

David Peikoff Chair of Deaf Studies Western Canadian Centre for Studies in Deafness

“Working together to bridge research and community development.”



Executive Summary

The David Peikoff Chair of Deaf Studies (DPCDS) works in collaboration with the Western Canadian Centre of Studies in Deafness (WCCSD), bridging research, teaching excellence, and community development. This report summarizes the Centre’s accomplishments over the period of July 01, 2008 to June 30, 2009.

The fiscal year ending March 31, 2009 saw continued growth within the Centre with increased research funding while also experiencing a reduction in endowment funding. The following are highlights of the past year.

WCCSD and Lakeland College continued to collaborate on the implementation of the Program of Signed Language Interpretation, which took in its first cohort of students in August 2008. Based on the Memo of Understanding that was signed between the University of Alberta and Lakeland College, the program is delivered in collaboration with the University and the Faculty of Education. Lakeland College appointed Kirk Ferguson-Uhrich as the Chair of the program and WCCSD has continued to consult on curriculum development and program design.

The David Peikoff Chair of Deaf Studies and WCCSD have continued to offer research lectures, attracting large numbers of educators, academics, Deaf community members, and students from disciplines of education, linguistics, anthropology and modern languages. In October 2008, Dr. M.J. Bienvenu of Gallaudet University presented our autumn Peikoff Research Lecture entitled the *Deaf Theories: An Expedition*. In May 2009, Dr. Janet Jamieson delivered the Jones Memorial Lecture, entitled *Hard-of-Hearing*

Table of Contents

Executive Summary 1

Vision and Values 5

Achievements and Progress on Goals 5

Alignment with University of Alberta Priorities..... 9

Acknowledgements 11



Children in Elementary School: Social Challenges and Social Resilience.

WCCSD and the Alberta Cultural Society of the Deaf co-sponsored its fourth annual ASL Immersion program at the Campus St. Jean in July 2008. A total of 105 participants attended from Canada and the United States. The events were very well received, with a staff compliment of 12 Deaf ASL instructors from Calgary and Edmonton. WCCSD, in collaboration with the Alberta Registry of Interpreters for the Deaf, Sorenson Communications, and the Edmonton Association of the Deaf also offered a two-day seminar in early April 2009 entitled *Deaf Interpreting* presented by Trenton Marsh of Salt Lake City, Utah. Seventy-five delegates attended from New Brunswick, Ontario, Manitoba, Saskatchewan and Alberta. In June 2009 we again collaborated with the Alberta Registry of Interpreters for the Deaf, Sorenson Communications, and the Calgary Association of the Deaf also offered a one-day seminar entitled *A Brief Journey through Deafhood*. This seminar was offered in Calgary, and was also sold out with 75 participants from Alberta, British Columbia, Saskatchewan. Our presenter was Nigel Howard of Douglas College.

WCCSD served as an external evaluator to Bow Valley College in Calgary on a study involving Deaf adult learners in a literacy program. As well, we provided consultation time to delegates from the Botswana Ministry of Education regarding Deaf education and interpreter certification mechanisms, and to delegates from Ukraine regarding Deaf and hard of hearing children in Ukraine who are in public schools with little classroom support.

The second year of a three-year SHHRC funded study of Deaf children in inclusive settings focused on data collection in Saskatchewan, Manitoba and Ontario. Several conference presentations were made on initial results from teacher and student data. Two graduate students and one undergraduate student have been employed on this grant to date. A study of interpreters working in legal settings was undertaken by Dr. Len Roberson, University of North Florida, Dr. Risa Shaw, Gallaudet University and Dr. Debra Russell.

WCCSD was asked to consult with several organizations over the year. One of the on-going consultations is with International Congress on the Education of the Deaf on the interpreting services to be employed for the 2010 international congress in Vancouver. The Provincial Schools for the Deaf in Ontario also sought our consultation on creating effective mediated learning environments for deaf children and the subsequent professional development needed by interpreters.

Over the year, Dr. Russell was invited to deliver several presentations, including:

- **St. Johns, NFLD:** *Getting to skopos: What does a mediated education look like for Deaf students.* Paper presented at the AVLIC Biennial Conference
- **St. Johns, NFLD:** *Rethinking equivalence: Does the target message ever represent the source message?* Panel presentation at the AVLIC Biennial Conference
- **Halifax, NS:** *Interpreters and Teachers: Working Collaboratively to*

- Support Literacy*. Two-day seminar presented to Atlantic Provinces Special Education Authority, Halifax, NS.
- **Portland OR:** *Blending Simultaneous and Consecutive Interpreting: Effective Community Interpreting*. Two-day seminar presented to the Language Door. Co-presenter: Karen Malcolm
 - **Milton, ON:** *Language in the Classroom: What does it mean for Deaf children?* Presentation to teaching faculty of the E. C. Drury School for the Deaf.
 - **San Juan, Puerto Rico:** *Linking Pedagogy and Research: The Road Ahead*. Keynote presentation at the CIT 2008 Conference
 - **San Juan, Puerto Rico:** *Getting to skopos: What does a mediated education look like for Deaf students?* Presentation at the CIT 2008 Conference
 - **San Juan, Puerto Rico:** Russell, D., Malcolm, K & Shaw, R. *Blending Consecutive and Simultaneous Interpreting: Effective Teaching Strategies*. Presentation at the CIT 2008 Conference
 - **Toronto, ON:** *What the heck is skopos and why do I need to find it?* Seminar presented to the Ontario Interpreting Services
 - **Goose, Bay, Labrador:** *Legal Interpreting Training for Inuit and Innu interpreters*. Five-day seminar presented for the Dept. of Justice.

- **Toronto, ON:** *I just don't see it: ASL to English Interpreting Strategies*. Seminar presented to the Ontario Interpreting Services
- **Vancouver, BC:** *Interpreter Preparation Conversations: Multiple Perspectives*. Paper given at the Critical Link Five conference.

Dr. Debra Russell and Dr. Sandra Hale co-edited *Interpreting in Legal Settings*, published by Gallaudet University Press. The book was released in September 2008. The volume focused on interpretation in legal settings and included international research from spoken and signed language scholars.



We continue to work closely with the Canadian Ukraine Research Team (CURT) and through those meetings have provided input to our Ukrainian colleagues based at the Institute of Special Pedagogy in Kiev. Dr. Russell continues to work with the Sign Language Laboratory housed at the Institute of Special Pedagogy in Kiev, and has produced a parent handbook for translation into Ukrainian. This work is funded through a sub-grant from MacEwan and the next stage of funding will support the development of teacher resources for those working with Deaf and hard of hearing children in Ukraine.

The David Peikoff Chair of Deaf Studies supported the Department of Educational Psychology by teaching courses at the undergraduate and graduate levels over the 2008-2009 period. This included *EDPY 497/597 Studies in Sign Language and Deaf Culture* and *EPSY 470 Introduction to Deafness*.

Over the year, WCCSD has supported the deaf and hard of hearing communities in Alberta through its coordination and leadership, building on strengths through multi-sectored partnerships, cooperation and collaboration, and using community-based approaches. Coordination and support provided by the WCCSD helps strengthen the efforts, overall initiatives, and activities of the University of Alberta and community agencies, practitioners, and other key stakeholders throughout Canada and North America.

WCCSD carries out its activities in four core areas, which include: research; program support for training and educational access; leadership and liaison; and acting as a community resource. Recognizing that the needs of the deaf and hard of hearing communities are truly diverse in nature, priority setting is critical and has guided the Centre's activities over the past year. WCCSD's priority areas of focus are determined by a set of criteria to ensure capturing the needs of the entire province. Priority setting criteria take the following factors into consideration: Practices informed by evidence and research results (i.e. potential for success, effectiveness of strategies).

- Community-identified needs and expressed interest to work with the WCCSD.

- Opportunities for partnerships with community and educational organizations.
- Availability of human and financial resources.
- Ability to further WCCSD's goals and alignment with the priorities of the overall University.

In carrying out its vision and mission, WCCSD demonstrates excellence in the programs and services it provides by applying a relevant and ethical scientific approach in its research, education, and advocacy. WCCSD sets measurable objectives and monitors outcomes that result in effectiveness in all programs and services. An innovative and flexible approach to the work and development of partnerships allows the Centre to continue to grow and meet the needs of the communities it serves. WCCSD recognizes the contributions of its stakeholders and respects their views and approaches.

Vision and Values

The WCCSD and David Peikoff Chair of Deaf Studies Strategic Plan identifies core activities that include support for conducting and disseminating research, training, enhancing educational access for deaf and hard of hearing students, leadership and liaison, and serving as a community resource. The vision and values that guide the work of the Centre are:

The David Peikoff Chair of Deaf Studies (DPCDS) works in collaboration with the Western Canadian Centre of Studies in Deafness (WCCSD), bridging research and community development. The vision is to demonstrate leadership in Canada in the areas of research and development in the area of hearing loss. By cooperating with the deaf and hard of hearing communities, WCCSD will support the development of post-secondary opportunities for d/Deaf and hard of hearing learners and programs for these students throughout Western Canada. In addition WCCSD will cooperate with the Deaf and hard of hearing communities in order to support community capacity building.

We continue to do the following:

- Function as a research and development base in the area of hearing loss.
- Advocate for the accommodation needed for students at all levels of education.
- Provide leadership in development of programs and services for deaf and hard of hearing people.
- Evolve as a Centre that cooperates with the hard of hearing and Deaf

communities in order to support community capacity building.

The values that guide our work include:

- Respect for d/Deaf and hard of hearing people regardless of language and communication preferences.
- Incorporate current literature and research into strategic planning.
- Create professional and collegial relationships with all internal and external stakeholders, including within the University community and the external community.

Achievements and Progress on Goals

The following information is a summary of the activities of the David Peikoff Chair of Deaf Studies and the Western Canadian Centre of Studies in Deafness from July 01, 2008 to June 30, 2009, and how those activities supported the goals of the Centre.

CORE ACTIVITY 1: RESEARCH IN DEAF STUDIES

Strategic Initiative: To conduct and disseminate current research in Deaf studies and to support research efforts of other institutions.

Activities that supported this core activity include:

1. Research Projects

Educational Interpreting Inclusive Settings Study – Data analysis completed on Alberta, Saskatchewan, Manitoba and

Ontario classroom interpreting data. Data collection from Francophone teachers, interpreters, parents and administrators will continue in autumn 2009. Prepared presentations based on preliminary data given in Canada and Puerto Rico. In January 2009, Dr. Len Roberson of University of North Florida visited WCCSD in order to create a joint research proposal to replicate the study in four regions of the United States.

Ukrainian Sign Language – Based on the funding for this project we have completed a parent handbook of North American resources, suitable for translation into Ukraine. We are also moving forward on curriculum development for teachers and parents to learn Ukrainian Sign Language.

Economic and Social Research Council

– Awarded a visiting fellowship to be completed at the Deafness, Cognition and Language Laboratory at the University College London. This will occur in the spring of 2010, and will allow our centre to collaborate with Dr. Christopher Stone to create a collaborative research project, focused on sign language interpreting, to be conducted in the United Kingdom and Canada.

Interpreting in Legal Settings – This is a collaborative research study between Dr Len Roberson, University of North Florida, Dr. Risa Shaw, Gallaudet University and Debra Russell. An on-line survey addressing the educational needs and best practices in legal interpreting was released in May 2009 and data analysis will occur in the autumn of 2009.

2. David Peikoff Chair of Deaf Studies Advanced Research Lectures



Sponsored one advanced research lecture. Presenter: Dr. MJ Bienvenu, Gallaudet University, entitled *Deaf Identities: An Expedition*.

Number of participants: 150



The Jones Memorial Lecture was hosted in May 2009 with Dr. Janet Jamieson, University of British Columbia, entitled *Hard-of-Hearing Children in Elementary School: Social*

Challenges and Social Resilience. Number of participants: 65

3. Publications in the past year

Books:

Russell, D., & Hale, S. (Eds.) (2008). *Studies in interpretation, volume 7: Issues in legal interpretation*. Gallaudet Press: Washington, DC.

Book Chapters:

Russell, D. & Malcolm, K. (in press). Assessing ASL-English interpreters: The Canadian model of national certification. In C. Angelelli & H. Jacobson (Eds.) *Testing and assessment in translation and interpreting*. John Benjamins: Amsterdam.

Russell, D. & McLeod, J. (2009). Educational interpreting: Multiple perspectives of our work. In J. Mole (Ed.), *International perspectives on educational interpreting* (pp. 128-144). Direct Learned Services Ltd: Brassington, UK.

Russell, D. (2008). Interpreter preparation conversations: Multiple perspectives. In S. Hale & R. Russell (Eds.)

Studies in interpretation, volume 7: Issues in legal interpretation (pp. 123-147). Gallaudet Press: Washington, DC.

Commissioned Research Reports:

Russell, D. (2009). *Findings of the Deaf interpreter educator focus groups*. Boston, MA: National Consortium of Interpreter Education Centers (NCIEC)

Referred Publications:

Russell, D. (accepted for publication). insights from a Scholar: An interview with Dr. Risa Shaw. *International Journal of Interpreter Education*.

4. Presentations

Referred Presentations at Scholarly Meetings and Conferences

Russell, D. (2009, May). *Interpreter Preparation Conversations: Multiple Perspectives*
Paper given at the Critical Link 2009 Conference: Vancouver, British Columbia.

Russell, D. (2008, December). *Interpreting in academic settings: Challenges and opportunities*. Paper given at the Cultural Communication and Technology for Academic Interpreting conference at Ryerson University, Toronto, ON

Russell, D. (2008, October). *Linking pedagogy and research: The road ahead*. Keynote presentation for the CIT 2008 Conference: San Juan, Puerto Rico.

Russell, D. (2008, October). *Getting to skopos in a mediated educational environment: Bridging research and practice*. Presentation for the CIT 2008 Conference: San Juan, Puerto Rico.

Russell, D., Malcolm, K. & Shaw, R. (2008, October). *Blending consecutive interpreting and simultaneous interpreting: Effective teaching strategies*. Presentation for the CIT 2008 Conference: San Juan, Puerto Rico.

Russell, D. (2008, August). *Getting to skopos: What does a mediated education look like for Deaf students*. Paper presented at the AVLIC Biennial Conference: St. Johns, NFLD.

Russell, D. (2008, August). *Rethinking equivalence: Does the target message ever represent the source message?* Panel presentation at the AVLIC Biennial Conference: St. Johns, NFLD.

Seminars Taught Nationally and Internationally

Russell, D. (2009, March). *Consecutive interpreting and ethical practices*. 5-day seminar presented for the Newfoundland and Labrador Dept of Justice for Innu and Inuit interpreters, Goose Bay, Labrador.

Russell, D. (2009, March). *I just don't see it: ASL to English interpreting strategies*. One-day seminar presented to the Ontario Interpreting Services, Toronto, ON.

Russell, D. (2008, December). *Cohesion in interpreted discourse: Recognizing the subtle pieces*. Seminar given for the Ontario Association of Sign Language Interpreters (OASLI), Toronto, ON.

Russell, D. (2008, September). *Language in the classroom: What does it mean for Deaf children?* Presentation to teaching faculty of the E. C. Drury School for the

Deaf, Milton, ON.

Russell, D. (2008, September). *What the heck is skopos and why do I need to find it?* Seminar presented to the Ontario Interpreting Services, Toronto, ON

Russell, D. & Malcolm K (2008, August). *Blending simultaneous and consecutive interpreting: Effective community interpreting.* Two-day seminar presented to the Language Door, Portland, OR.

CORE ACTIVITY 2: SUPPORT FOR TRAINING & EDUCATIONAL ACCESS

Strategic Initiative: To provide support for on-going research, training, and educational access for d/Deaf and hard of hearing students.

Activities that supported this core activity include:



WCCSD/ACSD ASL Immersion – we held a successful ASL immersion last summer. From July 10-15, we

conducted the immersion at Campus St. Jean. During the Edmonton immersion we had four Deaf people mentored by the more experienced ASL teachers and we hope that these potential teachers will work with us next year. The total number of participants was 105.

International Congress of the Deaf: Joe McLaughlin and I chair the committee responsible for interpreting services for this event. This congress will be held in July 2010 and we are in the process of recruiting an international team of

interpreters to make this event accessible for Deaf and hard of hearing educators.

Organized room bookings to deliver three of the courses that are part of the **ASL Instructors Certificate Program**, offered in collaboration with Douglas College and the Alberta Cultural Society for the Deaf.

WCCSD participated in the writing of a proposal that received \$5000.00 in funding from the **Calgary Association of the Deaf**. The funding will be used as seed money to begin a small research project to identify the mental health needs of Deaf and hearing Albertans.

CORE ACTIVITY 3: LEADERSHIP AND LIAISON

Strategic Initiative: To provide leadership and liaison in the field of Deaf studies.

Activities that supported this core activity include:

Lakeland College: WCCSD and Lakeland College continued to collaborate on the implementation of the Program of Signed Language Interpretation, which took in its first cohort of students in August 2008. Based on the Memo of Understanding that was signed between the University of Alberta and Lakeland College, the program is delivered in collaboration with the University and the Faculty of Education. Lakeland College appointed Kirk Ferguson-Uhrich as the Chair of the program and WCCSD has continued to play a consulting on curriculum development and program design.

Canadian Ukraine Research Team: The Sign Language Research Project has

received a portion of the CIDA grant (\$69,000) which will be dedicated to bringing a Ukrainian research fellow to study in Canada, complete phase one and two of data analysis and produce materials suitable for parents and teachers. We have completed a parent resource handbook that will be translated in 2009.

Northeastern University, Boston, MA:

We continue to provide on-going consultation to Northeastern University regarding the evolution of the masters degree program in teaching ASL and interpreting. Dr. Russell taught two on-line courses for them over the 2008-09 period.

World Association of Sign Language Interpreters: Continue to provide support and consultation as the North American representative serving Canada, the United States, and Mexico. Attended the Board meeting in London, UK in November 2009. Chair an international committee on the development of education and training for signed language interpreters.

CORE ACTIVITY 4: COMMUNITY RESOURCE

Strategic Initiative: To act as a community resource.

Activities that supported this core activity include:

University of Alberta Community:

Provided one guest lecture to the EPSY 310 class within the Faculty of Education.

Mental Health Group: WCCSD facilitated one community meeting of stakeholders

interested in improving access to mental health services for Deaf, hard of hearing and Deaf-Blind Albertans. Participated in preparing a funding proposal.

Alberta Association of the Deaf and the Alberta Cultural Society of the Deaf:

Collaborated on sponsoring two film showings that highlighted the Deaf experience by Deaf filmmakers. These events were part of May as Deaf Awareness Month.

Additional Consultations on a range of issues related to hearing loss and working with Deaf children and adults were provided to the Dept of Justice; Newfoundland and Labrador; Calgary Board of Education; Government of Alberta; Alberta Learning; Deaf and Hard of Hearing Services; Edmonton Public School District.

This summary of progress on goals demonstrates how the activities have supported the core activities, goals, and objectives of the Centre during the period from July 01, 2008 to June 30, 2009.

Alignment with University of Alberta Priorities

Our activities are congruent with the University of Alberta's cornerstones of talented people, learning, discovery and citizenship, connecting communities, and transformative organization and support, as demonstrated through the following examples.

Talented People: Our activities that support this cornerstone have included the recruitment of outstanding students and a focus on partnerships with organizations and colleges that serve non-

traditional students. By virtue of language and culture, deaf and hard of hearing students are seen as non-traditional, and as a multi-cultural community of learners, they often face multiple barriers. We are building bridges between the University community and the larger community, ensuring that prospective deaf and hard of hearing students consider the University of Alberta as a welcoming learning environment that can accommodate their learning needs. Our centre celebrates and draws upon diversity by hiring Deaf employees who use American Sign Language and all of our research affiliates possess American Sign Language fluency. In addition, our research lectures focus on evidence based research in their field of Deaf Studies, and features scholars from Canada and from other countries.

Learning, Discovery and Citizenship:

We support this cornerstone by creating national and international research collaborations. To date we have formed effective relationships with the University of British Columbia, Northeastern University in Boston, Institute of Special Pedagogy in Kiev, Ukraine, and Gallaudet University in Washington, DC. Finally, our centre has offered mentorship and learning opportunities to undergraduate and graduate students. As well, we serve as a work experience site for high school students from the Alberta School for the Deaf. By serving on the international board of directors for the World Association of Sign Language Interpreters, we are also building international relationships that create initiatives to foster mutual understanding, advance human rights agendas, and to further enhance the

quality of life for all d/Deaf and hard of hearing citizens.

Connecting Communities: Our partnerships with school boards in Edmonton and Calgary, our collaboration with many community organizations such as the Canadian Cultural Society of the Deaf, the Alberta Cultural Society of the Deaf and the Canadian Hard of Hearing Association allow us to identify research challenges and to provide life-long learning opportunities. Teachers working with deaf and hard of hearing students are able to participate in our workshops, which provide access to new research outcomes and create a bridge between research and teaching practice. Our ASL Immersion experiences offer opportunities to learn American Sign Language and to learn how to meaningfully engage with this distinct linguistic minority. Our research lectures invite intellectual openness and opportunities for ongoing dialogue and discussion about areas of importance to the deaf and hard of hearing community. We continue to make the lectures accessible to all Canadians who have access to the Internet, through video-streaming technology.

Transformation Organization and Support:

Our past record of providing two doctoral fellowships and one undergraduate fellowship support the University of Alberta's goal of increasing financial assistance to attract outstanding students. We have also maintained good stewardship of the David Peikoff Endowment Fund, ensuring the financial resources will continue to be available in the future. This will allow the University of Alberta to attract outstanding scholars to serve as the David Peikoff Chair of Deafness Studies. Finally, we have

increased our ability to communicate among both the internal and external university community by producing regular newsletters, bi-monthly written reports to Peikoff Trustees, Dean Snart, and Dr. Everall, and maintaining a current web and electronic presence.

Acknowledgements

I wish to thank the following people for their continued support, encouragement, wisdom and guidance:

The Peikoff Trustees: Dr. Marc Arnal, Dr. Bill Maynes, and Martin Coutts.

Dr. Robin Everall, Chair of the Department of Educational Psychology.

Dr. Fern Snart, Dean of Education.

I am also grateful for the support that I have enjoyed from Jane McLeod, Megan Senechal, and Greg Carrier who have been exceptional research assistants. To Robin Demko, my administrative assistant, my sincere thanks for her exceptional work that continues to ensure our activities are carried out efficiently and effectively. Questions or feedback about the work conducted in our area can be directed to debra.russell@ualberta.ca or telephone: 780-492-1156.

Respectfully submitted,



Debra Russell
David Peikoff Chair of Deaf Studies
WCCSD Director