

**2009 RID National Conference Session Information**  
**Alphabetical by Primary Speaker's Last Name**  
**As of May 4, 2009. Subject to change without notice.**

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Explanation of the Type of Presentation –

Professional discussions are one and one-half (1 and ½) hour long sessions on various topics related to the field of interpretation/transliteration. Continuing education units (CEUs) are offered for all professional discussions. CEUs = 0.15

Workshops are three (3) hour long sessions which cover topics in greater depth. Continuing education units (CEUs) are offered for all workshops. CEUs = 0.3

Extended Workshops are five (5) hour long sessions which give participants an even deeper look at topics. These are scheduled in two sessions, with a mid-point break. Continuing education units (CEUs) are offered for all extended workshops. CEUs = 0.5

A side note – We encourage you to print this document out, and utilize it in conjunction with the session schedule, not only to plan your time at the conference but to complete the session survey, which will be distributed around April 23.

If a presenter is speaking more than once, their bio will only appear one time.

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Presenter - Austin Andrews

Title - The NIC Interview: Aim High

Type of Presentation - EW

Topic - NIC testing

CEUs - 0.5

Instructional Level - Extensive and Testing

Bio 1 - CI/CT and NIC: Master, is widely recognized as the storyteller of Deaf Ninja. Born into a deaf family and raised in Rochester, New York, he has been interpreting professionally since 1997. After working for over 4 years as the Head Trainer of 2 VRS providers, Austin established Awti Productions. Through his company, he has spent the past 3 years providing one-on-one NIC Interview preparation, supporting individual interpreters in gaining confidence - and results. These same painstakingly calibrated, tested, and proven strategies are available by means of his workshop, "The NIC Interview: Aim High".

Session Summary - Session Summary - The NIC Interview: Aim High ~ After three years of development it's conclusive: This workshop has cracked the NIC Interview code. Workshop participants have proven the validity of this approach by consistently replicating high test results. Now you can, too. ~ Come and discover the tool that will help you "Best the Test".. Uniquely engineered, this tool guides you through each Interview answer; you can even 'bring' it into the test room. ~ Here's the session summary, in the words of actual participants: "I've taken 3 NIC Interview workshops and this has been the best, by a clear mile. Simple approach, sturdy curriculum." ~ "Austin has taught me in 12 hours how to fit 15 years of education into a clear

and direct answer." ~ "Who needs the test answers / content? Now I'm empowered with a process that fits every scenario - I've never been more confident." ~ "Interactive, entertaining!" ~ "Only 12 hours of practice, and I got all high-marks on my Interview." ~ "The 'code' is truly cracked... I'm mesmerized by how simple it really is. Thank you!" ~ "Austin puts himself in the hot seat, not the attendees - I've never seen a presenter do that!" ~ "Perfect illustrations and articulate explanations make enigmatic concepts crystal clear... they'll stick with me."

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Presenter - Adam Bartley

Title - They've Got Guns! Scripts and Best Practices for Law Enforcement Interpreting

Type of Presentation - EW

Topic - Legal

CEUs - 0.5

Instructional Level - Some

Bio 1 - Adam Bartley is currently a Staff Interpreter III with Gallaudet Interpreting Service, and holds NIC: Master and SC: L certifications. He has been interpreting professionally for 18 years in post-secondary, legal, law enforcement, medical, theatrical, and video-relay settings. He is a trained mentor with Gallaudet Interpreting Services, and has presented at local, state and regional levels on Law Enforcement Interpreting.

Session Summary - Interpretation between any two languages is a complex task, demanding linguistic agility and rapid fire responses to ever changing dynamics. The settings we interpret in also have a profound impact upon the work we do. Law Enforcement interpreting compounds an already difficult task by introducing many elements that are unfamiliar to most interpreters. Authority structures, legally required procedures, in-group language use by officers, and potentially dangerous environments all add to the difficulty of providing appropriate, ethical, and accurate interpreting services. ~ This workshop will focus on strategies for working with Law Enforcement personnel, and best practices for interpreting in these difficult settings. This workshop will promulgate best practices and equip interpreters with tools for ensuring appropriate working conditions and quality services. We will cover key concepts used in L/E discourse, and will describe the process of an arrest, interview/interrogation, as well as typical booking and bail/bond procedures. We will examine interrogation structures and conflicts that exist with Deaf norms and interpreted interactions. We will analyze how communication with L/E personnel can be enhanced by using language that is familiar to officers. We will also focus on how interpreters may best prepare consumers for inherent differences between everyday interpreting experiences and L/E interpreting.

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Presenter - Jimmy Beldon

Title - Culture, Differences, Powers

Type of Presentation - W -3

Topic - Deaf culture

CEUs - 0.3

Instructional Level - Some

Bio 1 - Jimmy Beldon, CDI, MA, has been a professional involved in the interpreting field on many levels. He currently teaches in the Interpreter Training Program at St. Catherine University in St Paul, Minnesota. Mr. Beldon received his master's degree in Deaf Education with an ASL Specialty from Western Maryland College. He is a nationally renowned interpreter educator. He is a popular presenter requested to travel across the United States giving workshops on a variety of topics and was served as vice president for RID. Mr. Beldon and his family currently reside in St. Paul, Minnesota.

Session Summary - When thinking about deaf culture, realize there is a barrier dividing people who are deaf from hearing people, and it is communication. A large portion of deaf culture revolves around this fact of life. Lack of communication inhibits the interaction between people. The major concepts such as culture, power, and difference, are essential ones for interpreters to understand in order to become effective in today's diverse interpreting setting. Effective interpreters must also be able to imagine and implement an approach that responds in thoughtful and sensitive ways to the power and cultural differences within the interpreting assignments and the larger society. Participants will discuss about the challenges of the oppressions, oppressors' behaviors, audism, cultural and linguistic conflicts before, during, and after the interpreting assignment. The participants will be able to talk openly and honest with colleagues about their struggles, cultural and linguistic challenges. This workshop would help with the development of critical thinking skill, and develop a better approach on the cultural differences that would enable an effective interpreting.

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Presenter - Jessica Bentley-Sassaman

Title - Advanced Linguistics: Interpreting Real and Conceptual Entities

Type of Presentation - W -3

Topic - ASL linguistics

CEUs - 0.3

Instructional Level - Extensive

Bio 1 - Jessica Bentley-Sassaman has been working in the field of interpreting since 2001 after obtaining a B.S. in Interpreting for the Deaf from Bloomsburg University. She then attended Gallaudet earning her M.A. degree in Linguistics in 2006. She has her CI & CT and Ed: K-12. Jessica currently teaches at Bloomsburg University in Pennsylvania. She is attending Walden University working toward her doctoral degree in education (Ed.D.). Jessica works as a freelance interpreter in medical, legal, and VRS settings in Pennsylvania.

Rebecca Minor is a PhD candidate in Linguistics at Gallaudet University. She received her M.A. in Linguistics from Gallaudet University in 2004. Her Bachelor's degree is from Towson University in Deaf Studies. She is currently teaching at Northern Virginia Community College and has worked in the field of interpreting for the past three years. Rebecca works in post-secondary settings, in the community and interpreting for VRS.

Session Summary - This workshop will focus on advanced topics in ASL linguistics, specifically in advanced structural phenomena which affect syntax. Through this workshop we will define and describe such structures at deictics, pronouns and real space, and the use of surrogates, tokens, buoys and blends. Each of these structures in ASL creates unique word orders and unique challenges to interpreters. By defining and identifying these structures, interpreters will be better equipped to manage the task of interpreting these phenomena into English.

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Presenter - Gerald "Bummy" Burstein

Title - Bummy & Libby, Parliamentarians, LLP, Etc., and So Forth, Etc.

Type of Presentation - W -3

Topic - Legal

CEUs - 0.3

Instructional Level - Extensive

Bio 1 - Born in Brooklyn, NY Gerald Burstein is known as "Bummy" for his beloved love for the Brooklyn Dodgers. He obtained a Bachelor's degree from Gallaudet University and a Master's degree from CSUN. In October 1986, he received an Honorary Doctor of Laws Degree from Gallaudet University. He received many honors and awards. ~ "Bummy" is a Certified

Professional Parliamentarian with the American Institute of Parliamentarians and a member of the National Association of Parliamentarians. He has presented over 200 parliamentary workshops to student groups and adults all over the nation including Hawaii and Canada. He, also, has served as a parliamentarian at many conferences and meetings. He has written two parliamentary books and produced a 90-minute, voice-over and captioned, videotape. (To be added: This would be my 9th bi-annual RID conference as a parliamentarian -- starting in 1993 in Evansville, Indiana.)

Elizabeth "Libby" Pollard was born in Charleston, WV to deaf parents and later moved to Pittsburgh, PA, and now resides in Columbus, OH. Libby attended Gallaudet College (University) for three years, and later took computer operating/programming courses at a local technical college. She worked as Computer Programmer/Systems Analyst for 30 years, retiring in 2002. ~ Libby has been involved as an officer with many local, state and national organizations for the last 40 years. She was involved with the National Association of the Deaf (NAD), and served as NAD President for two terms (1998-2002). ~ Libby is a member of American Institute of Parliamentarians and National Association of Parliamentarians. Since leaving the NAD, she has served as parliamentarian for national, state and local organizations, and hosted many parliamentary and leadership workshops.

Session Summary - How do you interpret "The motion is tabled"? Interpreters are often assigned to interpret in meetings where formal parliamentary procedure is used. Unfortunately, individuals often err in their signing of these concepts. This session will focus on the sign language vocabulary for parliamentary terms - which will be introduced. Sign for words such as "table" and "postpone" will be demonstrated. ~ We will learn how to participate in meetings effectively. We will practice different motions and recognize precedence of motions. One of the most difficult motions is an "amendment" in which we will practice. ~ Participants will achieve their goals more quickly, effectively, and enjoyably than ever before.

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Presenter - Vicki Brashear

Title - Dimensions of Effective Sign Language Interpreter Behavior

Type of Presentation - PD

Topic - Theory

CEUs - 0.15

Instructional Level - Some

Bio 1 - Vicki Brashear, M.S, an Assistant Professor in the Department of American Sign Language and Interpreter Education at Eastern Kentucky University, has been an RID certified member since 1982 and recently ASLTA provisional certified. She began teaching at EKU in 2000 and prior to that worked at the Kentucky School for the Deaf as a Dorm Program Supervisor, in Texas as an interpreter and then a Language Support Specialist, and at Jefferson Technical College in Louisville, Kentucky as a Deaf Prep teacher and then program director of Deaf/Hard of Hearing Student Services. She is a CODA, a freelance and a video interpreter.

Dr. Laurence Hayes has been a RID Certified interpreter (CSC) since 1978 and has recently earned his ASLTA Provisional certification. He has worked in higher education since 1977 beginning at the University of Arizona in Tucson Arizona as the coordinator of interpreting services and concurrently beginning his work as an interpreter educator. In 1980 he became Chair of the Interpreter Training Program at Pima College in Tucson Arizona and in 1989 became the Coordinator of the Interpreter Training Program at Eastern Kentucky University in Richmond Kentucky. Dr. Hayes is now Professor and Chair of the newly established Department of American Sign Language and Interpreter Education at Eastern Kentucky University.

Jerry Palmer is an Associate Professor of Industrial and Organizational Psychology at Eastern Kentucky University, where he has taught since 2001 and currently coordinates EKU's Industrial – Organizational Psychology M.S. program. He has consulted for, and supervised student consulting projects for, dozens of clients, including numerous police departments.. His research focuses on testing, measurement, and prediction of employee behavior. He received his PhD from the Georgia Institute of Technology in 1999.

Session Summary - The interpreting field has evolved from a helper model involving family members, clergy and friends making a phone call for a deaf individual or interpreting at the doctor's office for a deaf friend to today's world where interpreters come from all walks of life with the majority of new interpreters graduating from interpreter education programs. The attitude or disposition of the interpreter is more important if not equally important as their sign skills to many deaf consumers. What are the dispositions interpreter education programs should look for in student IEP applicants? How or can /do IEP's evaluate, screen, select and possibly predict student success based on disposition characteristics? These as well as related topics are being explored in a dispositional research study by faculty at Eastern Kentucky University's Department of Psychology and EKU's Department of American Sign Language and Interpreter Education".~ This presentation will outline this study and our program of research, centered around the following objectives: 1) determining the essential characteristics, beyond mechanical speed and accuracy, of high quality interpreters, 2) determining whether these characteristics can be measured in the form of interview questions or (selection) test items, and 3) determining whether these characteristics can be taught via training.

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Presenter - Michael Canale

Title - Sharing Perspective; Seeing Through the VP

Type of Presentation - W -3

Topic - VRS

CEUs - 0.3

Instructional Level - Some

Bio 1 - Michael Canale, CI and CT, NAD IV is a working interpreter in the New York metro area, where he is the District Manager of the East for Sorenson Communications. Prior to joining Sorenson, Mr. Canale was the Program Director of Deaf and Hard of Hearing Services at Teachers College, Columbia University. He received his Bachelor of Science in Signed Language Interpretation from the University of New Mexico. His Master of Arts from the State University of New York at Stony Brook, and a Graduate Certificate in Chemical Dependency Rehabilitation for Deaf or Hard of Hearing Clients from The University of Minnesota. Mr. Canale participated in the NYSED Preparation of Educational Interpreters grant as a workshop developer and presenter. Mr. Canale has served on the Certification Council for the Registry of Interpreters for the Deaf for six years, four of which he served as Chair. Currently Mr. Canale presents nationally on NIC preparation and mentorship.

Session Summary - Sharing Perspective; seeing through the VP will provide interpreters the opportunity to see the perspective of the Deaf and Hard of Hearing VRS consumer. Often times as I travel around the country I hear Video interpreters discuss what they find frustrating about VRS. "Why don't they just turn on a light", "Do they really think I know who 'M' on the temple is?" At the same time when I am with my Deaf friends they say to me "Can't you tell interpreters they don't need to wave their arms like they are trying to land a plane to get my attention?" This Panel discussion will provide a great opportunity for us to share perspectives and better understand one another to achieve our common goal of functional equivalence in Video Relay.

~ Question will be posed by the moderator, Michael Canale, as well as open from to the audience. The hope is that this session will be duplicated on a local level in your home community.

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Presenter - Betty M. Colonomos

Title - Effective Team Interpreting: working your way through the maze of styles, philosophies, and attitudes

Type of Presentation – EW - 5

Topic - Team Interpreting

CEUs - 0.5

Instructional Level - Some

Bio 1 - Betty M. Colonomos, currently serving as Director of the Bilingual Mediation Center, is the oldest daughter of Deaf parents and a fluent ASL/English bilingual. Her academic training has been in Deaf Education/Speech Pathology (undergraduate), Counseling (graduate) and Linguistics (doctoral.) Betty was awarded the Masters Comprehensive Skills Certificate (MCSC) from RID in 1980. Betty is well known as an educator of interpreters and language consultant. In addition to developing the most widely used model for teaching processes used in interpreting, she has consulted with schools and the legal system as an expert on linguistic and cultural issues impacting on the Deaf Community. She served as co-chair on the CIT/ASLTA Task Force on Interpreting Standards. Currently she is affiliated with the University of Southern Maine's Interpreter Education Program. ~ Through her center, she provides services in the area of instruction, consultation, BiBi programming, cross-cultural mediation, language assessment, interpretation, translation, and curriculum development. ~ Betty is currently writing a textbook about her Integrated Model of Interpreting.

Session Summary - This workshop will focus on the challenges involved when working with a team. If you were similarly trained or share similar models, it is more likely you will have a satisfactory experience. If you are working with someone who differs from your approach and beliefs, what types of decisions need to be made? If you are working at a conference with a large team of interpreters who you may or may not know or have worked with before, what options are available?

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Presenter - Sheryl Cooper

Title - Update: Status of Sign Language Program Structure in Institutions of Higher Education: 1995-2005

Type of Presentation - PD

Topic - Teaching

CEUs - 0.15

Instructional Level - Some and Teaching

Bio 1 - Sheryl Cooper is the Coordinator of the Deaf Studies program at Towson University in MD which she established in 2000. She earned her Ph.D. from Gallaudet University, her Master's degree from New York University, and her Bachelor's degree from the University of Pennsylvania. She has been a certified interpreter since 1980, and taught in the Interpreter Preparation Program at the Community College of Baltimore County - Catonsville for 18 years. She is a member of RID, PCRID, NAD, the Maryland Association of the Deaf, the American Association of the Deafblind, and the Metro Washington Association of the Deafblind. She chaired the 2006 AADB Conference at Towson University.

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Session Summary - This researcher conducted two national studies of post-secondary programs teaching sign language, in 1994 and 2004, which collected comparative data from over 300 colleges and universities. ~ This professional discussion will provide new comparative data from this presenter's ongoing research in this area, validating the maturation of sign language as an academic discipline on campuses around the United States. Data will show where programs tend to be located within the institutions, how sign language fulfills various degree requirements, who makes critical decisions regarding these programs, how student skills are assessed for placement and how student progress is measured, what topics are covered in multi-section introductory classes, and what features are uniformly administered across these sections. Recommendations from program administrators will be compared from 1994 to 2004 regarding their preferences for placement within their institutional structure, optimal class sizes, use of voice in class, desired qualifications for instructors, and more.

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Presenter - Charlene Crump

Title - Interpreting for Individuals Who Are Deaf With Language Dysfluency In Mental Health Settings

Type of Presentation - W -3

Topic - Mental health

CEUs - 0.3

Instructional Level - Some

Bio 1 - Charlene Crump, B.S., CI/CT, ASLTA-Q, QMHI, is the state Mental Health Interpreter Coordinator. She is responsible for the Mental Health Interpreter Training initiative; and developing standards for mental health interpreting that were adopted by Alabama State Code and recognized by the Charter of Linguists. Charlene is an Adjunct Instructor and currently serves as president of the Alabama Chapter of ASLTA. She served as Chair of the Alabama Licensure Board. Charlene is a contributor to the RID Standard Practice Paper focusing on Mental Health Interpreting and has served on expert focus groups including Northeastern University and National Association of State Mental Health Program Directors.

Session Summary - Interpreters working in mental health settings work with clients who often exhibit dysfluency from psychosis, etiology of deafness, and language deprivation. Considerations for appropriate interpretations change depending upon the language fluency, background and current diagnosis of the patient. Participants will examine how behavior and language patterns may present themselves differently and review approaches and techniques for interpretation including analysis of working relationships with CDIs in therapeutic settings and development of a visual toolkit.

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Presenter - Robyn Dean

Title - Occupational Health Risks In Different Interpreting Work Settings

Type of Presentation - PD

Topic - Best practices

CEUs - 0.15

Instructional Level - Little/None

Bio 1 - Robyn K. Dean, MA, CI/CT was appointed to the faculty of the U of R School of Medicine in 1999. , She has been an interpreter for 18 years. Ms. Dean holds a BA in interpreting and an MA in Theology. Ms. Dean's application of demand-control theory to sign language interpreting has been the topic of numerous workshops, publications, and grant projects nationally and internationally. Ms. Dean's work is funded by several federal grants, one which infuses demand-control schema curricular materials into fifteen interpreter training programs across the US.

Robert Pollard, Ph.D., is a Professor of Psychiatry at the University of Rochester School of Medicine. There, he heads the Deaf Wellness Center, home of numerous initiatives pertaining to mental health, sign language interpreting, healthcare, and professional education opportunities for deaf people. Dr. Pollard has been principal investigator on more than 30 federal, foundation, regional, and local grants and has published over 70 articles and book chapters.

Session Summary - This program presents the results of a compelling research study on occupational health risks in the interpreting profession. A nationally-diverse sample of 144 interpreters completed the Job Content Questionnaire (JCQ). The JCQ is a well-validated and widely-used measure of occupational health and related health risks and problems. The international JCQ database contains JCQ response patterns for numerous occupations. The JCQ responses of our study sample were analyzed in relation to the participants' primary interpreting work setting: K-12, community/freelance, "staff," or VRS. We also tracked age and gender and employed statistical controls so that years of work experience did not skew the JCQ findings. Further, we compared our interpreter sample responses to the JCQ norms for other "practice professions" (e.g., nurses, teachers, doctors) as well as "technical professions" (e.g., architects, engineers). The JCQ variables we examined were: decision latitude, decision authority, skill discretion, role constraint, psychological distress, depression, physical exertion, and job dissatisfaction. The results of this study show numerous patterns of significantly higher degrees of occupational health risks among interpreters compared to other professions. The patterns for the four interpreting work settings (community/freelance, K-12, staff, VRS) showed remarkable consistency between the lower and the higher-risk work settings, with the VRS sample usually at the highest risk. The results also provide empirical support for ideas expressed in both the sign language and spoken language interpreting literature, spotlighting a problematic, stress-inducing gap between interpreting practice rhetoric versus the de facto practice experiences and behaviors of interpreters – in other words, a "disconnect" between what interpreters say or believe that they do on the job versus what they actually do in their day-to-day work. This study has important implications for interpreting practice, interpreter education, job safety and design, the occupational health of interpreters, and consumer awareness as well.

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Presenter - Lisa Dignan

Title - A Community's Approach to Mentoring

Type of Presentation - PD

Topic - Mentoring

CEUs - 0.15

Instructional Level - Some

Bio 1 - Lisa Dignan, M.Ed., CI and CT is the Director of New Mexico Mentoring and Interpreting Services with the New Mexico Commission for Deaf and Hard of Hearing Persons. She relocated to Albuquerque in 2007 after serving as Coordinator of Disability Services at Laramie County Community College in Cheyenne, Wyoming for 13 years. Lisa is a nationally certified interpreter with over 20 years of interpreting experience in a broad range of community, post-secondary, video relay, and coordinating capacities. She served four years as President of Wyoming RID and holds a master's degree in Adult Education from the University of Wyoming.

James MacFarlane is the Director of Interpreting at the Albuquerque Sorenson Video Relay Center. He holds CI/CT, NIC and a Master's Degree in Linguistics from the University of New Mexico. He implemented the Sorenson Video Interpreter –Provisional VI-P® mentorship program in Albuquerque and is the current advisory board chairperson of New Mexico Mentoring.

In 1992, Jim Michaels began his career as an interpreter in Florida. He has interpreted in a variety of settings, including educational, medical, and post-secondary situations. After 7 years of challenging and diverse experiences, he earned his NAD IV certification. Jim's interpreter training came mostly through conferences and workshops, reading books, articles, and having close colleagues that always challenge my knowledge and skills. In 2005, Jim began at Sorenson as a video interpreter then assumed the position of Manager/Trainer at Fort Lauderdale center in 2006. Currently, he is working in Albuquerque as the Western Region VI-P Manager.

Thomas Riggs, MA, CDI, CLIP-R ASLTA-Professional is the Interpreting Program Director at Santa Fe Community College in Santa Fe NM. He earned his MA in Linguistics from the University of Colorado and he has taught classes at Front Range Community College

Aimee Rivera is the Senior Staff Interpreter and Program Coordinator of IN STEP at the Community Outreach Program for the Deaf in Albuquerque, New Mexico. She holds a Bachelor of Science in Signed Language Interpreting from the University of New Mexico,

Dr. Barbara Shaffer (RID CI/CT) is an Associate Professor in the Signed Language Interpreting Program at the University of New Mexico. Her recent publications include a chapter co-written with Terry Janzen entitled Intersubjectivity in Interpreted Interac

Dana Sumrow is a life long resident of Albuquerque, New Mexico. She attended the University of New Mexico and received her Bachelor of Science degree in Signed Language Interpreting in 2005. She has served her local RID affiliate chapter in numerous cap

Session Summary - A Community's Approach to Mentoring ~ New Mexico has many special qualities, including our approach to interpreter mentoring. Interpreters throughout our state have opportunities to participate in a broad range of mentoring programs from the very structured to very flexible. All of our programs cooperate and collaborate with each other and with NMRID to provide a unique network to support everyone in our community from students to seasoned interpreters. This presentation will highlight nine different programs and demonstrate the myriad options available to our interpreters.

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Presenter - Josephine Durkow

Title - Resources Every Educational Interpreter Should Know About

Type of Presentation - PD

Topic - Ed: Post-secondary

CEUs - 0.15

Instructional Level - Some

Bio 1 - Josie Durkow, CT, is an Outreach Specialist for PEPNet-Northeast and Director of ASL/IEP Program at Burlington County College. She holds a Master's Degree in Social Work from Rutgers University. She worked in higher education serving students with hearing loss for twenty years. Twelve of those years, she directed the MidAtlantic Post-Secondary Center for the Deaf and Hard of Hearing. She co-developed the PEPNet Online Notetaker Training and has conducted presentations on services for students who are deaf or hard of hearing nationally. She has also worked as an educational interpreter.

Denise Kavin earned a doctorate degree in Educational Administration from Northern Illinois University, a MA in Higher Education Administration from Northwestern University, and a BA degree from Gallaudet University. As Associate Director of PEPNet-Northeast at NTID/RIT,

Denise oversees the activities of the outreach site coordinators and manages the day-to-day operations of the program. Prior to joining PEPNet, she was a Senior Project Associate with PEN-International at NTID/RIT, coordinator of deaf/ hard of hearing services at Harper College in Palatine, IL, and Assistant Director of the Midwest Center for Postsecondary Outreach. Denise has presented a wide variety of career, education, disability, culture, and other deafness-related workshops at schools, conferences, and community groups.

Lori Hutchison, CSC, is an Outreach Specialist for PEPNet-Northeast. She holds a Master's Degree in Rehabilitation Counseling from George Washington University and is a Certified Rehabilitation Counselor. She was the Supervisor of the Deaf and Hard of Hearing Services Unit at the Hiram G. Andrews Center and later became the Director of Student Services. She has conducted presentations on services for students who are deaf or hard of hearing nationally. She was the first President and co-founder of PARID.

Session Summary - In many postsecondary educational settings, the sign language interpreter may be the only resource that instructors have for working with a student who is deaf or hard of hearing. While interpreters have a good understanding of what may or may not be effective in the interpreted classroom environment, the challenge they often face is explaining this to faculty. They can help provide optimal access to education by directing faculty members to appropriate resources that help them understand the communication access needs of deaf students. The PEPNet national network of four regional centers in the U.S. provides resources, information, in-service training, and expertise to enhance educational opportunities for individuals who are deaf or hard of hearing. This presentation will cover various resources available through PEPNet to assist sign language interpreters in educating faculty members about the unique communication needs of deaf postsecondary students. Resources include various products and materials related to serving deaf and hard of hearing including tipsheets, handbooks, videotapes, newsletters, etc., a listserv for personnel working with deaf and hard of hearing students in postsecondary education, and online training modules. Project Access: Class Act- Promoting Access for deaf and hard of hearing students and other resources will also be explored.

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Presenter - David Evans

Title - Eye Gaze & Blinks in ASL: The Eyes Have It

Type of Presentation - PD

Topic - ASL

CEUs - 0.15

Instructional Level - Some

Bio 1 - David N. Evans, RID CI & CT, NIC Master ~ David has a comprehensive history providing ASL/English interpretation services—working extensively in conference settings, and providing in-service training to interpreters nationwide on topics related to language, culture, and interpreting issues. National presentations include the 2005 NAOBI conference and two national RID conferences (2005, 2007). Presenting since 1992, David's sessions are interactive, entertaining, and informative, creating a relaxed, safe environment for all audiences. David established Bridge Communications in 1996 to further his goals of providing skill-building interpreter workshops and video materials. When not on the road presenting, he enjoys roller skating, playing Frisbee, and dancing.

Session Summary - Eye Gaze & Blinks in ASL: The Eyes Have It ~ When signing, is it ever okay to look away from the other person? How do you know whether a signer is talking about a general or specific subject? Absent a signed referent and obvious body shift, how can you tell

when one characterization ends and another begins? Answers to all of these questions and more can be found in the often-overlooked topic of eye gaze and eye blinks. This workshop will provide a look at eye gaze and eye blink behaviors in American Sign Language. Eye gaze and blink behaviors will be categorized explained and presented with recent research findings. Video demonstrations of Deaf signers will be used to reinforce the presented materials. Regardless of your level of fluency in ASL, this workshop can dramatically impact your work. You'll never look at the eyes in the same way again! ~ Topics we will cover: Discuss different types of eye gaze in ASL, Explain the difference between periodic and voluntary eye blinks in ASL, Demonstrate how to recognize characterizations and utterance boundaries with eye blinks, View ASL videos to identify and analyze different types of eye behaviors in ASL texts.

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Presenter - David Evans

Title - Preparing for the NIC Interview: It's the How, Not the What

Type of Presentation - EW

Topic - NIC exam

CEUs - 0.5

Instructional Level - Little/None and Testing

Session Summary - Preparing for the NIC Interview: It's the How, Not the What ~ The NAD-RID National Interpreter Certification (NIC) exam is a new paradigm. Many candidates are unfamiliar with the new testing procedures, and are unsure what to expect during the actual exam. This can heighten anxiety, preventing candidates from representing themselves as well as possible. ~ This workshop will introduce participants to the interview portion of the NIC exam, providing guidance through the practice DVD, and instruction on procedure and methods for responding to ethical scenarios. The interview rating rubric will be discussed in detail, and a formulaic method for responding will be presented. Candidates will know what issues to cover and how to address them when responding. While no test content will be shared or discussed, candidates will be able to feel comfortable with testing procedures, and confident about being able to accurately represent themselves. ~ Topics we will cover: An overview of the NIC interview format (you will know what to expect), The NIC interview rating rubric (you will know what to address), A formula with modeling of how to respond to the ethical scenarios (you will how to respond), View the NIC Practice DVD, Systematic practice responding to ethical scenarios per the interview rating rubric.

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Presenter - Cindy Farnham

Title - EIPA - Strategies for Success

Type of Presentation - EW

Topic - EIPA

CEUs - 0.5

Instructional Level - Some

Bio 1 - Cindy Farnham, RID Certified Interpreter, Master Mentor, is a freelance interpreter, mentor and trainer. She has been formally mentoring interpreters for eight years. Cindy works with educational and community interpreters pursuing certification. She also trains other interpreters to become professional mentors. She completed the first cohort of the Master Mentor Program in 2002. She serves on the Board of Directors of the Conference of Interpreter Trainers.

Session Summary - This workshop will cover the skill domains rated by the EIPA. Each skill domain will be discussed in depth with examples given for each. Participants will be given the opportunity to practice these skill domains and then discuss the experience. The presenter will

share testing strategies for each set of skill domains. The presenter will also discuss the testing experience from application to test completion.

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Presenter - Cindy Farnham

Title - Where ARE We Going With This? Processing and Conveying Intent in K-12 Settings

Type of Presentation - EW

Topic - Ed: k-12

CEUs - 0.5

Instructional Level - Some

Session Summary - The majority of the skill domains evaluated by educational interpreting assessments are tied directly to the intent of the teacher. Knowing when to use ASL features (fingerspelling, use of space, affect, and more) relies on knowing what the teacher's goal is at all times. Many interpreters focus heavily on conveying all of the content and miss cues that would help them know when to use ASL features to convey intent. The presenter will share a variety of techniques that teachers use and how to recognize the goal of the teacher based on the use of different teaching strategies. Participants will review video of classroom lectures, practice recognizing and conveying teacher intent, and review model interpretations for each lecture. A panel of educators will present their views on the unique needs of deaf students.

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Presenter - Eileen Forestal

Title - Application Of Demand-Control Schema for Deaf Interpreters

Type of Presentation - W -3

Topic - CDI

CEUs - 0.3

Instructional Level - Little/None

Bio 1 - Eileen Forestal is in her 30th year as Coordinator of ASL-English Interpreting Programs at Union County College, New Jersey. A certified deaf interpreter, Eileen teaches and consults on ASL, ASL Culture, Deaf Interpreting, Deaf-Hearing team interpreting, and Mentoring. Eileen wrote "Emerging Professionals: Deaf Interpreters and Their Views and Experiences on Training" in *Interpreting and Interpreter Education: Directions for Research and Practice* (2005), co-authored "Teaching and Learning Using the Demand Control Schema" (Proceedings of RID pre-conference, 2008), and co-authored and co-directed *Deaf Interpreting: Team Strategies [DVD]* (Gallaudet University, 2006). Currently Eileen is writing her PhD dissertation related to Deaf interpreting.

Shawn Broderick holds a Master's in Deaf Cultural Studies from Gallaudet University. He is a former faculty member with JCCC Interpreter Education Program and currently works as a Professional Development Trainer for Sorenson Communications. Shawn, who was born deaf to Deaf parents, is known internationally as a trainer in the Deaf and interpreting fields.

Session Summary - The presentation team consists of two Deaf persons, both of which are interpreter educators and one of the two is a certified Deaf interpreter who will explain and discuss application of Demand Control Schemas as part of interpreting work and will share specific examples of ways (e.g., anecdotes, perspectives, vignettes) that Demand Control Schema (DC-S) has enhanced their work as well as working in teams. Group activities will work with few vignettes for identification of demands, recognizing and applying controls that will guide their decision-making processes in the work of Deaf interpreters and in working with teams.

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Presenter - Eileen Forestal

Title - Ethics for Deaf Interpreters: Special Considerations and Challenges

Type of Presentation - EW

Topic - CDI ethics

CEUs - 0.5

Instructional Level - Some

Session Summary - A brief review of the field of interpretation and service models of interpreting and Deaf interpreting; identification of responsibilities; current and evolving roles which affect ethical making decisions will be provided. This workshop will focus primarily on Ethics and ethical making-decision processes for Deaf Interpreters related to ethics and RID's Code of Professional Conduct as well as ethical issues that Deaf Interpreters may encounter during their work. This course will be taught in lectures, demonstrations, group activities, ethical vignettes for group processes and discussions.

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Presenter - Eileen Forestal

Title - Teaming and Partnership: Deaf and Hearing interpreters

Type of Presentation - EW

Topic - Teaming

CEUs - 0.5

Instructional Level - Some

Mary Darragh MacLean is certified as an interpreter by the RID, holding a CSC and CI. She received her BA degree in Special Education from Trinity College in Washington, DC and her MS degree from the University of Tennessee in Education of the Deaf. "Deaf Way", 1989, was her first experience in working with Deaf-Hearing Teams. Since that time Mary's primary work with teams has been in legal settings. She has taught workshops for 20 years and is an adjunct instructor in La Guardia Community College's Interpreter Education Program. Mary's areas of expertise are in legal, business/corporate and theatrical interpreting. In 1989, she co-founded Sign Language Resources, Inc., an interpreter referral business that serves the New Jersey and New York areas, and which promotes the use of Deaf-Hearing Teams. She has team-taught with Eileen Forestal on this subject for the past 15 years.

Session Summary - Deaf leaders/professionals are now a new "class" of people emerging rapidly and have different needs when working with interpreters. They need to be empowered in a different way where they can control the communicative process and can better understand the interpreting process. Also interpreters need to be empowered to work with them during their interpreting work, primarily interpreting from ASL to spoken English, while the Deaf leaders and Deaf professionals need to establish and present qualities of a leader and/or a professional. The workshop will discuss these dynamics and identify powerless vs. powerful language, levels of language and social meaning, discourse genres and gender effects. Through demonstrations and group activities/discussions, participants will develop and apply strategies and techniques in interpreting for Deaf leaders and professionals.

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Presenter - Paula Gajewski- Mickelson

Title - Developing Ethical Competencies: Training Interpreters To Be Ethically Fit

Type of Presentation - W -3

Topic - Ethics

CEUs - 0.3

Instructional Level - Some

Bio 1 - Paula Gajewski Mickelson, M.A., CI, CT, NIC: Advanced, has been in the interpreting field for over 25 years. She holds degrees in Educational Interpreting, Human Service Administration / Human Resource Development, and a Master of Arts degree in Organizational Leadership with a graduate certificate in Alternative Dispute Resolution. Paula is the current chair of the ASL & Interpreting Department at the College of St. Catherine in St. Paul, MN. She has presented workshops on topics including ethics and decision making, conflict management, mentoring and professional development planning. Paula lives in Apple Valley, MN with her husband Paul, and their children Molly and Jake.

Quincy Craft is a May 2009 graduate of the College of St. Catherine in St. Paul, MN, where she received a Bachelor of Arts degree in ASL/Interpreting. For two years, she worked closely with Paula Gajewski Mickelson at the CATIE Center scheduling RID Certification tests. In fall 2008, she was a teaching assistant in Paula's Ethics and Decision Making for Interpreters class. Quincy was honored to have the opportunity for this exciting collaboration, which was the impetus for their research on teaching ethics and decision making in the field. She is a candidate for NAD-RID NIC Certification, having passed the NIC Knowledge Test. Quincy is thrilled to be pursuing a career as an interpreter in Minneapolis/St. Paul, MN.

Session Summary - Attitude... professionalism...boundaries... right decisions... wrong decisions... consequences... how does an interpreter know what to do when facing the endless number of decisions that surface while on assignment during any given work day? Most often, interpreters who graduate from interpreter education programs have addressed this question. Some programs offer a course or courses specifically dedicated to Ethics and Decision Making (EDM) for interpreters, while others weave these concepts throughout the fabric of several major courses in the program. In this session, the preliminary results of a research project will be shared that explore what and how EDM concepts are addressed in interpreter education programs in the United States. A summary of the findings of a literature review and program survey will be presented. Current theories and knowledge in ethics and decision making, what and how this knowledge is taught, and what gaps educators identify in this important area of interpreter education will be explored. In light of these results, participants will engage in a conversation about how this research can inform our work as ethical students, practitioners, mentors and educators.

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Presenter - Paula Gajewski- Mickelson  
Title - Shedding Light on Conflict in Interpreting  
Type of Presentation - W -3  
Topic - Conflict resolution  
CEUs - 0.3

Instructional Level - Some

Session Summary - Conflict happens. Generally speaking, conflict can happen any time two or more people come together with differing styles, thoughts, ideas, life experiences, and/or world views. When you add to this the wide range of interpersonal and professional skills an interpreter must possess and the delicate boundaries we must maintain in our work with D/deaf and non-deaf consumers, it is no surprise that the interpreting field contains such a great potential for conflict. During this three-hour session, the primary findings of a research study on conflict in the field of ASL/English interpreting will be presented and discussed. Conflict theory and strategies for understanding, addressing and successfully resolving conflict will be presented and utilized during large group and small group activities. Suggestions for further study and activities will also be offered.

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Presenter - Paula Gajewski- Mickelson

Title - Your (Deaf) Way & My (Interpreter) Way & Discovering OUR Way Together

Type of Presentation - EW

Topic - Deaf/interpreter interaction

CEUs - 0.5

Instructional Level - Some

Session Summary - This workshop is a must for deaf people and interpreters. The purpose of this workshop is to provide a safe forum for deaf people and interpreters to identify challenges and conflicts in the work we do together. Insights gained from a variety of perspectives including research on conflict in interpreting, conflict theory, communications, Deaf Culture and professional guides such as the NAD-RID Code of Professional Conduct will all be a part of this lively workshop. During role plays and activities participants will utilize various strategies that encourage collaborative problem solving during interactions. This session will be facilitated by a deaf interpreter/educator and a hearing interpreter/educator and promises to be thought-provoking, insightful and fun!

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Presenter - Christine Gannon, M.S.ED.

Title - Sexuality: Know, Feel, Do

Type of Presentation - EW

Topic -

CEUs - 0.5

Instructional Level - Some

Bio 1 - Christine Gannon, MS.ED. is the Professional Development Manager at Planned Parenthood Southeastern Pennsylvania. She received her Master's degree from the University of Pennsylvania in Human Sexuality Education and has been doing sexuality-related education/training since 1995. She presently coordinates and oversees the Sexuality Program for the Deaf. She has extensive experience working with the Deaf community and currently focuses her energies on training professionals. She has facilitated interpreter trainings since 2001, including trainings on general sexuality, HIV/AIDS, contraception and sexually transmitted infections. Two of her articles on sexuality and the Deaf have been published in professional journals. She is also CODA.

Emily Claveau, MS.ED, CDI works as a contracted Sexuality Educator for the Sexuality Program for the Deaf of Planned Parenthood Southeastern Pennsylvania and as an HIV Educator for the Center for Community and Professional Services at the Pennsylvania School for the Deaf. She received her Master's degree from Widener University and has been doing sexuality-related education/training since 2003. She became a certified freelance Deaf interpreter in June 2008 and since then has specialized in mental health and medical settings.

Session Summary - Are you on the cutting edge with up-to-date sexuality information? Do you know what sexuality signs are the most appropriate for different situations, including slang v. medical? Have you thought about the full range of sexuality situations that could arise and how you would feel when interpreting for them? Would you like to learn all of this and have a chance to implement this information? In this workshop, interpreters will have the opportunity to get sexuality information ('know'), examine their attitudes, beliefs and comfort ('feel'), and practice applying it to interpreting ('do'). Extensive time will be spent on vocabulary and how to match the appropriate register. (For participants who have attended past Planned Parenthood

workshops, this will be different!) This session is guaranteed to be jam packed with useful information that will be directly applicable to many interpreting jobs.

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Presenter - Linda Gill

Title - Another Emotional Drive By: The Impact Of Emergency Interpreting In VRS

Type of Presentation - W -3

Topic - VRS

CEUs - 0.3

Instructional Level - Little/None

Bio 1 - Linda Gill CI, CT, NIC, began her work in the interpreting field over twenty years ago. She is a full-time faculty member at Saint Paul College Interpreter/Transliterater Program. She continues to perform community and VRS interpreting. She is a mediator for RID and serves as the chairperson for the Professional Standards Committee. She helped write curriculum for three birthing CDs and worked on a team to revise RID's Ethical Practices' Manual. She co-directed a statewide legal and medical emergency project that provides advocacy for Deaf, Hard of Hearing and Deafblind persons in Minnesota. She was an adjunct faculty member at Saint Catherine University.

Laura Wilbur CI, CT, is a seasoned interpreter with a wealth of knowledge pertaining to medical emergency interpreting and VRS interpreting. She has been a fulltime staff interpreter in a large, progressive, hospital and trauma center. While her temperament is one of logic and reason, she is not immune to the effects of adrenalin. Her analytical ability to observe, name and describe, allows her to problem solve effectively even under pressure. She has trained hundreds of interpreters in many settings. She enjoys sharing the knowledge!

Session Summary - You are at the end of your vrs shift and looking forward to going home. You have had wonderful calls during your shift. You pull up the next call and it is an emergency call. You feel a rush of emotion as you begin the call. You get a team interpreter who assures you that you are doing a great job. You feel that you could do more for all the people involved but are unsure of what more you could do for them. The call ends with the decision to transport the deaf person to the hospital. All parties hang up. You can feel your emotions begin to subside quickly. You are left with a feeling of inadequacy and doubt. Every day interpreters are thrust into vrs emergency situations, but are unaware of the physical and emotional changes that occur. Through lecture, discussion and hands on activities, participants will discover the physical and emotional realities of emergency interpreting. We will also look into how interpreters can support each other through this process in a healthy and supportive way.

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Presenter - Judith Gilliam

Title - Moving Forward: Trends and Challenges Within the Interpreting Profession

Type of Presentation - PD

Topic - TBD

CEUs - 0.15

Instructional Level - Some

Bio 1 - Judith M. Gilliam was an educator and administrator for 27 years before retiring in 1998. Recently appointed as a board member of the National Association of the Deaf, Gilliam has served as co-chair of the joint NAD-RID National Council on Interpreting, and is a member of the National Consortium on Interpreting Education Centers (NCIEC) Advisory Council. She is also a certified mediator and is a member of the RID Professional Standards Committee. Gilliam, a certified deaf interpreter, holds an Alabama Mental Health-Qualified certification.

Bobbie Beth Scoggins is presently the Chief Operations Officer at CSD, otherwise known as Communication Service for the Deaf, Inc. Throughout the years, Dr. Scoggins has devoted her energies to various endeavors enhancing the quality of lives of deaf and hard of hearing people. Prior to CSD, she was the Executive Director of the Kentucky Commission on the Deaf and Hard of Hearing. Dr. Scoggins is in her second term as NAD president. She is also a former president of the USA Deaf Sports Federation. Dr. Bobbie Beth Scoggins received her doctoral degree in Institutional Management from Pepperdine University.

Liz Hill is Executive Director of the Kentucky Commission on the Deaf and Hard of Hearing (KCDHH). As Executive Director, Ms. Hill leads the development of policy and programs on behalf of deaf and hard of hearing people of Kentucky. In addition, the Commission oversees the provision of interpreter services for state agencies and serves as a super site for certification exams. Ms. Hill has given presentations to interpreters on deaf child development and mental health. Ms. Hill has been an active member on various committees for both the RID and the NAD.

Session Summary - Presenters/panelists will provide an overview of key elements (perspectives, professionalism, and partnerships) for effective collaboration between interpreters and consumers in light of current and future trends. General perspectives will be shared on moving forward, including ways to achieve constructive and collaborative relationships. ..

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Presenter - Judith Gilliam  
Title - The Values of Mediation  
Type of Presentation - PD  
Topic - TBD  
CEUs - 0.15

Instructional Level – Some

Session Summary - This presentation will provide updates on interpreting issues, the current status of the Registry of Interpreters for the Deaf (RID) Ethics Practice Standards and the Mediation Process. Values of educating how to resolve issues and implementing the grievance procedure will be discussed. Statistics will be shared as well. The Code of Professional Conduct Videoclips may be shown during that time.

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Presenter - Diana Gorman Jamrozik  
Title - New Findings in Fingerspelling Recognition What it Means for You  
Type of Presentation - PD  
Topic - Fingerspelling theory  
CEUs - 0.15

Instructional Level - Extensive

Bio 1 - Diana Gorman Jamrozik, CI/CT, is an Associate Professor at Columbia College Chicago's ASL-English Interpretation Department. She holds a Master's Degree in Interpretation from Gallaudet University, and is currently pursuing a second Master's Degree in Linguistics from Northeastern Illinois University. Her research interests include both fingerspelling recognition, for which she was awarded a Columbia College Chicago Faculty Development Grant in 2005, and translation processes. Diana is currently the co-CMP coordinator for Illinois RID. In her spare time, Diana enjoys scrapbooking and spending time with her family.

Rosalee Wolfe has over 25 years experience in teaching Computer Science, Human-Computer Interaction, and Computer Graphics and Animation. After earning a Ph.D. in Computer Science from Indiana University, she was a NASA fellow at the Johnson Space Center, a faculty fellow at Sony Imageworks, as well as serving on various committees of Association for Computing Machinery's SIGCSE and SIGGRAPH, and is the team lead for the American Sign Language Project. Her current research focuses on developing non-invasive technology to promote Deaf/hearing communication.

Session Summary - ASL and Interpreter Training students are often told to “use context” to figure out fingerspelled words. While there is anecdotal evidence and pedagogical advice regarding the use of context to improve fingerspelling comprehension, there has never been a controlled study to test the effectiveness of context in decoding fingerspelled words. This presentation will report on recent research on whether an ASL student’s ability to comprehend fingerspelled words increases if the words are viewed with context. In a new study, twenty five ASL students viewed realistic animations of computerized fingerspelled words, some with and some without a context category. The results paralleled research that shows that novice readers of written English use context to decode unfamiliar words. The resulting qualitative and quantitative results of this study will be shared in this presentation. The findings have strong pedagogical implications, and approaches for incorporating context into ASL and Interpreter Training courses will be offered.

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Presenter - Gino Gouby

Title - Role of Achieving Message Equivalence In DI-mediated Interpretation

Type of Presentation - W -3

Topic - CDI

CEUs - 0.3

Instructional Level - Some

Bio 1 - Gino Gouby, CDI, CLIP-R – currently resides in Alexandria, VA and works as the Professional Development Manager for Viable VRS while working towards his Masters' at Gallaudet University. Gino brings to this workshop over 13 years of experience as an interpreting trainer and practitioner. He has presented on local and national level. He received his Certified Deaf Interpreter certification in 2001 and his Conditional Legal Interpreting Permit - Relay certification in 2002. He also previously worked as the Instructional Development Coordinator for the Distance Opportunities for Interpreting Training Center (DO IT Center) in Denver, Colorado. He is also a member of Registry of Interpreters for the Deaf and Conference of Interpreter Trainers.

Debbie Peterson, MS, CDI, hails from a Deaf family in Alabama. She has taught ASL, ASL Studies, and interpreting at various higher education institutions throughout the country and was, most recently, faculty within the Master of Interpreting at Gallaudet University. Debbie is involved with Northeast University to develop interpreting trainings for deaf interpreters. She has served as a content expert for the National Interpreter Certification for Registry of Interpreters for the Deaf, a member of the RID committee on Ethical Practical Standard and a board member of Conference of Interpreter Trainers. Debbie is currently a Professional Development Trainer with Sorenson Communications and point person of the Sorenson Communications Deaf-Blind Task Force.

Session Summary - This workshop is geared towards working DI's focusing on: What demands are placed on DI's when working between written English-ASL (interlingual message) transfer and ASL to ASL (intra-lingual message) transfer. What processing strategies are employed by

DI's in doing either interlingual and intralingual message transfers. How we, DI's, can incorporate those concepts and principles in our work

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Presenter - Hilary Hardin

Title - K-12 Interpreters Role in IEP Meetings and In-Services

Type of Presentation - EW

Topic - Ed: k-12

CEUs - 0.5

Instructional Level - Some

Bio 1 - Hilary Hardin, M.A., CI/CT, NIC: Hilary holds a bachelor's degree from Winona State University in ASL and Deaf Culture. She earned her AAS in Interpreting/Transliterating from St. Paul College and went on to earn her Master's Degree in Deaf Education and Family Education from the University of Minnesota. Her interpreting experience includes educational, freelance, medical, video relay, deafblind and mental health. Hilary was the Supervisor of Interpreting Services for Intermediate School District 916 for three years and is currently the Manager/Trainer for the Sorenson St. Paul Center.

Session Summary - Educational Interpreters are often faced with the challenge of interpreting for, attending and/or participating in an IEP meetings. Also, interpreters are faced with in-servicing other professionals and students on a daily basis. Often there are questions that come up related to the interpreter's role: When is it appropriate to step out of the interpreter role and be a team member with input? How do we tactfully make sure the interpreter is invited as a team member? How do we in-service school staff about our role at IEP meetings and in general? What is the interpreter's role vs. the D/HH teacher's role in IEPs and in-services? What can we talk about as a team member? Can we discuss non-language issues? This workshop will address the Educational Interpreters role in an IEP meeting, both as a working interpreter and as a participant. The second half of the workshop will address the importance of in-servicing and training people at your school about the role of and interpreter, additionally providing tangible suggestions for implementation.

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Presenter - Beverly Hollrah

Title - A Collaborative Approach to Effective Practice Research on Video Remote Interpreting

Type of Presentation - PD

Topic - NCEIC study VRS/VRI

CEUs - 0.15

Instructional Level - Some

Bio 1 - Beverly Hollrah, M.Ed, CSC, is the director of the Gallaudet University Interpreter Education Center, one of six member Centers of the National Consortium of Interpreter Education Centers. In this capacity, she leads and serves on work teams to discover and promote standard, best and most effective practices of interpreting in specific areas and serves on the RID Mentorship Task Force. Beverly has worked as an interpreter and interpreter educator for approximately 30 years and has a long history of providing interpreter education programs and events within her region, and at a distance. She is the former director of the Educational Interpreter Training Program at William Woods University, and former CIT Board member. Beverly has a master's degree in adult education from the University of Missouri-Columbia.

Leilani Johnson, Ed.D., IC/TC, CI, NAD III is the architect and administrator of the Distance Opportunities for Interpreter Training Center at the University of Northern Colorado. The Center administers an ASL-English Interpretation bachelor's degree program and several professional

development programs that are delivered via distance technologies to interpreting students throughout the United States. Leilani has solicited and managed more than \$12M from federal grants and partnership contracts since establishing the Center's work in 1993. Leilani has a master's degree in adult education with an emphasis in teaching ASL-English interpretation and a doctorate in Instructional Technology and Distance Education.

Session Summary - The National Consortium of Interpreter Education Centers (NCIEC) conducted a national Needs Assessment, which showed that respondents identified VRS/VRI as one of the priority education and training areas for the future. A large percentage of interpreters, both novice and advanced, are working via video, yet effective practices in this area have not yet been identified, nor has curriculum been adequately researched or developed to educate interpreters to work via video. In response to this current reality, the National Consortium of Interpreter Education Centers (NCIEC) has established a multi-year initiative implemented by the Interpreting via Video Work Team. The Work Team has been leading a national conversation about issues in video relay and video remote services, identifying current and effective practices as well as education/training needed to support interpreters in mastering requisite competencies to work in these settings. Strong links have been forged between industry partners providing VRS and/or VRI services, VRS experts, Interpreter Educators, consumers and other stakeholders, including those from linguistically and culturally diverse groups, to leverage strengths and resources that will increase the capacity and quality of interpreter services. ~ During the presentation, members of the IV Work Team will provide the information gleaned from the research done, thus far. This includes categorization of the standards and practices that was done as part of this collaborative work, as well as the core competencies that were identified as necessary for Video Remote interpreters and research/resources needed to advance the industry.

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Presenter - Jack Hoza

Title - Beyond Monitoring: A New Paradigm for Team Interpreting

Type of Presentation - PD

Topic - Teaming

CEUs - 0.15

Instructional Level - Some

Bio 1 - Jack Hoza, Ph.D., CSC, CI, CT, is a native ASL/English bilingual in that his parents and two of his brothers are Deaf. He is Associate Professor and Director of the Bachelor's degree program in Sign Language Interpretation at the University of New Hampshire at Manchester. His book *It's Not What You Sign, It's How You Sign It: Politeness in American Sign Language* (2007) is available from Gallaudet University Press ([gupress.gallaudet.edu](http://gupress.gallaudet.edu) or [amazon.com](http://amazon.com)) and his book *The Interpreter's Guide to Life: 365 Tips for Interpreters* (2003) is available from Sign Media ([signmedia.com](http://signmedia.com)).

Session Summary - This presentation covers five areas that were clarified in a recent research study by the presenter that involved 1) videotaped interpreting samples of three teams of hearing interpreters, 2) the three teams' pre-session discussions of the team interpreting assignment, and 3) follow-up interviews with the six individual interpreters. The findings indicate that these teams of interpreters are operating under a different paradigm from what has been reported in the literature. ~ The presentation will review the following five areas of team interpreting as revealed by the study: 1) what makes for an effective team of interpreters, 2) the topics and strategies that are discussed during pre-sessions, 3) six strategies that these teams used during their team interpreting work, 4) how teams choose the modality and language to communicate with each other during team interpreting, and 5)

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Presenter - Angela Kaufman

Title - Am I Qualified? What I Don't Know About 911 and VRS.

Type of Presentation - W -3

Topic - VRS

CEUs - 0.3

Instructional Level - Some and Teaching

Bio 1 - Angela Kaufman, MA, CI/CT: A Program Coordinator for the City of Los Angeles Department on Disability. Ms. Kaufman has presented locally and nationally on issues relating to persons with disabilities: including the ADA, child abuse, domestic violence, dating violence, sexual assault; elder abuse; hate crimes; access to health care and emergency management. She is a Subject Matter Expert on Disability and serves on several statewide task forces, including the Governor's Office of Emergency Services, DHS FEMA Region IV Advisory Council, California Department of Health Services and Commission on Peace Officer Standards and Training (POST).

Session Summary - VRS providers and video interpreters are now required to process all 911 calls. Learn what skills and information you may need to help ensure a successful interpretation of a 911 call for help, what barriers may still exist? Other than EAP and professional discourse how can I deal with the potential secondary trauma after the call?

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Presenter - Angela Kaufman

Title - Understanding Emergency Management: an Interpreter's Guide to Response and Recovery

Type of Presentation - EW

Topic - Disaster prep

CEUs - 0.5

Instructional Level - Little/None and Some

Session Summary - Disasters can be natural, manmade, or technological. Some have little to no warning, while others may have days to prepare. Recent tragedies have thrust a spotlight on emergency managers and their lack of planning and response to people with disabilities. This seminar will focus on providing participants with an overview of the role of Emergency Management, their need to address disability issues and how it affects Sign Language Interpreters. We will discuss Lessons Learned from large-scale incidents, including 9/11, Gulf Coast Hurricanes, Wildfires and localized incidents, such as train accidents. Emphasis will focus on the current trends at the Federal and State levels and the implications to our profession and the deaf and hard of hearing community.

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Presenter - Stephanie Kent

Title - Building Language Allies: Empowerment and Participation in Positive Talk About Interpreting

Type of Presentation - EW

Topic - Allies work

CEUs - 0.5

Instructional Level - Extensive

Bio 1 - Stephanie Jo Kent is a doctoral candidate in Communication at the University of Massachusetts Amherst, with a Master's degree in Social Justice Education. She works as an interpreter, teaches in the social sciences, conducts research on group dynamics and

discourses, and publishes on topics such as power relations during interpretation. Her main concerns are the development of critical thinking skills and the possibilities of turning discourse to dialogue. Steph was awarded a Fulbright Fellowship for her dissertation research on "Simultaneous Interpretation and Shared Identity in the European Parliament." She maintains an individual weblog ([www.reflexivity.us](http://www.reflexivity.us)) and a teaching weblog: [aplaceinspace@wordpress.com](mailto:aplaceinspace@wordpress.com).

Dr. Anne Potter is Director of the Austine School for the Deaf and of the Vermont ASL Program. A graduate of the North Carolina School for the Deaf and Gallaudet University, Anne earned her MA in Deaf Studies and PhD in ASL literacy. She teaches ASL, ASL Literacy, Deaf Culture, and Intercultural Communication to deaf and non-deaf communities and colleges, including the School for International Training (VT). Anne has presented at several conferences and co-authored a paper on "The Interpreter and Interrupting: Cultural and Group Dynamics" (translated into German).

James Cumming is a director of Chaos Management Ltd. He has extensive experience facilitating multicultural and multinational groups and addressing issues of language, culture and power differences. He also specializes in creating effective conditions for dialogue, learning and change in groups, organizations and communities using large group approaches such as the Future Search Conference. James has master's degrees in engineering and international management and a doctorate in international education from the University of Massachusetts. He is adjunct faculty at the School for International Training and a member of Future Search Network.

Janis Cole is now a faculty member in the ASL/Deaf Studies Department at Gallaudet. In addition to thirty years of teaching, Janis works as a Certified Deaf Interpreter, an ASL trainer and screener, and works in theatre as a consultant, actor, director, a

Evangelina Holvino is President of Chaos Management, Ltd., a consulting and research partnership specializing in collaborative approaches to organization and social change. She has over twenty-five years of experience as a consultant and adult educator b

Session Summary - The wisdom of Deaf people has influenced community interpreting in the spoken world by developing models of interpreting that resist domination. This participatory workshop will explore how engaging in interpreted interaction is a practical way to equalize relationships between different language groups in order to protect and improve accessibility for all linguistic minority cultures. We will experiment with a participatory view of interpretation emphasizing the process of balancing three different languages: ASL, English, and Spanish. A combination of presentations and fishbowls involving presenters and volunteer audience members will generate a meaningful conversation about interpretation as a ritual form of communication that can contribute to linguistic and cultural equality. With permission, this workshop will be video-recorded for ongoing research purposes.

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Presenter - Richard Laurion

Title - Bridging the Gap: Successful Transitions From Education To Professional Practice

Type of Presentation - PD

Topic - Research

CEUs - 0.15

Instructional Level - Some

Bio 1 - Richard Laurion, BA, CI/CT, NIC Advanced, has been interpreting since 1983 and manages federal, state, and foundation grants through the CATIE Center at the College of St. Catherine. Richard has distinguished himself as an interpreter advocate, project coordinator

and grants manager. He has served on state and national RID boards of directors, IEP/IPP advisory committees, and was the Chairperson for the MN Commission Serving D/HH People. In 1998, he established SLICES with Paula Gajewski-Mickelson for the purpose of creating educational programs and products for interpreters. He currently manages programs and services for the CATIE Center at the College of St. Catherine and recently launched a new interpreting business venture under the URL: [ASAPinterpreting.com](http://ASAPinterpreting.com).

Session Summary - The goal of this presentation is to share the findings of a graduate-level action project identifying successful strategies and tools used by Minnesota's sign language interpreting graduates transitioning from college to certification. As in most communities, Deaf and DeafBlind consumers in Minnesota need skilled interpreters resulting in plenty of work for interpreters. However, sign language interpreters in Minnesota are not considered ready to fill the vacant positions they find upon graduation. This project identifies the "readiness" gap facing graduates as they move into work. Through research that includes a literature review, on-line survey, and personal interviews, this project has identified strategies and tools used by Minnesota's interpreter education program (IEP) graduates to achieve certification and find work. The resulting project report includes examples of leadership demonstrated by graduates of Minnesota's IEPs as they identified the pathways and options most successful in their transition to national certification and work. This presentation will highlight examples and outline strategies most promising for new interpreters.

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Presenter - Mary Lightfoot

Title - Interpreting Culturally Sensitive Information In VRS Settings

Type of Presentation - W -3

Topic - VRS

CEUs - 0.3

Instructional Level - Some

Bio 1 - Mary Lightfoot, BA, CI & CT, NIC: Advanced, is an interpreter, mentor, and interpreter trainer who has worked in the field of interpretation for over 25 years. Currently she is Coordinator of the Gallaudet University Regional Interpreter Education Center and teaches through Gallaudet University's College of Professional Studies and Outreach. Mary Henry Lightfoot graduated cum laude from Temple University and currently is a graduate student at Capella University. She specializes in the infusion of technology with interpreting and advocates for appropriate uses with distance interpreting. Mary Lightfoot is the past chair of the RID Video Interpreting Committee and is currently a member of the Video Remote Interpreting Experts Group.

Session Summary - Interpreting Culturally Sensitive Information in VRS Settings focuses on working with Deaf people of color with culturally centered content and will explore cultural competency issues in the realm of video interpreting. We will discuss a series of questions and dialogue around intra-cultural and cross-cultural situations that interpreters and consumers experience when working with Deaf people of color. Results of interviews and survey and interpreters and Deaf consumers will be shared. The workshop will be comprised of lecture, and discussion. Video clips of interviews with a variety of interpreters as well as consumers of color discussing use of culturally sensitive information will be used for a basis of discussion.

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Presenter - Mary Lightfoot

Title - Reaching Out to the Next Generation of Interpreters: NCIEC Discover Interpreting Initiative

Type of Presentation - PD  
Topic - TBD  
CEUs - 0.15

Instructional Level - Little/None

CM Hall, Ed.M. is Project Coordinator of the Western Region Interpreter Education Center at Western Oregon University. She holds a Bachelor's degree from the ASL/English Interpreting Program at Western Oregon University. CM also holds a Master's degree, focused on multicultural competence in student affairs; addressing diverse constituencies' needs and persistence in higher education. For over 15 years, CM has worked in the K-12 and various post-secondary environments as a staff interpreter, and has considerable experience with platform and Deaf-Blind interpreting. In addition to her background as an interpreter, CM has worked as a political strategist and fundraiser for nonprofit organizations.

Session Summary - The results of a recent national survey of interpreting practitioners anticipate a widening gap between the number of qualified interpreters needed and the number available. How will we as a community and as individuals respond? The National Consortium of Interpreter Education Centers' Discover Interpreting Strategic Career Outreach (DISCO) Initiative is responding to this need by raising public awareness of interpreting as a career. Come to an exciting presentation regarding this outreach effort. Learn how you as working interpreters, RID affiliate chapter members, interpreter education program faculty and administrators, and community members, can take part in this coordinated national level effort. Find out how the declining numbers of qualified interpreters affects our community on an individual, local, and national level. Apply solution based outreach strategies and presentation techniques that can be further developed and implemented locally in conjunction with the national effort.

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Presenter - Alan Marcus  
Title - The Caller Said What?  
Type of Presentation - W -3  
Topic - VRS  
CEUs - 0.3

Instructional Level - Some

Bio 1 - Alan L. Marcus, PhD is a licensed psychologist and a certified interpreter. He currently maintains a private practice along with doing freelance interpreting work including VRS. Some of his prized moments as a professional include presenting workshops in Australia and Denmark on issues related to interpreting as well as mental health and deafness. He is also in the process of updating a chapter for a book on Psychotherapy and the Deaf. Dr. Marcus has worked at Gallaudet University as well as the University of Maryland and the Maryland School for the Deaf. He is a proud Coda, father of 2 and a husband to Betsy for 23 years.

Additional Speaker Bios (where applicable)

Session Summary - Ten years ago, deaf people were finally getting used to making calls to hearing people using relay services with their TTY's. As with many other areas of our life, technology has now made it possible for deaf people to bring an interpreter into their home to make calls. This creates a major change in the way interpreters are used to doing business. As a video relay interpreter we are brought into a variety of settings and situations, with little or no warning. Conversations can be as mundane as ordering a pizza to the crisis situation of someone dying and needing emergency services. Interpreters are being asked to manage their emotional reactions and handle the call. This workshop focuses on helping interpreters gain

insight and skill into their own personal hot spots and how best to manage them. This skill is highly needed if they are going to be working in the ever growing field of video relay interpreting.

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Presenter - Elisa Maroney

Title - Honoring Interpreter Education Programs and Embracing Accreditation

Type of Presentation - W -3

Topic - ITP

CEUs - 0.3

Instructional Level - Extensive

Bio 1 - The Commission on Collegiate Interpreter Education (CCIE) was established in 2006.

The mission of the CCIE is to promote professionalism through the accreditation of signed language interpreter education programs. CCIE's goal is to accredit associate, bachelor, and master level degree-granting programs who demonstrate compliance with the National Interpreter Education Standards. (Pictured from left to right: Anthony Aramburo, Jan Nishimura, Elisa Maroney, Karen Petronio, Ben Hall, Lindsey Antle, Larry Fleischer, Jeff Harmon, Myra Taff-Watson, Mathew O'Hara. Not in photograph: Phyllis Wilcox)

Session Summary - In this 3-hour workshop, we will outline the accomplishments of the Commission on Collegiate Interpreter Education (CCIE), including information on the benefits of accreditation and the accreditation process, the CCIE committee structure, the various stages of the accreditation process, rater training, and membership in the national Association of Specialized and Professional Accreditors (ASPA). We will walk participants through the various stages of the CCIE accreditation process, including preparation of the Self-Study Report (SSR) and the on-site visit. We will share rubrics and evaluation procedures that are designed to guide programs through the accreditation process.

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Presenter - Carla Mathers

Title - Logical Reasoning for Interpreters -- IRAC OR CRAC

Type of Presentation - EW

Topic - Legal

CEUs - 0.5

Instructional Level - Extensive

Bio 1 - Carla M. Mathers, Esquire, CSC, SC: L serves as General Counsel to Viable Inc., a next generation video relay interpreting service in Rockville, Maryland. For 14 years, Ms. Mathers was employed as litigation associate with McCollum & Associates, LLC, in College Park, Maryland. Ms. Mathers is licensed in the state and federal courts of Maryland and the District of Columbia. Ms. Mathers graduated magna cum laude from Howard University School of Law and summa cum laude from the University of Maryland. Ms. Mathers' interpreting degree is from the College of Southern Idaho. Ms. Mathers is a former President and Vice President of the Potomac Chapter Registry of Interpreters for the Deaf. Ms. Mathers sat on the Maryland Administrative Office of the Courts' Advisory Committee on Interpreters Sub-committee on Ethics and Sub-committee on Testing and Training. In 2005, Ms. Mathers received the Region II Judie Husted Leadership Award from the Registry of Interpreters for the Deaf. In 2006, Ms. Mathers published Sign Language Interpreters in Court: Understanding Best Practices, a text for interpreters, attorneys and courts to understand the principles underlying ASL court interpreting. Her other writings may be found at [www.carlamathers.net](http://www.carlamathers.net).

Session Summary - This seminar will provide a review of the roles taken by court interpreters including a discussion of logical reasoning by which interpreters can convince administrators, courts and lawyers to hire the appropriate complement of interpreters for a given assignment.

The seminar will critically examine the case law, statutory, and ethical basis for various roles and decisions interpreters make. Participants will be able to articulate in a logical fashion (major premise, minor premise and conclusion) the justification for providing various configurations of interpreters for a variety of scenarios. Comprehension and integration will be measured by presentations requiring the analysis of arguments supporting interpreter staffing configurations for various assignments. Participants will be able to state the three models of logical reasoning. Participants will apply the model to scenarios and present those scenarios in groups.

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Presenter - Campbell McDermid

Title - AEIP Instructors' Wisdom on Deaf Interpreters

Type of Presentation - PD

Topic - Deaf interpreter theory

CEUs - 0.15

Instructional Level - Little/None

Bio 1 - Campbell (Cam) McDermid is a professor within the ASL - English Interpreter Program at George Brown College. He is a nationally certified interpreter (AVLIC) and is currently a Ph.D. student at York University in the Faculty of Education. Cam's research interests include adult second language acquisition and the construction of language learner identities. He has presented on topics ranging from interpretation pedagogy to contrastive socio-linguistics and discursive practices.

Session Summary - In a qualitative review of Canadian ASL– English Interpreter programs, 17 of 18 Deaf instructors in five interpretation programs and four Deaf Studies programs reported prior experience as a Deaf interpreter. It became evident that this experience had served to inform their pedagogy in discussions of the translation process with their students and caused them to consider ethical issues such as confidentiality and neutrality. ~ According to the participants, several programs had already enrolled Deaf students, with part-time studies leading to higher levels of success. The inclusion of Deaf learners served to foster language acquisition in their hearing peers. Examples were found of Freire's (2004) philosophy of education as dialogic in nature, where the Deaf instructors valued and encouraged the input of the Deaf students as a source of expertise, one that legitimated and empowered their own insights. ~ With their emphasis on language and culture, the programs also spoke to the worldview of the Deaf learners, their sense of Deafhood. From the participant's perspective this enhanced the self-esteem and self-concept of the Deaf students. More specifically, as issues of oppression were directly discussed the programs fostered an awareness of power in the Deaf staff and potentially in Deaf students, Freire's (2004) goal of conscientização through awareness of praxis.

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Presenter - Campbell McDermid

Title - Conversational Implicature: Decreasing the foreignization Of Interpretation

Type of Presentation - W -3

Topic - ASL theory

CEUs - 0.3

Instructional Level - Little/None

Session Summary - This presentation will be interactive in nature and concentrate on the interpretation process from English to American Sign Language. Utilizing a translation process, the focus will be on identifying linguistic presuppositions and entailments in a number of English source texts. First we will briefly review the literature on the nature of Deafhood (the discourse of the Deaf community, including its language, culture, and ideology) to create a common

theoretically ground. Next we will look at the concept of presuppositions and entailment. Finally, we will explore various contextualization strategies, historically referred to as expansions in our field, and how to apply them once linguistic entailments have been identified to create a more comprehensible and culturally appropriate target text. Participants should leave with a better understanding of how English and ASL differ in terms of entailments, and how by identifying entailments and presuppositions, they can more accurately determine when to use expansion techniques appropriately working from English into ASL (thus avoiding additions or 'explanations').

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Presenter - Campbell McDermid

Title - Differentiating Language Fluency and Cognitive Processing Through Miscue Analysis

Type of Presentation - W -3

Topic - ASL theory

CEUs - 0.3

Instructional Level - Some

Session Summary - Students of interpretation must be fluent in both English and ASL if they are to arrive at an interpretation that conveys the 'gist' of the speaker (Seleskovitch, 1978), or what Cokely deems a Semantic Equivalent Determined (1992). Cognitively, they have to be able to separate the forest from the trees (Gish, 1987). It is difficult, however, to identify where a lack of language fluency in ASL or a lack of cognitive processing causes a breakdown in the interpretation process. This is where miscue analysis can be used to help differentiate between the two. Traditionally, Deaf native signers or an expert interpreter educator have assessed a students' fluency in ASL, through means such as an ASL Proficiency Interview (ASLPI) or various take-home or in-class tests and assignments. Utilizing the practice of shadowing and miscue analysis, however, it is possible for learners to individually or in small groups look at their own language abilities to some extent. In this workshop, participants will be asked to shadow two monologues in ASL, beginning with one at a primary level. As a group, we will then look at comprehension utilizing the Reading Miscue Inventory, specifically the Retelling Score sheet (Goodman, Watson, and Burke, 1987). This will allow us to examine the amount of information understood by the individual compared to the amount of information perceived. Next we will also look at a more targeted assessment by performing a brief Miscue Analysis Inventory, to determine if the shadowed story in ASL was comprehensible or not. From there, we will then shadow a more advanced text and again perform a brief two-part miscue analysis.

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Presenter - Campbell McDermid

Title - Two Cultures, One Program

Type of Presentation - PD

Topic - Theory

CEUs - 0.15

Instructional Level - Some

Session Summary - Deaf instructors of American Sign Language have taught ASL in formal institutions of higher learning for several decades now, yet little is known of the challenges they face within those contexts. In this study, interviews with instructors of five ASL - English Interpreter Programs (AEIP) in Canada identified a number of common themes in particular to the intersection of culture, power, and identity. Within a post-colonial framework differences were noted in the discursive practices of the participants as Deaf or non-Deaf individuals. Evidence of systemic audism experienced by the Deaf staff was noted at a number of levels,

perhaps due to the existence of a Grand Narrative of “Hearing” and a process of “Worlding” based on the ideology of the hearing majority. As a result the Deaf staff were ascribed or adopted the role of subaltern, where they should have instead experienced substantial social capital.

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Presenter - Christopher Moreland

Title - New Boundaries: Deaf Physicians and Interpreters

Type of Presentation - W -3

Topic - Medical: teaming

CEUs - 0.3

Instructional Level - Little/None

Bio 1 - Chris Moreland originally hails from Texas, where he obtained an M.D. in 2005 from the University of Texas at Houston Medical School. After completing his Internal Medicine residency at the University of California, Davis Medical Center in June 2008, he continues his training there as a clinical research fellow. He looks forward to continuing to practice medicine as a clinician, educator, and researcher. As a deaf physician who has worked many years with interpreters, he holds a special interest in foreign language interpretation and its role in healthcare. He lives with his wife in Sacramento, CA.

Angela Earhart, MD, deaf since birth enjoys the challenge of developing conceptually-correct signs for complex medical terminology. She received her bachelor's degree in biology from Duke University in 1997. In 2002, she obtained her medical degree from University of Texas, Houston. She did her residency in Obstetrics and Gynecology at University of Rochester in New York. Currently, she is completing her fellowship in Maternal-Fetal Medicine in the Department of Obstetrics and Gynecology in Galveston, TX, specializing in high-risk pregnancies. Angela has utilized sign language interpreters since early childhood and enjoys working as a team.

Session Summary - With the advent of reasonable accommodations and technology, the healthcare professions have seen an influx of deaf applicants who are now becoming practicing professionals. Along with this trend has arisen the need for interpreters with experience and interest in the medical field. Our presentation will discuss many of the aspects of a successful team of deaf physicians and interpreters, with the common goal of maximizing patient care and one another's education. Training and practicing as a physician entails its own cultural, social, and technical approaches which likewise influence the nature of such a team.

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Presenter - Susanne Morgan Morrow

Title - Meeting Everyone's Needs: Identifying Options For How We Teach Interpreters to Work With Deaf-Blind

Type of Presentation - PD

Topic - Deaf-Blind

CEUs - 0.15

Instructional Level - Little/None

Bio 1 - Susanne Morgan Morrow, MA, CI, CT has been a nationally certified interpreter for more than a decade and is the Project Coordinator of the New York Deaf-Blind Collaborative. She is the chairperson for the RID Deaf-Blind Member Section and the co-chair of the National Task Force on Deaf-Blind Interpreting. Susanne is also a deaf-blind specialist who provides training throughout the country and has developed training materials and curricula on deaf-blind interpreting strategies. She does this under her business DB-TIP (Deaf-Blind Training, Interpreting and Professional Development).

Session Summary - It is important to remember in interpreter education that students will encounter a wide diversity of consumers of interpreting services. Are interpreter education programs preparing interpreters to work with the full spectrum of consumers – including those with vision loss? The National Task Force on Deaf-Blind Interpreting (NTFDBI) in association with the National Consortium of Interpreter Education Centers (NCIEC) conducted a national survey to determine just that. This session will share the results of the two national surveys that were distributed to administrators and educators in all of the IEPs across the country. Please join us in exploring the current status of deaf-blind interpreter education and potential future enhancements. ~ Educational outcomes: Participants will be able to: Review the current status of interpreter education as it relates to deaf-blind interpreting, Consider the implications of IEP training which teaches to a mainstream profile of deaf consumers, Identify knowledge and skills that enhance programming in the IEPs, Demonstrate an increased awareness of resources and materials available on deaf-blind interpreting.

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Presenter - Susanne Morgan Morrow

Title - Oh & You're Deaf-Blind?!" Expecting the Unexpected Consumer

Type of Presentation - W -3

Topic - Deaf-Blind

CEUs - 0.3

Instructional Level - Some

Session Summary - You've accepted a job that you determined you were highly suitable for. You arrive early and are dressed appropriately for the event. The on-site contact person points out who will be utilizing your interpreting services. You make your way over to the person and introduce yourself. Your consumer puts his hand out to ask for clarification of what you just said and adds "by the way, I'm Deaf-Blind". Deaf-Blind?!?! You've never worked with a Deaf-Blind person in the past, your heart begins to pound, your mind begins to race, you try to remember those precious few words that you learned about deaf-blindness in your Interpreter Education Program. Knowing that the "show must go on" what do you do? This workshop will provide you with the tools that will assist in a smooth and comfortable interaction. Deaf-Blind etiquette, do's and don'ts, and basic deaf-blind communication strategies will all be reviewed so that you can walk away from any job feeling as though it was your BEST job.

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Presenter - Susanne Morgan Morrow

Title - Reaching Through the Lens: VRS Interpreting for Callers With Vision Loss

Type of Presentation - W -3

Topic - Deaf-Blind

CEUs - 0.3

Instructional Level - Little/None

Session Summary - Video Relay Services is quickly becoming a new standard of delivery in the field of interpreting. As a profession, we are collectively learning the strategies necessary to ensure successful communication interactions through a television lens or computer screen. As technology advances, however, other challenges present themselves: Is this means of communication suitable for all consumers? Can callers with varying degrees of vision loss adequately use VRS services? As an interpreter, what accommodations must I make in order to facilitate successful calls? This workshop will explore some of the issues and challenges faced by interpreters in the VRS setting and provide strategies on how to rectify this situation. A panel

of VRS callers who have vision loss will be present to share ideas of enhancing interpreting services in this environment.

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Presenter - Steven Nail

Title - Interpreter Plus: A Discussion of the Issues Facing Interpreters with Disabilities

Type of Presentation - PD

Topic - Disabled interpreters

CEUs - 0.15

Instructional Level – Some

Bio 1 - Steve Nail has been a professional ASL/English/Spanish interpreter for over 15 years. He has worked extensively in secondary, post secondary and graduate level academic settings. Steve believes that among the most important qualities for any interpreter in any setting is approachability and a good sense of humor and uses these qualities in his educating and mentoring roles with student and seasoned interpreters. Along with his interpreting career, Steve writes a popular blog which focuses on his passion for Disability Studies and the challenges and triumphs in the daily life of an interpreter who uses a wheelchair.

Session Summary - With the signing of the ADA in 1990, Disabled Americans began tearing down the walls of segregation that historically kept them out of the American work force. The Disabilities Rights movement is shifting the American paradigm on disability away from the medical and rehabilitative view and towards a socio-ecological view. Rehabilitation serves to restore a disabled person to as much normal function as possible, with the restoration being not only the goal, but a mark of success and completion of the process. This view ignores an individual's aspirations, goals, dreams, and the skills a Disabled person already has. By changing this paradigm, Disabled people are finding the ability to reach capacity rather than recovery, and as such have entered the work force, the academic world, and indeed, the interpreting world. ~ Another effect of this change in paradigm is the development of a cultured community, changing the label of disability from a "Small d" to a "Capital D" which indicates a voluntary membership to the Disabled Community rather than a diagnosis. Many Deaf are now also claiming membership and taking leadership roles within the Disabilities Rights movement, creating another need for culturally appropriate interpreters. ~ Disabled people, guided by the motto "Nothing about us without us," are entering the field of interpreting in higher and higher numbers. As we do, we are encountering some important questions that need answering. This Professional Discussion is intended to give space to not only raise these questions, but through the medium of sharing personal anecdotes (a valued method of education popular in Disabilities Culture), to also begin a process of answering them and overtly stating our place in the Interpreting Community. ~ Because this discussion involves the Disabled person's place within the larger Interpreting Community, it is imperative that the discussion take place with Disabled interpreters and non-disabled interpreters together. This Professional Discussion is open to all interpreters.

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Presenter - Steven Nail

Title - Interpreting Foreign Language Instruction

Type of Presentation - W -3

Topic - Educational Interpreting

CEUs - 0.3

Instructional Level - Some

Session Summary - Deaf college students are increasingly taking spoken language classes as a way to meet their foreign language requirements for graduation. There are various

methodologies for teaching foreign languages and specific strategies for each methodology. In order to properly interpret in foreign language classes, interpreters need to be aware of these methodologies and develop interpreting strategies for each in order to appropriately convey the content of the course. ~ This workshop will focus on the challenges of interpreting in foreign language classes. Topics for discussion will include methodologies of teaching foreign language and specific interpreting strategies that can be employed with each, with special attention given to identifying educational intent used during an immersion-style language instruction lecture and supporting such intent in both sign and voiced word choice. This workshop includes discussions and hands-on activities designed to improve intent identification, coping mechanisms for working with three languages simultaneously, as well as techniques for establishing a meaningful interpretation while preserving the educational experience for the client.

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Presenter - Melanie Nakaji

Title - Training Interpreters In Medical Terminology

Type of Presentation - PD

Topic - Medical

CEUs - 0.15

Instructional Level - Little/None

Bio 1 - Melanie C. Nakaji graduated with a Ph.D. in Human Rehabilitation from the University of Northern Colorado in December of 2007. As the project coordinator for the RID Oncology Program at the University of California San Diego, she's collaborating with other ASL linguists to create signs for medical terms. Her research interests include: 1) translating, validating and and norming a series of psychometric instruments into ASL for the Deaf community, 2) assessing employees' perception of supportive supervisor behaviors, and 3) assessing deaf consumers' satisfaction levels with VR services through focus groups and on-line surveys. In her spare time, she's organizing fundraising functions for the "Deaf in Pink" 3-Day Breast Walk, serves as the "money woman" (aka treasurer) for NCOD/CSUN alumni board, lifts free weights like a man, and spins hard so she can indulge in pasta and ice cream.

Session Summary - Statement to be tested: ASL intpreters' knowledge and ability to express cancer control and treatment options in ASL is one way of improving the Deaf community's access to cancer information and health care. TheNational Association for the Deaf (NAD), Gallaudet University, the Registry of Interpreters for the Deaf (RID), and the Rebecca and John Moores University of California San Diego Cancer Center have implemented the development of a five-year National Cancer Institute-funded ASL Oncology Program for ASL interpreters. ~ The project will accomplish the following objectives: 1) develop and colloborate on the best signs to explain cancer, cancer prevention, diagnosis, treatment, survivorship, and palliation; 2) create and promote an on-line glossary of medical terms in ASL; 3) promote the ASL cancer education vidoes on our ASL cancer website; 4) define the foundation of basic cancer knowledge that would facilitate ASL interpreters' ability to accurately interpret cancer-related interactions; 5) create a series of educational modules on DVD that will give an interpreter a basic understanding of common cancers and treatment options; 6) create and assess changes in knowledge with a pre-and post-test surveys and invite ASL interpreters to provide feedback on the adequacy of cancer information in the modules; 7) invite 250 interpreters nationwide to participate in the final training modules to reach a tipping point in the number of ASL interpreters who would be prepared to undertake an ASL Oncology Certification Exam; and 8) turn over the developed ASL Oncology Program to RID.

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Presenter - Arlene Narvaez

Title - Trilingual Interpreting ¿Que? What does that mean?

Type of Presentation - W -3

Topic - Tri-lingual interpreting

CEUs - 0.3

Instructional Level - Some

Bio 1 - Arlene Narváez, holds CI and CT certification and has been interpreting professionally for nine years. She works as a trilingual interpreter in community and video relay settings. Currently she is the Co-Chair for the Southern California RID Tri-lingual Committee and the Region V representative for Mano a Mano. She previously coordinated interpreter services for Los Angeles Valley College.

Session Summary - This presentation will provide an overview of what it means to work as a trilingual interpreter. The presenter will illustrate the difference between stepping into a bilingual American Sign Language/ English assignment and stepping into a trilingual American Sign Language/English/Spanish assignment. A trilingual ASL/Spanish/English interpreter must identify and bridge gaps not only between Deaf and hearing cultures, but also between Latino and non-Latino cultures in order to interpret successfully between clients. The work of a trilingual interpreter includes different methods of code switching. Large and small group discussion and role-plays will focus on cultural expectations, cultural cues and cultural sensitivity when working with consumers from, Hearing, Deaf, and Latino backgrounds

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Presenter - Frank Nesbit

Title - New Legal Perspectives: Educational Interpreting Legislation

Type of Presentation - PD

Topic - Ed. Terp: legal

CEUs - 0.15

Instructional Level - Little/None

Bio 1 - Frank Nesbit is the Georgia Department of Education's consultant for programs for students who are Deaf and Hard of Hearing. He has worked with deaf students in schools since 1987, with experience that includes employment at Gallaudet University, Atlanta Area School for the Deaf, and as a teacher and administrator within local school systems. He holds professional certification as a Teacher of the Deaf, as an Educational Interpreter, and as a Director of Special Education with a Master's degree in Deaf Education and a Doctorate in Management of Programs for Children and Youth. His federally supported professional learning projects focus on improving the achievement of all students who are deaf and hard of hearing.

Session Summary - Q: What are NCLB, IDEA, HIPAA, FERPA and 504? A: Federal laws that define the responsibilities of the Educational Interpreter. Congress has been busy changing the laws that apply to Educational Interpreters. Explore No Child Left Behind, the Individuals with Disabilities Education Act, the Health Insurance Portability and Accountability Act, the Family Education Rights and Privacy Act, and Section 504 of the Rehabilitation Act to learn how these new and current laws affect the roles and responsibilities of Educational Interpreters. An understanding of the legal environment enables all educators to focus on improving student achievement.

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Presenter - Brenda Nicodemus

Title - Spoken and Signed Language Prosody

Type of Presentation - W -3

Topic - ASL: prosody

CEUs - 0.3

Instructional Level - Some

Bio 1 - Brenda Nicodemus is a research scientist at the Laboratory for Language and Cognitive Neuroscience in San Diego where she examines the cognitive processes of interpretation. She has been an ASL/English interpreter since 1989 and holds RID certification (CI, CT, NIC-A). She earned her Ph.D. in Educational Linguistics from the University of New Mexico. Brenda has taught interpreting at various postsecondary institutions and has presented nationally and internationally. She collaborated on a new website which defines linguistic terminology in international sign language ([www.signlinguistics.com](http://www.signlinguistics.com)). Her publications include *Prosodic Markers and Utterance Boundaries in American Sign Language Interpreting* (Gallaudet University Press, 2009).

Session Summary - The word "prosody" is being used with increasing frequency by interpreters, but what does it really mean? Prosody is a rich system of linguistic features that both shapes the organization of discourse and enhances our ability to process human language. In spoken languages, prosody is characterized by intricate patterns of intonation, stress and rhythm. In signed languages, prosody has been observed and described in the use of facial expressions, eye blinks, body leans, head nods, and velocity of sign movement. In this presentation we will compare the prosodic systems of spoken and signed languages, discuss the functions of prosody, and report findings of a research project that analyzed the use of prosody by highly experienced interpreters in their ASL interpretations.

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Presenter - Patrick Norman

Title - ASL Conceptual Blending Using Visual Media

Type of Presentation - EW

Topic - ASL classified

CEUs - 0.5

Instructional Level - Little/None and Teaching

Bio 1 - Jason Norman is an ASL advisor and translation consultant in the Julliard Interpreting for Theater Institute and for TDF Broadway interpreted shows. He is completing a second MA in Teaching ASL as a Foreign Language at Columbia University-Teachers College. His area of research interest includes 2nd language instruction of Conceptual Blending of ASL surrogates and Depicting Verbs. He holds an MA from McDaniel College in Deaf Education and is also a teacher at the ASL-English Lower School -347. He is a host of a monthly event called ASL Slam! at the Bowery Poetry Club in Manhattan, NY

David Rivera is a graduate of Lexington School for the Deaf in NYC. He received a Bachelor's Degree in ASL Studies at Gallaudet University in Washington, D.C. and a Master's Degree in Deaf Education at McDaniel College. He is a full-time professor in the ASL & Deaf Studies and ASL-English Interpreting Programs at Union County College in New Jersey. He is also an actor and an ASL storyteller with a specialty in ASL classifiers. He has taught workshops on ASL Classifiers in numerous places.

Session Summary - American Sign Language is similar to Film Language; both are fully animated and include rich visual details. In this workshop, the video clips shown include a variety of genres and different kinds of special effects. First, we will review the concepts of Surrogate Space, different kinds of ASL verbs, and few examples of structure of an ASL sentence. Secondly, in small group and then with the whole group, we will attempt to translate those video clips into ASL, using Depicting Verbs, Surrogate Space and other ASL features. The video clips are fully visual with no audio or captioning.

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Presenter - Karen Petronio

Title - Features of ASL That Allow It To Be Understood Tactilely.

Type of Presentation - PD

Topic - Deaf-Blind

CEUs - 0.15

Instructional Level - Extensive

Bio 1 - Karen Petronio, CI,CT, works in the Department of ASL and Interpreter Education at Eastern Kentucky University. Her background includes Masters Degrees from Morgan State University and Gallaudet University and a Doctorate in Linguistics from the University of Washington in Seattle. Her research interested include sociolinguistics, the use of space, and Tactile ASL. She is currently a commissioner on the Commission of Collegiate Interpreter Education.

Session Summary - Findings from several research projects on ASL and Tactile will be examined in terms of 1) patterns, 2) redundancies, 3) optionality, and 4) the importance of context. While there are differences between Tactile ASL and visual ASL (e.g. Tactile ASL uses a smaller signing space), this presentation will show that many ASL features are tactilely accessible to Deaf-Blind people. Topics covered will include: patterns found in ASL (e.g. patterns in the phonological form of manual signs and patterns that can be used to group questions into four categories), redundancies (e.g. adverbial and adjectival information is often redundantly conveyed simultaneously through both manual and nonmanual channels), and optionality (e.g. a visibility continuum will show when manual or nonmanual options tend to occur) This presentation will be of interest to interpreters and interpreter educators who are involved with teaching and/or interpreting for Deaf-Blind people who are fluent in Tactile ASL.

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Presenter - Tara Potterveld

Title - Interpreting for Deaf Juvenile Offenders

Type of Presentation - W -3

Topic - Legal

CEUs - 0.3

Instructional Level - Some

Bio 1 - Tara Potterveld is a Nationally Certified Interpreter, R.I.D. CT & CI, SC:L. She holds a B.A. in Linguistics of ASL and a M.A. in Art from California State University at Northridge. Tara completed an 18-month certificate program, Interpreting in the American Legal System and is taking courses in Criminal Justice. She has presented seminars for interpreters, police officers, judges and bailiffs. Tara has interpreted extensively for police and Deaf suspects and interprets for the FBI. She has interpreted homicide, rape, sexual assault, domestic violence, prison inmate therapy, Miranda warnings, interrogations, witness statements, and cases involving juveniles.

Aily Panzer, a Deaf counselor, has a Master of Social Work degree from Syracuse University. She has provided direct mental health, crisis intervention and counseling services for Deaf and hard of hearing students, ages 3 to 21, for the past 30 years. She worked eight years in a Residential Treatment Facility setting, Rochester, N.Y. and 22 years in school settings in Rochester, Washington, D.C. and Philadelphia. She has worked as a Deaf Interpreter in Philadelphia. Aily has taught sign language, educational interpreting skills and has evaluated interpreting skills at an interpreter training program.

Session Summary - This workshop will explore various issues interpreters face when interpreting for D/deaf juveniles in the legal arena, including interpreting in juvenile detention and correctional facilities for intake screenings, psychological testing, therapy and treatment options; forensic interviews of minors, with special emphasis on sexual assaults and rapes;

assignments involving crime on school campuses; court ordered forensic evaluations to determine competency to waive rights or stand trial; adjudication hearings; ethical issues and current research in the area of juvenile justice.

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Presenter - Meghan Rainone

Title - Joining Forces: Working Together As a Deaf-Hearing Team

Type of Presentation - W -3

Topic - Teamwork

CEUs - 0.3

Instructional Level - Some

Bio 1 - Meghan Rainone currently works as the Education and Outreach Manager for Deaf-Hearing Communication Centre (DHCC), a Philadelphia region non-profit organization that promotes communication accessibility through services including sign language interpreting, sign language classes, and advocacy. Meghan is also an adjunct professor, HIV educator, Deaf Interpreter, and consultant/business owner offering ASL workshops & mentoring services. She received a Bachelor's (B.S.) degree from Rochester Institute of Technology and a Juris Doctorate (J.D) from Temple University School of Law. She currently holds ASLTA certification and is pursuing certification in Deaf Interpreting. ~ For the past six years, Meghan has served as an adjunct faculty at such higher institutes as University of Pennsylvania, St. Joseph's University and Community College of Philadelphia. She also co-authored a course, American Deaf Culture, for the Interpreter Training program at Community College of Philadelphia. ~ Raised in South Jersey, Meghan now resides in Philadelphia with her life partner, Tim & furry brood including a deaf dog, Jax, and two cats, Zazu and Pippin. She is passionate about spreading awareness of the existence of Deaf culture & American Sign Language and promoting Deaf Animal rescue/adoption (For further information please see <http://deafanimals.org>).

Cindy Shapiro, MSW, LCSW, CSC, has been a free-lance interpreter for 31 years, psychotherapist in private practice for 25 and consultant to a Deaf Senior Citizen center for 10 years. She began her career in college by immersing herself in the Deaf community at Gallaudet. Since 1984, she has worked as a free-lance interpreter in such venues as mental health, legal, performing arts, national car shows and Sorenson. She has provided numerous trainings on integrating Deaf and Hearing Staff, has served on the Board of the Deaf and Hard of Hearing Council and was Co-President of Greater Philadelphia RID. She received the Lt. Charles Freedman Post 706, JWV award for Outstanding Service to the Deaf Community. Cindy's other loves include improvisational acting, singing, and drumming.

Session Summary - Exceptional teamwork is essential for a successful Deaf-Hearing team. This workshop will focus on the rewards and challenges of Deaf-Hearing teams and discuss strategies to manage the dynamics between team members to provide optimal communication for all parties involved. Lack of understanding of how to address potential conflicts reduces the integrity of the message which ultimately defeats the purpose of using a Deaf-Hearing team. This workshop will be presented using role play and active group discussion of possible solutions to challenges presented in Deaf-Hearing teams. ~ At the end of the workshop, participants will be able to: -Understand the rewards and challenges in Deaf-Hearing teams - Think creatively in developing solutions for potential conflicts between team members - Communicate individual needs for effective teamwork and -Utilize constructive feedback techniques with team members -Demonstrate clear understanding of Deaf-Hearing Team process.

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Presenter - Carolyn Ressler

Title - ASL to English Interpreting: Making it Sound Natural

Type of Presentation - EW

Topic - Voicing

CEUs - 0.5

Instructional Level - Extensive

Bio 1 - Carolyn Ressler has been interpreting professionally since 1985 and a staff interpreter at Gallaudet Interpreting Services since 1994. She holds a NIC Master certification, a Specialist Certificate: Legal (SC:L) and has also been RID certified (CI& CT) since 1989. In addition, she received a Masters of Arts degree in Intercultural Communication from Howard University in Washington, D.C.

Session Summary - What makes an interpretation sound like naturally produced speech? As interpreters we often focus on issues of message equivalency and content accuracy in ASL to English interpretations while not thinking about the naturalness of our English product. This workshop takes a close look at what goes into making an English interpretation sound more like an original speaker initiated utterance. ~ To do this, participants will be guided through a process of understanding the situational factors that impact a communication event. Various tools and strategies will be explained that allow for a natural spoken English delivery. Issues of prosody, speaker background, situational context, register, speaker and audience goals will be examined. Common and predictable phrases and communication contexts will be identified and pre-determined equivalent scripts will be discussed and developed. Strategies for making repairs in the English interpretation sound natural and mid-interpretation repair strategies will also be discussed. Tips and tricks of the trade will be shared and practiced in guided hands-on (voices-on!) activities. Come ready to learn some new theories, approaches and then put them into immediate practice in a safe learning environment

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Presenter - Brenda Seal

Title - Fingerspelling Novel Words for Educational Interpreters: Research to Practice

Type of Presentation - PD

Topic - Fingerspelling

CEUs - 0.15

Instructional Level - Extensive

Bio 1 - Brenda C. Seal is a professor of communication sciences and disorders at James Madison University. She also works as an educational interpreter and senior consultant in the chemistry department at JMU with a National Science Foundation grant that funds deaf students from high school and college programs to engage in chemistry research. These students and the interpreters who work with Brenda are exposed to novel words in the research labs, literature, lectures, and presentations. The research offered here addresses fingerspelling (both encoding and decoding) novel words, with applications to all interpreters.

Session Summary - Literacy is defined as a process that involves decoding and encoding written symbols for spoken language users (Simons & Murphy, 2006, p. 218), or, for sign language users, the process of decoding and encoding different manual symbols. Literacy is critical to education and highly valued in educated societies. Literacy is also important to our daily activities, and in recent years has become part of our routine communicative exchanges (e.g., telephone texting and e-mail communication). Individuals who are literate demonstrate an ability to use written text that represents spoken language. In the absence of audition, deaf

readers are not likely to rely on prosodic or temporal patterns, or on syllabic structure and vocal emphasis, in reading and spelling written words. We know very little about how literate deaf readers learn to read novel words when they are encountered in print and even less about how they learn to read novel words when they are encountered in fingerspelling. We anticipate some comparisons made between the two mediums—that deaf readers do not consciously read every letter in a word but rely on decoding skills to make sense of novel letter combinations when they appear on paper and in the air. We also anticipate that these decoding skills develop over time and improve through the recognition of common letter combinations or clusters (Seal, 2006). The purpose of this report is to share results of an investigation into the decoding and encoding of nonsense words presented through fingerspelling to deaf college students and college-bound high school students. This information should be useful to several cohorts, including interpreters working to reduce errors in interpretation, instructors in Interpreter Training Programs, and all those interested in understanding and improving their fingerspelling literacy.

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Presenter - Julie Simon

Title - Intralingual Skills Development

Type of Presentation - W -3

Topic - Language Skills Development

CEUs - 0.3

Instructional Level - Some

Bio 1 - Julie Simon., Ph.D., CI, CT, has been an American Sign Language/English Interpreter for over 27 years and an interpreter educator for over 20 years, having taught in both pre-service and in-service settings. In March 2007, Julie opened The Language Door: An Education and Resource Network for Interpreters and Translators. Prior to that, she served for over 11 years as Administrator for the Western Region (formerly Region X) Interpreter Education Center at Western Oregon University. Julie received her doctorate from the University of Arizona in Language, Reading and Culture, and her masters from Boston University in Deaf Education/ASL Studies.

Session Summary - Many sign language interpreters are non-native users of American Sign Language and often spend much of their education and training on improving their ASL skills. Less attention is often given to improving their English skills or, in the case of trilingual interpreters, their Spanish skills. Having well-developed and well-controlled intralingual (knowledge and skills within a language) skills is a pre-cursor to developing interlingual (knowledge and skills across languages) skills. This session will provide participants with an opportunity to develop their intralingual skills in English and American Sign Language through individual and small-group activities with focus on memory skills development and comprehension, and explore ways to improve their fluency in each of these languages. In addition, this session will provide an overview of language acquisition and learning theories and allow participants to explore their own language acquisition processes.

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Presenter - Amanda Smith

Title - Investigating the Gap: Research Project Findings

Type of Presentation - PD

Topic - Research

CEUs - 0.15

Instructional Level – Some

Bio 1 - Amanda R. Smith is an Assistant Professor in the ASL/English Interpreting Program at Western Oregon University (WOU). She holds a Masters in Interpreter Pedagogy, a Bachelors in Organizational Management and Leadership and an Associates in Sign Language

Interpreting. In addition to her work at WOU, Amanda continues to work as an interpreter out in the community (specializing in courtroom interpreting) and in Video Relay. Additionally, she currently serves as a field consultant for the Demand-Control Schema dissemination project (URMC). She holds the CI & CT, NIC Master, & SC: L from the RID. Amanda currently calls Oregon "home" where she lives with her husband and two boys.

Session Summary - In this presentation research findings will be shared that pertain to the following question: "In what ways do English-to-ASL interpretations rendered by novice (non-certified/recent graduates of interpreter education programs) and highly-skilled certified interpreters differ?" This is obviously a large topic with many possible avenues for research. After collecting data from novice and highly-skilled certified interpreters the research line that was pursued focused on the ways in which the interpreters talked about and mentally processed the work during preparation for the task of simultaneous interpreting (spoken English to ASL) and in reviewing their own work samples. This focus has indeed revealed initial ways in which the highly-skilled interpreters and novice interpreters differ in discussing the work. With this initial attempt at defining the differences we can now begin to identify the skills needing to be developed (over time) in the novice interpreters. There are a number of potential applications for the findings of this research - informing areas of interpreter preparation that need to be implemented or improved and informing the development of post-graduate training to foster new interpreters' transition in to the world of community interpreting to name a few. Recommendations for further research will also be shared.

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Presenter - Amanda Smith

Title - VRS via DC-S: Video Relay Interpreting Through a Demand-Control Schema Lens

Type of Presentation - W -3

Topic - VRS/VRI

CEUs - 0.3

Instructional Level - Some and Extensive

Session Summary - This training is designed to provide a forum for discussing the ways in which interpreters can equip themselves to do the work of a VI in a healthy, ethical, and effective way. Video Relay interpreting is becoming more and more prevalent and working its way to having a role in each and every interpreters' practice. With this comes a new set of challenges and new dynamics to consider in approaching our job as interpreters. The demand-control schema provides a framework for having professional dialogue about ways in which we can improve our work product

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Presenter - Laurie Swabey

Title - Rx for the Future: Report on the National Coalition for Healthcare Interpreting

Type of Presentation - PD

Topic - Medical

CEUs - 0.15

Instructional Level - Some

Bio 1 - Laurie Swabey is a professor of Interpreting at St. Catherine University and the director of the CATIE Center - National Consortium of Interpreter Education Centers. She leads the national initiative on healthcare interpreting for the NCIEC and also represents the RID and NCIEC on the National Coalition on Healthcare Interpreter Certification (NCC). Dr. Swabey has taught for over 25 years and in 2008 received the Kelly Faculty Excellence Award. She holds a Ph.D. from the University of Minnesota in Linguistics and her areas of interest include the cognitive status of referring expressions in ASL, discourse management skills of interpreters

working in healthcare settings and projects related to the scholarship of teaching and learning. She has presented papers on interpreting in the United States, Canada, Australia and Europe.

Session Summary - What have you heard about the national movement to create a specialty certification for interpreters working in healthcare? Has RID had a voice? Since May 2008, 18 organizations representing healthcare interpreting stakeholders have been working together on the National Coalition for Health Interpreting Certification (NCC). This group has been meeting to determine the vision and direction for a national certification process for all healthcare interpreters. The RID and the NCIEC serve jointly as one member of this Coalition. In this session, you will learn what's driving this movement and find out about the work of the NCC to date. We will also solicit your input on key issues to take back to the NCC. We want to hear your perspectives on the certification of spoken language interpreters in healthcare and how you believe it will impact the work of sign language interpreters in this setting. Come be a part of the process!

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Presenter - Marty Taylor, P.h.D.

Title - Video Relay Industry Research: What Do Deaf & Hard of Hearing Callers, Interpreters and Managers Report?

Type of Presentation - PD

Topic - VRS

CEUs - 0.15

Instructional Level - Some

Bio 1 - Marty M. Taylor, PhD, COI, CSC is the founder and director of Interpreting Consolidated, a company formed to provide consultation, evaluation, research and publishing services to interpreting communities worldwide. As a result of her doctoral work she published two books, Interpretation Skills: ASL to English and Interpretation Skills: English to ASL. In addition she has produced the DVD Pursuit of ASL: Interesting Facts Using Classifiers with Angela Petrone Stratiy. Her current projects include researching and consulting related to assessment and evaluation, video-relay interpreter competencies, material and curriculum development, the crisis of the shortage of qualified interpreters in the US, distance learning and instruction delivery, and educational and health care interpreting.

Session Summary - The work of video relay interpreters (VRS) is qualitatively and quantitatively different from other types of interpreting work. The multi-layered task is complex and highly demanding. It is a very fine balancing act for the federal government, VRS Providers, and interpreters to satisfy the much needed access to telephone usage between Deaf and hard of hearing callers, and non-deaf callers. ~ This presentation will report on the results of a six-month research project consisting of site visits to five video relay centers across the United States. The report includes information gathered from 107 VRS interpreters, center managers and trainers who were interviewed and/or observed on an individual basis. In addition, at each of the site visit locations five focus groups of 36 Deaf and hard of hearing video relay customers were conducted. Based on the perspectives of these participants, the findings and recommendations of the site visits and focus groups will be highlighted. ~ The findings include the necessary skills, knowledge, and personal attributes of VRS interpreters, as well as recommendations for workload, compensation, work environment, and identification of themes that emerged between interpreters who worked for less than two years and those who worked for more than four years.

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Presenter - Claire Troiano

Title - Prepare for the RID Oral Transliteration Certification Written Exam

Type of Presentation - EW

Topic - Oral interpreting

CEUs - 0.5

Instructional Level - Some

Bio 1 - Claire A. Troiano, MED, OTC is Director of The Mainstream Center, Clarke School for the Deaf Northampton, MA. She has extensive experience training and evaluating oral transliterators. Under her direction, the Mainstream Center developed a thirty-hour Oral Transliterator Training offered annually at CLARKE and which Claire also teaches throughout the United States and Canada. Claire received the Registry of Interpreters for the Deaf Interpreter Education Award and she serves on the State Evaluation Panel for the Massachusetts Commission for the Deaf and Hard-of-Hearing. She freelances as an oral transliterator and has worked with oral deaf individuals for over thirty years.

Elaine Young, MED is Coordinator of Oral Transliterating Services at the Mainstream Center, Clarke School for the Deaf in Northampton, MA. She holds her Massachusetts state screening in Oral Transliterating and was instrumental in creating the Oral Transliterator Screening Exam for the Massachusetts Commission for the Deaf and Hard of Hearing. She has experience as a presenter and trainer of Oral Transliterators and also freelances as an Oral Transliterator. She is awaiting the results of her RID OTC Performance Exam. Elaine holds a Masters in Education of the Deaf and has worked with oral deaf individuals for 24 years.

Session Summary - This workshop is offered for trained oral transliterators preparing for the RID Oral Transliteration (OTC) Written Exam. A team of nationally certified oral transliterators will cover all six content areas listed in the RID Oral Certification Examination Information Bulletin: history of oral education and the oral deaf community, speech production, language and communication, transliterating process, speechreading, and professional issues. Participants will have a better understanding of the body of knowledge that will be required of them to successfully complete the exam and they will be better able to discern their readiness for the exam through mock assessments and discussion of the content areas.

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Presenter - Meryl Troop

Title - Every Word Fraught with Meaning Interpreting for Police Interrogations

Type of Presentation - W -3

Topic - Legal

CEUs - 0.3

Instructional Level - Some

Bio 1 - Meryl C. S. Troop, CI, CT, SC:L, has been interpreting for more than 25 years in a wide variety of settings, including legal, theatrical, political and educational. Meryl has served 18 years as Maine's Deaf Services and Language Access Coordinator; was a member of the Maine Judicial Branch's Language Access Committee creating materials and training for court personnel to use interpreters, both spoken and signed; and has trained 5,000 over professionals in the use of interpreters. As a graduate of the DOIT Center's Interpreting in the American Legal System, Meryl is thrilled to co-present with classmate Tara.

Tara Potterveld is a Nationally Certified Interpreter, R.I.D. CT & CI, SC:L. She holds a B.A. in Linguistics of ASL and a M.A. in Art from California State University at Northridge. Tara completed an 18-month certificate program, Interpreting in the American Legal System and is taking courses in Criminal Justice. She has presented seminars for interpreters, police officers, judges and bailiffs. Tara has interpreted extensively for police and Deaf suspects and interprets for the FBI. She has interpreted homicide, rape, sexual assault, domestic violence, prison inmate therapy, and various legal cases involving juveniles.

Session Summary - What do police look for when interrogating a suspect? How do those expectations play out when interrogating a deaf person through an interpreter? Police use a variety of deceptive techniques to extract confessions – what’s the interpreters’ role in this deception? This workshop will look at issues of linguistic competency, unique vocabulary, shades of meaning, and what constitutes a “knowing confession”. Analyzing what interrogators look for in spoken English interrogations, relevant cases and the language levels inherent in the Miranda warning will lead us to a rich discussion of interpreter role, ethics and professionalism in this high-stakes interpreting setting.

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Presenter - Miako Villanueva

Title - Refining Interpreting Skills: Applying Linguistics To Our Work

Type of Presentation - W -3

Topic - Linguistics

CEUs - 0.3

Instructional Level - Little/None and Some

Bio 1 - Miako Villanueva, MA, CI/CT has been interpreting professionally for 8 years. She is an Instructor in the Department of Linguistics at Gallaudet University and is also completing her dissertation on ASL structure. Miako has taught graduate level classes in Consecutive Interpretation, Simultaneous Interpretation: Interactive, and Structure of Language: ASL & English, in addition to other classes. She has also provided numerous workshops on linguistic and interpreting topics, including Visualization & Conceptual Blending, Constructing Dialogue and Action Through Blends, Variation in ASL, and Ethics of Expansion for Deaf Interpreters.

Mary Thumann, MA, CSC has been an interpreter for over 25 years and is currently an interpreter trainer. She is an Instructor in the Department of Interpretation at Gallaudet University and is also a doctoral student in the Department of Linguistics at Gallaudet. Mary has taught classes in Simultaneous Interpretation: ASL to English, in addition to other classes, and has provided workshops on Who is Doing What in Blends, Team Interpreting, Becoming a Certified Professional Interpreter, Interpreting with Confidence, Interpreting in Educational Settings, Interpreting in Mental Health Settings, and ASL to English for Codas.

Session Summary - Title of Activity: Refining interpreting skills: Applying linguistics to our work ~

Description of Activity: In this workshop, participants will be introduced to the cognitive linguistics view of constructed action and constructed dialogue (also known as role shifting).

After a brief overview, participants will practice by viewing videotapes of ASL presentations or narratives containing blends and constructed dialogue; identifying blends used in constructed action and constructed dialogue in several texts; providing their own examples of constructed dialogue; and revising these examples to include blends. ~ Educational Objectives: Participants will be able to: • Understand and identify some of the basic features of conceptual blending for constructed action and constructed dialogue; • Analyze the use of constructed action and constructed dialogue in ASL narratives or presentations; • Begin to use blends in their own examples of constructed action and constructed dialogue;

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Presenter - Wendy Watson

Title - Peer Mentoring: What is That in 2009?

Type of Presentation - EW

Topic - Mentoring

CEUs - 0.5

Instructional Level - Some

Bio 1 - Wendy W. Watson, BS, CI/CT, Master Mentor, Director of the Southeast Mentorship Project, is an interpreter educator and the Lead Interpreter at Northeastern University. A graduate of the Project TIEM Master Mentor Program, Wendy is the co-developer of the Peer Mentorship Model (PMM). Wendy provides both group mentoring guidance and individual mentoring, and has been facilitating Peer Mentoring Programs since 2005. Wendy teaches in the Northeastern University ITP, as well as their Annual Summer Symposium. She feels very fortunate to have been trained at Northeastern, and to have had the mentorship of some of the most talented leaders in our field: Dennis Cokely, Cathy Cogen, Marina McIntire, Lynne Weissman, and THE Laurie Shaffer. Wendy is a grateful, perpetual mentee!

Dawn Bolduc, BS, CI/CT, NIC, works as a community interpreter as well as adjunct faculty at Phoenix College. A 2001 graduate of Northeastern University, Dawn is currently a graduate student at Arizona State University and represents Arizona interpreters as their Commissioner on the Arizona Commission for the Deaf and Hard of Hearing Board of Commissioners. While living in Massachusetts, Dawn completed two tracks of the Peer Mentoring program. With the support of the RID/NCIEC mentoring grant, Dawn was successful in bringing Wendy Watson, CI/CT and Deanna Ammon, CI/CT, to Arizona to present the Arizona RID Peer Mentoring Program.

Laurie Shaffer MS, CI & CT NIC-A has been teaching, mentoring and presenting since 1994. Recent projects include instructing for Northeastern University's summer institute in their NIC preparation track, teaching decision-making and ethics under various Department of Education grants to educational interpreters and working with her beloved colleague and friend Wendy Watson to introduce the Peer Mentor Model to various states across the US. She is always grateful for the opportunity to learn from and share with her colleagues and friends in the field.

Session Summary - Peer Mentoring - What is that in 2009? - ASL/English interpreter, BA in interpreting, 3 years work experience, seeks mentorship towards expanding expertise for various work environments. – Educational interpreter desires mentorship, with hope of becoming a credentialed freelance interpreter. - Certified ASL interpreter, 20 years experience, looking for new challenges and reinvigoration. ~ Does your local mentorship program roster look like this? Are the program participants "all over the map" in terms of skills, experience, education and background? Does "Who me; a mentor?? No, no, no...." sound familiar? It did to us! ~ In 2003, Wendy Watson and Laurie Shaffer created the Peer Mentor Model (PMM), an approach to mentoring that allows each participant to be both expert and protégé. The premise is that all of us have a contribution to make; the model and the subsequent program create a community of learners who share a common means to discuss the work and support each other as professionals now and in the future. ~ This session will introduce the PMM; its guiding principles and its use of a dialogic constructivist approach to mentoring. We will discuss the macro and micro design of the program and describe how it manifests itself in other states and institutions. This session will include lecture and presentation of the experiences of various stakeholders, as well as practice of some discrete components of the PMM.

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Presenter - Eve West

Title - Forensics, Semantics, and Interpreting

Type of Presentation - W -3

Topic - Legal

CEUs - 0.3

Instructional Level - Some

Bio 1 - Eve Adelman West, CSC, M.Ed., M.A., is Associate Professor of ASL/English Interpreting and English as a Second Language at Community College of Philadelphia. She has

been interpreting for more than 30 years, and has been Coordinator of the interpreting program at CCP for over 26 years. Her expertise focuses on areas of skill development in interpreting from novice to advanced, particularly related to discourse analysis and ethical decision-making. Additional Speaker Bios (where applicable)

C. Donald Weinberg, MA, VSM, CPE, Professor of English & Humanities at Community College of Philadelphia, Board Member of the Vidocq Society, is a trained forensic interviewer and interrogator and a certified polygraph examiner. As an expert in forensic linguistics and statement analysis, he has presented seminars on language analysis addressing cold case homicides, both nationally and internationally. He has also worked as a hostage negotiator for the NJ State Dept. of Corrections.

Session Summary - When a Deaf individual becomes involved in matters involving public or private security or in the criminal justice process, a series of interactions occurs in which an interviewer attempts to establish this individual's relationship to and involvement in the events at issue. Initially, an individual who might be knowledgeable about the situation is called to cooperate with a fact-gathering interview. Several levels of forensic interviews may occur, leading to an interrogation. At all levels, special considerations apply that affect the role and responsibilities of the interpreter, particularly as these relate to precision of meaning and conveying affect and tone. This presentation will describe and demonstrate each level of the interview and interrogation procedures in the criminal justice process, identify the purposes and goals of the forensic interviewer/interrogator, identify critical issues of interpretation related to meaning equivalency and affect match, and discuss implications for the interpreter and interpreting process.

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Presenter - Lynne Wiesman

Title - Self Analysis Tools: Preparing for Performance Testing & Performances of a Career!

Type of Presentation - EW

Topic - NIC testing

CEUs - 0.5

Instructional Level - Some and Teaching / Testing

Bio 1 - She is a graduate of the Master Mentor Program where she also taught for the final 3 years of the grant program. She also currently teaches for DeVry/Keller's Online School of Business and Troy University's four-year distance Interpreter Preparation Program. Her previous work experience involves the development, establishment and administration of two interpreter assessment processes as well as the development of a two-year Interpreter Preparation Program at Southwest Illinois College. ~ Most recently her work focuses on the development of sustainable mentoring projects for states and organizations supporting states to develop Mentor Trainers. Lynne has been published in St. John Benjamin's Press as well as numerous articles in the Views and CIT newsletter and journal. She is the author of a self-publish business manual and CD Rom for interpreters "It's a Matter of \$'s & \$ense." ~ Lynne graduated from SW Collegiate Institute for the Deaf of which she is most proud, possesses an undergraduate degree in Organizational Leadership, an MBA, has completed a year of law school and is currently A.B.D. toward her Ph.D. in Training & Performance Improvement. Her research interests are mentoring to close the graduation-to-certification performance gap. She holds RID CI/CT and SC:L and TX Court Interpreter Certification.

Session Summary - Self-Analysis Tools: Planning for Performance Testing & Performances of a Career! Interpreters are seeking ways to assess their skills independently to prepare for performance testing and career performances. Addressing performance gaps for skill

development requires a systematic process that includes identification and prioritization of performance gap(s) followed by root cause analysis and development of an intervention to address the root cause. ~ Interpreters are quite adept at identifying challenges in their work. However, much of what is identified is superficial or symptomatic failing to accurately determine underlying causes for these challenges. Addressing a symptom may lead to short-term change but more likely, frustration with the resurfacing of the challenge. To be maximally effective, interpreters must work to uncover the root cause for a performance gap. It is this crucial step of identification of the root cause that appears to be lacking in the work of interpreters attempting to conduct self-analysis. ~ This presentation will provide a number of self-analysis tools from the field of training and performance improvement made applicable to the interpreting industry. These tools have been developed to support the work of interpreters seeking to develop skills and knowledge autonomously. Implementing self-analysis strategies with user-friendly tools will lead to more successful skill development and provide a basis for a longer-term benefit.

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Presenter - Anna Witter- Merithew

Title - The State of Our Art: A Discussion of Changing Trends In the Field of Legal Interpreting

Type of Presentation - W -3

Topic - Legal

CEUs - 0.3

Instructional Level - Extensive

Bio 1 - Anna is the Assistant Director for the Distance Opportunities in Interpreter Training Center (DO IT Center) in Denver, Colorado. She has over thirty-five years of experience in the field of interpreting as both a practitioner and educator. In her current capacity, she is responsible for the instructional programs of the Center that are delivered to distance learners throughout the United States. She is the architect of a number of programs, including a four semester program for interpreters working in the American judicial system and an online baccalaureate program. Anna served on the national board of the RID respectively as Vice President (1983-1987) and President (1987-1989) and is one of the co-founders and past Vice President of the Conference of Interpreter Teachers (CIT). Most recently, Anna has co-authored two new texts. The first, *Toward Competent Practice: Conversations with Stakeholders*, co-authored with Dr. Leilani Johnson, was the focus of a plenary session at the 2005 RID Convention in San Antonio. This text is published by the RID. The second, *Dimensions of Ethical Decision-Making: A Resource Guide for Practitioners* (2006), co-authored with Kellie Stewart, is published by Sign Media. She is also the author of the 12-part videotape series and workbook entitled *Interpreting in the American Legal System*, published by Sign Media (SMI), as well as one of the designers of the SMI *Interpreting the Miranda Warning* videotape.

Carla M. Mathers, Esq., SC: L serves as General Counsel to Viable, Inc., a deaf-owned technology company providing video relay services and video telephony products to the deaf and hard of hearing community. Prior to that, Ms. Mathers was a Senior Litigation Associate for 14 years practicing in the state and federal courts of Maryland and the District of Columbia. Ms. Mathers brings over twenty years of experience to the discussion of legal interpreting, as a practitioner, teacher and author.

Jimmy Beldon, CDI, M.A., has been a professional involved in the interpreting field on many levels. He currently teaches in the Interpreter Training Program at the College of St. Catherine in St Paul, Minnesota. Mr. Beldon received his master's degree in Deaf Education with an ASL Specialty from Western Maryland College. He is a nationally renowned interpreter educator. He is a popular presenter requested to travel across the United States giving workshops on a

variety of topics including ethics and decision making, deaf culture, culture conflicts, and deaf and hearing team interpreters. He was served as vice president for RID.

Jan DeLap, CDI, is a certified Deaf interpreter in the Washington, DC metropolitan area, specializing in legal interpreting. For over ten years she has interpreted in a variety of legal settings, including hearings and trials in the DC Superior Court and

Margaret Ransom Cobb, M.A., CSC, SC:L serves as a Staff ASL Interpreter for the Superior Court of California, Ventura County. In addition to providing interpreting services for the court, she is involved in scheduling and contracting of interpreters and

Session Summary - Interpreting in the legal setting is a long-recognized area of specialization in the field of interpreting. Tradition from the field of spoken language interpreting and legal community contribute to the conventional way legal interpreting work is performed. As well, practices have been conceived by practitioners over time through a process of application of theory drawn from the profession's scholarship. As more scholarship and research emerge, practices evolve, improve and change. The NCIEC Legal Interpreting Work Team has been engaged in a number of research activities that capture the current legal foundation, trends and evolution in practices impacting the specialization of legal interpreters. The goal of this workshop is to report and deepen our understanding of the findings to-date. To this end, a panel of NCIEC Legal Interpreting Work Team members will report on various research activities relating to the work of deaf interpreters in the courtroom, defining competencies of practitioners in various legal settings, and documentation of best practices in legal interpreting, followed by small group activities designed to gain practitioner insight. Practitioners will be asked to value the findings through completion of an opinion survey. This presentation and related activities will be conducted in ASL.

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