Working with Sign Language Interpreters in Human Service Settings

Jeffrey E. Davis

Abstract

American Sign Language is one of the most widely used languages in the U.S. and millions of children and adults with hearing loss use sign language interpreters to gain access to a wide array of human services. Understanding the professional role of interpreters enhances the services provided, making them more efficient and effective. Ethical guidelines and communication protocols for working with interpreters are presented and discussed. Awareness of the role of the interpreter increases general cross-linguistic and cultural sensitivity, and improves access to available resources for all the parties involved.

Introduction

The population of the United States continues to grow steadily and the latest population estimates bring the figure to over 295 million (U.S. Census Bureau, 2005). Although the census does not include questions about hearing loss or sign language use, the National Center for Health Statistics (NCHS) estimates that the number of deaf and hard of hearing adults (18 years or older) who have “trouble hearing” is 14% of the adult population—i.e., over 40 million individuals, and adults having “a lot of trouble” hearing to be approximately 3.4% of the population—i.e., 10 million individuals (NCHS Series 10, Number 218, reported in Lucas, Schiller, and Benson, 2004). Additionally, it is estimated that there are approximately 71,000 hearing-impaired students being served in the public schools (Hardman, Drew, & Egan, 2005). This figure does not include children of preschool age or students enrolled in state residential schools for the deaf. Considering population growth, and taking into account both adults and children, puts the figure of individuals in this country with significant hearing loss to over ten million.

A variety of communication approaches are used with individuals who are deaf and hard of hearing (ranging from lip reading to sign language). Generally, it is recommended to ask the deaf person directly about communication preferences and interpretation needs. One cannot assume that every individual who is deaf uses sign language or prefers to work with a sign language interpreter. Nonetheless, American Sign Language (ASL) is used by most members of the Deaf community in the U.S. and Canada, and sign language interpreters are in high demand. The sign language community also includes hearing children with deaf parents, interpreters, teachers,
family members, and other professionals. Sign language interpretation is widely needed and used daily by many members of the Deaf community across a wide variety of educational, legal, medical, rehabilitation, and vocational contexts (for more information, see the Registry of Interpreters for the Deaf website, www.rid.org, and the National Association of the Deaf website, www.nad.org).

**The Human Service Arena**

Human Services is one of the most common domains in which interpretation takes place. Interpreters and human service professionals must work closely together to ensure equal access to an array of public services in a wide variety of settings. The environment in which interpreters work ranges from educational to correctional and involves services ranging from mental health to vocational rehabilitation (and all the human services in between—e.g., housing, childcare, health, welfare, social, drug and alcohol treatment, and services to the aging). To work effectively, interpreters must serve as members of the human service team to provide a bridge between service delivery systems and families, children, and adults who are deaf. The nature of interpreting necessitates that the work be aligned with principles of human service professional practice, grounded in the local community, and linked with the institutions, agencies, and organizations that serve the community. Toward these goals, the ethical guidelines of the interpreting profession and communication protocols for working with interpreters are discussed below. Increased awareness of these guidelines enhances general cross-linguistic and cultural sensitivity and improves access to available resources for all parties involved.

**The Interpreting Profession**

Similar to the field of Human Services, which has grown exponentially since the Civil Rights era of the 1960s, the field of Sign Language Interpreting is a relatively new profession. The official national organization and certifying body, The Registry of Interpreters for the Deaf, Incorporates, (also known as RID), was founded as recently as 1964. With over 10,000 members, member-run organization has evolved to make sign language interpreting professionally viable through the development of evaluation, testing, certification, professional development, and certification maintenance programs. The Registry of Interpreters for the Deaf (RID) in collaboration with the National Association of the Deaf (NAD) maintains a “Code of Professional Rights and Responsibilities” for interpreters. These guidelines are designed to maintain high standards of professional behavior, to protect all of the consumers (deaf and hearing) utilizing interpreting services, and are organized according to major tenets known as the “Code of Ethics.” These can be summarized as follows: 1) Confidentiality, 2) Accuracy and Accessibility, 3) Impartiality, 4) Discretion, 5) Business Practices, 6) Professionalism, 7) Continuing Education, and 8) Accountability through Certification (see the Registry of Interpreters for the Deaf, an official website at www.rid.org). This article explores how these professional rights and responsibilities apply to working with interpreters in human service domains.

**The Role of Interpreters**

Since the emergence of the interpreting profession, the interpreter’s role has been described using metaphors such as a machine, a window, a bridge, a telephone, and
a conduit, among others. While these descriptions may be partially accurate, they fail to capture the essential fact that the interpreter is a human being. Likewise, metaphors and models used to describe the role of the interpreter have evolved from “helper” and “volunteer” to that of “communication facilitator” and to more current descriptions such as “cultural and linguistic mediator.” Over the past four decades, interpreting work has evolved from something that was provided by “volunteers” who were usually members of deaf people’s families and churches to that of today’s highly trained professionals who are on equal footing with other professionals.

Interpreters are primarily concerned with accommodating the language and communication needs of the consumers of interpreting (i.e., language mediation) and must be keenly aware of cross-cultural differences (i.e., cross-cultural mediation). The nature of interpreting work involves multiple contexts and a variety of participants, with demands arising from several sources. Some demands arise from the languages or communication modes being used, and others from nonlinguistic factors, such as environmental, interpersonal, and intrapersonal demands (Dean & Pollard, 2001, 2005). In order to successfully interpret between languages and manage the multiple demands imposed by interpreting work, it is critical that interpreters remain involved in the community and work as team members with other professionals. Respect for diversity and respect for all consumers and colleagues is essential. The following section relates the tenets of the interpreters’ Code of Ethics—confidentiality, accuracy and accessibility, impartiality, discretion, business practices, professional conduct, professional development, and accountability—as related to the humans services profession.

**Confidential Communication**

As with human service and other professionals (e.g., medical and legal), when interpreters are involved, the clients enter into an act of trust. In a sense, the interpreter is present as a third party participant. The interpreter is there to make communication possible for both deaf and hearing participants. If everyone in the setting knew ASL, an interpreter would not be necessary. The interpreter is called in to bridge the communication between the primary participants. It is essential, therefore, that all parties trust the interpreter to be accurate and to acknowledge whenever he or she is not qualified to interpret something. This means trusting that the interpreter will not become emotionally involved to the detriment of the interpretation. Most importantly, the parties must trust that the interpreter will maintain all the knowledge acquired during interpreting assignments in the strictest professional confidentiality.

The nature of interpreting work is community based. The Deaf community is relatively small compared to the larger hearing community and there is a higher probability that Deaf people and interpreters know each other. This is because the best interpreters usually come from the community. Interpreters become proficient in ASL and knowledgeable about Deaf culture by interacting with members of the Deaf community. Furthermore, they may have Deaf family members, work experience at schools for the Deaf, or other community affiliations. Interpreters gain access to information that would never otherwise be learned by members of the community. This leads to a great deal of emphasis being placed on the principle of professional confidentiality.
Divulging information acquired during an assignment is not only unprofessional, it is also unethical, and may in some cases be illegal. Violating confidentiality is grounds for revoking professional interpreting certification (the national RID office offers a formal grievance procedure for such cases). However, using the utmost discretion, interpreters can discuss some situations with members of the human service team and in some cases with the interpreter’s supervisor or mentor. Such professional discussions and feedback are an important part of the interpreter’s professional development, allow other professionals to better understand some of the dynamics of interpretation, and are an essential part of the mentoring and supervision process. One of the most helpful things the human service professional can do is to allow time before and/or after the assignment to discuss with the interpreter some of the issues that may arise. This may also be accomplished over the phone or through e-mail.

**Accuracy and Accessibility**

To ensure accuracy and accessibility, interpreters must make an informal yet careful assessment of the linguistic needs, cultural background, and communication preferences of all parties involved. This assessment begins prior to an assignment by gathering relevant information that helps the interpreter to be better prepared (e.g., information about the topic, content, goals, setting, and background of the participants). One of the common myths surrounding interpreting work is that it is mere word-for-word translation, or that interpreters do not fully interpret everything that is being said or signed. Interpreters are much more than translation technicians. The primary task of the interpreter is to render the meanings of messages between languages as accurately as possible. Messages are often laden with idioms and words that have multiple meanings or particular cultural nuances. Therefore exact word-for-word equivalence may not always be achievable.

For example, consider the word “call” which has dozens of meanings in English. In ASL, however, a different sign is required to convey each meaning:

<table>
<thead>
<tr>
<th>English usage</th>
<th>ASL sign needed to convey the meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Just call me Bob.”</td>
<td>NAME (ASL signs are in caps)</td>
</tr>
<tr>
<td>“Call me anytime.”</td>
<td>Must distinguish between calling on PHONE, TTY/TDD, or through RELAY service.</td>
</tr>
<tr>
<td>“Call for help.”</td>
<td>SHOUT/SCREAM</td>
</tr>
<tr>
<td>“Call in the doctor.”</td>
<td>SUMMON</td>
</tr>
<tr>
<td>“Call it a coincidence.”</td>
<td>Use ASL QUOTATION MARKERS to highlight the English word “coincidence.”</td>
</tr>
</tbody>
</table>

This works both ways and an ASL sign may require multiple English words to convey its different meanings. Misunderstandings occur when it appears that the length of a message in English does not match the length of the interpretation into ASL, or vice versa. This may be due to semantic and grammatical differences between the two
languages and should not reflect negatively on the interpreter’s skill or ethics. Accuracy means interpreting the complete message, including pauses, hesitations, and other nonverbal signals. Thus, the interpreter must render the complete and equivalent meaning of the message, not merely the words.

**Impartiality**

Potentially interpreters could unduly influence the outcome of a situation. Therefore, interpreters are strictly trained not to counsel or lead either party, resist providing advice, and not to express opinions about the content being interpreted. This reflects how the role of interpreters is different from that of other professionals. Interpreters must remain impartial and not to show personal feelings while interpreting. The interpreter is there to facilitate the communication between another professional service provider and the deaf client. Great care must be taken not to hinder this process.

Why such emphasis on impartiality? In interpreted situations, the interpreter is the individual who understands both languages and cultures and thus has a privileged position in these communication contexts. The interpreter, fluent in ASL and knowledgeable about the Deaf culture, may be perceived as either being aligned with the deaf consumer or with the hearing consumer because the interpreter is not deaf. Interpreters strive to serve both deaf and hearing consumers equally, impartially, and without bias. The amount of concentration and linguistic acumen required to effectively interpret does not permit them to counsel or advise consumers while they are interpreting. Whenever appropriate, usually following an assignment or during a break, the interpreter may refer deaf or hearing consumers to appropriate resources. The interpreter may even offer to accompany the deaf individual to interpret, but will not directly provide any counseling.

**Discretion**

Interpreters should use discretion and only accept assignments for which they have the proficiency to perform and time to prepare. In this regard, interpreters must learn to say “no” to assignments for which they are not qualified. Interpreting work involves responsibilities such as: decision-making about translation choices, bringing attention to communication discrepancies and cultural differences when necessary, monitoring turn-taking, making logistic arrangements, and actively working as part of a team of professionals. Interpreters must be as prepared as possible prior to beginning an assignment, knowledgeable about decision latitude that can be applied during assignments, and willing to engage in appropriate post assignment followup. Pre- and post-conferencing with the other professionals and consumers of the interpreting services is essential. This increases awareness of the demands that may arise during interpreting work, minimizes misunderstandings, and leads to more effective communication. This practice reduces the need to “step outside the interpreting role” during the assignment.

**Business Practices**

Negotiating compensation is a professional concern because interpreting is often viewed as a volunteer activity by the public. Some agencies may attempt to recruit a
volunteer who knows basic sign language to communicate with deaf people instead of paying for a qualified professional sign language interpreter. For example, it is not uncommon for some hospitals to recruit nursing or other medical staff to “interpret” for deaf patients during their work schedule. While medical personnel with basic sign language skills may be able to communicate effectively with deaf patients, interpreters are necessary to ensure the accurate translation of medical procedures, symptoms, diagnoses, and treatments. These can be “life and death” situations and become a liability issue if information is not conveyed properly.

Interpreter hourly rates are generally established by the local interpreting referral agency or state commission for the deaf through which interpreters may be requested. Rather than going through an interpreting referral agency, interpreters may also be contracted or hired directly, at which time the rates are negotiated and determined. Most large organizations have one person assigned to facilitate this process. The human service professional should contact their supervisor to determine the policies and procedures for requesting a qualified interpreter. More information can be obtained from the local interpreting referral agency, deaf services center, or state commission for the deaf (found via the Internet or listed in the city, county, or state government directory).

Professional Conduct

Interpreters have a professional responsibility to conduct themselves in a manner appropriate to the situation and to demonstrate respect for all consumers, colleagues, and students of the profession. This tenet addresses the highly visual nature of interpreting work and the perception of the interpreter as a third-party participant. Typically this is taken to mean that the interpreter needs to maintain a low profile. Frishberg (1990, p. 71) recommends several ways for interpreters to maintain a low profile: “In practice, a low profile includes restraining one’s emotional reaction of surprise, sympathy, disgust, or joy” and “dressing somewhat less formally than the most formally dressed participant, but certainly more formally than the most informal participant.” Maintaining a low profile also means that interpreters should avoid wearing clothing with loud patterns, bright colors, or any jewelry that could be visually distracting and strain the eyes of the deaf person.

Visual concerns also extend to the environment. For example, it is preferable to stand or sit in front of a solid visual background rather than a visually “noisy” background (e.g., highly patterned wall paper). Adequate and appropriate lighting also concerns the interpreter (e.g., not being positioned near or in front of a window with glare). If room lighting is dimmed (for effect or for audio-visual purposes) this could dramatically affect the deaf consumer’s ability or comfort level for watching the interpreter. To work effectively, the interpreter must find a position from which the consumers can see clearly and the position must not obstruct the view of any other participant if at all possible.

Another way that interpreters strive to maintain a low profile is by referring to themselves in the third person (e.g., “please repeat that, the interpreter needs clarification”), while referring to the other participants in the first person. Frishberg (1990, p. 71) points out that, “The currently accepted practice among both spoken language interpreters and signed language interpreters is the use the first person.” This encour-
ages individuals who are communicating with each other through an interpreter to speak to each other directly. In other words, it avoids the use of “tell her/him” or “he/she says”, and helps accustom the participants to speak to each other and minimizes the need to address the interpreter. Thus, interpreters are much more than third party participants or passive conduits of information. The interpreter’s ethical decision making extends to community, environment, and language.

**Professional Development and Accountability**

There are rigorous national certification standards for sign language interpreters (NAD-RID National Council on Interpreting, 2005). National certification requires that the interpreter be highly competent and actively engaged in ongoing professional development (including pursuing higher education and participating in continuing education to maintain valid certification). Most interpreters have a college degree in interpreting or a degree in a related area with a concentration in interpreting (Stauffer & Brandwein, 1990). Interpreters are trained to be experts in communication between deaf and hearing individuals, but are typically not content experts in the subjects they interpret (Siple, 1994). In order to be adequately prepared for assignments, it is critical that interpreters know as much as possible about the topic, setting, and participants beforehand. This gives the interpreter a sense of what the participants expect to accomplish during the session. Accessing content material, assessing communication needs, and understanding the purposes for the meeting ahead of time is essential for successful interpreting to take place. Even briefly discussing these things with the interpreter and allowing some time for a preassignment assessment of communication needs can greatly enhance service.

**Interpreting in the Human Service Venue**

The following vignette illustrates the application of some of the guidelines for working with interpreters in human service settings. Bernice, a hearing human service case worker, is assigned to work with a deaf couple named Maria and Jose. The case manager informs Bernice that she must contact the local community-based interpreting services (with whom they have a service provider contract) at least two weeks in advance of the intake interview in order to secure an interpreter. If this were a rural area, more advance notice might be needed as the interpreter may need to travel to the interview. The interpreting referral agency is responsible for sending the most qualified interpreter for the assignment; monitoring professional conduct, documenting education and certification level; and administering the compensation to the interpreter.

When Bernice calls the local interpreting agency to talk with the individual responsible for scheduling an interpreter for Maria and Jose, she is asked several basic questions (e.g., time, date, location, and purpose of the assignment). In addition, the interpreter needs to know some information about the deaf clients’ language needs in order to provide interpreting services that are linguistically accessible and appropriate to the situation. Bernice may not have this information or may be unable to determine this. The interpreter referral specialist lets Bernice know that the interpreter needs to meet with her and the deaf consumers 10 to 15 minutes prior to the appointment in order to assess language and communication needs. Cooperation and teamwork enhance interpreting accuracy and working conditions conducive to excellent service delivery.
The interpreting referral agency arranges to send Ringu Tulku, a certified sign language interpreter who is a male. Ringu telephones Bernice, the human service case worker to set up a pre- and postconference time, to discuss the assignment with her, and to arrange to meet the deaf couple prior to the interview. The interpreter ensures the case worker that he adheres to professional standards of confidential communication. Bernice accommodates the request and arranges 15 minutes before and after the assignment to talk with Ringu. The interpreter explains that he would like to meet face to face with Bernice first, (although some basic information could be exchanged via the phone or e-mail), and then meet the deaf couple just prior to the intake interview to determine their language and interpreting needs. It is possible that Maria and Jose, natives of Mexico, do not know ASL. They may need an interpreter proficient in Mexican Sign Language.

Bernice is surprised that sign language is not “universal” and that someone with a foreign name like Ringu Tulku is fluent in English. Bernice asks him the origins of his name and he explains that it is Tibetan. His parents are deaf Tibetan refugees, but he was raised in the U.S. from a young age and attended school and college here. He formally studied ASL in college where he obtained a degree in sign language interpreting after originally learning ASL from one of his deaf siblings who attended a U.S. school for the deaf. His native languages are spoken Tibet, which he learned from hearing family members and Tibetan Sign Language, the native language of his parents. In addition, he is fluent in English and ASL, and Spanish which he studied in high school and has maintained through travel to Spanish-speaking countries. However, he is not proficient enough in Mexican Sign Language to interpret. Fortunately, during the preinterview meeting with Jose and Maria, the interpreter discovers that the couple has lived in the U.S. long enough to acquire ASL and use it comfortably as a second language though Mexican Sign Language is their first language. Because of the accommodations made by the human service professional, the interpreter is better prepared to render services linguistically accessible and appropriate to the situation.

Communication Protocols

In addition and complementary to the interpreting arrangements and professional responsibilities discussed above, there are certain communication protocols worth considering that are applicable to human service settings. The following practices enhance linguistic accuracy, communication access, and service delivery.

Everything Gets Interpreted

As previously discussed, according to the ethical tenets of accuracy, accessibility, and impartiality, the interpreter has a professional obligation to interpret everything that is being signed or spoken. To include the deaf person as an equal participant means interpreting side comments, telephone conversations, or anything else that the hearing participants can hear. For example, there are times when the interpreter “cues” the deaf person in on other environmental sounds that affect the hearing participants (e.g., construction work occurring in the vicinity, overhead jet noise, or environmental white noise.). In a sense, the interpreter expands the perceptual field of the deaf consumer. Ideally, this creates complete and pertinent communication. Conveying linguistic content takes precedence over environmental sounds unless the inter-
preter determines that those are important. If the human service professional has a small office space, then he might consider scheduling a different room for sessions with a deaf person and an interpreter. This allows greater flexibility for interpreter positioning and minimizes distractions from incoming phone calls and other interruptions.

**Accommodating Visual Needs**

Interpreters must position themselves carefully to establish clear visual lines of communication. Watching an interpreter for an extended length of time is also tiring for the eyes. Appropriate lighting is essential and interpreters must avoid sitting in front of a window or other light source since this makes it difficult for the deaf person to watch the interpreter. Generally, the interpreter is best positioned next to and slightly behind the speaker. The deaf consumer will be watching the interpreter for the most part, so one must not let that become a distraction. To establish rapport, it is helpful for the hearing person to maintain eye contact at all times as the deaf person will look at the speaker from time to time as a way of letting the speaker know that he is “listening” with his eyes. When speaking with a deaf person through an interpreter, one should address the deaf person directly. Statements such as “tell her” or “ask him” should not be used.

**ASL as a Visual Language**

ASL is not an English-based language and interpreting means working between two distinct languages and cultures. For example, in addition to conveying emotion, facial expression also has grammatical function in ASL. The face is used to mark questions, conditionals, rhetorical and relative clauses, adjectives, and adverbs). Signers use their faces to carry much of the intonational and inflectional information conveyed by the voice in spoken language. As hearing people frequently comment, deaf people use a lot of facial expression, not realizing that the face conveys both emotional affect and grammatical content. Professionals who are assessing deaf people’s emotional or psychological state should be aware of this distinction. In ASL, some English words may also appear on the lips, the result of prolonged contact between the languages (Davis, 2003). Sign language has been used for educational purposes in the U.S. since at least the early 1800s. Linguistically, this is a type of lexical borrowing that occurs between all languages. For example, any dictionary will reveal the large number of words that English has borrowed from other languages.

**Avoiding Overuse Syndrome**

Interpreting is physically demanding and interpreters are vulnerable to repetitive motion injury, also referred to as overuse syndrome. Providing interpreters and deaf consumers with adequate breaks helps minimize fatigue and overuse syndrome. Citing best practice, Siple (1994) suggests 10 minute breaks at 50 minute intervals and warns that using the interpreter to talk to the deaf participant during the break means that the interpreter is still working. Depending on the length of an assignment, generally those longer than two hours, and/or the nature of the assignment (i.e., more demanding or higher risk), two interpreters may be assigned. For example, even a 15 minute court appearance might necessitate that two interpreters work together to ensure a successful interpretation. During these assignments, the two interpreters work...
together as a team backing each other up to ensure that all information is accurately interpreted; the interpreters may switch turns with each other every 20 to 30 minutes.

**Reasonable Accommodation**

Cooperation between the interpreter, the deaf, and the hearing participants ensures that the interpreted interaction is as smooth and natural as possible. Some individuals may try to over accommodate the situation by slowing down their speech. Interpreters may even sometimes ask participants to slow down speaking or signing. The best practice is appropriate and adequate use of conversational pausing rather than slowing down the overall conversational pace. Use of effective public speaking axioms, such as “remember to breathe” and “pause,” will make the speech or conversation easier to interpret. Siple (1994) in describing educational interpreting points out: “If the interpreter is having difficulty, that is a good indication that most students do not comprehend the information being presented” (p.141). She encourages instructors to work closely with interpreters and describes interpreters as “professional listeners. . . trained to decipher all levels of communication” (p.141). Regardless of how qualified or well prepared an interpreter may be, there are times when the interpreter will need to interrupt to request clarification or repetition. Some individuals may be annoyed by these interruptions, but such pauses are necessary to help the interpreter accurately translate the message.

**Group Settings**

Common to the human service milieu are group therapy sessions or other support groups. These settings can be particularly challenging to interpret because of the quick pace and unstructured turn-taking. To process information accurately, interpreters must lag several seconds behind the speaker. This, combined with conversational overlap and rapid unsignaled turn-taking, places the deaf person at a disadvantage. The quick paced interaction of unstructured group meetings make it impossible to interpret and difficult for the deaf person to participate. It is helpful for the group leader to be aware of interpreter communication protocols, pointing out the need for adequate pauses and turn-taking signals (raising one’s hand and being called on before talking) to the other participants. It is helpful to wait for the interpreter to finish signing a question that is being posed to the group before calling on someone to respond. This pause puts the deaf participant on a more level playing field by allowing him to see the question and then raise his hand to be called on like the other participants. Discussing these issues with the other participants may be enough to improve sensitivity. Some deaf people may prefer using their own voices and not have the interpreter voice for them. Ideally, hearing consumers will be asked if they understand the deaf person or not, and the interpretation will be adjusted accordingly.

**Summary and Conclusions**

Clearly, interpreters are bound by rigorous professional boundaries and protocols to help them deal effectively with the numerous demands imposed by the task of interpreting and presented by the wide variety of settings in which they work. Interpreters are highly trained professionals who specialize in providing equal communication access between deaf and hearing worlds in a variety of ways (e.g., signed language
and spoken language; through linguistic and cultural mediation). Thus, interpreters are language and communication specialists, who must also be generalists given the broad range of settings in which they work. That is, they must know a good deal about the array of settings, topics, and the participants involved in their interpretation. Similar to human service professionals, interpreters must also be involved in the communities which they serve and work as a part of an interdisciplinary team of educators and service providers.

The interpreter alone cannot take responsibility for the communication outcomes. All parties must work together to ensure success. The inclusion of interpreters on the human service team is an opportunity to assess and enhance communication dynamics that will benefit all participants. The best resource for additional information on the use of interpreters is the interpreters themselves. During pre- and postconferencing, they can recommend resources and strategies for working more effectively through an interpreter with individuals who are deaf. Providing equal access and including all participants will increase effective service delivery and enhance communication for everyone involved.

References


National Association of the Deaf. Data retrieved April 18, 2005 from www.NAD.org


**About the Author**

*Jeffrey Davis, Ph.D., is associate professor in the Educational Interpreting Program at University of Tennessee, Knoxville.*