Category

Process Management *cross reference ASL to English Interpreting*

Activity Domain/Targeted skill area

Reducing use if fillers when working in interactive settings

Developed by

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Step-by-Step Description of Activity

In interactive settings, when working from ASL to English, an abundance of fillers are used at the beginnings of sentences. Goal of the Activity - To reduce by at least 50% the number of fillers used at the beginning of sentences when interpreting from ASL to English in interactive settings.

Using interactive practice materials, interpret a selection and audiotape it. Count the number of initial fillers used. (Note: the initial practice session will provide a baseline on how often this occurs when working from an artificial stimulus.) These materials may be on CD or video, but in any case must be interactive to simulate the environment where this behavior occurred.

Examples of fillers-"So," "And," "Um."

1. Select an interactive practice session from the video or CD.
2. Set up an audiocassette recorder or other recording device.
3. Interpret the practice session (one interactive setting from the video or CD).
4. Transcribe the ASL to English work.
5. Count the number of initial fillers.
6. Repeat with additional practice materials on CD or video two times per week.
7. After 4 weeks (8 sessions), determine level of success by calculating the reduction in fillers (if it occurs).

Materials

Technology to support video/audio recording. Depending on which technology used, storage for work samples - DVD, thumbdrive etc
Journal
CD-ROM "Interactive Potpourri: Six Interactive Situations for Interpreting Practice" (available through SLICES at http://www.stkate.edu/project/)
Other interactive practice videos

Suggested Timelines

The interpreter will practice interactive interpretation and obtain a count 2 times per week for 4 weeks. Length of time for each practice session will be determined by the length of the stimulus materials (i.e., one simulated interactive interpretation for each practice session) and record results in a journal

Next Steps

Meet with mentor to determine the need to continue or look for other patterns

Progress Measurements

A reduction of 50% from the baseline count measured at the first practice session using journal entries as data points.