

MODEL

Sign Language Proficiency Interview (SLPI) Information for NAME University (NU)

Students Majoring in Education of the Deaf and Hard-of-Hearing Students

Frank Caccamise and William Newell

May 2008

Note: This model document is adapted from a document prepared for Valdosta State University Education of the Deaf and Hard of Hearing students and ASL Interpreting students by Frank Caccamise, William Newell, Philip Gunter , and Nancy Scheetz.

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MODEL

Sign Language Proficiency Interview (SLPI) Information for NAME University (NU)
Students Majoring in Education of the Deaf and Hard-of-Hearing Students

I. Goals of This Paper

A. To provide you information about the SLPI-ASL

1. Why should I take the SLPI-ASL? – Benefits for you
2. What is the SLPI-ASL? What does the SLPI-ASL assess?
3. What is the SLPI-ASL process for you/NU students?

B. To Assist You in Preparing to Take the SLPI-ASL

II. Why Should I take the SLPI-ASL? – Benefits for You

A. The SLPI-ASL Provides You Information about Your Current ASL Communication Skills and Your SLPI-ASL Results May Be Used to Assist You in Planning for Your Continuing ASL Communication Skills Development

B. Many Schools/Programs You May Work at Use the SLPI-ASL: SLPI-ASL Use Includes/Has Included:

1. Elementary, Secondary, and Post-Secondary School Faculty/Staff & State Teacher Licensure (MN)
2. Vocational Rehabilitation (VR) Personnel: GA, ARK, NYS, AL
3. University of Tennessee, Knoxville (UTK): Orientation to Deafness Program for Rehabilitation Personnel, Deaf Education Majors, Undergraduate Foreign Language Requirement, Teacher Applicants for TN Secondary School ASL Courses, ASL 2-WK. Intensive Workshop, Region IV VR Personnel, & Rehabilitation Counseling Students, Interpreter Training Students, & others from UTK & surrounding areas/programs
4. University Students, Joint NTID-University of Rochester Educational Specialist Program (1981), Univ of MN Foreign Language Requirement, NTID Master of Science in Secondary Education, Valdosta State University Department of Special Education & Communication Disorders (since the 2004-2005 academic year)
5. Executive Director Position, Monroe County Association for the Hearing Impaired (MCAHI), Rochester, NY
6. State of Louisiana (LA) (provided by LSD): LSD/LRID Interpreter Training Program Entrance Requirement, LDS/LAD Community ASL Course Students, LA Association for the Deaf Support/Advocacy Executive Director Position, LA Commission for the Deaf, LA Commission for the Deaf (for hiring, contracts, & advocacy), & LA Coalition of Deaf Action Centers
7. Student Teacher Applicants (e.g., KY, IL, & CO Schools for the Deaf & South Carolina School for the Deaf & the Blind)
8. Interpreter training program applicant screening (GA Perimeter College)

Note: See next page for list of programs that have hosted SLPI Training Workshops.

Programs that have hosted SLPI Training Workshops for Potential SLPI Team Members Include:

1. Louisiana School for the Deaf (LSD)
2. Michigan School for the Deaf (MSD)
3. Minnesota State Academy for the Deaf (MSAD)
4. South Carolina School for the Deaf And Blind (SCSDB)
5. Willie Ross School for the Deaf (WRSD)
6. Alabama Institute for the Deaf and Blind (AIDB)
7. Alaska State School for the Deaf (ASSD)
8. Orientation to Deafness Program, College of Education, the University of Tennessee, Knoxville (UTK)
9. Georgia (GA) Division Of Rehabilitation Services (DRS)
10. New York State Office of Vocational & Educational Services for Individuals with Disabilities (VESID)
11. Arkansas Office for the Deaf And Hearing Impaired (ODHI), Division of Rehabilitation Services (DRS)
12. CA State Dept of Rehabilitation, Deaf & Hard of Hearing Services
13. New Jersey Division of Vocational Rehabilitation Services (NJDVRS)
14. Lexington Center, Vocational Services, Jackson Heights, NY
15. Rochester School for the Deaf (RSD)
16. Pennsylvania School for the Deaf (PSD)
17. Atlantic Provinces Special Education Authority, Nova Scotia
18. Tripod & Burbank, CA School District
19. MN Resource Center: Deaf/Hard-of-Hearing/MN State Teacher (Re)Licensure
20. National Technical Institute for the Deaf (NTID)
21. Illinois School for the Deaf (ISD)
22. Florida School for the Deaf & Blind (FSDB)
23. Communication Service for the Deaf, SD Association of the Deaf
24. Ohio School for the Deaf (OSD)
25. Oklahoma School for the Deaf (OSD)
26. Missouri School for the Deaf (MSD)
27. Georgia School for the Deaf (GSD)
28. Western Pa School for the Deaf (WPSD)
29. North Carolina Schools for the Deaf (NCSD)
30. St. Francis Desales School for the Deaf
31. Colorado School for the Deaf & Blind (CSDB)
32. Texas School for the Deaf (TSD)
33. Kentucky School for the Deaf (KSD)
34. South Dakota School for the Deaf (SDSD)
35. Atlanta Area School for the Deaf (AASD)
36. Arkansas School for the Deaf (ASD)
37. New Mexico School for the Deaf (NMSD)
38. Department of Corrections, NYS Civil Service
39. Deaf Education Graduate Students, Canisius College
40. Utah School for the Deaf & Blind (USDB)
41. American School for the Deaf (ASD)
42. Mill Neck Manor School for the Deaf (MNMSD)
43. Virginia School for the Deaf & the Blind
44. Kenya, US Peace Corp
45. Alabama Department of Rehabilitation Services (ADRS)
46. NAME University, GA
47. Massachusetts Commission for the Deaf & Hard of Hearing
48. Helen Keller National Center (HKNC) for Deaf-Blind Youths & Adults
49. St. Mary's School for the Deaf, NY
50. VA School for the Deaf, Blind, & Multi-Disabled
51. NJ School for the Deaf, Katzenbach Campus
52. Alabama Department of Mental Health & Mental Retardation
53. Arizona Commission for the Deaf and Hard of Hearing (ACDHH)/
Phoenix College Interpreter Preparation Program (PCIPP)

III. What Is the SLPI-ASL? What does the SLPI-ASL Assess?

- A. What Is the SLPI-ASL?: The SLPI-ASL involves a one-to-one conversation between the interviewer and candidate/interviewee, with each interviewee recorded and subsequently rated independently by SLPI-ASL raters. The basis for ratings is the SLPI Rating Scale (see next page), a standard scale based on highly skilled, knowledgeable native/native-like signers.

The SLPI-ASL is based on the Oral Proficiency Interview (OPI) (also known as the Language Proficiency Interview/LPI). Like the O/LPI, the SLPI-ASL permits interview content to vary according to the job responsibilities/schooling, background, and interests of each person interviewed. Consistent with the O/LPI, the goals of the SLPI-ASL are to assess how well people are able to use ASL for their communication needs, and, as appropriate, to assist people in development of their ASL communication skills.

- B. What does the SLPI-ASL Assess? The SLPI-ASL allows assessment of ASL from a broad perspective; that is, the SLPI-ASL assesses ASL as it is used among skilled ASL communicators in the United States. This use includes the full range of ASL from pure, linguistic descriptions of ASL to English-like contact signing. Expanding upon this, Newell and Caccamise (in *Skills Important for Effective Sign Language Communication and SLPI-ASL Rating Levels*, 2007), discuss the importance of both **function** (use of language for communication) and **form** (vocabulary knowledge, production, fluency, grammar, comprehension) to the SLPI-ASL, considering in this discussion the concepts of rhetorical and communicative language norms:

The rhetorical norm represents an idealized form of a language...The rhetorical norm is generally not the ‘standard’ for everyday communication of skilled language users. The...communicative norm is found in the every day communication of skilled language users. Among users of a language there is generally greater variation in their use when communication (not linguistic form) is their goal.

And, as further discussed in Newell and Caccamise (2007), ASL in the United States has acceptable variations, and these variations include English influenced contact signing:

ASL and English have been in contact in the United States for more than 150 years. Due to this contact, as has been documented in the ASL literature, ASL has been influenced by English and English-like signing has developed to include many features of ASL. Haugen (1977) noted that, when there is an intermingling of two languages in contact, the concept of “language norm” is “highly ambiguous and slippery.” He further stated, “We have to recognize that the communicative norm which grows up in a bilingual community is more elastic and less predictable than that of a monolingual community” (p. 98). Given the above, it can be expected that the communicative norm for ASL use in the United States will reflect mixtures and borrowings between the two languages in contact (that is, between ASL and English).

SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI) RATING SCALE^{a,b}

<u>RATINGS</u>	<u>DESCRIPTORS^c</u>
<u>Superior Plus</u>	<u>Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics.</u> All aspects of signing are native-like.
<u>Superior</u>	<u>Able to have a fully shared conversation, with in-depth elaboration for both social and work topics.</u> Very broad ASL vocabulary, near native-like production and fluency, excellent use of ASL grammatical features, and excellent comprehension for normal signing rate.
<u>Advanced Plus</u>	<u>Exhibits</u> some superior level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Advanced</u>	<u>Able to have a generally shared conversation with good, spontaneous elaboration for both social and work topics.</u> Broad ASL vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many ASL grammatical features and comprehension good for normal signing rate.
<u>Intermediate Plus</u>	<u>Exhibits</u> some advanced level skills, but not all and not consistently.
<u>Intermediate</u>	<u>Able to discuss with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences.</u> Good knowledge and control of everyday/basic ASL vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign misproductions. Fair use of some ASL grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.
<u>Survival Plus</u>	<u>Exhibits</u> some intermediate level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Survival</u>	<u>Able to discuss basic social and work topics with responses generally 1-to-3 sentences in length.</u> Some knowledge of basic ASL vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few ASL grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.
<u>Novice Plus</u>	<u>Exhibits</u> some survival level skills, but not <u>all</u> and not <u>consistently</u> .
<u>Novice</u>	<u>Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing.</u> Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.
<u>No Functional Skills</u>	<u>(May be) Able to provide short single sign and "primarily" fingerspelled responses to some basic questions signed at a slow rate with extensive repetition and rephrasing.</u>

^aAdapted from US Foreign Service Institute & ACTFL LPI Rating Scales by William Newell & Frank Caccamise.

^bThe SLPI was referred to as the Sign Communication Proficiency Interview (SCPI) from 1983 to May 2006.

^cFor all SLPI rating descriptors, **first statement (in bold type) always a statement of ASL communicative functioning**, with all remaining statements (regular type) descriptors of ASL form (vocabulary, production, fluency, grammar, and comprehension).

IV. What is the SLPI-ASL Process for You/NU Students?

- A. SLPI-ASL interview and rating services are provided for you near the end of the semester in which you take ASL 104: ASL IV. Prior to your interview you are requested to complete an ASL Background Questionnaire (see pages 7- 8). This questionnaire will be completed online. Information from this questionnaire is used to improve program offerings and curriculum in the NU ASL Program.
- B. You will be requested to pay an SLPI-ASL test administration fee of fifty dollars (\$50.00) prior to your scheduled interview and provide one DVD-R disc for recording your SLPI-ASL interview on the day your interview is scheduled. More information about this will be shared with you prior to your taking the SLPI-ASL.
- C. Pre-Interview SLPI-ASL Materials: To help you prepare for your SLPI-ASL please read:
 - 1. A Brief Description of the SLPI-ASL (page 9)
 - 2. SLPI-ASL Information for Candidates (page 10)
 - 3. SLPI Tips for Candidates (page 11)
 - 4. SLPI Rating Scale (page 4)
- E. You will be interviewed in ASL by an interviewer trained in SLPI interviewing techniques; your interview will be recorded on the DVD-R disc you provide.
- F. SLPI-ASL trained raters will view your SLPI-ASL video and determine an SLPI-ASL rating.
- G. Post-Interview SLPI-ASL Materials:
 - 1. You will receive a report of results memorandum that includes your SLPI-ASL rating (p. 12) with a copy of the SLPI Rating Scale attached (p.4.). Results are shared only with you.
 - 2. Your results memorandum will encourage you to schedule an SLPI-ASL Follow-Up Meeting. At this meeting you would have the opportunity to review your SLPI-ASL video, to discuss your sign language communication skills, and to discuss suggestions for improving your sign language communication skills.
 - 3. Also, you will receive a form that requests permission to use your SLPI-ASL video for training, demonstration, and research (page 13). If you do not give permission for your video to be used for these purposes, your interview will be erased two months from the date of your SLPI-ASL results memorandum.
 - 4. Your SLPI result must be officially recorded in your LiveText Portfolio along with a copy of your SLPI video. You will receive further information when you receive your SLPI result regarding submitting your SLPI result and the video file of your interview to LiveText.

- H. An SLPI-ASL rating of Intermediate or above is required for successful completion of ASL 104: ASL IV. If you do not achieve this expectation the first time you take the SLPI-ASL, you will receive a grade of incomplete for ASL 104: ASL IV and you will have one year to achieve an SLPI-ASL rating of Intermediate or above. If, after one year, you have not achieved an SLPI-ASL rating of Intermediate or above, you will receive a fail grade for ASL 104: ASL IV.
 - I. **CONFIDENTIALITY** of individual SLPI-ASL results is maintained: Results of your SLPI-ASL will be on file within the Department of NAME. You should maintain a copy of your SLPI-ASL results in your personal portfolio. Copies of your results will be sent to hiring agencies & programs under official NU letterhead upon your request and will not be shared without your permission (see page 14). Group reports for NU students' SLPI-ASL results and ASL Background Questionnaire responses always are prepared in a manner that protects the confidentiality of individual results.
- V. How May I Best Prepare for the SLPI-ASL?
- A. Review Information about the SLPI-ASL:
 - 1. This paper
 - 2. SLPI Website: www.ntid.rit.edu/slpi
 - B. Interact With People Who Are Deaf and Hard of Hearing
 - C. Have ASL Conversations with Your Classmates
 - D. Record Yourself Taking Mock SLPI-ASL Interviews and Critique these Interviews with Classmates and/or Your ASL Instructor

American Sign Language (ASL) Questionnaire for NAME University (NU) Students
Majoring in Education of Deaf and Hard-of-Hearing Students

Frank Caccamise & William Newell
October 2007

This questionnaire is part of our efforts to provide appropriate American Sign Language (ASL) learning experiences for NU students. Information from this questionnaire is confidential, with this confidentiality maintained for any group reports generated. Thank you for completing this questionnaire and returning it to NAME, EMAIL ADDRESS.

For all “choice” responses, please place an X **before** the correct response.

1. Name:
2. E-Mail Address:
3. Date:
4. Summer Entered NU ASL Program (year):
5. ___Deaf ___Hard-of-Hearing ___Hearing
6. Date-of-Birth (month/year):
7. Age began to learn/acquire ASL:
8. When entering your NU ASL course sequence, how would you have rated your skills in using and understanding American ASL with people who are deaf? (please place an *X* before only *one* rating)
 - ___ No Skills
 - ___ No Functional Skills (May know the Manual Alphabet and some signs and phrases but unable to hold even a simple conversation in ASL)
 - ___ Basic Skills (Basic ability to converse in simplified language within everyday conversational contexts)
 - ___ Intermediate Skills (Able to converse with some elaboration within everyday conversational contexts)
 - ___ Advanced Skills (Able to converse with ease and spontaneity. Able to provide detailed responses with good grammar and structure.)
 - ___ Native or Native-Like Skills (Able to converse across a broad range of topics and contexts with native-like skills)

9. How would you rate your current skills in using and understanding American ASL with people who are deaf? (please place an **X** before only **one** rating)

- No Skills
- No Functional Skills (May know the Manual Alphabet and some signs and phrases but unable to hold even a simple conversation in ASL)
- Basic Skills (Basic ability to converse in simplified language within everyday conversational contexts)
- Intermediate Skills (Able to converse with some elaboration within everyday conversational contexts)
- Advanced Skills (Able to converse with ease and spontaneity. Able to provide detailed responses with good grammar and structure.)
- Native or Native-Like Skills (Able to converse across a broad range of topics and contexts with native-like skills and contexts with native-like skills)

10. Do you have any deaf family members? If yes, explain the languages and modes of communication that are used in your family.

11. Extra-curricular ASL experiences are experiences such as contact with deaf persons at social gatherings or one-to-one conversations, internships where you have observed sign language being used, group activities where sign language interpreting services were provided, or other types of extra-curricular experiences where you have been exposed to sign language.

Since beginning your NU ASL course sequence have you engaged in extracurricular activities in which you have been exposed to or used your ASL skills outside of formal classroom instruction? Yes No

12. If you responded “Yes” to #11, would you judge the impact of your extracurricular ASL exposure/use of your ASL skills as having had significant impact on your ASL skills development? Yes No

13. If you responded “Yes” to #12, what one extra-curricular activity has had the most significant impact on your ASL skills development? Please explain.

A BRIEF DESCRIPTION OF THE
SIGN LANGUAGE PROFICIENCY INTERVIEW-AMERICAN SIGN LANGUAGE (SLPI-ASL)^a

Frank Caccamise and William Newell
October 2007

The SLPI, a conversational approach to sign language communication skills assessment, is based on the Oral Proficiency Interview (OPI) (also known as the Language Proficiency Interview/LPI). Like the O/LPI, the SLPI permits interview content to vary according to the background, job responsibilities/schooling and other interests of each person interviewed. Consistent with the O/LPI, the goal of the SLPI is to assess how well people are able to use sign language for their communication needs, and, as appropriate, to assist people in development of their sign language communication skills.

The SLPI involves a one-to-one conversation between an interviewer and interviewee/candidate, with each interview recorded and subsequently rated independently by SLPI raters. [See pages 10 and 11 for SLPI interviewee information and tips.] The basis for ratings is the SLPI Rating Scale (Attachment 4), a standard scale based on highly skilled, knowledgeable native/native-like signers.

The SLPI-ASL assesses American Sign Language (ASL) as it is used among skilled sign language communicators in the United States. This use includes the full range of ASL from pure, linguistic descriptions of ASL to English-like contact signing. This full range is characterized by meaning-based sign language vocabulary selection consistent with standardized signs in current use by skilled language users and a variety of grammatical features that are consistent with effective use of gestural-visual language for communication. These grammatical features include: (a) space, indexing, eye gaze, sign movement directionality, and body shifts to separate ideas and to identify and discuss persons, places, and objects present and not present; (b) classifiers for describing and representing persons, places, and objects and their movements (for example, use of the index finger to represent “a person”); (c) sign-word order which facilitates effective communication in gestural-visual language; and (d) facial expressions and other body movements (non-manual signals) to support and add to information communicated (for example, affirmative and negative head movements). In addition to vocabulary and grammatical features, clarity of sign production, fluency, and comprehension are important to effective communication when using a gestural-visual language, and therefore are considered in SLPI-ASL ratings. Further explanation of what is assessed by the SLPI is provided in the *SLPI Notebook*, Section 5, *Skills Important for Effective Sign Language Communication and SLPI-ASL Rating Levels*. Copies of this paper are available from NAME, ADDRESS.

As we have discussed consistently in SLPI presentations and published materials, follow-up is critical to successful use of the SLPI. Thus, SLPI interviewees are encouraged to schedule SLPI Follow-Up Meetings. At these meetings interviewees have the opportunity to review their SLPI-ASL videos, to discuss their sign language communication skills, and to discuss suggestions for improving their sign language communication skills. .

^aThe SLPI was referred to as the Sign Communication Proficiency Interview (SCPI) from 1983 to May 2006

SIGN LANGUAGE PROFICIENCY INTERVIEW-AMERICAN SIGN LANGUAGE
(SLPI-ASL) INFORMATION FOR INTERVIEWEES

1. We will have a conversation about social and work topics. I will ask you questions, and you may ask me questions.
2. We want to get the best sample of your American Sign Language (ASL) skills.
3. In order to elicit your best ASL skills, I may ask you to “re-sign” (restate) some responses.
4. We will evaluate your ASL skills, including: (a) ASL vocabulary; (b) clarity and control of sign production; (c) use of ASL grammar (for example, use of space, sign directionality, classifiers, time indicators, and sentence and discourse structure); (d) nonmanual behaviors such as facial expressions and body shifts; (e) fluency or smoothness of sign and fingerspelling production; and (f) comprehension (skill in receiving ASL).
5. Please try to maintain a good “signing posture;” that is, please sit upright. This should help you show your best ASL skills.
6. Please answer my questions as completely as possible.

Do you have any questions? Please use ASL.

Note: PLEASE USE YOUR BEST ASL.

SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI)
TIPS FOR INTERVIEWEES

1. **RELAX:** Sip a cup of coffee, rub your hands, talk about the weather—anything that will help you to relax and be confident.
2. **RATE OF SIGNING:** Sign at a rate that is comfortable for you. If you know that you make many mistakes when you sign quickly, slow down.
3. **KEEP SIGNING:** Don't stop the conversation by answering simply YES or NO. Be generous. Give details, explain your point, develop your thoughts, and make comparisons. Anything that shows you can discuss a topic in depth will help you perform better. If you are not a "talkative" person by nature, you must make an extra effort to communicate during the interview.
4. **DON'T DOWNGRADE YOURSELF:** Don't apologize for your signing skills. Be positive. Let the interview show your skills.

WHAT TO DO...

1. **IF YOU MAKE A MISTAKE:** If you know you made a mistake, correct it and continue. Correcting a mistake can help your performance.
2. **IF YOU ARE LOST IN A LONG EXPLANATION:** Stop. Think. Say something like, "Let me tell you again—it is complicated." Then try again. Don't worry about what happened. No one expects you to sign without mistakes.
3. **IF YOU BECOME NERVOUS DURING THE INTERVIEW:** The interviewer will know you are nervous and help you. You can stop for a few seconds and get control. Relax. Admit that you are nervous and joke about it. Often this is enough to make you comfortable again.
4. **IF SOMETHING IS INTERFERING WITH YOUR SIGNING:** If the air conditioner bothers you, say so. If you can't see the interviewer clearly, say so. Remember that this is your interview. You should have the best possible interview conditions.

SLPI-ASL RESULTS MEMO FOR NAME UNIVERSITY (NU) STUDENTS
MAJORING IN EDUCATION DEAF AND HARD-OF-HEARING STUDENTS

To: NAME

From: NAME

Date: DATE

Subject: Results of DATE SLPI-ASL

Your Sign Language Proficiency Interview-American Sign Language (SLPI-ASL) rating for your DATE SLPI-ASL is RATING. The SLPI Rating Scale attached will help you understand your rating.

If you wish to schedule an SLPI-ASL Follow-Up Meeting, please contact NAME, ADDRESS, PHONE #. At this meeting you will have the opportunity to review your SLPI-ASL video, to discuss your sign language communication skills, and to discuss suggestions for improving your sign language communication skills if appropriate.

Attached is a form requesting permission to use your SLPI-ASL video for training, demonstration, and research. Please consider completing this form and returning it to me. Thank you.

If you do not give permission to use your SLPI-ASL video for training, demonstration, and research, your SLPI-ASL video will be erased two months from the date of this report of results.

NAME UNIVERSITY (NU) PERMISSION TO USE
SIGN LANGUAGE PROFICIENCY INTERVIEW-AMERICAN SIGN LANGUAGE (SLPI-
ASL) VIDEOS FOR TRAINING, DEMONSTRATION, AND RESEARCH

Dear

Persons who may/will be taking the SLPI-ASL often request the opportunity to see examples of signers who achieve each of the SLPI-ASL rating levels. In addition, in order to help ensure we are able to provide quality SLPI-ASL services, in-service training is provided for current SLPI-ASL Team Members and training is sometimes necessary to add additional SLPI-ASL Team Members.

Given the above, we wish to request your permission to use your SLPI-ASL Interview video to assist us in conducting SLPI-ASL training, demonstration, and research.

If you are willing to give us permission, please sign below and return this form to NAME, ADDRESS. Thank you.

My signature below signifies my granting permission to use my DATE SLPI-ASL video for:

_____ training _____ demonstration _____ research

Signature

Date

NAME UNIVERSITY (NU)
SIGN LANGUAGE PROFICIENCY INTERVIEW-AMERICAN SIGN LANGUAGE (SLPI-ASL)
RELEASE OF INFORMATION FORM

I request that NU share results of my DATE SLPI-ASL with the following individuals/groups (please include addresses):

My signature below is my permission for NU to share my SLPI-ASL results as requested above.

Please return this form to NAME, ADDRESS.

Signature of Individual Making Request

Date