use elicitation strategies to draw out information and seek clarification of meaning*
- q. Use strategies to maintain Deaf consumers focus on information relevant to the discourse*
- r. Convey meta-linguistic cues*
- s. Engage in communication with participants to ensure comprehension of the question before the response is conveyed*
- t. Reposition as needed to facilitate the physical movement of participants (such as when working with patients in a medical setting)*
- u. Adapt to unexpected changes*
- v. Comprehend the source message and its intent*
- x. Make sure that the communication matches the affect and integrity of the message*
- y. Modify interpreting approach - being creative and flexible in use of ASL features and other gestural strategies as appropriate*
- z. Be aware of the power dynamics existing in the situation*

- aa. Ensure that the interpretation abides by the situational protocols for the encounter*
- bb. Monitor the potential fatigue or emotional stress of the team*

Post-encounter (i.e., those activities that occur after the interpreter leaves the location of the interpreted event)

- a. Assess the encounter (to determine the effectiveness of the interpretation)*
- b. Seek feedback about the encounter from participants, colleagues, mentors, etc. (debriefing, follow-up calls, surveys, etc.)*
- c. Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)*
- d. Complete business aspects of interpreting (invoicing, record keeping, etc.)*
- e. Understand, use and apply the code of professional conduct*
- f. Understand, use and apply demand control schema*
- g. Perform professional development*
- h. Take steps to ensure confidentiality when appropriate*

The committee then considered and discussed the knowledge, skills and abilities required to perform each of these tasks competently. They also discussed the physical abilities that are required to perform the job. The group developed the following list of major knowledge, skills, abilities and physical abilities:

KNOWLEDGE

- a. *Knowledge of appropriate use of visual aids such as using pictures, Google, gesture, room visual cues*
- b. *Knowledge of best practices in interpreting*
- c. *Knowledge of communication styles and methods*
- d. *Knowledge of contract law related to interpreting agreements*
- e. *Knowledge of Deaf culture and its history*
- f. *Knowledge of different communications styles appropriate for different client profiles*
- g. *Knowledge of elicitation strategies to draw out information and seek clarification of meaning*
- h. *Knowledge of error repairing techniques*
- i. *Knowledge of ethical standards and practices*
- j. *Knowledge of HIPAA and confidentiality laws*
- k. *Knowledge of laws requiring reporting to authorities*
- l. *Knowledge of mentoring best practices*
- m. *Knowledge of national requirements for professional development*
- n. *Knowledge of potential power dynamics in different settings*
- o. *Knowledge of robust English and ASL vocabulary at all levels*
- p. *Knowledge of safety protocols (like OSHA, CPI, etc.)*
- q. *Knowledge of strategies to infer meaning in spite of production interference*
- r. *Knowledge of strategies to maintain Deaf consumer's focus on information relevant to the discourse (such as reiterating previous remark/question, making connections to earlier discussion, clarifying the point of remark/question).*
- s. *Knowledge of cultural sensitivities in various encounters*
- t. *Knowledge of techniques to provide feedback to participants after an encounter*
- u. *Knowledge of the Code of Professional Conduct*
- v. *Knowledge of the type/color of clothing that is appropriate for different settings*
- w. *Knowledge of tools/systems to develop translations*

- x. Knowledge of turn-taking strategies appropriate and generally accepted in English and in ASL*
- y. Knowledge of what constitutes a conflict of interest or the appearance of a conflict of interest*
- z. Knowledge of when situations require simultaneous interpreting*
- aa. Knowledge of the importance of understanding metalinguistic cues that are beyond the language which includes consciously analyzing production of the task*

SKILLS

- a. Skill in applying consecutive/simultaneous or blended interpreting*
- b. Skill in ASL to English translation and vice versa*
- c. Skill in contrast / comparison (ASL Expansion)*
- d. Skill in determining the pertinent information about an encounter*
- e. Skill in self-assessment of skills required for the job/position*
- f. Skill in developing strategies for maintaining message equivalency*
- g. Skill in filtering out irrelevant environmental information (output) while producing the message*
- h. Skill in identifying/resolving potential conflicts prior to the encounter*
- i. Skill in identifying appropriate protective gear that does not impede communication*
- j. Skill in monitoring the awareness of language and cross reference of both languages meaning*
- k. Skill in monitoring multiple sources of visual processes for accuracy*
- l. Skill in recognizing and mitigating physical impediments to an assignment*
- m. Skill in reformulation in ASL*
- n. Skill in using semantic choices for message equivalence*

ABILITIES

- a. Ability to adapt syntactic form (such as temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, adjusting register)*
- b. Ability to adapt the interpretation (register, genre, and variations of ASL) to the consumer (including considerations of age, gender, culture, health, and education level)*
- c. Ability to analyze possible controls*

- d. Ability to assess comprehension and adapt as needed during the task*
- e. Ability to assess consumer needs and to select the appropriate interpreting strategies and interventions (including consecutive or simultaneous interpreting)*
- f. Ability to assess the characteristics of the interpreting team to determine fit/suitability*
- g. Ability to assess the dynamics of the environment in which the assignment will occur*
- h. Ability to identify relevant environmental information that is relevant to the message or to consumer's preference*
- i. Ability to identify the potential triggers that may be caused by an assignment*
- j. Ability to identify the preferred communication modalities/preferences of the individuals in the conversation*
- k. Ability to incorporate visual descriptions in addition to interpreting process*
- l. Ability to simultaneously produce target language and receive source language*
- m. Ability to interpret body language and other affects of the speakers*
- n. Ability to monitor for message accuracy through any method (including lip-reading, back translating, CART etc.)*
- o. Ability to move along the continuum of communication styles as needed*
- p. Ability to perform sight translation of standard forms and instructions (such as medical forms) and written translation of the Deaf consumer's responses*
- q. Ability to provide contextual information (such as visual description, linkages among concepts discussed, added redundancy, examples, definitions, etc.)*
- r. Ability to recognize and negotiate cultural behaviors, values, mores, and discourse features and styles for effective communication*
- s. Ability to understand the intended outcome of a meeting*
- t. Ability to use alternative visual communication strategies to convey complex concepts*
- u. Ability to use short-term memory to chunk information*
- v. Ability to identify the potential triggers that may be caused by an assignment*
- w. Ability to identify the preferred communication modalities/preferences of the individuals in the conversation*
- x. Ability to identify the various communication profiles of the interpreting team*
- y. Ability to identify when situations require consecutive interpreting*
- z. Ability to maintain physical health required for interpreting*
- aa. Ability to select the appropriate attire for a setting*
- bb. Ability to understand the intended outcome of a meeting.*

PHYSICAL ABILITIES REQUIRED

- a. Able to see clearly enough with or without assistive technology to readily access the visual communication*
- b. Sufficient manual dexterity to be able to correctly produce parameters of ASL*

RATING SCALES

The committee discussed the appropriate rating scales to be used in the survey for both the task and knowledge/skill domains. The following scales were adopted:

FREQUENCY

How often would you expect a newly certified Deaf Interpreter to perform this task?

1. *Never*
2. *Rarely*
3. *Sometimes*
4. *Often*
5. *Always*

IMPORTANCE

How important is this task for competent performance of a newly certified Deaf Interpreter?

1. *Not important*
2. *Somewhat important*
3. *Important*
4. *Very important*
5. *Extremely important*

How important is this knowledge, skill or ability for competent performance of a newly certified Deaf Interpreter?

1. *Not important*
2. *Somewhat important*
3. *Important*
4. *Very important*
5. *Extremely important*

DEMOGRAPHIC QUESTIONS

In order to ensure that the survey respondents represented a cross-section of the individuals actually performing the job, the committee drafted the following demographic questions to be included in the survey:

How do you identify yourself?

Male

Female

Other

What is the highest level of formal education that you have completed?

I did not graduate from high school

High school, high school equivalent or baccalaureate degree

Associates degree or certificate program

Bachelor's Degree

Master's Degree

Doctoral Degree

Post-Doctoral Degree

How many paid years as a professional interpreter do you have?

Less than 5 years

5 to 10 years

11 to 15 years

15 to 20 years

21 to 25 years

26 to 30 years

More than 30 years

*What percentage of your interpreting service is performed in the following settings?
(Must total 100%)*

Personal / Community interpreting
Performing Arts
K-12 Education
Secondary Education (Undergraduate or graduate)
Legal
Medical
Mental health
Business
Corporate Education

*What percentage of your interpreting service is performed in each of the following
modes of service? (Must total 100%)*

In-person interpreting
Video Relay Service (VRS) interpreting
Video Remote Interpreting (VRI)

*What percentage of your interpreting service is performed for Deaf or hard of
hearing consumers with the following linguistic needs? (Must total 100%)*

American Sign Language
Pro-tactile, tactile or close vision ASL
Foreign Sign Language
Visual/gestural communication or "home signs"
Sight Translations (written English to ASL and vice versa)
Other

In which areas of practice do you specialize? (Select all that apply.)

DeafBlind
Legal
Medical
Mental Health
Graduate Education
Undergraduate Education
K-12
Corporate Education
Business
Entertainment
Other

Which statement best describes your interpreting practice? (Select one.)

Self-directed
Directed by others

Which statement best describes the nature of your interpreting practice? (Select one.)

Generalist
Specialist

What is your age?

Less than 30 years of age
31 to 40 years of age
41 to 50 years of age
51 to 60 years of age
More than 60 years of age

What is your race/ethnicity? (Select all that apply)

White
Black or African American
American Indian and Alaska Native
Asian
Native Hawaiian and Other Pacific Islander
Other

What is your ethnicity? (Select one.)

Hispanic or Latino

Non-Hispanic or non-Latino

SURVEY ADMINISTRATION

The Caviart Group used an Internet-based survey software system to deliver the final survey. Any computer with a web browser and a web connection could be used to access the survey.

On May 23, 2018 invitations to participate in the CASLI JTA survey were sent via email to 1,287 individuals on a mailing list provided by CASLI.

A total of 363 individuals accessed the survey instrument. Of these 216 were identified as valid responses¹.

ANALYSIS OF DEMOGRAPHIC INFORMATION

The following charts graphically depict the demographic information gathered in the job/task analysis survey for those individuals selecting the interpreter pathway. The purpose of collecting this data was to describe the population of individuals who responded to the survey and whose data was included in the final analysis. “N” represents the total number of responses for that demographic question. (Note: Respondents were not required to respond to any question after the pathway question.)

The purpose of this analysis is to determine whether the respondent population is demographically representative of the population of professional Deaf interpreters.

¹ Valid responses were those that rated 10 or more survey items, appeared to use the rating scale correctly (i.e., used more than one rating number, did not assign ratings to blank spaces, etc.) and identified themselves as actively involved in interpreting.

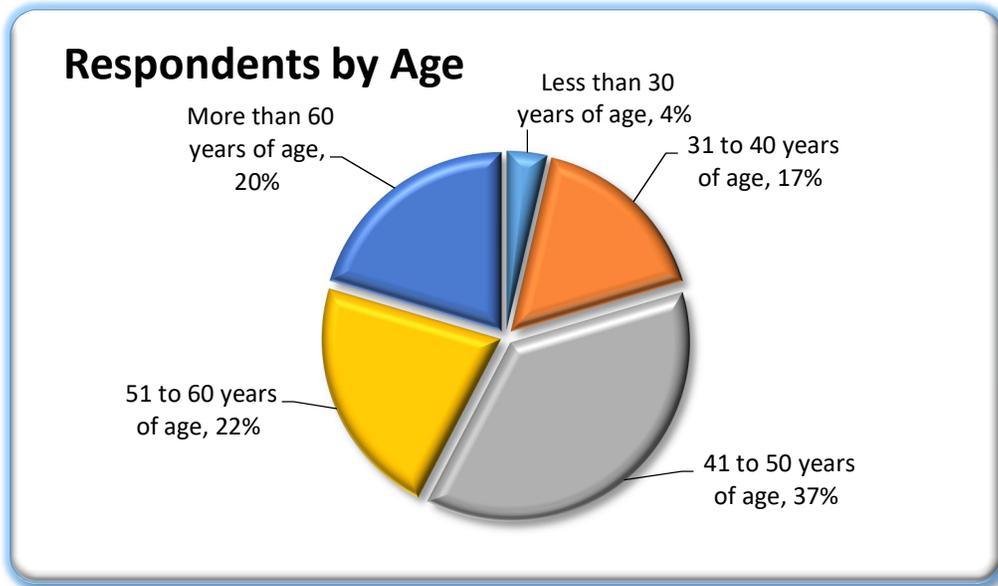


Figure 1. Respondents by Age

What is your age?	N	%
Less than 30 years of age	5	4%
31 to 40 years of age	23	17%
41 to 50 years of age	51	37%
51 to 60 years of age	30	22%
More than 60 years of age	28	20%
Total	137	100%

Table 1. Respondents by Age

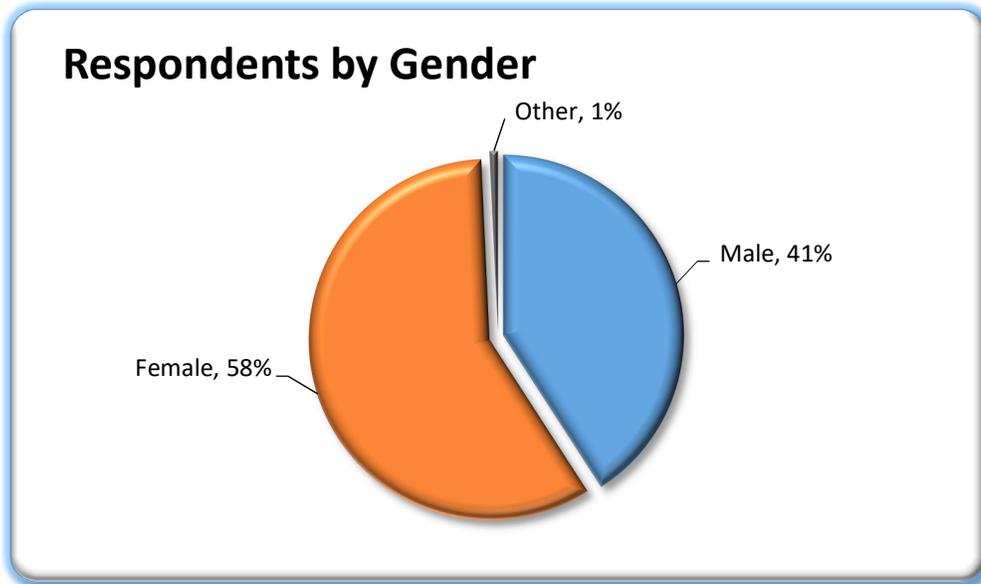


Figure 2. Respondents by Gender

How do you identify yourself?	N	%
Male	56	41%
Female	80	58%
Other	1	1%
Total	137	100%

Table 2. Respondents by Gender

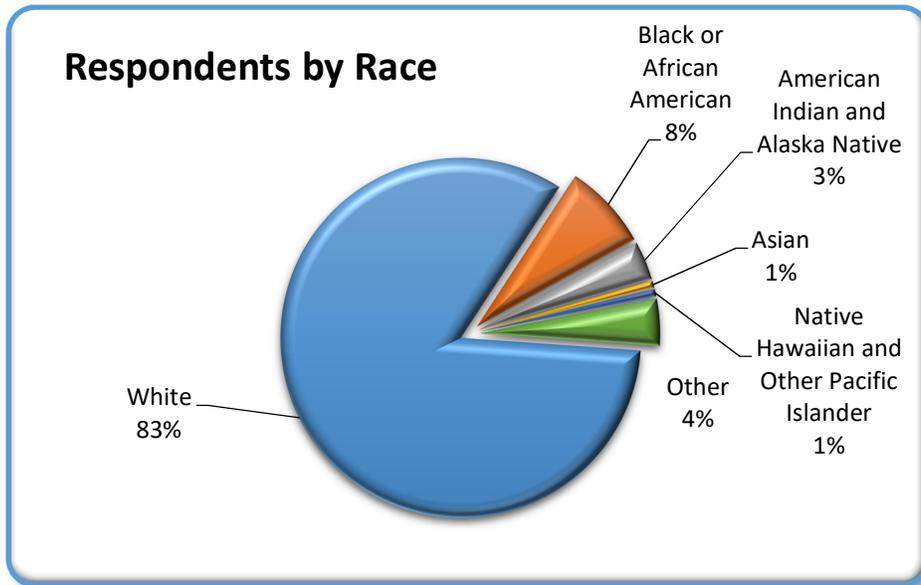


Figure 3. Respondents by Race

What is your race/ethnicity? (Select all that apply)	N	%
White	118	83.10%
Black or African American	11	7.75%
American Indian and Alaska Native	5	3.52%
Asian	1	0.70%
Native Hawaiian and Other Pacific Islander	1	0.70%
Other	6	4.23%
Total Responses	142	100%

Table 3. Respondents by Race

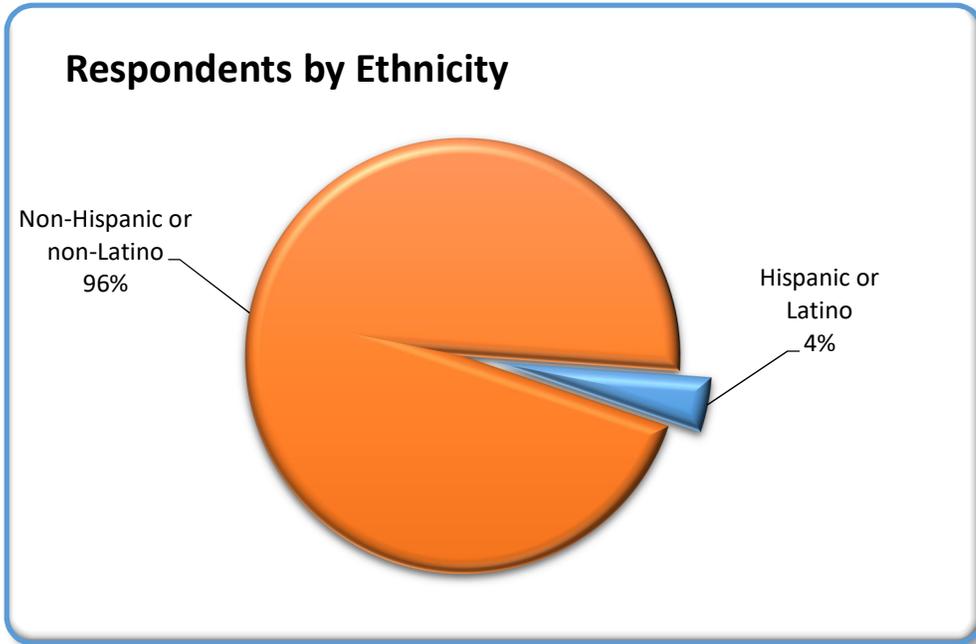


Figure 4. Respondents by Ethnicity

What is your ethnicity? (Select one)	N	%
Hispanic or Latino	5	4.10%
Non-Hispanic or non-Latino	117	95.90%
Total Responses	122	100%

Table 4. Respondents by Ethnicity

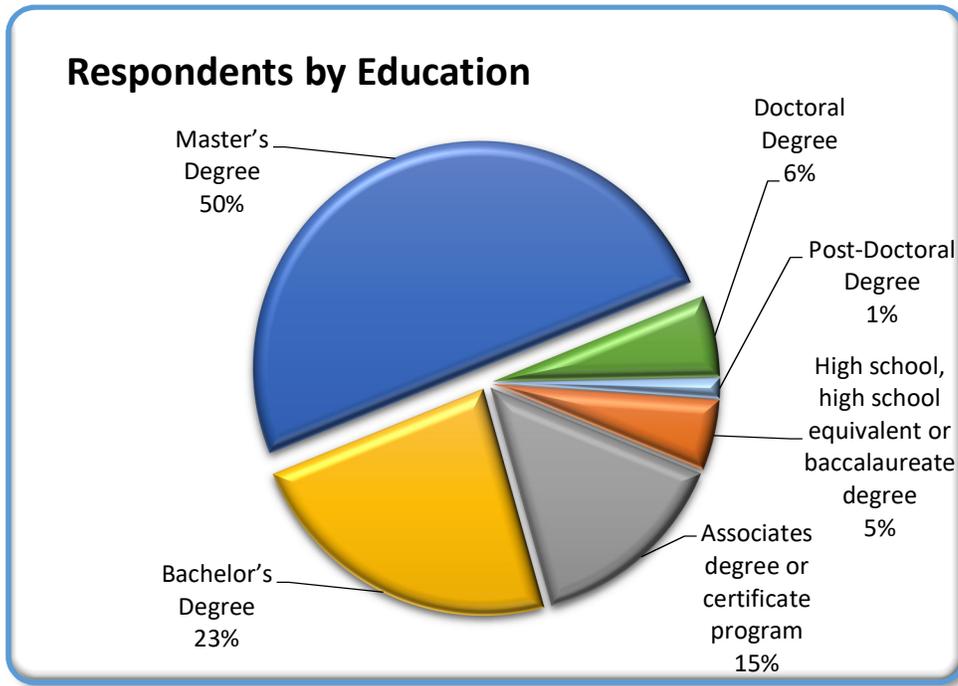


Figure 5. Respondents by Education

What is the highest level of formal education that you have completed?	N	%
I did not graduate from high school	0	0.00%
High school, high school equivalent or baccalaureate degree	7	5.07%
Associates degree or certificate program	20	14.49%
Bachelor's Degree	32	23.19%
Master's Degree	69	50.00%
Doctoral Degree	8	5.80%
Post-Doctoral Degree	2	1.45%
Total	138	100%

Table 5. Respondents by Education

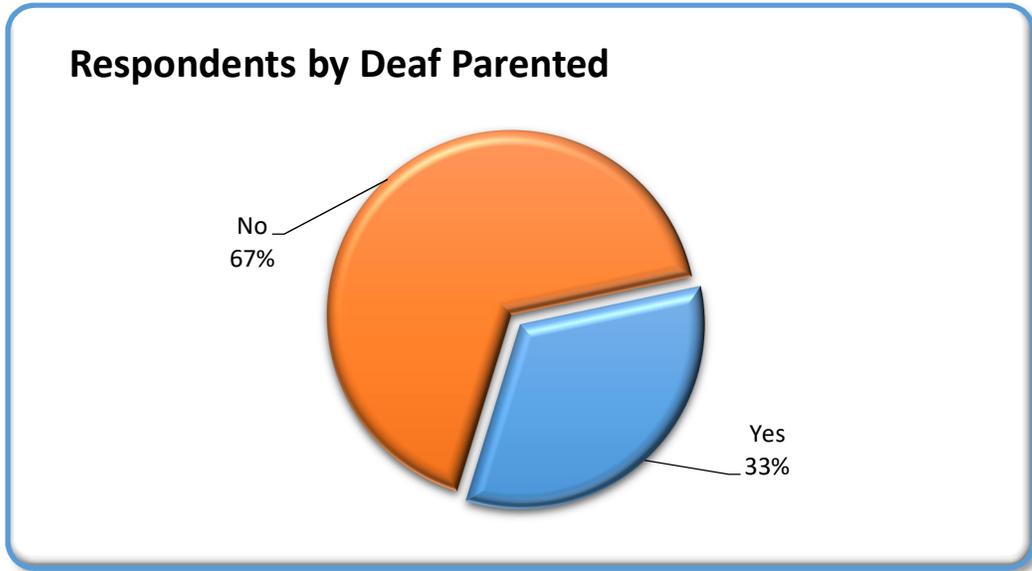


Figure 6. Deaf Parented Respondents

Are you a Deaf parented interpreter?	N	%
Yes	45	33.09%
No	91	66.91%
Total	136	100%

Table 6. Deaf Parented Respondents

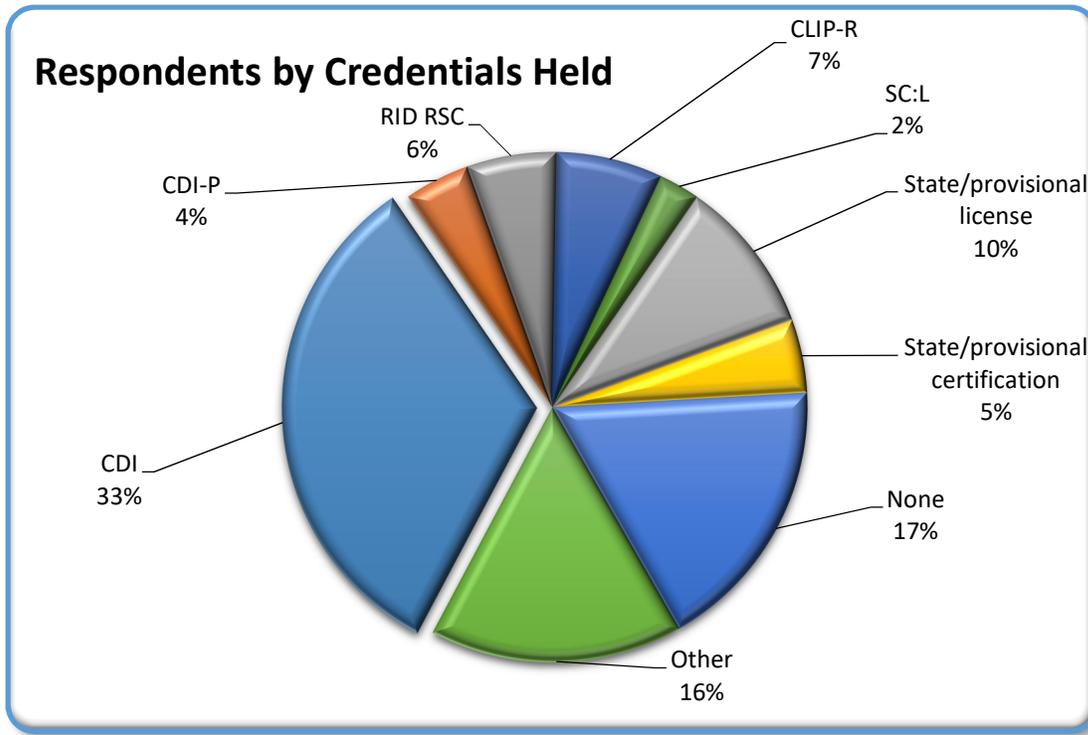


Figure 7. Respondents by Credentials Held

Which credential(s) do you hold? (Select all that apply)	N	%
CDI (Certified Deaf Interpreter)	63	32.64%
CDI-P (Certified Deaf Interpreter Provisional)	8	4.15%
RID RSC (Reverse Skills Certification)	11	5.70%
CLIP (Conditional Legal Interpreting Permit)	0	0.00%
CLIP-R (Conditional Legal Interpreting Permit-Relay)	13	6.74%
SC:L (Specialist Certificate: Legal)	5	2.59%
Prov. SC:L (Provisional Specialist Certificate: Legal)	0	0.00%
Specialist Certificate: Performing Arts (SC:PA)	0	0.00%
State/provisional license	19	9.84%
State/provisional certification	9	4.66%
None	34	17.62%
Other	31	16.06%
Total	193	100%

Table 7. Respondents by Credentials Held

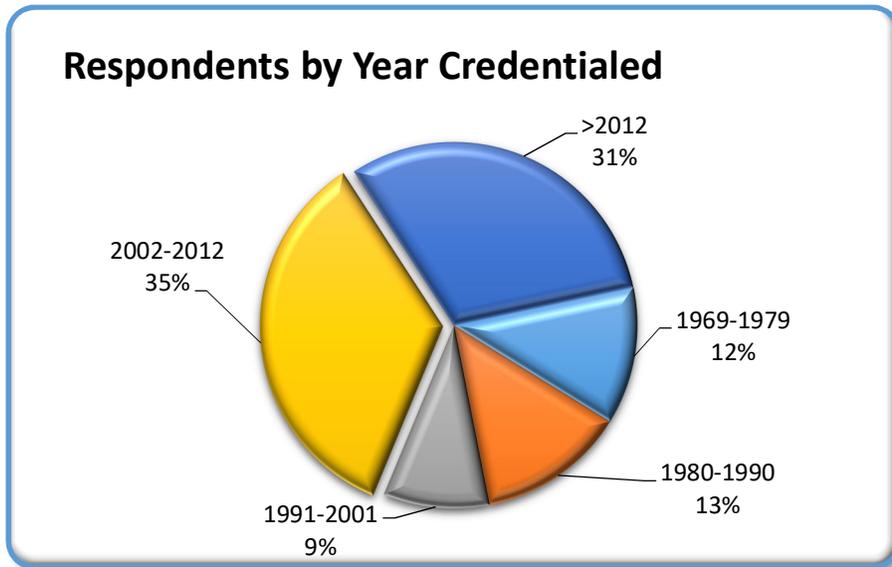


Figure 8. Respondents by Year Credentialed

In what year did you acquire your first credential in interpreting?	N	%
1969-1979	13	12.15%
1980-1990	14	13.08%
1991-2001	10	9.35%
2002-2012	37	34.58%
>2012	33	30.84%
Total	107	100%

Table 8. Respondents by Year Credentialed

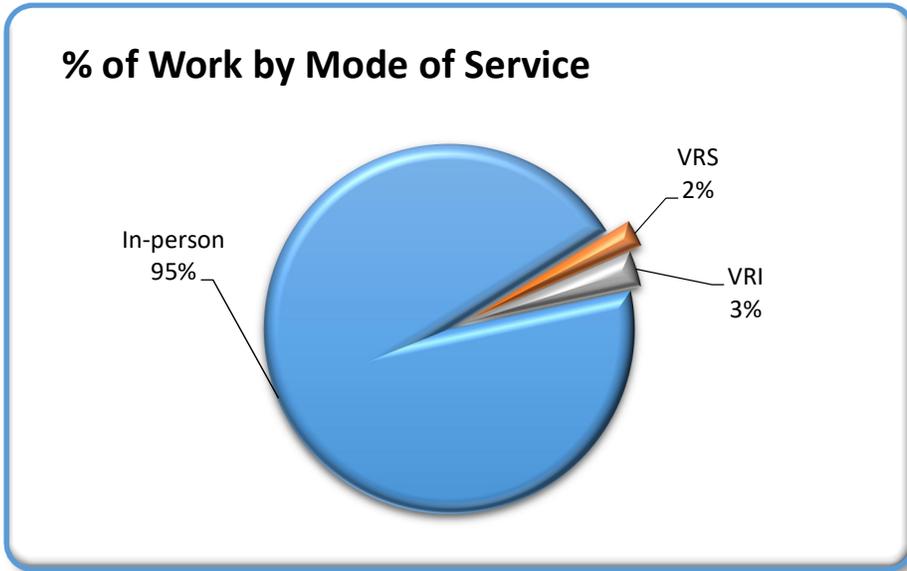


Figure 9. Respondents by Modes of Service

What percentage of your interpreting service is performed in each of the following modes of service?	%
In-person	94.50%
VRS	2.39%
VRI	3.16%
Total	100%

Table 9. Respondents by Modes of Service

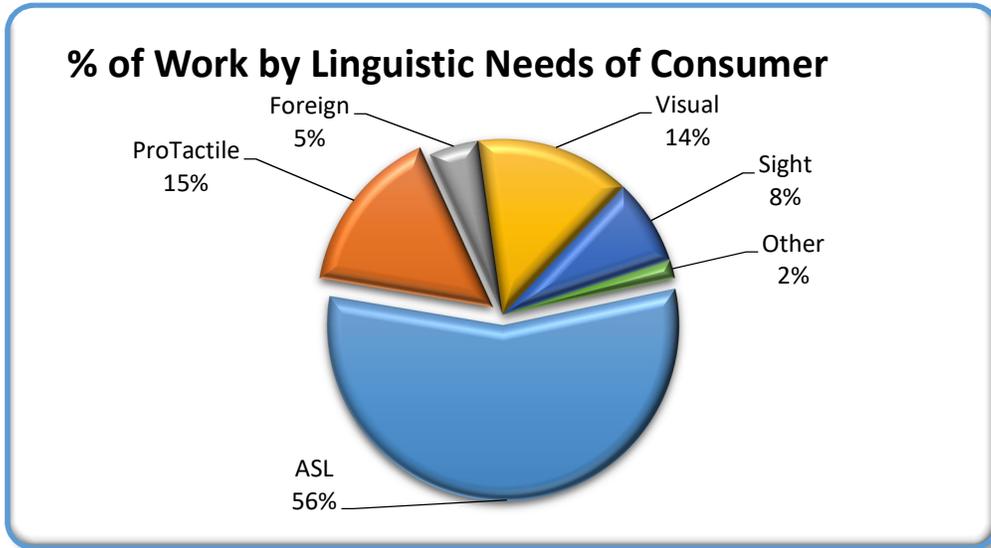


Figure 10. Respondents by Linguistic Needs of Consumers

What percentage of your interpreting service is performed for Deaf or hard of hearing consumers with the following linguistic needs?	%
American Sign Language	56.12%
Pro-tactile, tactile or close vision ASL	15.58%
Foreign Sign Language	4.60%
Visual/gestural communication or "home signs"	14.31%
Sight Translations (written English to ASL and vice versa)	7.92%
Other	1.72%
Total	100%

Table 10. Respondents by Linguistic Needs of Consumers

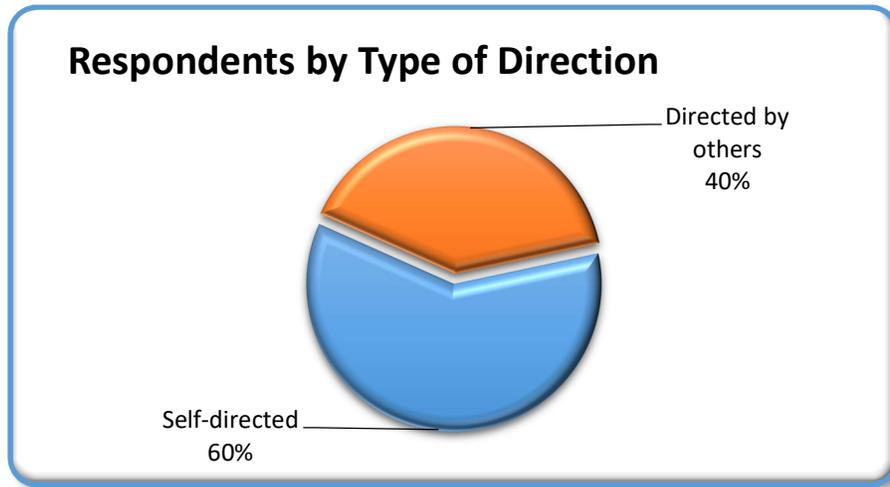


Figure 11. Respondents by Nature of Practice (Direction)

Which statement best describes the nature of your interpreting practice?	N	%
Self-directed (such as an independent agent)	81	60.00%
Directed by others	54	40.00%
Total	135	100%

Table 11. Respondents by Nature of Practice (Direction)

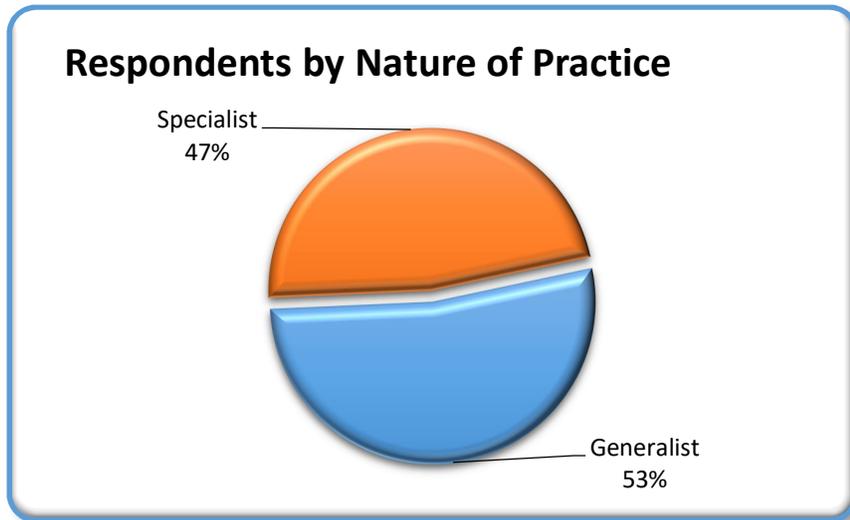


Figure 12. Respondents by Nature of Practice (Generalist v. Specialist)

Which statement best describes the nature of your interpreting practice?	N	%
Generalist	70	52.63%
Specialist	63	47.37%
Total	133	100%

Table 12. Respondents by Nature of Practice (Generalist v. Specialist)

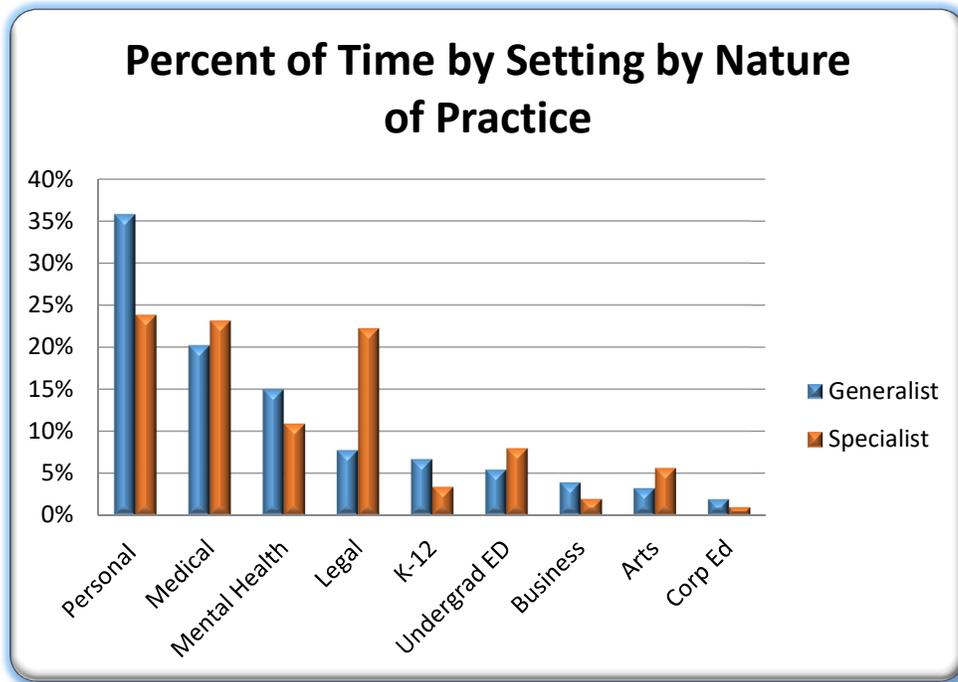


Figure 13. Respondents by % of Total Time by Setting by Nature of Practice

What percentage of your interpreting service is performed in the following settings?	Generalist	Specialist
Personal	35.80%	23.80%
Medical	20.23%	23.15%
Mental Health	15.00%	10.88%
Legal	7.73%	22.21%
K-12	6.70%	3.39%
Undergrad ED	5.46%	7.99%
Business	3.92%	1.95%
Arts	3.25%	5.64%
Corp Ed	1.90%	0.98%
Total	100%	100%

Table 13. Respondents by % of Total Time by Setting by Nature of Practice

DATA ANALYSIS

The purpose of the data analysis is to determine whether the survey population validates that the knowledge, skills and abilities identified by the EPP as required for the job of Deaf interpreters. Tasks are evaluated slightly differently from knowledge, skills and abilities.

The analysis first identifies tasks that are performed by a majority of the population and are deemed to be important for competent practice. The analysis then identifies knowledge, skills and abilities that are deemed to be important for competent practice.

Important knowledge, skills and abilities are then linked to important tasks. These knowledge, skills and abilities in the context of these tasks should be included in the examination specification.

To assist in the interpretation of the survey results, cut-points were established to differentiate more important activities and knowledge areas from less important activities and knowledge areas. Activities and knowledge areas not meeting one or more of the criteria were flagged for potential omission from the certification examination. The cut-points that were set in this study and their rationales are provided below.

ANALYSIS OF TASKS

PERCENT “DO”

The first analysis was to establish the percentage of respondents who indicated that they perform the task in their job. The respondents were asked to indicate how frequently they performed the task. The “Percent Do” scale reflects the percentage of the respondents that indicated that they performed the task at least occasionally. If more than 50% of the respondents indicated that they “never” perform the task, the task was not considered to be a core task for this job and was therefore not included for consideration in the certification program.

No tasks fell below this flag.

MEAN IMPORTANCE RATINGS

Mean importance ratings were computed for all task statements. The importance scale ranged from 1 (not important) to 5 (extremely important). Statements with mean importance ratings of less than 3.00 (the point on the scale that was defined as “important”) were flagged for review as potentially not sufficiently important to assess in the Deaf Interpreter examination.

Importance ratings play a critical role in the design of certification examinations. Professional and legal guidelines indicate that if content is to be included in an examination, the developer or user must be able to demonstrate that it is important for competent performance (AERA, 1985). The 3.00 cut-point recommended by The Caviart Group is consistent with this requirement of demonstrating job relevance.

STANDARD DEVIATION OF IMPORTANCE RATINGS

Finally, the standard deviation of importance responses was calculated. This is a measure of the degree to which the respondents agreed with each other. Low standard deviations indicate a high level of agreement while higher numbers mean that there was less agreement as to how the importance of the statement should be rated. Statements with a standard deviation above 1.50 were flagged for special review by the subject matter experts committee due to the relatively high level of disagreement among the survey respondents.

TASKS BY “% Do” AND MEAN IMPORTANCE

The table on the following page indicates the data collected for the task statements included in the survey. The meaning for each column is as follows:

Task	The task as stated in the survey.
N (Freq)	The total number of qualified respondents rating the frequency for this task.
Mean Freq	The mean of the responses for frequency for this task.
%Never	The percent of respondents indicating they “Never” perform the task (Response value = 1).
StDev Freq	The standard deviation of responses for frequency for this task.
N (Import)	The total number of qualified respondents rating the importance for this task.
Mean Importance	The mean of the frequency responses for importance for this task.
StDev Import	The standard deviation of responses for importance for this task.

2I + F

A calculation of 2 times the mean importance rating plus the mean frequency rating.

Task	N (Freq)	Mean Freq	%Never	StDev Freq	N Import	Mean Import	StDev Import	2I+F
Context: Pre-commitment activities								
a. Market to colleagues or consumers	213	3.33	0.06	1.11	209	3.52	1.19	10.37
b. Create a booking system	211	3.60	0.08	1.34	210	3.87	1.13	11.34
c. Convey personal skills to potential clients including use of web sites, social media, etc.	212	2.88	0.18	1.27	206	3.09	1.26	9.06
d. Build professional relationships and networks with the local community	209	4.22	0.00	0.84	209	4.46	0.71	13.14
e. Honor contractual commitments	209	4.59	0.01	0.80	208	4.67	0.64	13.93
f. Maintain reputation for trustworthiness	211	4.75	0.00	0.61	211	4.84	0.45	14.44
g. Establish the business relationship (i.e., rate, invoicing terms, etc.)	213	4.19	0.01	1.01	208	4.41	0.82	13.01
h. Research the nature of the assignment	199	4.09	0.01	0.95	198	4.31	0.85	12.72
i. Determine if the event fits the interpreter's skill set	199	4.38	0.02	0.90	195	4.62	0.69	13.62
j. Identify and assess compatibility of individuals for the interpreting team	196	3.95	0.04	1.06	194	4.20	0.87	12.35
k. Gather information about the job for clarification	198	4.13	0.02	0.97	197	4.24	0.83	12.60
l. Verify that no conflicts of interest exist	198	4.14	0.01	1.04	197	4.40	0.85	12.93
m. Define the scope of work	197	3.95	0.02	0.95	197	4.11	0.82	12.17
n. Identify appropriate attire for the work setting	198	4.41	0.02	0.96	199	4.31	0.89	13.03
o. Ensure that you are physically able to perform the task	193	4.25	0.03	1.04	190	4.25	0.88	12.76
p. Refer work to other colleagues when appropriate	192	3.66	0.03	1.14	191	3.95	0.99	11.55
q. Confirm location details	192	4.43	0.01	0.91	190	4.43	0.89	13.30
r. Determine the intent of the assignment	191	4.16	0.01	0.89	192	4.22	0.83	12.61
s. Follow clients' preference for interpreters	192	4.21	0.03	1.02	190	4.39	0.84	12.99
t. Assess personal cultural competence for engagement	191	4.12	0.02	1.04	192	4.30	0.91	12.72
u. Research local community resources	191	3.46	0.04	1.10	191	3.59	1.12	10.64
Context: Pre-encounter activities (i.e., those activities that occur before interpreting begins)								

a. Identify name signs and signs that may be encountered	181	4.12	0.00	0.84	181	4.08	0.94	12.29
b. Discuss the engagement logistics	182	4.03	0.00	0.94	180	4.01	0.95	12.05
c. Meet with participants to assess communication style/modalities	178	4.29	0.00	0.81	181	4.46	0.76	13.21
d. Meet with participants and review the process for the encounter	179	3.74	0.01	1.05	183	3.91	1.03	11.55
e. Ensure the communication mode of the consumers	182	4.46	0.01	0.85	179	4.54	0.69	13.53
f. Confirm the intent and level of detail for the interaction	180	4.02	0.01	0.92	179	4.15	0.89	12.31
g. Gather information about the participants in the interpretation	182	3.62	0.02	1.08	181	3.72	1.12	11.06
h. Examine physical arrangements for the encounter (environmental factors, sight lines, etc.)	176	4.32	0.00	0.87	175	4.32	0.86	12.96
i. Explore previous assignments, records, history, etc.	175	3.06	0.07	1.16	174	3.22	1.24	9.51
j. Perform a safety check and identify personal protective requirements, evacuation points, etc.	175	3.31	0.05	1.23	176	3.57	1.21	10.46
k. Request case files, historical notes, medical notes etc. for preview	173	2.79	0.17	1.28	174	3.21	1.24	9.22
l. Preview, translate written material for interpretation	175	3.58	0.03	1.20	174	3.84	1.13	11.26
m. Preview, translate written material for interpretation	170	3.62	0.01	1.13	168	3.92	1.03	11.47
n. Develop notes, cues, symbols, language thoughts, etc. for translations and rehearse as needed	168	3.36	0.06	1.26	169	3.73	1.13	10.82
o. Consider word/signs that will be most appropriate for the assignment	168	4.16	0.00	0.89	169	4.24	0.89	12.65
p. Be aware of issues about the encounter that might cause personal safety concerns	168	3.70	0.03	1.15	165	3.95	1.00	11.59
q. Meet with the team to discuss roles, signals etc.	167	4.20	0.00	0.92	165	4.31	0.88	12.82
r. Determine work plan for the team	165	4.05	0.01	0.99	166	4.20	0.94	12.45
s. Develop back-up strategies for technical problems	165	3.50	0.05	1.22	167	3.82	1.09	11.14
t. Identify team roles and leadership hierarchy	166	3.63	0.04	1.17	167	3.74	1.15	11.10

Context: Encounter (i.e., those activities that occur during the interpreted event)

a. Perform simultaneous interpreting (i.e., when interpreting occurs at the speed of the conversation and within a few seconds of the conversation)	165	3.53	0.01	0.97	164	3.73	1.09	11.00
b. Perform consecutive interpreting (i.e., when interpreting occurs during the intentional pause at the end of one or more ideas)	164	4.12	0.01	0.84	164	4.32	0.80	12.75
c. Clarify the needs of the Deaf consumer	163	4.35	0.00	0.77	164	4.64	0.64	13.63
d. Make sure that the messages are clearly communicated	162	4.74	0.00	0.54	164	4.79	0.55	14.31
e. Paraphrase as needed	164	4.18	0.00	0.86	165	4.31	0.86	12.80
f. Mediate turn taking to facilitate the control of the communication	164	3.91	0.00	0.88	164	4.13	0.90	12.16
g. Repair errors that may occur in the interpreting process	164	4.05	0.00	0.99	164	4.64	0.58	13.34
h. Ensure that the message is provided with appropriate environmental information	162	4.38	0.00	0.71	163	4.40	0.78	13.17
i. Ask for clarification from the participants when needed	163	4.27	0.00	0.87	164	4.57	0.62	13.42
j. Perform sight translation when appropriate	161	3.98	0.00	0.97	161	4.29	0.82	12.57
k. Translate from ASL to English or vice versa	164	3.96	0.01	1.01	161	4.24	0.92	12.45
l. Use visual aids as appropriate	159	3.71	0.01	0.98	159	4.13	0.94	11.97
m. Empower the consumers and providers to provide direct interaction	159	4.15	0.01	0.90	158	4.34	0.87	12.82
n. Encourage cultural sensitivity between parties in the room	160	3.89	0.01	0.99	159	4.13	0.91	12.16
o. Provide cultural mediation between the parties as appropriate	160	3.94	0.00	1.02	159	4.28	0.87	12.50
p. Use elicitation strategies to draw out information and seek clarification of meaning	160	4.20	0.00	0.81	158	4.39	0.76	12.98

q. Use strategies to maintain Deaf consumers focus on information relevant to the discourse	160	4.10	0.00	0.81	158	4.27	0.84	12.63
r. Convey meta-linguistic cues	155	3.99	0.00	0.84	155	4.05	0.88	12.09
s. Engage in communication with participants to ensure comprehension of the question before the response is conveyed	157	3.87	0.01	0.95	156	4.13	0.91	12.12
t. Reposition as needed to facilitate the physical movement of participants (such as when working with patients in a medical setting)	154	4.31	0.00	0.88	155	4.43	0.80	13.16
u. Adapt to unexpected changes	155	4.27	0.01	0.91	155	4.45	0.77	13.16
v. Comprehend the source message and its intent	155	4.57	0.00	0.62	155	4.66	0.65	13.90
w. Take notes during the interpretation when appropriate	154	2.94	0.08	1.08	154	3.36	1.13	9.66
x. Make sure that the communication matches the affect and integrity of the message	154	4.51	0.00	0.63	154	4.58	0.64	13.68
y. Modify interpreting approach - being creative and flexible in use of ASL features and other gestural strategies as appropriate	154	4.43	0.00	0.71	154	4.50	0.69	13.43
z. Be aware of the power dynamics existing in the situation	154	4.14	0.00	0.92	154	4.23	0.87	12.60
aa. Ensure that the interpretation abides by the situational protocols for the encounter	152	4.23	0.00	0.80	154	4.22	0.81	12.67
bb. Monitor the potential fatigue or emotional stress of the team	153	3.99	0.01	0.94	153	4.21	0.85	12.41
Context: Post-encounter (i.e., those activities that occur after the interpreter leaves the location of the interpreted event)								
a. Assess the encounter (to determine the effectiveness of the interpretation)	149	4.15	0.00	0.88	150	4.25	0.77	12.65
b. Seek feedback about the encounter from participants, colleagues, mentors, etc. (debriefing, follow-up calls, surveys, etc.)	148	3.68	0.01	1.02	150	3.93	0.93	11.53

c. Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	148	3.50	0.03	1.04	149	3.87	0.96	11.24
d. Complete business aspects of interpreting (invoicing, record keeping, etc.)	147	4.47	0.02	0.94	149	4.39	0.88	13.25
e. Understand, use and apply the code of professional conduct	149	4.64	0.00	0.64	149	4.70	0.61	14.03
f. Understand, use and apply demand control schema	148	4.25	0.02	0.92	146	4.32	0.89	12.88
g. Perform professional development	148	4.45	0.01	0.75	149	4.44	0.77	13.34
h. Take steps to ensure confidentiality when appropriate	148	4.84	0.00	0.50	149	4.87	0.41	14.58

ANALYSIS OF KNOWLEDGE, SKILLS AND ABILITIES (KSAs)

MEAN IMPORTANCE RATINGS

Mean importance ratings were computed for all knowledge, skills and abilities (KSAs) statements. The importance scale ranged from 1 (not important) to 5 (extremely important). Statements with mean importance ratings of less than 3.00 (the point on the scale that is defined as “important”) were flagged as potentially failing the importance rating.

Importance ratings play a critical role in the design of certification examinations. Professional and legal guidelines indicate that if content is to be included in an examination, the developer or user must be able to demonstrate that it is important for competent performance (AERA, 1985). The 3.00 cut-point recommended by The Caviart Group is consistent with this requirement of demonstrating job relevance.

STANDARD DEVIATION OF IMPORTANCE RATINGS

Finally, the standard deviation of importance responses was calculated. This is a measure of the degree to which the respondents agreed with each other. Low standard deviations indicate a high level of agreement while higher numbers mean that there was less agreement as to how the importance of the statement should be rated. Statements with a standard deviation above 1.50 were flagged for special review by the subject matter experts committee due to the relatively high level of disagreement among the survey respondents.

	N Import	Mean Import	StDev Import
Knowledge			
a. Knowledge of appropriate use of visual aids such as using pictures, Google, gesture, room visual cues	148	4.18	0.89
b. Knowledge of best practices in interpreting	148	4.47	0.67
c. Knowledge of communication styles and methods	147	4.64	0.54
d. Knowledge of contract law related to interpreting agreements	148	4.01	0.90
e. Knowledge of Deaf culture and its history	146	4.27	0.81
f. Knowledge of different communications styles appropriate for different client profiles	148	4.52	0.71
g. Knowledge of elicitation strategies to draw out information and seek clarification of meaning	147	4.46	0.70
h. Knowledge of error repairing techniques	148	4.47	0.64
i. Knowledge of ethical standards and practices	147	4.59	0.63
j. Knowledge of HIPAA and confidentiality laws	147	4.52	0.69
k. Knowledge of laws requiring reporting to authorities	147	4.50	0.73
l. Knowledge of mentoring best practices	146	3.85	0.99
m. Knowledge of national requirements for professional development	147	4.03	0.95
n. Knowledge of potential power dynamics in different settings	147	4.22	0.86
o. Knowledge of robust English and ASL vocabulary at all levels	147	4.56	0.63
p. Knowledge of safety protocols (like OSHA, CPI, etc.)	147	3.66	1.02
q. Knowledge of strategies to infer meaning in spite of production interference	147	4.40	0.76
r. Knowledge of strategies to maintain Deaf consumer's focus on information relevant to the discourse (such as reiterating previous remark/question, making connections to earlier discussion, clarifying the point of remark/question).	147	4.37	0.70
s. Knowledge of cultural sensitivities in various encounters	146	4.34	0.76
t. Knowledge of techniques to provide feedback to participants after an encounter	146	3.84	0.98
u. Knowledge of the Code of Professional Conduct	145	4.62	0.61
v. Knowledge of the type/color of clothing that is appropriate for different settings	144	4.29	0.82
w. Knowledge of tools/systems to develop translations	146	4.16	0.88
x. Knowledge of turn-taking strategies appropriate and generally accepted in English and in ASL	146	4.33	0.77

y. Knowledge of what constitutes a conflict of interest or the appearance of a conflict of interest	146	4.39	0.71
z. Knowledge of when situations require simultaneous interpreting	146	4.28	0.80
aa. Knowledge of the importance of understanding metalinguistic cues that are beyond the language which includes consciously analyzing production of the task	146	4.38	0.76

Skills

a. Skill in applying consecutive/simultaneous or blended interpreting	147	4.41	0.71
b. Skill in ASL to English translation and vice versa	147	4.54	0.67
c. Skill in contrast / comparison (ASL Expansion)	147	4.59	0.57
d. Skill in determining the pertinent information about an encounter	147	4.27	0.75
e. Skill in self-assessment of skills required for the job/position	146	4.33	0.77
f. Skill in developing strategies for maintaining message equivalency	147	4.56	0.62
g. Skill in filtering out irrelevant environmental information (output) while producing the message	147	4.31	0.76
h. Skill in identifying/resolving potential conflicts prior to the encounter	147	4.23	0.84
i. Skill in identifying appropriate protective gear that does not impede communication	145	3.61	0.97
j. Skill in monitoring the awareness of language and cross reference of both languages meaning	145	4.26	0.81
k. Skill in monitoring multiple sources of visual processes for accuracy	145	4.24	0.84
l. Skill in recognizing and mitigating physical impediments to an assignment	144	4.06	0.94
m. Skill in reformulation in ASL	145	4.52	0.67
n. Skill in using semantic choices for message equivalence	144	4.56	0.66

Abilities

a. Ability to adapt syntactic form (such as temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, adjusting register);	146	4.42	0.78
b. Ability to adapt the interpretation (register, genre, and variations of ASL) to the consumer (including considerations of age, gender, culture, health, and education level)	146	4.52	0.74
c. Ability to analyze possible controls	146	4.01	0.89
d. Ability to assess comprehension and adapt as needed during the task	146	4.43	0.77

e. Ability to assess consumer needs and to select the appropriate interpreting strategies and interventions (including consecutive or simultaneous interpreting)	145	4.41	0.76
f. Ability to assess the characteristics of the interpreting team to determine fit/suitability	146	4.15	0.90
g. Ability to assess the dynamics of the environment in which the assignment will occur	145	3.99	0.95
h. Ability to identify relevant environmental information that is relevant to the message or to consumer's preference	144	4.16	0.89
i. Ability to identify the potential triggers that may be caused by an assignment	143	3.88	0.92
j. Ability to identify the preferred communication modalities/preferences of the individuals in the conversation	143	4.43	0.71
k. Ability to incorporate visual descriptions in addition to interpreting process	143	4.29	0.81
l. Ability to simultaneously produce target language and receive source language.	143	4.30	0.83
m. Ability to interpret body language and other affects of the speakers	142	4.43	0.78
n. Ability to monitor for message accuracy through any method (including lip-reading, back translating, CART etc.)	143	3.98	1.00
o. Ability to move along the continuum of communication styles as needed	143	4.40	0.71
p. Ability to perform sight translation of standard forms and instructions (such as medical forms) and written translation of the Deaf consumer's responses	141	4.42	0.79
q. Ability to provide contextual information (such as visual description, linkages among concepts discussed, added redundancy, examples, definitions, etc.)	143	4.40	0.72
r. Ability to recognize and negotiate cultural behaviors, values, mores, and discourse features and styles for effective communication	142	4.30	0.80
s. Ability to understand the intended outcome of a meeting	143	4.24	0.85
t. Ability to use alternative visual communication strategies to convey complex concepts	143	4.34	0.77
u. Ability to use short-term memory to chunk information	142	4.27	0.78
v. Ability to identify the potential triggers that may be caused by an assignment	142	3.88	0.89
w. Ability to identify the preferred communication modalities/preferences of the individuals in the conversation	142	4.35	0.76
x. Ability to identify the various communication profiles of the interpreting team	142	4.16	0.88

y. Ability to identify when situations require consecutive interpreting	142	4.42	0.74
z. Ability to maintain physical health required for interpreting	142	4.22	0.90
aa. Ability to select the appropriate attire for a setting	141	4.12	0.87
bb. Ability to understand the intended outcome of a meeting.	142	4.19	0.84

CONCLUSION

The analysis of the data collected through this Job/Task Analysis study confirm that the study has appropriately and accurately identified the tasks performed by newly certified interpreters and the knowledge and abilities required to perform those tasks.

Therefore, an examination specification can be constructed using this data that will result in a valid, fair and legally defensible certification examination.

APPENDIX A: SURVEY AS DISTRIBUTED

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Deaf Interpreter Certification Job/Task Analysis Survey

The Center for Assessment of Sign Language Interpreters (CASLI) has commissioned this study of Deaf interpreting professionals to define the content of a new certification examination. The results of this study will ensure that the new examination is an appropriate and valid assessment of Deaf interpreters. Your participation will help to ensure that the results accurately reflect the knowledge, skills, and abilities actually required for Deaf interpreters to provide interpreting services competently.

The survey consists of three sections as follows:

1. Tasks
2. Knowledge, Skills, and Abilities
3. Demographic Questions

It will take you about 20 minutes to respond to these questions. You may leave the survey and return at another time if you need to. The system will record your responses for all completed pages. If you do leave the site, be sure to use the same link to return to the survey.

Each person can take the survey only one time.

Thank you for your participation in this important study!

CONTACT US - This survey is being conducted for CASLI by The Caviart Group, LLC, a professional certification and testing consulting company. Please email cchaffee@thecaviartgroup.com if you have any questions. You should expect a response within 2 business days.

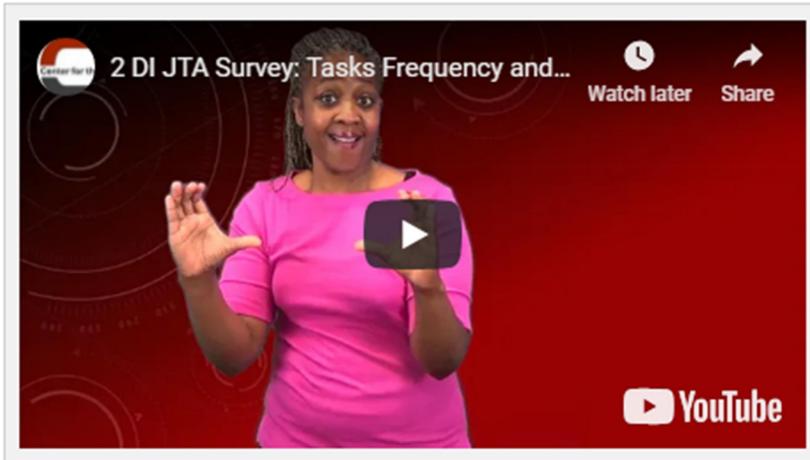
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Deaf Interpreter Certification Job/Task Analysis Survey



Tasks

This section presents a list of tasks that certified Deaf interpreters may perform. "Tasks" are things that professionals do to carry out their job. Tasks are grouped by "Context," which provides an indication of the setting or major functional area in which the task may occur.

There are two rating scales for each task - one for "Frequency" and one for "Importance."

Frequency

The frequency question asks "How often do newly certified Deaf interpreters perform this task?"

There are five responses available ranging from "Never" to "Always."

Importance

This scale asks "How important is this task to competent performance of the job of a newly certified Deaf interpreter?"

There are five responses available ranging from "Not Important" to "Very Important."

Importance

This scale asks "How important is this task to competent performance of the job of a newly certified Deaf interpreter?"

There are five responses available ranging from "Not Important" to "Very Important."

Frequency and importance are not always linked. Professionals may do some tasks very often, but the task may not be terribly important to performing the job competently. Conversely, there may be other tasks that are performed very infrequently that are very important to the job.

Example: Doctors frequently treat patients with a common cold, but they may only see a life-threatening infection a few times in their career. The importance of correctly treating a cold, however, is much lower than the importance of correctly treating the infection.

Be certain to provide a rating for both "Frequency" and "Importance" for each task.

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Pre-commitment activities (i.e., those activities that occur before the interpreter accepts or declines an engagement)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Market to colleagues or consumers	<input type="radio"/>									
b. Create a booking system	<input type="radio"/>									
c. Convey personal skills to potential clients including use of web sites, social media, etc.	<input type="radio"/>									
d. Build professional relationships and networks with the local community	<input type="radio"/>									
e. Honor contractual commitments	<input type="radio"/>									
f. Maintain reputation for trustworthiness	<input type="radio"/>									
g. Establish the business relationship (i.e., rate, invoicing terms, etc.)	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Pre-commitment activities (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
h. Research the nature of the assignment	<input type="radio"/>									
i. Determine if the event fits the interpreter's skill set	<input type="radio"/>									
j. Identify and assess compatibility of individuals for the interpreting team	<input type="radio"/>									
k. Gather information about the job for clarification	<input type="radio"/>									
l. Verify that no conflicts of interest exist	<input type="radio"/>									
m. Define the scope of work	<input type="radio"/>									
n. Identify appropriate attire for the work setting	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Pre-commitment activities (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
o. Ensure that you are physically able to perform the task	<input type="radio"/>									
p. Refer work to other colleagues when appropriate	<input type="radio"/>									
q. Confirm location details	<input type="radio"/>									
r. Determine the intent of the assignment	<input type="radio"/>									
s. Follow clients' preference for interpreters	<input type="radio"/>									
t. Assess personal cultural competence for engagement	<input type="radio"/>									
u. Research local community resources	<input type="radio"/>									

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For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

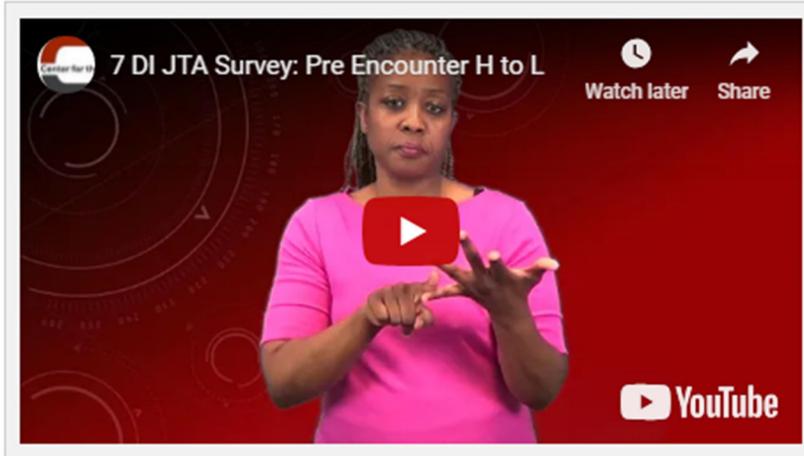
Context: Pre-encounter activities (i.e., those activities that occur before interpreting begins)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Identify name signs and signs that may be encountered	<input type="radio"/>									
b. Discuss the engagement logistics	<input type="radio"/>									
c. Meet with participants to assess communication style/modalities	<input type="radio"/>									
d. Meet with participants and review the process for the encounter	<input type="radio"/>									
e. Ensure the communication mode of the consumers	<input type="radio"/>									
f. Confirm the intent and level of detail for the interaction	<input type="radio"/>									
g. Gather information about the participants in the interpretation	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Pre-encounter activities (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
h. Examine physical arrangements for the encounter (environmental factors, sight lines, etc.)	<input type="radio"/>									
i. Explore previous assignments, records, history, etc.	<input type="radio"/>									
j. Perform a safety check and identify personal protective requirements, evacuation points, etc.	<input type="radio"/>									
k. Request case files, historical notes, medical notes etc. for preview	<input type="radio"/>									
l. Preview, translate written material for interpretation	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Pre-encounter activities (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
m. Preview, translate written material for interpretation	<input type="radio"/>									
n. Develop notes, cues, symbols, language thoughts, etc. for translations and rehearse as needed	<input type="radio"/>									
o. Consider word/signs that will be most appropriate for the assignment	<input type="radio"/>									
p. Be aware of issues about the encounter that might cause personal safety concerns	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Pre-encounter activities (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
q. Meet with the team to discuss roles, signals etc.	<input type="radio"/>									
r. Determine work plan for the team	<input type="radio"/>									
s. Develop back-up strategies for technical problems	<input type="radio"/>									
t. Identify team roles and leadership hierarchy	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Encounter (i.e., those activities that occur during the interpreted event)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Perform simultaneous interpreting (i.e., when interpreting occurs at the speed of the conversation and within a few seconds of the conversation)	<input type="radio"/>									
b. Perform consecutive interpreting (i.e., when interpreting occurs during the intentional pause at the end of one or more ideas)	<input type="radio"/>									
c. Clarify the needs of the Deaf consumer	<input type="radio"/>									
d. Make sure that the messages are clearly communicated	<input type="radio"/>									
e. Paraphrase as needed	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey

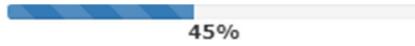


For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Encounter (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
f. Mediate turn taking to facilitate the control of the communication	<input type="radio"/>									
g. Repair errors that may occur in the interpreting process	<input type="radio"/>									
h. Ensure that the message is provided with appropriate environmental information	<input type="radio"/>									
i. Ask for clarification from the participants when needed	<input type="radio"/>									
j. Perform sight translation when appropriate	<input type="radio"/>									
k. Translate from ASL to English or vice versa	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Encounter (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
l. Use visual aids as appropriate	<input type="radio"/>									
m. Empower the consumers and providers to provide direct interaction	<input type="radio"/>									
n. Encourage cultural sensitivity between parties in the room	<input type="radio"/>									
o. Provide cultural mediation between the parties as appropriate	<input type="radio"/>									
p. Use elicitation strategies to draw out information and seek clarification of meaning	<input type="radio"/>									
q. Use strategies to maintain Deaf consumers focus on information relevant to the discourse	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Encounter (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
r. Convey meta-linguistic cues	<input type="radio"/>									
s. Engage in communication with participants to ensure comprehension of the question before the response is conveyed	<input type="radio"/>									
t. Reposition as needed to facilitate the physical movement of participants (such as when working with patients in a medical setting)	<input type="radio"/>									
u. Adapt to unexpected changes	<input type="radio"/>									
v. Comprehend the source message and its intent	<input type="radio"/>									

Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Encounter (continued)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
w. Take notes during the interpretation when appropriate	<input type="radio"/>									
x. Make sure that the communication matches the affect and integrity of the message	<input type="radio"/>									
y. Modify interpreting approach - being creative and flexible in use of ASL features and other gestural strategies as appropriate	<input type="radio"/>									
z. Be aware of the power dynamics existing in the situation	<input type="radio"/>									
aa. Ensure that the interpretation abides by the situational protocols for the encounter	<input type="radio"/>									
bb. Monitor the potential fatigue or emotional stress of the team	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Post-encounter (i.e., those activities that occur after the interpreter leaves the location of the interpreted event)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
a. Assess the encounter (to determine the effectiveness of the interpretation)	<input type="radio"/>									
b. Seek feedback about the encounter from participants, colleagues, mentors, etc. (debriefing, follow-up calls, surveys, etc.)	<input type="radio"/>									
c. Provide feedback to supervisor, referral agency, etc. about the needs of the participants (for future engagements)	<input type="radio"/>									
d. Complete business aspects of interpreting (invoicing, record keeping, etc.)	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



For each of the following tasks please indicate how often a Deaf interpreter who possesses the minimum level of skills needed for certification would perform the task and how important the task is to competent performance of their job.

Context: Post-encounter (i.e., those activities that occur after the interpreter leaves the location of the interpreted event)

	Frequency					Importance				
	Never	Rarely	Sometimes	Often	Always	Not Important	Somewhat Important	Important	Very Important	Extremely Important
	1	2	3	4	5	1	2	3	4	5
e. Understand, use and apply the code of professional conduct	<input type="radio"/>									
f. Understand, use and apply demand control schema	<input type="radio"/>									
g. Perform professional development	<input type="radio"/>									
h. Take steps to ensure confidentiality when appropriate	<input type="radio"/>									

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Deaf Interpreter Certification Job/Task Analysis Survey



Knowledge, Skills and Abilities

This section presents a list of knowledge, skills, and abilities; physical abilities; and attributes that Deaf interpreters may need to perform important tasks. Knowledge refers to facts or concepts that one must possess to perform a task. A skill is an observable competence that is required to perform a task. An ability is the competence to use knowledge and skills to complete a task. For example, to write a novel an author needs to have the knowledge of grammar, composition, literary devices, etc.; skill in character development, document organization, word processing, etc.; and the ability to use this knowledge and skill to create an interesting and thought provoking story. There is one scale for each item - "*Importance*." This scale asks "How important is this knowledge, skill or ability to competent performance of the job of a Deaf interpreter?" There are five responses available ranging from "Not Important" to "Very Important."

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Deaf Interpreter Certification Job/Task Analysis Survey

How important is this knowledge to competent performance of the job of a Deaf interpreter?



	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Knowledge of appropriate use of visual aids such as using pictures, Google, gesture, room visual cues	<input type="radio"/>				
b. Knowledge of best practices in interpreting	<input type="radio"/>				
c. Knowledge of communication styles and methods	<input type="radio"/>				
d. Knowledge of contract law related to interpreting agreements	<input type="radio"/>				
e. Knowledge of Deaf culture and its history	<input type="radio"/>				
f. Knowledge of different communications styles appropriate for different client profiles	<input type="radio"/>				
g. Knowledge of elicitation strategies to draw out information and seek clarification of meaning	<input type="radio"/>				
h. Knowledge of error repairing techniques	<input type="radio"/>				

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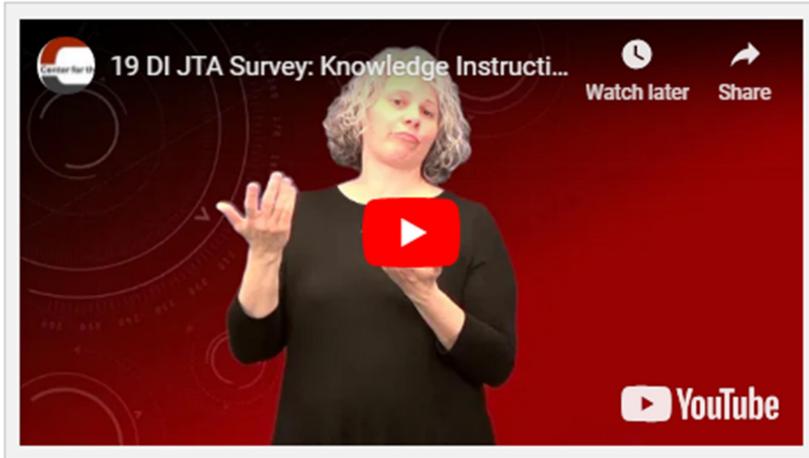
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Deaf Interpreter Certification Job/Task Analysis Survey

How important is this knowledge to competent performance of the job of a Deaf interpreter?



	Not Important	Somewhat Important	Important	Very Important	Extremely Important
i. Knowledge of ethical standards and practices	<input type="radio"/>				
j. Knowledge of HIPAA and confidentiality laws	<input type="radio"/>				
k. Knowledge of laws requiring reporting to authorities	<input type="radio"/>				
l. Knowledge of mentoring best practices	<input type="radio"/>				
m. Knowledge of national requirements for professional development	<input type="radio"/>				
n. Knowledge of potential power dynamics in different settings	<input type="radio"/>				
o. Knowledge of robust English and ASL vocabulary at all levels	<input type="radio"/>				
p. Knowledge of safety protocols (like OSHA, CPI, etc.)	<input type="radio"/>				
q. Knowledge of strategies to infer meaning in spite of production interference	<input type="radio"/>				

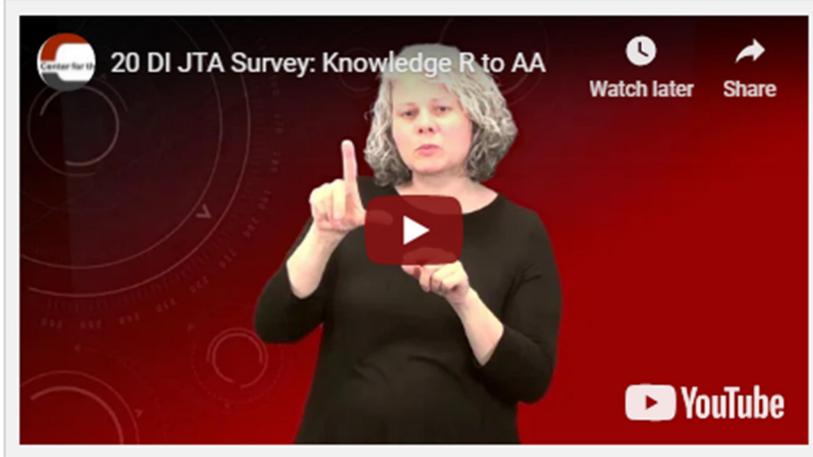
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Deaf Interpreter Certification Job/Task Analysis Survey

How important is this knowledge to competent performance of the job of a Deaf interpreter?



	Not Important	Somewhat Important	Important	Very Important	Extremely Important
r. Knowledge of strategies to maintain Deaf consumer's focus on information relevant to the discourse (such as reiterating previous remark/question, making connections to earlier discussion, clarifying the point of remark/question).	<input type="radio"/>				
s. Knowledge of cultural sensitivities in various encounters	<input type="radio"/>				
t. Knowledge of techniques to provide feedback to participants after an encounter	<input type="radio"/>				
u. Knowledge of the Code of Professional Conduct	<input type="radio"/>				
v. Knowledge of the type/color of clothing that is appropriate for different settings	<input type="radio"/>				
w. Knowledge of tools/systems to develop translations	<input type="radio"/>				
x. Knowledge of turn-taking strategies appropriate and generally accepted in English and in ASL	<input type="radio"/>				
y. Knowledge of what constitutes a conflict of interest or the appearance of a conflict of interest	<input type="radio"/>				
z. Knowledge of when situations require simultaneous interpreting	<input type="radio"/>				
aa. Knowledge of the importance of understanding metalinguistic cues that are beyond the language which includes consciously analyzing production of the task	<input type="radio"/>				

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Deaf Interpreter Certification Job/Task Analysis Survey

How important is this skill to competent performance of the job of a Deaf interpreter?



	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Skill in applying consecutive/simultaneous or blended interpreting	<input type="radio"/>				
b. Skill in ASL to English translation and vice versa	<input type="radio"/>				
c. Skill in contrast / comparison (ASL Expansion)	<input type="radio"/>				
d. Skill in determining the pertinent information about an encounter	<input type="radio"/>				
e. Skill in self-assessment of skills required for the job/position	<input type="radio"/>				
f. Skill in developing strategies for maintaining message equivalency	<input type="radio"/>				
g. Skill in filtering out irrelevant environmental information (output) while producing the message	<input type="radio"/>				
h. Skill in identifying/resolving potential conflicts prior to the encounter	<input type="radio"/>				

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Deaf Interpreter Certification Job/Task Analysis Survey

How important is this skill to competent performance of the job of a Deaf interpreter?



	Not Important	Somewhat Important	Important	Very Important	Extremely Important
i. Skill in identifying appropriate protective gear that does not impede communication	<input type="radio"/>				
j. Skill in monitoring the awareness of language and cross reference of both languages meaning	<input type="radio"/>				
k. Skill in monitoring multiple sources of visual processes for accuracy	<input type="radio"/>				
l. Skill in recognizing and mitigating physical impediments to an assignment	<input type="radio"/>				
m. Skill in reformulation in ASL	<input type="radio"/>				
n. Skill in using semantic choices for message equivalence	<input type="radio"/>				

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Deaf Interpreter Certification Job/Task Analysis Survey

How important is this ability to competent performance of the job of a Deaf interpreter?



	Not Important	Somewhat Important	Important	Very Important	Extremely Important
a. Ability to adapt syntactic form (such as temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, adjusting register);	<input type="radio"/>				
b. Ability to adapt the interpretation (register, genre, and variations of ASL) to the consumer (including considerations of age, gender, culture, health, and education level)	<input type="radio"/>				
c. Ability to analyze possible controls	<input type="radio"/>				
d. Ability to assess comprehension and adapt as needed during the task	<input type="radio"/>				
e. Ability to assess consumer needs and to select the appropriate interpreting strategies and interventions (including consecutive or simultaneous interpreting)	<input type="radio"/>				
f. Ability to assess the characteristics of the interpreting team to determine fit/suitability	<input type="radio"/>				
g. Ability to assess the dynamics of the environment in which the assignment will occur	<input type="radio"/>				
h. Ability to identify relevant environmental information that is relevant to the message or to consumer's preference	<input type="radio"/>				

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Deaf Interpreter Certification Job/Task Analysis Survey

How important is this ability to competent performance of the job of a Deaf interpreter?



	Not Important	Somewhat Important	Important	Very Important	Extremely Important
i. Ability to identify the potential triggers that may be caused by an assignment	<input type="radio"/>				
j. Ability to identify the preferred communication modalities/preferences of the individuals in the conversation	<input type="radio"/>				
k. Ability to incorporate visual descriptions in addition to interpreting process	<input type="radio"/>				
l. Ability to simultaneously produce target language and receive source language.	<input type="radio"/>				
m. Ability to interpret body language and other affects of the speakers	<input type="radio"/>				
n. Ability to monitor for message accuracy through any method (including lip-reading, back translating, CART etc.)	<input type="radio"/>				
o. Ability to move along the continuum of communication styles as needed	<input type="radio"/>				
p. Ability to perform sight translation of standard forms and instructions (such as medical forms) and written translation of the Deaf consumer's responses	<input type="radio"/>				
q. Ability to provide contextual information (such as visual description, linkages among concepts discussed, added redundancy, examples, definitions, etc.)	<input type="radio"/>				
r. Ability to recognize and negotiate cultural behaviors, values, mores, and discourse features and styles for effective communication	<input type="radio"/>				
s. Ability to understand the intended outcome of a meeting	<input type="radio"/>				
t. Ability to use alternative visual communication strategies to convey complex concepts	<input type="radio"/>				
u. Ability to use short-term memory to chunk information	<input type="radio"/>				

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Deaf Interpreter Certification Job/Task Analysis Survey

How important is this ability to competent performance of the job of a Deaf interpreter?



	Not Important	Somewhat Important	Important	Very Important	Extremely Important
v. Ability to identify the potential triggers that may be caused by an assignment	<input type="radio"/>				
w. Ability to identify the preferred communication modalities/preferences of the individuals in the conversation	<input type="radio"/>				
x. Ability to identify the various communication profiles of the interpreting team	<input type="radio"/>				
y. Ability to identify when situations require consecutive interpreting	<input type="radio"/>				
z. Ability to maintain physical health required for interpreting	<input type="radio"/>				
aa. Ability to select the appropriate attire for a setting	<input type="radio"/>				
bb Ability to understand the intended outcome of a meeting.	<input type="radio"/>				

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Deaf Interpreter Certification Job/Task Analysis Survey



Demographic Questions

The following demographics questions are optional, but can help us determine if there are trends within certain populations. The questions do not ask that you identify yourself and the responses will only be used to analyze groups of respondents.

How do you identify yourself?

- a. Male
- b. Female
- c. Other

What is the highest level of formal education that you have completed?

- a. I did not graduate from high school
- b. High school or high school equivalent
- c. Associate's degree or certificate program
- d. Bachelor's Degree
- e. Master's Degree
- f. Doctoral Degree
- g. Post-Doctoral Degree

Are you a Deaf parented interpreter?

- a. Yes
- b. No

Which credential(s) do you hold? (Select all that apply)

- a. CDI (Certified Deaf Interpreter)
- b. CDI-P (Certified Deaf Interpreter Provisional)
- c. RID RSC (Reverse Skills Certification)
- d. CLIP (Conditional Legal Interpreting Permit)
- e. CLIP-R (Conditional Legal Interpreting Permit-Relay)
- f. SC:L (Specialist Certificate:Legal)
- g. Prov. SC:L (Provisional Specialist Certificate: Legal)
- h. Specialist Certificate: Performing Arts (SC:PA)
- i. State/provisional license
- j. State/provisional certification
- l. None
- m. Other

In what year did you acquire your first credential in interpreting?

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Deaf Interpreter Certification Job/Task Analysis Survey



How many paid years as a professional interpreter do you have?

- a. Less than 5 years
- b. 6 to 10 years
- c. 11 to 15 years
- d. 15 to 20 years
- e. 21 to 25 years
- f. 26 to 30 years
- g. More than 30 years

What percentage of your interpreting service is performed in the following settings? (Must total 100%)

a. Personal / Community interpreting	<input type="range"/>	<input type="text"/>	%
b. Performing Arts	<input type="range"/>	<input type="text"/>	%
c. K-12 Education	<input type="range"/>	<input type="text"/>	%
d. Secondary Education (Undergraduate or graduate)	<input type="range"/>	<input type="text"/>	%
e. Legal	<input type="range"/>	<input type="text"/>	%
f. Medical	<input type="range"/>	<input type="text"/>	%
g. Mental health	<input type="range"/>	<input type="text"/>	%
h. Business	<input type="range"/>	<input type="text"/>	%
i. Corporate Education	<input type="range"/>	<input type="text"/>	%

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What percentage of your interpreting service is performed in each of the following modes of service? (Must total 100%)

a. In-person interpreting	<input type="range"/>	<input type="text"/> %
b. Video Relay Service (VRS) interpreting	<input type="range"/>	<input type="text"/> %
c. Video Remote Interpreting (VRI)	<input type="range"/>	<input type="text"/> %

0

What percentage of your interpreting service is performed for Deaf or hard of hearing consumers with the following linguistic needs? (Must total 100%)

a. American Sign Language	<input type="range"/>	<input type="text"/> %
b. Pro-tactile, tactile or close vision ASL	<input type="range"/>	<input type="text"/> %
c. Foreign Sign Language	<input type="range"/>	<input type="text"/> %
d. Visual/gestural communication or "home signs"	<input type="range"/>	null <input type="text"/> null
e. Sight Translations (written English to ASL and vice versa)	<input type="range"/>	null <input type="text"/> null
f. Other	<input type="range"/>	null <input type="text"/> null

0

Which statement best describes your interpreting practice? (Select one)

- a. Self-directed (such as an independent agent)
- b. Directed by others

Which statement best describes the nature of your interpreting practice? (Select one)

- a. Generalist
- b. Specialist

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100%

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Deaf Interpreter Certification Job/Task Analysis Survey



In which areas of practice do you specialize? (Select all that apply.)

- DeafBlind
- Legal
- Medical
- Mental Health
- Graduate Education
- Undergraduate Education
- K-12
- Corporate Education
- Business
- Entertainment
- Other

What is your age?

- a. Less than 30 years of age
- b. 31 to 40 years of age
- c. 41 to 50 years of age
- d. 51 to 60 years of age
- e. More than 60 years of age

In what state/province do you live?

What is your race/ethnicity? (Select all that apply)

- a. White
- b. Black or African American
- c. American Indian and Alaska Native
- d. Asian
- e. Native Hawaiian and Other Pacific Islander
- Other

What is your ethnicity? (Select one)

- a. Hispanic or Latino
- b. Non-Hispanic or non-Latino

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